This pamphlet was produced in order to introduce education in Akita to people within and outside of Akita Prefecture. In addition, we hope to combine all of our efforts to advance our educational system, turning Akita into a prefecture associated with education.
First in the country to initiate unified efforts to support our children

In April 2004, Akita Prefecture combined the preschool and nursery school administrations into one body under the BOE, called Unification of Kindergarten and Nursery Development Division (UKNDD). This department does administration work concerning preschools in general. Resulting from being first in Japan to initiate this unification, the transition to centers for early childhood and care (*) has gone smoothly and has contributed to a decrease in numbers of children on waiting lists.

*Institution that supports preschool education no matter what job the legal guardians have. Also aids all things concerning regional children’s education, including providing childcare consultation and facilitating parent-child interactions

Sponsoring high quality programs for children’s education and environment

We offer various training programs for preschool educators no matter where they teach. In addition, members of the UKNDD make school visits, during which they observe classes and give advice, as well as hold conferences. Doing so, we ensure that our preschool education facilities are all equally high-quality.

Increasing children’s independence through education

We put a lot of emphasis on education that encourages and supports the independence of children and makes them say “this seems interesting! ,” “fun! ,” or “I want to try!” Rather than holding one-sided lessons, preschool teachers provide interesting classes by creating an educational environment with the children and actively engaging their interests. These classes also incorporate play, a change in environment, and working with friends. Through this process, we hope our students to build up experience by making discoveries, finding new questions and issues, and eventually using their own ability to attempt various activities.

In addition, to respond to concerns about raising children, nurseries provide information and proactively make efforts to support parenting.
Nurturing plentiful hearts and healthy bodies

Through first-hand experiences with the local area and nature, at school students learn about Akita’s bountifulness, friendliness, and beauty, nurturing their spirits. In addition, since 2011, initiatives promoting strength and health have been underway, guided by our “3S” motto (three daily meals, outdoor play, healthy life-habits), children grow up healthily and sound in mind and body, living with the bountiful nature and overflowing warmth of Akita.

Making harmonious connections with Elementary School Students

All over the country, children who cannot sit still in classes, known as “1st grade problems” are identified during their entrance to school. In Akita Prefecture, we place an emphasis on transitioning from a lifestyle of only play to studying in school. With the help of various early education facilities, we are continuing to promote the cooperation of elementary and preschools by providing composite workshops for teachers, workplace exchange experience, and interaction with students.

Complete Care for Children

◆ For families with work and childcare needs, we sponsor various services for children.
  • Temporary custody (look after children at times when parents are unable to) : 180 places
  • Extended-hours childcare (operates at longer hours than normal, or past 6:00 p.m.) : 185 places
  • Sick Child Care (for children who have fallen ill) : 61 places Note: as of the end of 2016

Economic Assistance for Preschool/Nursery Education

◆ In nursery schools, if siblings are enrolled at the same time, the entrance fee for the second child is halved. For the third and younger siblings, entrance is free. In private preschools, depending on the family’s income, municipalities will subsidize the cost. (Assistance for costs of children’s education/day care, and encouragement of early education)

◆ Regardless of preschool and when siblings enroll, enrollment fees for the second child of families with an annual income of less than 3.6 million yen is halved and all other children thereafter are enrolled free of charge. For single parents with an annual salary below 3.6 million yen, nurseries and preschools offer services for the first child at less than half price, and no charge for any following children. (Financial aid for children’s education/nursery school; Early childhood education stimulation project)

◆ Additionally, if below the standardized income limit, Akita provides aid for attending nursery schools or preschools. In low income families, aid up to 50% of costs is provided. In other cases, up to 25% is provided. With three or more children, the second child and younger are 100% aided. (Supporting healthy children initiative)

◆ In all municipalities, nurseries and preschools help low income families with things such as buying school supplies and paying for field trips by subsidizing costs. (Project to supplement costs)
Top Level Education in Japan

In Akita, we have established as a general principle, a seize-inspection-improvement cycle “April Survey of Academic & Scholarly Ability→December Survey of Prefectural Scholarly Circumstances→March Senior High School Entrance Exams.” Every school bases their lessons on the results of the survey and, through this repeating process, check on and improve their classes.

【2016 Survey of Academic Ability in Japan】

<table>
<thead>
<tr>
<th>class</th>
<th>ES 6</th>
<th>JHS 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avg. Accuracy in Akita</td>
<td>National Comparison</td>
</tr>
<tr>
<td>JapaneseA</td>
<td>7 7</td>
<td>+ 4</td>
</tr>
<tr>
<td>JapaneseB</td>
<td>6 4</td>
<td>+ 6</td>
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<tr>
<td>MathematicsA</td>
<td>8 2</td>
<td>+ 4</td>
</tr>
<tr>
<td>MathematicsB</td>
<td>5 2</td>
<td>+ 5</td>
</tr>
</tbody>
</table>

Nurturing children who inquire

To instill in children the knowledge they need to live well in society, we strive to educate children who are not afraid of asking questions. Not only during class, but in all situations, we encourage students to be aware of thinking about and reaching a resolution themselves. Not limited to speaking and presenting their opinions or questions, students learn to find challenges, involve others, all while raising their ability to be able to make important decisions.

As a result of our efforts, Akita prefecture has a higher proportion of positive responses to questions on the National survey of Academic Ability & Academic situation compared to the national average.

<2016 National survey of Academic Ability and academic situation from the Questionnaire given to students.>

- In your classrooms or groups, do you think that you are actively engaging with academic activities such as one where you take a popular topic, find information about how to solve the problem, discuss with your partners while refining your project, and present to others your findings?

<table>
<thead>
<tr>
<th></th>
<th>ES</th>
<th>JHS</th>
</tr>
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<tbody>
<tr>
<td>88.8%</td>
<td>Akita</td>
<td>86.2%</td>
</tr>
<tr>
<td>75.7%</td>
<td>Japan</td>
<td>69.3%</td>
</tr>
</tbody>
</table>

Holds true

- Through discussing with other classmates, do you think you were able to deepen your own understanding and widen your perspective on the problem?

<table>
<thead>
<tr>
<th></th>
<th>ES</th>
<th>JHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>79.7%</td>
<td>Akita</td>
<td>79.0%</td>
</tr>
<tr>
<td>68.3%</td>
<td>Japan</td>
<td>64.8%</td>
</tr>
</tbody>
</table>

If one or the other, would say it holds true
Inquiry-Based Learning Lesson: Recognized all over Japan

One of the methods Akita Prefecture widely uses to raise children who inquire is the inquiry-based learning lesson. This class consists of students developing their own topic, creating their own thoughts, and then developing a well-drawn-out solution to the issue through building off of fellow students’ knowledge. Through this type of class, students hone their thinking and presentation skills. These skills that the students gain contribute well towards answering B-style practical thinking questions on the National Assessment of Academic Ability.

Students independently identify a problem, cooperate to find a solution, and learn alongside one another, thus increasing their field of thought. Creating the inquiry-based learning lesson, a teaching style that has been vied for nationally, is why Akita is recognized across the country.

Creating a safe space for students to make lasting connections

All schools strive to aid students in making great connections with others and create a lively school environment for all. We intentionally create this type of place, hoping that students will feel that they are needed or have been of use to others.

This action has caused Akita Prefecture’s non-attendance and occurrence of problems in classes to fall an incredible amount, creating a stable school life for students.

Support for easing the transition from elementary to junior high

All over Japan, there is a problem with what is known as the “junior high school gap.” Students have problems transitioning into junior high school and start to skip classes.

In Akita, faculty members look at and exchange information about each child in elementary and junior high school, using school events to facilitate interaction between students in order to design a smooth link between elementary and junior high schools to make the transition easier. Elementary and junior high instructors exchange classes with each other, and this is intended to instill in students the desire to go to school and curb the decline in attendance. This has shown big results in some schools.

Advancing career-based education with regional roots

Akita is promoting career-based education with regional roots in order to raise children, as they are the future of our country, with a zeal for living. Working with local residents, students get first-hand work experience, learn how to revitalize their surrounding areas, and so on. The main reasons why Akita’s students’ academic and endurance levels are considered one of the best is because of home life and the region’s educational capability. Schools, households, and the region establish our reputation for an amazing educational environment, which is one of the prefecture’s greatest assets.

Economic Support for Elementary and Junior High Education

◆ In all municipalities, we recognize financial situations in which school attendance can be difficult.

For families of these elementary and JHS students, school supplies, school meals, field trip money, and other costs are subsidized. (Aiding school attendance initiative)
Education with characteristics that focus on various career paths

Naturally, we want to raise students’ desires to study. At the senior high school level there are classes aimed at developing an attitude for researching and studying issues independently. Additionally, to help students plan their careers and have a school life that works towards making their goals attainable, students are provided with opportunities such as internships, commercial and volunteer work with local citizens, lectures on preparing for higher education with crossover into school work, and even training excursions at local hospitals. These activities have been established to provide students with the chance to find a focus on what they aim to do in the future.

Progress on efforts to make Akita’s English ability best in Japan

In Akita, from starting elementary to graduating senior high school, we aim for our students to be able to correctly understand information provided in English, as well as be able to express their thoughts appropriately using the English language. For that reason, while 3rd year junior high school students take English exams (*), our junior high and senior high school students come together to meet with ALTs and exchange students from Akita International University at our English camps, where they are immersed in a world of English. These camps are held throughout Akita. *proportion of 3rd yr. JHS students that pass Lvl. 3 or higher English exams, 2015: 39.7% (Nat. 18.9%)

Make high schools affluent in unique characteristics and appeals

In order to enforce advanced education, MEXT has officially given some of our schools designated titles: three are “Super Science High Schools,” focused on STEM courses (Odate Homie SHS, Akita Hokuyo SHS, Akita Chuo SHS), one is a “Super Global High School,” with an education designed to foster people who can make progress in a globalized society (Akita Minami SHS), and one is a “Super Professional High School,” which prepares children for specialized work (Omagari Agricultural SHS).
As the winners of the 59th Japan Students Science Awards, students of Akita Chuo SHS went to America in May of 2016 to represent Japan at the Intel International Science and Engineering Fair. In addition, Akita Minami SHS students won the 「SGH Koshien」 competition in the category of Topic Research Presentations (orally done in English) and will be sent to Singapore as Japan's representatives.

**Education that fosters global leaders who can pull Akita and Japan forward**

In April of 2016, Akita Minami SHS, our designated Super Global High School, merged with a junior high school to become an integrated junior-senior high school. After six years of integrated education, we hope these academic activities will develop in our students a strong desire to support Akita as well as Japan, and also create an international way of looking at the world, turning our children into global leaders. With the cooperation of universities within the prefecture we are able to continue working on these efforts.

**Opening of Space IO, Japan’s first educational Special Zone System**

Space IO is a facility for elementary, junior high, and graduated junior high students who cannot attend school normally. Students are made to feel safe in an environment where their heart is right at home, and learn under the support of instructors and counsellors. In March of 2004, Space IO was authorized and started as a Special Learning Zone for handling classes with attendance through communications learning via ICT. In July of 2005, this concept was executed nationwide. As a learning space (classroom), there are rooms such as a joint learning space, individual booths, and a counseling room to meet the needs of every student. There are four of these establishments within the prefecture.

**Support for choosing career paths ~Future Planning Guidance~**

The career path students make after graduation has a large effect on their lives, so it’s a heavy choice for them to make. In Akita, for three days in August, first year senior high school students can attend “Future Planning Guidance,” an event where students can get a firmer grasp on university studies and searching for a job after graduation. At the same time, students also heighten their focus on the studies that are most important to these goals.

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**Economic Support for Senior High School and Post-secondary Education**

- In Akita, households that make less than 9.1 million yen/yr. can send their children to public high schools free of charge. Private school students will also receive aid for school fees, again based on family income. (Senior high school entrance fee aid, Private school entrance aid project)
- Also, families on welfare or under exemption will be provided extra financial aid for educational costs beyond classes. (Financial aid to promote attending senior high school)
- Furthermore, with the help of JASSO’s scholarships, Akita’s Educational Society has funded a zero interest loan system, as well as new university and junior college scholarships for families with three or more children. (Contact) Akita Educational Society: 018-860-3552
- Starting April 2017, students who decide to work in Akita (non-governmental) will receive a reduction on their school loan payments. (Contact) Population Issues Division: 018-860-1248
In depth education for students with disabilities

Akita has education designed for students to become independent and contribute to society with regards to limits due to disabilities. Instructors create in depth individual learning plans with unique content and teaching methods designed for each student’s particular needs. Additionally, a nurse is always present at these schools. Lastly, with the collaborative effort of medical, health care, welfare, and labor agencies, a system has been created to support these children up to adulthood.

How our special support school grows

Local elementary, junior, and senior high schools continue to exchange and study together with our special support school. Students also create a deeper connection with local residents by proactively contributing to the area through helping with setup and cleanup of events or with cleanup efforts to make the locale look nicer. As a school that studies its surrounding area, we receive a lot of assistance to provide an education where students can develop a deeper understanding of the area as well as a love for this home where they come from.

Sufficient work education and implementing employing a large amount of disabled persons

We have implemented classwork that focuses on the production of goods made by local businesses, starting a new field of cooperative business in agriculture and local industry. Students learn from experts how to farm or make products, then create, sell, and work together with businesses for a rigorous and fulfilling educational experience.
We also hold work education festivals which are for showcasing the students’ development, and, through the festivals, show their potential to other businesses. As a result of this effort, the number of students hired post-graduation has increased drastically in the past several years.

Our special support school provides support for local special support education

To achieve a support center for special support education in local areas, Akita’s special support school does things such as visits kindergartens, day cares, elementary, junior, and senior high schools, as well as conducts staff training sessions. Also, Akita City’s schools for visual and auditory impairments holds satellite broadcasted classes to the north and south ends of the prefecture. Our next step is to provide special support to schools that need it for their early childhood students.

Kagayaki no Oka, Akita’s general support area

6 km southeast of Akita Station, in the area of Kamikitate, is Kagayaki no Oka, Akita’s support area for rehabilitation and special support education. Akita joined its three special support schools for visual, auditory, and motor impairments to the Prefectural Rehabilitation Center.

At the rehabilitation center is “Fukinoto Akita,” a support center for people with developmental disabilities, as well as a general consultation and local rehabilitation facility. “Fukinoto Akita” collaborating with education systems, providing support and guidance for students’ growth.

At Kagayaki no Oka, information and support is integrated from viewpoints from all areas of Akita and local medical care and rehabilitation are provided, establishing its role as a central pillar for special support education.

Financial Aid for Special Support Education

In order to provide financial support to families with children enrolled in special support schools or special support classes in elementary and junior high schools, Akita has established financial aid based on household income to provide a single stipend towards school transport, school lunch, textbook costs, school supplies, and even field trip costs. (Financial aid to encourage enrollment into special support schools)
Club activities that enrich student life and personal growth

We are working on a more fulfilling student life for Akita’s youth by getting them to proactively join in club activities and hang out with others who share similar interests in sports or cultural activities regardless of class or age. In clubs, students learn how to be independent, cooperative, responsible, and find solidarity. Akita also has schools that have clubs involving local folk arts and entertainment.

Akita Prefectural Performance Enhancement Senior High School System

Akita has designated some of its senior high schools as bases as “Prefectural Performance Enhancement Senior High Schools” focused on fostering athletes that can compete throughout Japan and the entire world. These base schools have benefits such as specially selected club coaches and technical advisors (particularly gifted competitive athletes) dispatched to their campuses.

*From the end of the 2016 fiscal year to now there are 14 schools (15 sports) & 20 club activities

Promoting our project for improving senior high school baseball

Since 2011, we have aspired to rank in the four best high school baseball teams at the Koshien Meet. With our five year plan for enhancing senior high school baseball, we made it into the best eight once and the best 16 three times. Based on these results, starting in 2016 we are hoping to start our Akita Modeled High School Baseball Education and Strengthening Project.
Promotion of reading at an early age

Akita has developed the nation’s only reading ordinance, designating November 1st as “Citizens’ Reading Day” to encourage every citizen to read more. In creating an environment to get children more attached to books, at the preschool level we hold story telling events, as well as give children their own picture books. Furthermore, all elementary and junior high schools in Akita participate in morning reading activities. In senior high schools, reading lovers organize storytelling events, and even attend book review competitions, known as “Biblio Battle,” in order to show the fun in reading. We hope that fostering children in this manner will inspire them to raise the next generation in the same way.

A vast range of hands-on outside school activities

For a child, hands-on experience, such as group overnight camps or artistic and cultural activities, are extremely important. Starting in 1999, Akita Prefecture was the first in Japan to promote linking experience-based activities at educational facilities with the school curriculum, establishing the “Use of Second Schools.” For outdoor activities, classes are held at three youth outdoor learning centers and Akita Shirakami Learning Center, located by the Shirakami Mountain World Heritage Site. For liberal arts activities, the Akita Museum of Art exhibits “Events of Akita” by world-renowned artist Tsuguharu Fujita. The Akita Museum of Modern Art also has the Akita Ranga (paintings that integrated Occidental and Chinese Art) Collection, and the Akita Prefectural Museum is available for students to comprehensively learn about the history and nature of Akita.

A Direct Experience of Akita’s Superior Educational Environment

In cooperation with Kitaakita City, Akita Prefecture offers a Study Abroad in Akita program, where students can directly experience Akita’s educational environment. Length of study varies depending on the students’ situation, ranging between a few days to a week for short term trials, or from one semester to one school year for long term. Through this program, students are allowed to attend classes, hands on activities which utilize Akita’s affluent nature, and other types of creative work. [Contact] Lifelong Learning Division: 018-860-5184
**Body Strength and Fitness**

- National strength and athletic skill test results (8 categories/8.0 points)
  
  *\(^\star\) signifies the percentage comparison with the national average at base 100%
  
  5\(^{th}\) yr. ES: Boys 56.40 (104.6%), Girls 59.04 (106.3%)
  
  2\(^{nd}\) yr. JHS: Boys 44.03 (104.5%), Girls 51.12 (103.1%)
  
- Height (cm) *\(^\star\) signifies the difference from the national average
  
  6\(^{th}\) yr. ES: Boys 147.0 (+1.8) (*Tallest in Japan*), Girls 148.2 (+1.4) (*2\(^{nd}\) tallest in Japan*)
  
  3\(^{rd}\) yr. JHS: Boys 166.6 (+1.4) (*Tallest in Japan*), Girls 157.1 (+0.6) (*4\(^{th}\) Tallest in Japan*)
  
  3\(^{rd}\) yr. SHS: Boys 171.3 (+0.6) (*7\(^{th}\) Tallest in Japan*), Girls 158.2 (+0.4) (*6\(^{th}\) in Japan*)
  
- Weight (kg) *\(^\star\)(\(\star\)) signifies the difference from the national average
  
  6\(^{th}\) yr. ES: Boys 40.2 (+1.8) (*3\(^{rd}\) in Japan*), Girls 40.5 (+1.5) (*4\(^{th}\) in Japan*)
  
  3\(^{rd}\) yr. JHS: Boys 56.4 (+2.5) (*Highest in Japan*), Girls 51.6 (+1.6) (*2\(^{nd}\) Highest in Japan*)
  
  3\(^{rd}\) yr. SHS: Boys 65.1 (+2.6) (*2\(^{nd}\) Highest in Japan*), Girls 54.2 (+1.3) (*2\(^{nd}\) Highest in Japan*)

*Note: Data is based on 2016 statistics. Height and weight data is as of most current reports*

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### Getting fit through fun P.E. classes

We give students the most possible opportunities to get fit through letting them go for runs or skip rope before school and between classes, and holding sports events such as track meets.

Furthermore, we make the most of the winter season by providing winter sports classes that the students can enjoy such as skiing, snowboarding, and skating. This is to encourage them to exercise proactively in winter, a time when students tend to be unwilling to do any form of physical activity.

Lastly, with the help of senior high school instructors and local citizens, we are working on fostering in elementary and junior high school students the desire to be physically active through gymnastics and swimming. As a result, in 2015, Akita recorded the largest number nationally for students who responded positively to a survey investigating their fondness for exercise.

*5\(^{th}\) yr. ES: Boys 79.4% (*1\(^{st}\) in Japan*), Girls 61.7% (*2\(^{nd}\) in Japan*)
  
  2\(^{nd}\) yr. JHS: Boys 69.8% (*1\(^{st}\) in Japan*), Girls 51.4% (*1\(^{st}\) in Japan*)

### Walking to School initiative

Akita has enacted the “Let’s Trek Our Way to School” movement, which encourages children to commute on foot to school in order to lengthen walking time, as well as make children healthier.

### Tasty school lunches making the most of Akitan food

Akita Prefecture promotes the importance of food and dietary education through providing school lunches made with the finest local ingredients, which consequently supports the healthy growth of children.

This also teaches them the importance of food, the industry, nature, and Akita’s culture.
Maintaining a regular lifestyle (sleep early, wake up early, eat breakfast, home studies)

Students in Akita follow a consistent lifestyle of going to bed and waking up at the same time every day and making sure to have breakfast. In the Prefectural “Survey of students’ Lifestyles,” students answered that they wake up at 6:30 AM, and ES 5th & 6th graders sleep before 10 PM, JHS, before 11 AM, and SHS around 11:30 PM. Compared to the averages in the rest of the country, there is a tendency of early sleepers and early risers in Akita. This points to a connection with Akita students’ great academic ability and their daily habits.

Additionally, elementary and junior high schools have Home Studies Notebooks assigned apart from their regular homework in order to get students to create their own study habits for reviewing classwork at home. In the morning, the students submit these notebooks to their homeroom teachers, and at the end of the day, these notebooks are handed back to them with comments from the teacher written on them.

It has been said that these lifestyle and learning habits, which have been created with the cooperation of schools, families, and local support, are a crucial characteristic specific to Akita.

Akita’s “Wakasugi” and the seven rules of nurture

The Prefectural Board of Education has accredited Akita’s excellent educational environment, which is one of its treasures, to the practice of a consistent lifestyle, developing home study habits, creating an education where students lead class, and having learning experiences at home and in the community. These habits are referred to as the Seven Rules of Nurture for Akita’s Wakasugi. We would like to preserve this great environment which creates Akita’s brightest minds, as well as engage in children’s education with the help of everyone in Akita Prefecture.

The Seven Rules of Nurture for Akita’s Wakasugi
1. Sleep and wake early, eat breakfast; keep a life rhythm
2. Always greet the day with joy; keep rules and promises
3. Gain the power to think and inquire through reading, speaking and writing
4. Children will find the answer; studies continue at home.
5. Work experience, internships; building children’s career foundations locally
6. Learn at school and in town; dreams begin at home
7. The will to carry our home forward; Akita’s future is made by us all

*We refer to our children, who bear the responsibility of Akita’s future, as “Wakasugi” (young cedar)
Akita Prefectural Museum

This museum is located in the Kanaashi district, 15km north of central Akita City. Inside there are halls for things like the history of civilization, natural history, and other planned exhibits. In the Memorial Hall of Akita’s Pioneers is the work of Masumi Sugae (*), a travelling writer of the Edo period.

Akita’s culture has been carefully preserved since the distant Jomon era. We continue to support preserving this rich nature and culture. One can experience all of Akita’s wonders here.

* Around the Edo period, Sugae stayed in Akita for about 25 years. During his stay, he wrote about nature and people’s lives there.

Akita Museum of Art

This museum is located in the center of Akita City, and features Tsuguharu Fujita’s 20 m wide mural “Events of Akita”, which was created in 1937 in 174 hours. In the mural, festivals passed down through history and daily lives are depicted. The museum offers art and guidance to deepen students’ appreciation for art. The prefectural citizen’s gallery is widely used for Akita’s citizen’s exhibitions, as it is a place to present activities in the fine arts.

Akita Museum of Modern Art

The Museum of Modern Art is in Yokote City in southern Akita. It mainly contains works created by artists with a relation to Akita, such as Naotake Odano, renowned for drawing the cover and illustrations of the Kaitai Shinsho (book of anatomy) and his Akita Ranga (paintings that integrated Occidental and Chinese Art) “Shinobazu Pond” (National Important Cultural Asset). The museum also hosts many opportunities for appreciating of art and hands-on art activities to students as a part of class. For schools that are too far away and have few chances to appreciate art, there is a Museum Delivery Service where exhibits are brought to the school for students to view.

Akita Prefectural Museum of Agricultural Science

This museum is in Daioen City, in southern Akita. It functions as an educational institution where you can enjoy learning about the past, present, and future of agriculture in Akita. Apart from its two permanent exhibits, there are displays of the forefathers of Akitan agriculture, as well as an antique Magariya house, which has been designated as a National Tangible Cultural Asset. In the tropical greenhouse, approximately 200 species of tropical plants grow, and the flowers and fruits can be observed all year round. Rose festivals are also held twice a year in the summer and fall in the rose park outside of the greenhouse.
Boasting the largest amount of Important Intangible Folklore Cultural Assets in Japan

There is a vast amount of folk entertainment, festivals, and events which have been passed down since ancient times in Akita. The number of these that have been nationally designated as Important Intangible Cultural Assets is the largest in Japan. In 2009, Kazuno City’s Dainichido Bugaku dance and music was registered as an intangible cultural asset. In addition, in 2016, Kakunodate Festival’s Yama float event, Tsuchizaki Shinmeisha Shrine festival’s Hikiyama float event, and Hanawa Festival’s Yatai portable float event were recognized as the three ‘Yama-Hoko-Yatai’ float events, in which each word refers to the type of festival float used. Masters of these traditions visit elementary schools and perform live for the students in order to pass on this knowledge to the next generation, as well as raise future performers. Thanks to this, students have built up a desire to protect these traditions.

Historical sites that raise awareness of our homeland

We are continuing to maintain and utilize our historical sites in order to be able to continue studying our homeland, as well as have a direct historical learning experience. There are many events regularly held at these sites, such as hands-on historical activities for students, as well as citizen-assisted restoration projects for adults that would also like to get involved. The historical sites in Akita are used to rediscover our homeland, to deepen our relationships with each other through working together, and for citizens of all ages to become affectionate towards this land where we come from.

Turn Hokkaido and Northern Tohoku Jomon Ruins into World Heritage Sites

While environmental issues exist on a global scale, in Akita there are two significant historical ruins, the Oyu Circle Stone (Kazuno City) and the Isedotai Ruins (Kitaakita City), both of which radiate of the ancient days when man lived in harmony with nature as a hunter-gatherer society and were able to settle down in the same place for longer periods of time. Both ruins are considered to be ritual grounds for people approximately 4,000 years ago. The nearby junior high school’s students give guided tours of these sites. In addition to these two sites, there are other Jomon Era ruins in Hokkaido, Aomori, and Iwate, all of which are aiming to have their ruins registered on the World Heritage Site List.
★Contact Information★

P1~2  Preschools/Nursery Schools → Unification of Kindergarten and Nursery Development Division: 018-860-5127

P3~4  Elementary/Junior High Schools → Compulsory Education Division: 018-860-5141

P5~6  Senior High Schools → Senior High School Education Division: 018-860-5161

P7~8  Special Support Schools → Special Support Education Division: 018-860-5135

P9  Club Activities →  Compulsory Education Division, Senior High School Education Division, Special Support Education Division, Health and Physical Education Division: 018-860-5201

P10  Reading and hands-on activities → Lifelong Learning Division: 018-860-5181

P11  Body strength and fitness → Health and Physical Education Division: 018-860-5201

P12  Lifestyle → Compulsory Education Division: 018-860-5141


P14  Cultural properties → Cultural Assets Preservation Office: 018-860-5193