

the globalizing society,” we had discussions on educational challenges in the global society, role of education and life-long education. Participants from various background were faced with their country’s issues seriously, and discussed their own ideas from the global or local perspective based on data or their experiences.

Discussion consisted of these three parts.

1. Global society, and human resource who take an active part in the global society

They started discussion from considering the meaning of the word, “globalization.” They shared the quality of the people who are taking an active part in the global society. Language proficiency, ability of communication, activeness were posted as quality of such people.

2. Change of education system, and challenges brought by globalization

In this topic, there were big differences among countries. At the institutional visit, Tokyo Metropolitan Kokusai High School, a public high school of Tokyo, participants visited the classes and had lunch exchange. Observing home-economics class, or their educational motto based on the idea of “Shin-Gi-Tai,” mental strength and

good physical condition, impressed especially foreign participants. By observing the school participants were able to get out of their imagination and obtained hints in human resource. They compared the situations in education between Japan and respective countries and proceeded discussions.

3. Making action plans by each country

On the final day, they made action plans based on the previous discussions. They referred to some successful cases of other countries, tried to make up some “Their possible plans” in accordance with their country’s actual situation and they were able to propose foreseeable solution plans respectively.

From these points, I think participants were able to accomplish their goals.

It was impressive that many participants said that the end of the conference was the start. I hope they will utilize their learning and experience from this opportunity when they are back home. It takes a long time to bear fruit in education, human development. In the next years or decades, I hope they will work actively in the global society as a person who contributes to his/her country or region.



### **Sayo Kurokawa, Japanese Participant: Dominican Republic Delegation**

In the International Youth Conference, I participated in the Education Course, and had a discussion over the topic about global human resource with seven different countries, Cambodia, Dominican Republic, Latvia, Egypt, Papua New Guinea, Mozambique, and Japan. We started to exchange ideas about global human resource, visited Tokyo Metropolitan Kokusai High School, and finally deepened the idea for the education which is necessary in the globalizing society of respective countries.

Here, I was assured that in each country,

education system and current situation, the education needed for the future are different. For instance, I had talked in a group with Dominican Republic. I considered that education in Japan should enhance students’ initiatives more in study, though Dominicans claimed the importance should be put on improvement of teachers.

Through this program I was able to learn to view my country from a different perspective through exchanging opinions with people with different backgrounds from different countries respecting each other’s characteristics.

## Minami Morita, Japanese Participant: Dominican Republic Delegation

Through the International Youth Conference, I was assured of the significance of discussion. Let alone the consequence of the discussion, I came to realize how the process mattered. People from different background exchanged ideas seriously. In the discussion with people from different countries with culture and custom, it was not easy for me to make them understood since something I thought natural was not for others. However, by trying to send the messages or understand others, I felt that we could deepen mutual understanding.

Because of lack of English proficiency or knowledge, my discussion was not the ideal one, yet I truly came to feel that discussion was interesting. I came to think it was a shame to end international exchange for just having fun. From now on, I would like to listen to others and send my ideas. Also I felt that discussion was one of the crucial things which were needed in the international exchange. I would like to try to improve my capability and positively participate in discussions from now on.



## Hannah Hita Mari Ilave, Papua New Guinean Participant

Looking back on the Education Course, personally, I didn't know what to make of our course theme at the start. On September 23, we commenced discussions. Day one we explored the ins and outs of a globalizing society. As each country was rather new to each other, this as an 'ice breaker' started the ball rolling quite fast. We discussed similarities, differences and problems with globalization from views of our respective countries fueled by a lecture from Advisor Ms. Mutsuko Murakami.

In total, we had three discussions with sharing ideas on what resources allowed an individual to actively contribute to the globalizing society and introduced one educational program from our country. We had about fifteen minutes for each discussion in which thirteen consisted of sharing individual experiences and the last two to actually consider little presentations and/or compiling of ideas. Seemed as though time was never enough for how much we had to discuss.

On Thursday, we visited Tokyo Metropolitan Kokusai High School. We visited classes and got to learn the school curriculum. Comparing how globalization had affected education systems to our country, we were tasked with designing an educational project or a training program that each country needed. With the aid of a couple of Japanese exchange members, each country had identified problem areas in each country and designed solid educational projects all using different effective learning methods, and all devised with new enlightenment from our past discussions and the institutional visit.

On the final day of the conference (September 25), each country had presented their action plan to the rest of our course members, revised, revised and revised their plan again. It seemed that as soon as a hint of an idea was shared, thoughts would run wild, jumping from one to another. Each country's education system differed in one-way or another, including tertiary and professional education.

During our discussion summary presentation, each group was given ten minutes. Unfortunately, the problem with having so many ideas is that you might not be able to present them all in 10 minutes, or as specifically as you want to especially with altering education systems, and holistically introducing a new concept in an area as delicate as edification.

Personally, I could not write down all I had learnt from the Education Course, members and discussions within 600 words. Based on our course objectives, I have been more than enlightened about new roles of education in a rapidly globalizing world, educational systems of countries outside of my own and explored human development schemes. Besides having learnt about globalization in education schemes, the ideas I have been able to produce due to the rigorous discussion are tools I'm able to take back to my country, Papua New Guinea.

I am truly grateful to all Education Course members from Cambodia, Dominican Republic, Egypt, Japan, Latvia, Mozambique; our discussion facilitators and course staff for making our learning a truly educational experience.