

## Project Study

Our project study's major themes are "Risk", "Conflict and friction", and "Education", which are associated with problem-solving of global issues. Based on the themes, our students set and promote a specific study subject on their own.

The study focusing on "Risk" aims mainly at developing the ability systematically to survive in the "Risk Society". We expect that in the project study our students will analyze a variety of risks and consider how they form their own multiple "intelligence" team against the risks and how the team handles them.

The key word for the study focusing on "Conflict and friction" is "Phobia". Through this project study, our students analyze and think deeply about why "Phobia" is generated and how we should overcome it and get together with others to tackle the common challenge. The study puts emphasis on developing the students' communication ability to enable realization of consensus and peace.

As for the study focusing on "Education", our students consider problems of education for their own generation and the future generations as recipients of education. We expect that this study is easy for our students to approach because the subject is familiar to them. Even if they make just a little progress, we are sure that they will make an achievement leading to action.

**Project Study Method:** We do the project studies mainly in integrated study periods (falling into our "International classes 4-6") through our latter 3-year course.

- \* After choosing SSH or SGH, the students set their own study subjects which are related to the major three themes on an individual basis or in a group.
- \* We have both domestic and overseas fieldwork for their project studies as opportunities for research and study.
- \* For supporting the project studies and presenting the achievements, we have Global Café sessions where the students become facilitators and invite outside lecturers.
- \* Our students put achievements of their study projects into practice through collaboration with a university (Tokyo University of Foreign Studies), the Japan Foundation, and companies.
- \* For validation and evaluation, we set clear indicators to evaluate the degrees of study quality, achievements, feasibility, and competencies gained. Some external institutions are also involved in the evaluation criteria and methods. In addition, we hold a selective competition called ISS Challenge as an opportunity to obtain support of project studies and for external evaluation.

## ISS Challenge

The "ISS Challenge" of our school aims at encouraging our students' individual or group project studies. We not only support our students' project studies but also evaluate their studies' process and achievements to honor an excellent study project. The ISS Challenge is also a part of the process for delegate selection of outside school presentation.

Many of our students who engage in SGH project studies enter the ISS Challenge competition.

**Eligibility:** All students of Tokyo Gakugei University International Secondary School for fiscal 2015.

Students can apply privately or in a group, but in principle, applications by an individual in more than one project study cannot be accepted.

**Management:** ISS Challenge consists of two categories: SSH and SGH.

Students can apply for both categories. Teachers in charge of SSH and SGH share the responsibility for management of each category, and student guidance.

**Study subject of SGH:** The subject should be associated with problems of global society and be related to each of our SGH major themes: "Risk", "Conflict and friction" or "Education".

Both academic fields, arts and sciences, are accepted.

**Support for the project studies:** We introduce external collaborative institutions and external supporters to get support and advice for the project studies.

**Evaluation:**

**[1] Evaluation of planning and details of project studies**

We review plan documents and articles of the project studies and give feedback to the students with numerical evaluation and comments.

**[2] External evaluation of planning and details of project studies**

For the SGH ISS Challenge, it is essential to receive external evaluation in the process of the project studies. During the summer holidays, we held "External evaluation meeting for students' project studies" with external evaluators. In addition to that, some project study teams visit external collaborative organizations such as universities and companies to receive advice and evaluation of their project studies (See photo on the right).

At this point, only the planning and interim progress of the project studies are evaluated externally. But eventually, we expect that the external evaluators will be involved in the whole evaluation process and an evaluation meeting will be held including both in-school and external evaluators.

**SGH's main project study subjects:**

- \* Meaningful consumption and disseminating ethical fashion as high school students
- \* Nepalese Girls' Empowerment Project
- \* New approach to broaden the international perspective of youth
- \* Development of educational materials for special needs education in developing countries
- \* Study for possibilities of international cooperation using crowd-funding
- \* What should young people do to minimize the damage of earthquakes?
- \* Case study of social responsibility of supply chains and companies
- \* Study for starting a social enterprise by high school students concerning "Oblivion" of earthquakes' affected areas
- \* Refugee Denials in Japan: Current status and problems of refugees in Japan

## Domestic Exchange/Dispatch Program

### **Joint Education Program at Tokyo University of Foreign Studies**

A total of 11 students of our school attended the “Joint Education Program” at Tokyo University of Foreign Studies, which established collaborative ties with us this year. Gathering the students’ applications at school, the teacher in charge on the first day took the students to the lecture, which was popular among them.

### **Exchange program with Kansai University Senior High School**

As the designated SGHs, we exchanged information on our activities and other matters to develop the project studies of both schools. Through communications among students, we aimed to deepen understanding of the project studies and build a network of the same generation with the same problem consciousness.

### **Global Discussion 2015**

This was a discussion among students from the social standpoint of learning focusing on economics in the current globalism; our students talked with international students of Nagoya University about what kind of abilities we need in order to participate actively in the future global society. They divided into mixed groups of 4 or 5 students from different schools to discuss this topic for 2 days, and made presentations of their ideas at the end of the discussion. Other than this group activity, professors of Nagoya University gave lectures to us. During this event, in principle, they spoke only English, including in the students’ group activity.

### **On-site learning of Japan Overseas Cooperation Volunteers at Komagane Training Center**

Komagane Training Center is the training facility for Overseas Volunteer programs (Japan Overseas Cooperation Volunteers/Senior Overseas Volunteers) of Japan International Cooperation Agency (JICA). Aiming to learn how to join volunteer activities in developing countries and deepen understanding of international cooperation, our students, who had the project study subject related to aid to developing countries, stayed at the facility for 2 nights to experience the training of Japan Overseas Cooperation Volunteers. After being accepted as Japan Overseas Cooperation Volunteers, successful applicants usually undergo training for 70 days at the facility. In the training, they learn about volunteer projects, international cooperation and cross-cultural understanding, and attend lectures concerning the local languages and circumstances of the country where they will be dispatched. In line with this training, under the assumption that our students would be dispatched to Bangladesh, they took classes in Bengali, the circumstances of Bangladesh, and safety/health management methods in developing countries.

## Overseas Exchange/Dispatch Program

### **UCL Grand Challenge Seminar**

Taking advantage of the program aiming at developing leadership of Japanese and English high school/university students who will play important roles in the future international society, our students joined the seminar to deepen the knowledge of social issues University College London (UCL) has engaged in, and to improve their own project studies through intercultural communication.

Our students attended lectures mainly by UCL professors and mingled with UCL students and local high school students through discussions and presentations. They also attended lectures of professors from the University of Cambridge and visited their laboratories.

The UCL Grand Challenge Seminar has the following 4 major themes:

- Global Health - Sustainable Cities - Intercultural Interaction - Human Wellbeing

Other than those, our students prepared for and practiced to explain some topics in which English students were interested; the topics included Japanese traditional festivals, wedding ceremony, baseball, the Japanese imperial system, impressions of English people, earthquake evacuation drills, and Japan Self-Defense Forces' participation in wars. (Our students held a preparatory learning meeting by inviting our graduates who were enrolled at UCL.)

## Global Café

### **The 1st Global Café on Friday, April 10**

Theme: Overcome hate and phobia! – Report of ISS students in East Asia

Our students participated in the High School Students' "Fureai no ba (exchange)" visit program hosted by the Japan Foundation. One of our students (6th grade) who had experienced an exchange with local students in China, and another student (6th grade) who visited South Korea as an award winner of the high school students category of the South Korea and Japan exchange essay photo contest, made presentations of their own experience abroad, and shared information and exchanged opinions with other participants.

### **The 2nd Global Café on Monday, June 22**

Theme: Plum-blossom and Cherry-blossom - Discussion on the current relationship between Japan and Taiwan

Two students (6th grade and 4th grade) who had joined a study tour in Taiwan presented the topic "What do you think of Taiwan?". Based on their experience in Taiwan, they had a discussion with other Global Café participants on the current relationship between Japan and Taiwan.

### **The 3rd Global Café on Friday, July 10**

Theme: Children's rights and gender bias against women with a movie screening, "Girl Rising"

This was a part of the SGH project study "Nepalese Girls' Empowerment Project" of our 6th grade students. After watching the movie "Girl Rising" with the cooperation of Plan Japan, they had a workshop discussion on the theme. They actively participated in the discussion tackling this issue as "our own social problem" regardless of gender or age.

### **The 4th Global Café on Thursday, July 23 collaborated with International class A "International cooperation and contribution to society"**

This Global Café session was in collaboration with International class A (Integrated Study), the syllabus and contents of which were planned originally by our school. We invited Mr. Miyamoto, secretary-general of the JapanGiving Foundation, as a guest speaker. He talked about practical topics such as "What is fundraising?" and "What can we do by fundraising?" His speech provided our students with understanding about the harshness of the real world and the relationship between contribution to society and funding.

### **Global & Science Café on Thursday, December 17**

Theme: "Advice on Project Studies" from 6th grade students to all the 3rd grade students

The 6th grade students provided advice on project study to 3rd grade students who will enter

the latter 3-year course (high school course). The senior students made presentations for the younger students about the process and perspectives of project study based on their own study subjects such as "Our project study related to a study tour at University College London", "Nepalese Girls' Empowerment Project" and "Development of motion analysis tool using image analysis and table calculation".

#### **The 5th Global Café on Thursday, December 17**

**Theme:** "UCL Grand Challenge – **How can we solve the world problems?**"

UCL Grand Challenge Seminar was held from July 21 to 29. Three students of our school made presentations at the seminar and had discussion with other participants.

#### **The 6th Global Café on Tuesday, December 22**

○ Lecture of Ms. Kaori Nakasa, staff member of the International Organization for Migration (IOM)  
Theme: "The world I can see as a staff member of the International Organization for Migration"  
Ms. Nakasa's lecture was informative for our students' project studies. Her lecture was about "Risk" and "Conflict and friction" (Both are major themes of our project study) viewed from the position of a staff member of IOM. This was a meaningful opportunity for our students to get real-world and up to date knowledge and information.

Schedule of the sessions of Global Café from January 2016 onward

January: The 7th Global Café "Let's try studying abroad JAPAN" hosted by students who participated in 2015

February: The 8th Global Café "Programming" hosted by 3rd grade students

March: The 9th Global Café Lecture, by a Paralympian

The 10th Global Café "Experience of earthquake simulation vehicles – Discussion on disasters" hosted by 5th grade students

## Collaboration between high school and university

In the process of project studies, our students have worked hard to get support from academic researchers specializing in fields related to their project studies and participate in university programs to deepen their knowledge of specialized fields. We report here about our engagement in collaboration with universities.

### ● Joint Education Program at Tokyo University of Foreign Studies

Tokyo University of Foreign Studies opened lectures to the public in summer and winter. Since our school established collaborative ties with Tokyo University of Foreign Studies, our students have joined the university's Joint Education Program. Lectures that the university provided to us are as follows:

Summer program

1. Introduction to language Pedagogy as science
  2. Britain and Europe since 1945: A History of a Troubled Relationship /interactivity and receptive process of intelligence exchange between Japan and France
  3. Dynamic Asia I: Diversifying Views on Peace and Conflict
1. Postcolonialism and Modern Japan

### ● External evaluation

Checking plans and details of our students' project studies thoroughly, we asked for some experts' advice for external evaluation to improve their project studies. While such evaluation was mostly from professors of universities that have a collaborative partnership with our school, we also asked some companies and public offices for evaluation from more practical standpoints. The following table shows the list of the collaborators who attended the external meeting on August 29, 2015.

|                     |   |
|---------------------|---|
| External evaluators | Mr. Ejiro Oikawa, Ms. Kiyomi Kuramochi<br>Office of Promoting Gender Equality at Tokyo Gakugei University                                   |
|                     | Ms. Yuki Yoshida, Ms. Yuri Kimura<br>Special support school attached to Tokyo Gakugei University  |
|                     | Mr. Ryutoku Chimei<br>Office of new media, editorial department, Teikoku-Shoin Co., Ltd.  |
|                     | Mr. Toshihiko Akiyama<br>Social studies teacher, Setagaya junior high school attached to Tokyo Gakugei University.<br>And one other person. |

Other than the above, we received support from Tokyo Marine & Nichido Fire Insurance Co., Ltd.,

euglena Co., Ltd., Yahoo Japan Corporation, the disaster prevention department at Nerima city office, and Japan Exchange Group, Inc. (JPX). Their support has encouraged us to establish a continuous support network for future project studies.