

Objectives

- ◆ Based on the reality of a rapidly globalizing world, to instill interest in, and a deep understanding of, social problems, provide an international education that develops students' communication skills and problem-solving abilities, and foster global leaders from the high school-level who can succeed internationally in the future.

Project overview

- ◆ MEXT designates as Super Global High Schools those high schools that partner with corporations, international organizations, and domestic universities advancing internationalization to foster students who learn how to detect and solve global social problems and play active roles in various international settings, and that develop and put into practice high quality curricula.

Commissioned projects: Commissioned entities (Prefectural and municipal boards of education, national university corporations, school corporations)
Target schools: National, public, and private high schools, integrated middle/high schools (secondary schools, parallel-type and partner-type middle/high schools)

Designated period: In principle, 5 years

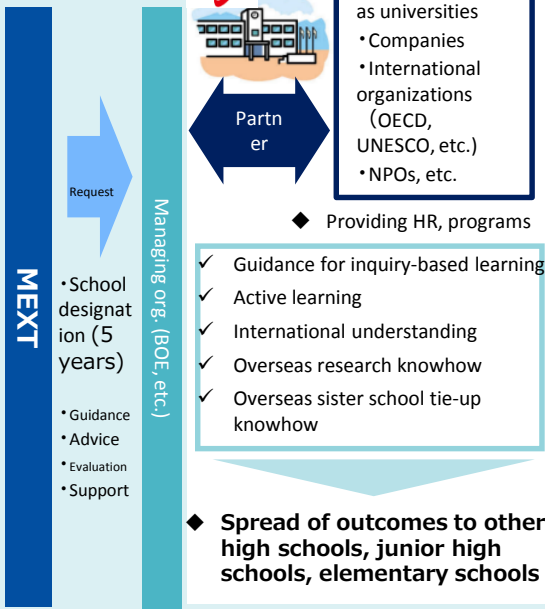
No. of designated schools: 67 continuous schools (8 national, 39 public, 20 private schools; 56 schools in FY2015; 11 schools in FY2016)

Efforts

- ✓ Discussions, presentations in English, essay writing, inquiry-based learning, outcomes presentation events, etc.
- ✓ Domestic/overseas field work in collaboration with companies, overseas high schools and universities, etc.
- ✓ Guidance in English, etc. by returnees, foreign teachers, support in English by foreign students



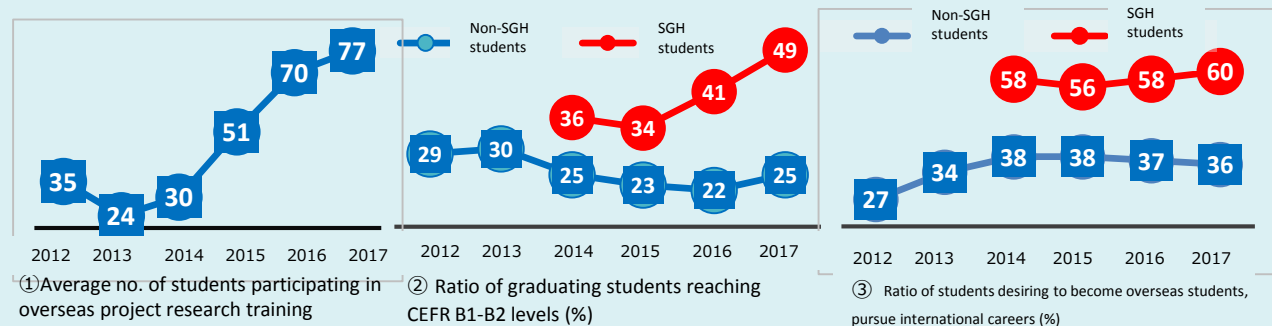
Implementation



Outcomes

- ① Since SGH project started in FY2014, the number of participants in overseas project research training, which was declining, has been steadily increasing.
- ② The CEFR B1-B2 level scores for SGH students at time of graduation has risen by 13 points since the SGH project began; the difference with non-SGH students has more than doubled from 11 points to 24 points.
- ③ In response to the question as to whether they would like to study overseas and pursue international careers in the future, 60% of SGH students said they would (a high percentage in comparison to the 40% of new employees at Japanese companies who said they would like to be posted overseas* (2017)); in contrast, less than 40% of non-SGH students said they would like to study overseas and pursue international careers, indicating a downward interest in globalization among those students.

* "7th Survey on New Employees' Global Awareness," Sanno University (Setagaya-ku, Tokyo) <http://www.sanno.ac.jp/research/global2017.html>



Source: Interim Advisory Council Report on Examination of SGH Program (July 25, 2018)

- ◆ Producing human resources (officers of international organizations, social entrepreneurs, executives of global corporations, politicians, researchers, etc.) who can detect and help solve global social problems and play active roles in various international settings.