

# Bridging the Seto Inland Sea and the Seven Seas

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## 1. The name of our research and development

“From the Seto Inland Sea to the World: From the World to Bingo (the local community in the eastern part of Hiroshima)”

In this research we try to deal with not only global issues but also local issues. Also, in dealing with these issues, we need to build a consensus that will make everyone involved satisfied. Therefore, we have a specific focus on “*Glocal* Innovation and Consensus Building.”

## 2. The aim and objectives of our research and development

### (1) The aim

Global leaders are required to develop such qualities and abilities as to appreciate a variety of different cultures and to construct a better global society by making the best use of such differences. To put it another way, they are expected to initiate innovation from both the local and global perspectives. The word ‘innovation’ here means to create new ideas and socially significant values through self-reform based on deep knowledge and on flexible thinking so as to bring drastic changes to the global world. This research and development project aims to nurture “Global Leaders”, or “Creative Leaders in the Community” by providing students with opportunities to consider the global issues by starting to look at problems in the local community and also to reconsider the local issues from global aspects. In terms of students’ abilities and qualities, our project specifically centers around developing “consensus building” skills based on critical thinking skills. Our school sets up the following five goals for our students.

#### 1. To nurture freedom and independence:

We want students who are proud of making a contribution to the local community as well as to the global world, students who are willing to deepen their knowledge and to improve their abilities with a view to achieving the goals set up by themselves, and students who are actively engaged in carrying out their own tasks by taking necessary steps chosen by themselves.

#### 2. To acquire enriched culture (deepened and enlightened common sense):

We try to foster highly-educated students who are efficient communicators based on their own sense of identity.



3. To practice and apply critical thinking skills in life:

We aim to produce students who attempt to think about social issues by regarding them from different perspectives based on appropriate data and evidence.

4. To accumulate experienced knowledge of problem-solving skills:

We want to help students who choose their own global issues and then try to solve them in collaboration with other students

5. To develop a sense of empathy for other people:

We encourage students who do their best to reach consensus by sympathizing with others and appreciating other cultures and peoples.

## (2) Four specific ways of achieving our goals

The following specific four ways are designed to achieve the above-mentioned five main goals:

1. To develop our own original project-based studies called “*Glocal* Programs,” with a specific focus on fieldwork and collaborative experiences both domestically and internationally (*Glocal* is a portmanteau word of ‘global’ and ‘local.’)

2. To develop an innovative secondary school curriculum (from grade 7 through grade 12) with a view toward nurturing 21<sup>st</sup> century skills, including “consensus building” skills.

3. To create better bilateral relationships between our school and corporations and universities in order to qualitatively improve project-based studies developed at school.

4. To look for ways to improve the proposed curriculum, especially ways to evaluate the qualities and abilities of our globally-minded students.

