

Application for Participation

Associated Schools Project (ASP) for Promoting International Education

Outline of the way the Project(s) will be implemented in the institution

I Description of the Project

1. The background of our project

Gifu Prefectural Yoshiki Senior High School (hereafter referred to as “Yoshiki High School”) is located in Furukawa town on a rise at the foot of the Anbou hills within Hida city. Yoshiki High School looks over the Miyagawa river and Furukawa town, where historical buildings have been preserved. Furukawa Festival, held in cherry blossom season, is a Nationally-designated Important intangible cultural property and currently under application for World Intangible Cultural Heritage designation. Local highschool students take part in different traditional events during the festival, such as “Okoshi Daiko (a large Japanese drum) parade,” “Yatai-Hikisoroe (festival floats)” and “Child Kabuki”.

Yoshiki High School maintains its position as a college-oriented school by guiding all students to achieve their best according to their future plans. Once the number of students in Japan rapidly increased and in those days Yoshiki High School had seven classes of students each year. Now the school size is becoming smaller, with 4 classes (3 for General course and 1 for Science and Mathematics) at present. As there are few colleges in our area, most students from Hida city go on to colleges and universities in urban areas and find work there. Fewer students choose to stay in or return to Furukawa town and so its society is aging with fewer children, which is the biggest community problem.

2. ESD (Education for Sustainable Development) in Yoshiki High School

In our ESD, development has two meanings: development of the local community and development of students’ abilities. For development of the community, Yoshiki High School has been carrying out a project since 2015, cooperating with Hida city to solve the community problem described above. In this project, we are working on different activities based on four domains: “local tourism,” “local welfare,” “local education” and “local disaster prevention,” aiming to be a community-based school loved by its community and contributing to the development of its community. These activities are also necessary for the development of students themselves in many ways. We expect each student participating in these activities to be a member of a sustainable society, capable or can supporting and vitalizing the local community. When our school is approved as a UNESCO school, we will further promote this

project and share the experience with other UNESCO schools working on the similar local problems.

II Objectives of the Project

One of the objectives of our project is to develop students' abilities and sense of values in many aspects by planning, continuing and integrating ESD-related activities. The other objective is to contribute to revitalizing the local community and its sustainable development by promoting the project.

1 Abilities and sense of values we want students will acquire

- (1) Abilities and sense of values expected to be developed through ESD project
 - a. Systematic thinking (understanding of the background of problems and actual situation from a viewpoint both diversified and comprehensive) and communication skills
 - b. Value for sustainable development (respect for humanity, diversity, tolerance, equality and the environment) and cooperation with and consideration for others
 - c. Sense of responsibility to take initiative in supporting the development of the local community
- (2) Abilities expected to be developed based on our school precepts: "Unity of practice and study, initiative and creativity, and mental and physical improvement"
 - a. We develop students' individuality and ability with respect to their autonomy, and help them become intellectual people possessing creative minds as well as practical skills.
 - b. We produce people with generous hearts and healthy bodies.
 - c. We encourage students to live with confidence as independent and responsible members of society.

2 Improved contribution to the local community and educational capacity

- 1 Increased educational capacity and revitalization of the school
 - a. Sharing the school policy with students, parents and local community
 - b. Developing relationships and cooperation with elementary schools, junior high schools, special support schools, universities or other educational facilities
 - c. Utilizing local educational resources and increasing the opportunities to cooperate with other UNESCO schools
- 2 Potential benefit brought to the local community
 - a. Revitalizing the local community with students' volunteer activities
 - b. Establishing a system in which local educational facilities work together under the common objectives

- c. Developing human resources (i.e. more students will choose to live in Furukawa and support the local community, furthering the ESD concept)

III Execution

The following is the list of activities based on ESD. They are classified in 4 categories: “local tourism,” “local welfare,” “local education” and “local disaster prevention.” We believe each of them is essential for development of both the local community and students themselves.

(1) Local tourism

As an important school event, we invite the members of Furukawa Festival Preservation Society to our school and ask them for a lecture on the festival as a part of our strategy to hand down the local cultural traditions. The students in the Photography Club photograph of the festival, including its management and preparation, and publish them with pictures online. Local tourism is also incorporated in the English Curriculum, in cooperation Hida city. Students give information in English about sightseeing spots to visiting tourists at the tourist information office in front of Furukawa station. We will continue these activities and improve the method based on evaluation results.



Students photographing festival preparation



Students assisting tourists

(2) Local welfare

Students have engaged themselves in various voluntary activities in the welfare area. Some students visit Wako-en, a nearby nursing home for the elderly, several times a year. This activity includes playing games with the elderly, holding a tea ceremony and cleaning the facility. Other students have opportunities to interact with children with disabilities in the lower grades of Hida-Yoshiki Special Support School. They exhibit and sell products handmade by the students at the school cultural festival. We expect each student to grow mentally through these extra-curricular activities in order to be a person with a thankful and considerate heart who can support future community welfare.



Association with the elderly



Clean-up campaign

(3) Local education

Students of the Science and Mathematics course play a key role in interactive education between the school and the local community. They conduct "Science Class for Elementary School Children" in which they perform various experiments with local children to inspire interest in science. All also give study support for local children during vacation. In addition, the students of the Science and Mathematics course do research on selected scientific themes every year and present the results at the public hall in front of junior high school students and local residents. Through these activities, they give local public opportunities to learn science. On the other hand, a research facility, located in the nearby town Kamioka, the Institute for Cosmic Ray Research of the University of Tokyo ("Super-Kamiokande") gives students great opportunities to learn about the most advanced scientific research. They are directly instructed by the researchers both by visiting the Institute where two Nobel prize-winning studies have been completed as well as when professors and graduates have been invited to Yoshiki .



Study support for children



Science Class for Elementary School Children



Science Tour and lecture at "Super-Kamiokande"

(4) Local disaster prevention

The students of the Earth Science Club have been engaged in research of Furukawa Basin, for which they were awarded the highest prize at the Science Exhibition sponsored by Gifu prefecture for two consecutive years (2014 and 2015). In this academically appreciated research, they gave presentation of geographical features and historical development of Furukawa Basin. Through their investigate they proposed the hypothesis that there could be an active fault concealed beneath the larger Furukawa-Kokufu Basin and the area to the west of the active fault, including Furukawa Basin might subside in the future.” Their activity developed more awareness toward disaster-preparedness among the local people who had believed that earthquakes rarely occur in Furukawa Basin.

Our school also participates in “Sunflower Project” in order never to forget the sufferings of the earthquake victims. After the 2011 Great East Japan Earthquake, students, mainly the members of the Photography Club, worked as volunteers to help people in Minamisanriku town suffering from damage due to the earthquake and following by tsunami. The town presented the students with seeds of sunflower which had survived the earthquake. They planted and grew a seeds at the school and the community gardens, and after collecting new seeds, the whole school released balloons with messages on them and the newly collected seeds attached. 2016 is the third year they have grown the same sunflowers. We also invited a photographer who has continued to take photos of the affected areas to learn more from the disaster.



Newly collected sunflower seeds



Balloons released by all the students

IV Type of materials to be used

We will select the most appropriate resources for each of the four domains, making good use of human, cultural, scientific and national resources available in the local community.

1 Materials on local tourism

Domestic and international tourists from home and abroad as well as local people working in the tourism industry are good teachers themselves. We also have maps provided by Hida City Hall Tourism Division and a guidebook of our own making.

- (1) Furukawa Festival and its preservation society
- (2) Brochures for tourists provided by Hida City Hall Tourism Division
- (3) An English guidebook of our own making
- (4) Handmade paper lanterns for an illumination event



Our English guidebook of our own making



Students' paper lanterns for an illumination event

2. Materials on local welfare

Exchange activities with patients or residents and staff or care workers at local welfare facilities

- (1) Wako-en, a nursing home for the elderly (Hida city is its designated administrator)
- (2) Hida-Yoshiki Special Support School, a Gifu Prefectural special support school for children with disabilities

3. Materials on local education

Neighboring elementary or juniorhigh schools, and a national research facility in the nearby Kamioka town, Hida city, and its staff.

- (1) Other schools in Hida city (Furukawa junior high school, Furukawa elementary school and Furukawa Nishi elementary school)
- (2) The Institute for Cosmic Ray Research of the University of Tokyo ("Super-Kamiokande") and the Large-scale Cryogenic Gravitational wave Telescope (KAGRA)

4. Materials on local disaster prevention

- (1) Topographical maps of Furukawa Basin, Microtopographic maps which students drew using surveying instruments in field works

- (2) Sunflower Seeds which survived the 2011 tsunami following the Great East Japan Earthquake in Minamisanriku town in Miyagi Prefecture

V Is there any type of evaluation to examine the effects of the project on students' comprehension and attitudes?

1. Aspects to evaluate

- (1) Understanding: students' knowledge about basics of welfare, international society and environmental problems, etc. and their understanding of the basic ideas and significance of ESD
- (2) Skill: students' skill and ability to put what they learned into practice in their local, family and school lives
- (3) Attitude: students' positivity toward approaching challenges and problem solving schedule

2. Evaluators and time points to evaluate

- (1) **School staff (self-evaluation):** School staff set goals and numerical targets for each domain at the beginning of every school year (April) and evaluate the degree of achievement (every January).
- (2) **Students and parents:** We send out questionnaires to students and their parents for each activity and draw responses and opinions (every July and December).
- (3) **Independent councilors:** We invite 4 external experts as councilors and explain the project. They observe related activities and independently evaluate students' performance (every June and January).

On behalf of my institution, I apply for participation in the UNESCO Associated Schools Project and give the assurance that this institution will make an active contribution to the Project, as outlined above, for a minimum period of two years. At the end of every year, I shall submit a report of the Project to the ASP National Co-ordinator of my country.

Date

Principal's name
Position,
Institution's name