

students of Chulalongkorn University and gave presentations about Fukushima.

At the same time, 9 students visited Germany, and at Freiburg, which is known as the "Environmental Capital," they presented their thoughts on the revitalization of Fukushima, and studied Freiburg's environmental policies and process of community development in detail.



4. Walking together with those parts of the country which have made the most progress in revitalization (SGH)

The students participated in "Innovative Schools Network 2030," which is the successor to OECD Tohoku School. They studied problems which will affect the whole country in the future, such as declining birthrate, aging population and environmental problems, and formulated ideas for maintaining regional development after recovery. Through in-class research, the students will build on those ideas and put them into practice in the local area. In addition, they will plan their own international conference in the summer of 2017 and announce their proposal for carrying it out.



During the summer break, the students visited geothermal power plants in the prefecture, and also "Echigo-Tsumari Art Triennale" which was held in Tokamachi City and other places Niigata Prefecture, and observed many examples of regional vitalization.

In September, students from Oki-dozen Senior High School, an SGH School in Ama Town, Shimane Prefecture, visited our school and stayed for two nights. Together, we did field work in the Futaba district and exchanged various ideas about local revitalization. We agreed to continue our close working relationship with Oki-dozen High School in the future.



In addition, high school students and businesses which have not been able to return to the Futaba district have started working together with the government-established Public and Private Sectors Recovery Support Team in Soma and Futaba. Expressing their desire for the revitalization of business in Futaba, the students devised a plan for the development and marketing of new products, and entered it in the Policy Idea Contest, which was held by the Prime Minister's Cabinet Office in 2015. Out of more than 900



plans submitted, the student's entry won the Supporting Company President's Prize and received commendation from Shigeru Ishiba, Minister in Charge of Vitalizing Local Economy.

5. A positive approach to Active-Learning in each subject

In each subject, classes are taught in an active-learning style in which students are encouraged to work independently and come up with their own ways of covering the material. In mathematics for example, they use the "Quadratic Equations and Inequalities" unit as a base to devise their own problems. They pose their problems to each other and find solutions together. Class instruction is done using the "world cafe" method, or in some classes, through impromptu skits in English.



Initiatives to Support the Students' Studies

1. Proactive lessons through the Futaba School Project Supporters

The supporting organization and faculty members are working together to design a curriculum. In addition to Oriza Hirata's theater production class and the support organization's seminar in October, there were also classes taught by Naoko Yamazaki, Dai Tamesue, Osamu Hayashi, and Michihiko Yanai. Furthermore, at an overnight trip for all students, which included visits to the Mishimachoryo and Inawashiro school buildings, they welcomed Shinjiro Koizumi, Former Parliamentary Secretary for Reconstruction and had an opinion exchange.



2. Use of ICT

Tablet computers were distributed to all of the students, and they are being used on a daily basis for looking up information, writing reports and other class-related work, and as a tool for cooperative group work. We will also work on after-school use of video services as an independent study tool, and a "flipped classroom" style of class.



3. Study support from university students

Our students were in the fifth grade of primary school



when the disaster happened. They were forced to evacuate due to the nuclear accident, and had to change schools repeatedly and live in temporary housing. So they can regain the study that they lost due to that environment, for ten days before mid-term and final exams, more than ten education students from Fukushima University come and help the students with their studies, while spending the nights in a dormitory.

4. Classes clearly divided by level

English, Mathematics, and Japanese are each divided into two classes which are developed according to level. In addition, to provide better support when there is a large difference in scholastic ability, students are divided into five groups according to level and receive after-school lessons every Tuesday. In these lessons, they study English, Mathematics, and Japanese, using tablet computers and online materials from Recruit Holdings Company. Furthermore, we are holding morning extracurricular lessons in English and mathematics aimed at upper level students, and students with high ability in mathematics participate regularly in training camps with upper level students of Fukushima High School.

5. Curriculum Development, Curriculum Management

With the goal of developing people who can contribute to revitalization and be active nationwide and worldwide, we define a rubric for cultivating gifts and abilities, and construct a curriculum to nourish them through 3 years of active learning. We will continue to be involved in discussions on the Education Ministry's curriculum planning sessions, and will recommend that this approach be adopted nationwide the next time the guidelines are revised.

6. Teacher training

We proactively hold training workshops to improve the faculty members' ability to teach in an active learning environment. The training involves discussion among faculty members, and workshops divided into different subject areas, led by university professors. We also invited Kan Suzuki (Advisor to the Prime Minister), OECD Senior Analyst Miho Taguma, Oriza Hirata, and others to come as lecturers for the workshops. The faculty are



boldly working to "Challenge yourself to push for solutions to unsolvable problems."

Others

1. Working closely with junior and senior high schools in the Futaba district

The Futaba district's five satellite high schools will be temporarily closed at the end of the next fiscal year. We are beginning to work with the student councils of those schools and will continue to hold events in which all of them can meet together on a regular basis. The students all have a strong hope for the revitalization of the schools, and a desire to carry forward the traditions of each school. Per the students' proposal, an exhibit called "Futaba World in Naraha 2015" was held at the festival of the 8 towns and villages in the Futaba district in October.



In addition, in August there was a general meeting of junior high schools from all over Futaba District, and they are working closely together at hometown-creation studies. At some of the junior high schools, students also have opportunities to interact with ALTs and English teachers from our school.

2. Making a new school building in cooperation with students and the local community

We plan to have the new school building finished in fiscal year 2019. We have examined proposals and selected an architectural firm, and are working on the preliminary design. During construction, we don't want to be confined by old ways of thinking, but we want to design a school building which fits with the ideas of Future High School and the development of future-creating education. We are holding workshops for students and local residents and are actively soliciting their ideas for creating a space for education in which students and the community can work together.

