

Chapter 5

Result of the Onshore and Onboard Training Sessions



Achievements of the Onshore and Onboard Training Sessions

1 Aims and Achievements

This fiscal year, excluding the fuel stop at Singapore, PYs enjoyed 8 days of Onshore Training Sessions and 26 days of Onboard Training Sessions. Owing to the increase in program duration, PYs could enjoy abundant opportunities to engage in various activities throughout the program. In contrast to the previous year, the extra time was allocated to the Voluntary Activities, which encouraged PYs to actively organize and carry out the events. Another positive change was the Club Activities, which cultivated PYs' cross-cultural experience and sense of values.

The purpose of the voluntary activities is for the PYs to show their leadership to practice their planning and implementation skills. In order to check the effectiveness of the program in this aspect, we asked all of the 120 organizers who planned and implemented voluntary activities the question "Were you able to enhance your leadership and management skill?" For this answer, in the scale of 1 to 5 (with 5 being the highest score), the figure who marked 4 (Effective) or 5 (Very effective) reached to 75.8%. Among the voluntary activities, for example, "Islam in a Nutshell," there was a comment from a JPY, "It was very relevant to current world issues and SWY was an opportunity to hear different personal perspectives rather than what media portrays."

The purpose of the Club Activities is for the PYs to enhance their Ability to respond to different cultures and communication skills. Among the Club Activities, for example "Taue-Odori (rice planting dance)," a Sri Lankan PY made a comment, "My major is Japanese language and culture but I never heard about the Taue dance. I hope to do my thesis also about the Taue Dance."

The extension of the program period allowed PYs to organize and carry out a number of events actively and freely. As a result, PYs were able to practice what they learned from seminars in their activities. In addition, PYs could enjoy the sufficient time to deepen their understanding of variety of cultures through Club Activities, which was not conducted in the previous year due to the time constraints.

In order to check the effectiveness of the SWY program to the PYs, a question was asked if they were satisfied with the content of each program. In the scale of 1-5, with 5 being highest, 97% of the PYs marked 4 (Satisfied) or above for "National Presentation," and 91% for "Club

Activities." In relation to the National Presentation, to the question "Did the National Presentations help you realize the value of cultural diversity and multi-ethnicity?" 94% of the PYs marked 4 (Good) or 5 (Excellent) among which 64% answered "Very good," which shows a very high mark.

Other programs that were highly acclaimed by PYs were Cross-Cultural Understanding Seminars, Leadership Seminars, and PY Seminars: the PY who marked 5 (Excellent) or 4 (Good) reached 89%, 86%, and 79% respectively. As for PY seminars, PYs carried out 41 seminars in total. The seminars focusing on social issues took up about a half of them. Not only enhancing their knowledge through active engagement with the PYs with various background, PY seminar also cultivated their sense of social contribution by combining its learning with the Course Discussion themes. The outcome is found in PYs' comments, such as "PY Seminars are the best part of SWY. We need more time to do things like this, provided the quality of topics/speakers is clear when choosing your PY Seminar."

With the aim of planning social contribution that they can engage after the program, the Post-Program Activities Session was conducted. 74% of the PYs marked 5 (Excellent) or 4 (Good), which suggested the session encouraged PYs' positive attitudes toward their future activities based on their learning and experience gained through the program. A comment was made by a PY, "It was very inspiring. We learned a lot from the life of ex-PYs. It helped us to know how we can contribute to the society after this program. This session enhanced our knowledge of what we can do for the society."

62% of the PYs answered "Tight" or "Too tight" to the question regarding the overall schedule of the program, whereas 24% answered "Appropriate." Given the fact that PYs who answered "Tight" or "Too tight" to the same question in the previous year was as high as 78%, the number of the PYs who found the schedule busy decreased. As for the program duration, 33% of the PYs answered "Short" or "Too short" to the question "How do you think about the length/term of overall program in order to understand and adapt yourself to different cultures?" On the other hand, 54% of PYs answered "Appropriate." To the same

question, sum of the PYs answered “Tight” or “Too tight” amounted to 64%, which indicated that extension of the program duration halved the number of PYs who felt the program duration too short. The result of the questionnaire

illustrated that having overseas ports of call activities and longer duration of the program contributed to the high satisfaction of the PYs.

Course Discussion

1 Aims and Achievements

Aims

Having “Youth Contribution in Society” as a common theme, the Course Discussion provided six courses including Community Development, Disaster Risk Reduction, Education, Environment, Information and Media, and Youth Entrepreneurship.

The Course Discussion aimed to serve as a forum where PYs learn about each discussion area and deepen understanding of their respective countries through the discussion and presentation based on the experience of PYs from various countries. Through the discussion, it was also expected that the PYs would find areas where they can work to resolve issues and to start planning activities to realize those plans.

To deepen understanding of the social issues of respective countries and the common issues that the global society faces, and to enhance PY’s motivation and skill in contribution to society after the completion of the program, all six courses dedicated efforts to provide the PYs with the maximum opportunity to shape their own activities in the future, based on active discussion and exchange among

PYs.

Followings were the expected outcomes of the program.

- Ability to collect information and come up with creative ideas: PYs will study about the current situation in his/her country, make presentations and receive feedbacks, and by doing so, gain an opportunity to think and plan how him/herself can take leadership to contribute for the community to make the situation better
- Ability to understand, to discuss, and to communicate efficiently: PYs will exchange their opinions, and by listening to the “real voices” of the people from various countries, they will be able to deepen their international understanding
- Ability to plan: PYs will learn and realize what are the needs in the society and how they should take action
- Ability to execute plans: It is expected that PYs will utilize what they have learnt in Course Discussion and Project Management Seminars, make action plans for their post-program activities, and proactively implement such activities back home.

Achievements

The achievements of the Course Discussion can be assessed by the numerical evaluation by the PYs.

As part of the Onshore Training Sessions, the Institutional Visit in Tokyo was conducted to deepen PY’s understanding about the respective course themes. Given the fact that more than 75% of the respondents marked 4 (Average) and higher, the institutional visit successfully expanded PY’s understanding of Japan, especially how they address the challenges and actions in each field. In addition, significant contribution made by the Institutional Visit in Sri Lanka is shown by the figure that more than 81% of the PYs scored 4 (Good) and 5 (Excellent). To the question “Do you think your English level was sufficient

to participate in the Course Discussion?” 34% of the JPYs marked 2 (Low) and 13% marked 1 (Very low). It demonstrates that more than a half of JPY answered their English proficiency was not sufficient. On the other hand, none of the OPY marked 2 or 1 to the same question, which illustrated the profound gap between two parties.

PY was also asked the question “What kind of activities helped you to understand the Course theme?” Among seven options, “Discussions in small groups” was chosen by the largest number of JPY and OPY. This outcome suggests that the small-group discussion played a crucial role to promote PY’s learning, despite a gap in individual language level.

In regard to the level of participation to the Course Discussion, more than 89% of the PY marked point 3 (Moderate) or higher, showing that the positive and active participation was practiced. However, while the 73% of the OPYs marked 4 or 5, the JPYs who marked the same range falls as low as 42%. Although the answer uncovered that OPY's participation level is prominent, comparison with the same question of previous year suggests JPY's progress; JPY who marked 4 and higher increased by 11% from last year, whereas the OPY remained 73%, which is the exact same rate with last year. Given the positive change in JPY, extension of the program duration, especially the prolongation of the Onboard Training Session, motivated

JPY's active participation. Offering the adequate number of sessions as well as enough margin between the sessions allowed extra time for JPY with inadequate English level to digest course learning, either by self-study session or follow-up session by facilitators.

Lastly, the Summary Forum, which was a forum to show the result of the discussion, 84% of the PYs marked 4 (Good) and 5 (Excellent), which indicated the high satisfaction they gained through the process of summarizing their course learning as well as the presentation. The Course Discussion is therefore considered to achieve its original aim a main component of the program.

2 Introductory Forum

The Forum was held to commence the Course Discussion. The representatives from the eleven participating countries gave the audience unique presentations on how the youth have contributed to society through voluntary activities in which they are involved.

The PYs gained knowledge on the various activities the presenters have undertaken, and the presentations were delivered in a very effective way utilizing different forms of delivery such as short videos, photos and speaking

about each of their firsthand experiences to make them understand. In addition, the audience had opportunities to ask the presenters questions and promoted a deeper understanding for each participant.

Through the presentations, the audience was motivated to engage in the upcoming Course Discussion. They also developed their ideas how to contribute to society after the program.

Country	Presenter(s) / Theme/ Content
Australia	<p>Presenter: Megan Lock</p> <p>Theme: Youth Volunteer: Sharing Experiences in Youth Volunteering</p> <p>Content: Australian PY shared the youth organization activity to support students who suffer from educational inequality or lack of access to education. To create the society where everybody equally enjoys the access to education, the youths serve as mentors of school children, aiming at eradicating discrimination against indigenous children as well as overcoming economic difficulties.</p>
Kingdom of Bahrain	<p>Presenters: Abdulla Behzad, Ebrahim Akbari, Mohamed Mahmood, Noora Thani, Walaa Almalki</p> <p>Theme: Youth engagement in social issues</p> <p>Content: Youth organizations in Bahrain serve for the social good. For example, for the youth at age of 9 -25, summer training program is held in the themes of leadership, media, and technology. Another program is aimed at repair of the housing and public facilities based on the community needs.</p>
Republic of Chile	<p>Presenter: Oscar Contreras Villarroel</p> <p>Theme: STEM education for the social contribution</p> <p>Content: In collaboration with civil society organization, Chilean government provide education program for the youth. Outside of the school education, they organize summer camps and after-school programs. By offering the education programs on science, technology, engineering, and mathematics, they cultivate the young people's ability to bring a positive impact on the society.</p> <p>*STEM refers to Science, Technology, Engineering, and Mathematics</p>

Country	Presenter(s) / Theme/ Content
India	<p>Presenter: Pawan Singh Theme: The government's initiative for the youth empowerment Content: In order to eradicate poverty and expand employment opportunities, the Government of India implement the program to enhance productivity of local industry and traditional craft. They also call for the domestic and international investment into these fields. To enhance the young people's knowledge and skills in technology as well as tradition, the government provides various training programs for the youth.</p>
Japan	<p>Presenters: Saho Iwasaki, Aoi Shimizu, Kosumo Takagi Theme: Volunteer activities in the Great East Japan Earthquake affected area Content: Although there are no need of emergency assistance, after four years, the affected areas of the Great East Japan Earthquake are still in need of volunteers in terms of reconstruction and rehabilitation. Through sharing the experiences of volunteer work for farmers and fishermen, JPYs address the importance of refining objectives and outcomes of the volunteering.</p>
United Mexican States	<p>Presenter: Violeta Garcia Diaz Theme: SWYAA Mexico selection process Content: In order for the PYs' meticulous preparation for SWY, the members of SWYAA México provide sound selection process and preparatory sessions. Recently, SWYAA México established website so that PYs can communicate and share the information prior to the program. They also actively participate in local volunteer works for teambuilding.</p>
New Zealand	<p>Presenters: Angela Lim, Hoani Te Whare, Porera Hakaraia, Shaymaa Arif Theme: Youth contributions to governance in New Zealand Content: In New Zealand, the local government actively listen to the voice of youth. Youth can engage in the decision-making process of the local government. Youth organizations are asked to plan and carry out the events under the supervision of the local government.</p>
Russian Federation	<p>Presenters: Aisylu Nabiullina, Anna Moroz, Daria Buchakova, Katerina Rossolovich, Karina Subbotina Theme: Social contribution by Russian PYs Content: Russian PYs introduced the volunteer activities they are involved. In their local communities, each member actively participates in different activities. The members articulated their activities which focus were: animal protection, environmental preservation, better understanding and passing down of traditional culture, language class for the children of immigrants.</p>
Democratic Socialist Republic of Sri Lanka	<p>Presenter: Kelum Dasanayaka Theme: English education project in Sri Lanka Content: Even though there are excellent human resources, lack of the English skills in them is one of the major challenges for the Sri Lankan to become active in the global society. Sri Lankan youths voluntarily organize the English class in collaborates with English teachers so that the present and incoming generation can maximize their opportunity to work in the globalizing world.</p>
United Republic of Tanzania	<p>Presenters: Amani Geoffrey Nkurlu, Kabwe Tulinagwe Mwenge Theme: Youth empowerment in Tanzania Content: To overcome the poverty and other challenges that Tanzania face, PYs from Tanzania actively engage in the activities for the betterment of education, health condition, and other infrastructures that are essential for everyday-life. The members shared their experiences such as leadership training, developing and implementing new agricultural techniques, career counseling at universities, which are all youth empowerment activities practiced by making the best use of their expertise.</p>
United Arab Emirates	<p>Presenters: Hamad Alseyabi, Mohamed Al Shateri Theme: Youth organizations to support education and career Content: Social entrepreneurs in UAE organize the program to deepen understanding of social issues and social contribution that the corporations need to address. Another active actor is the youth organizations that offer counseling to give advice to the young people for their better career/academic path.</p>

3 Institutional Visit

On January 26, institutional visit was organized according to the course themes for the six discussion

groups. Volunteers accompanied each group to assist the smooth operation of the program.

Community Development Course: “Neighbors Next U26 Project” HITOTOWA Inc. / Wonderful Aging Club (WAC)

In the morning, two members from the “Neighbors Next U26 Project” organized by HITOTOWA Inc. gave a presentation at the National Olympics Memorial Youth Center (NYC) on Japanese families and houses, touching on their current situation, problems and solutions. HITOTOWA Inc. is an organization where young people under 26 years old study about Japanese urban planning and community development. After the presentation, there were active exchanges of Q&A as well as opinions on the differences of family support programs in each participating country, and different family-related issues both developing and developed countries were facing.

Later on, the group traveled by a chartered bus to Takashima-Daira apartment complex in Itabashi ward,

Tokyo. This is a huge residential area developed to cater the needs of post war baby-boom generation. However, as the time passes, the residents are becoming old, and currently more than half of the population is over 65 years old. Half of these elderly people live alone. There are many community cafés where old people gather or use as bases for their activities to deal with issues related to aging. PYs were divided into smaller groups and visited four unique cafés guided by members of the Itabashi Wonderful Aging Club (WAC) PYs felt that these community cafés were open not only to elderly people but also to everybody including youths, foreigners, child-rearing generations, and people with disabilities.

Disaster Risk Reduction Course: Japan NGO Center for International Cooperation / Life Safety Learning Center

In the morning, the group visited the Japan NGO Center for International Cooperation (JANIC), which has the largest network of NGOs in Japan and supports the collaborations among NGOs. Mr. Masaaki Ohashi, Board Member (Ex-Chairperson), Japan NGO Center for International Cooperation (JANIC) and Co-Chairperson, Japan CSO Coalition for Disaster Risk Reduction (JCC-DRR), gave a lecture on Japanese NGOs, activities of JANIC, importance of disaster risk reduction (DRR), and international movements for DRR.

The thing PYs found most shocking during his lecture was the set of photos Mr. Ohashi took in the areas affected by the Great East Japan Earthquake and Tsunami. Some of the PYs had never experienced disasters, and PYs were very much attentive to the stories about horrible destructions by disasters. Mr. Ohashi created interactive atmosphere during his lecture, for example by asking questions time to time about disaster cases in each country. That allowed PYs to ask questions during the lecture and actively express their opinions. At the Q&A session, PYs asked about different issues such as the disaster that Japan

put the biggest attentions on, and if Japan had collaborative relation on DRR with his or her country. The Q&A session also helped PYs to recognize again the importance of international collaborations for DRR.

In the afternoon, the group visited the Tokyo Fire Department Ikebukuro, Life Safety Learning Center. A twenty minutes video “What we experienced on 3.11” which dealt with the issues of DRR for earthquake, tsunami and disasters was shown first. The group was divided into two sub groups after the video and experienced simulation of four kinds of disasters. At the earthquake simulator, PYs experienced two types namely “direct hit urban earthquake type” and “Great East Japan Earthquake type.” Many PYs were surprised to find the differences of tremor and to feel the real tremor rather than just seeing it in videos. At the rainstorm simulator, some PYs were not much frightened at the beginning, but at the later part of the experience they had to hold to objects to not to be blown away and found it really scary. At the fire and smoke simulator, PYs learnt the importance of taking actions by themselves such as using mobile phone’s light in the smoke-filled dark hallways.

Education Course: a.school, inc. / Hokago NPO Afterschool

The course visited a.school in Bunkyo ward, and had a presentation by its director Mr. Takuma Iwata. a.school is a supplementary private school for the next generation where students can find the joy of learning and it provides venues for students to deepen their learnings. The method used here is quite contrary to the one employed in conventional Japanese schooling.

The visit consisted of a talk session and a workshop. The group was divided into smaller sub groups of around four persons. In the talk session the groups discussed the class room arrangements in each country, and in the workshops the groups looked into different issues people would ask “why?” about Japan. In the talk session, PYs clearly realized about the difference of class room arrangement. The simple room arrangement such as where the teachers stand and how the students sit affected the outcome of the classes, and it was noted that PYs showed strong interests

in this issue.

In the afternoon, the group visited Kami Itabashi Daiyon elementary school and had a presentation by Mr. Gaku Watanabe from the Hokago NPO Afterschool. The organization is an NPO which utilizes school rooms and local human resources to provide safe and secure place and learning opportunities to school kids after school hours. The presentation gave PYs to deepen their understanding on the issues Japanese kids face. An example of issues included the fact that more kids spent time after school alone because of the crimes targeting children and complaints from neighbors.

PYs and kids enjoyed Japanese traditional plays such as Menko card game and Koma top spinning. It was quite impressive to witness that they overcame language barriers and filled the rooms with cheerful voices.

Environment Course: World Food Programme Japan Relations Office / Tokyo Metropolitan Government Waste Landfill Site

In the morning, Mr. Kojiro Nakai, the Donor & Private Sector Relations Officer from the World Food Programme (WFP) was invited as a guest speaker and PYs learnt, through lecture and discussion, about the relations between environmental problems and world food situations. Mr. Nakai first talked about his experiences at work and about WFP with photos and some anecdotes. The main body of the lecture was guided by three questions; 1) What was the relation between climate change and starvation, 2) What WFP was doing to mitigate the effects of climate change, 3) What you could actually do for this issue. The discussion became enthusiastic, but the third question seemed to be quite hard to answer, and PYs reflected deeply how they could apply in actions what they were learning. Some PYs shared their experiences they had at home.

The group visited the Tokyo Metropolitan Government Waste Landfill Site in the afternoon, and saw the actual site from the bus windows and also getting off the bus. What called the strongest attentions from PYs was the process and the machineries used to crush large non-burnable waste into small pieces. PYs also felt the actual landfill site by standing on the site where wastes were reclaimed. After the site visit, the group had a lecture in a room on the current situation of the landfill, their activities and challenges. It was predicted that finding new locations for landfill, after the current site became full, was going to be difficult. PYs thought about and discussed how they could reduce waste emissions and what they could do in their own countries for this issue.

Information and Media Course: HAKUHODO Inc. / Fuji Television Network, Inc.

Mr. Takeaki Udo from Hakuhodo was invited as a guest speaker and PYs had a presentation on branding of local appeal and community development. Mr. Udo explained that in Sagami-ono private companies, public entities and NPOs worked together to create venues for the residents to exchange opinions. As a result, many projects that made win-win situations for residents, town, and commercial facilities were initiated. PYs also learnt

that the characteristics of sentences affected how their message were received, for example between a negative expressions such as “You shouldn’t do ---,” and positive expression “Let’s do ---.” PYs learnt about “the transition theory” which narrates the process of small niche markets acquiring force to affect public opinions.

PYs discussed, under the theme “co-creation,” different issues such as the possibility of combining work for profit

and work for social issues, and the possibility of making decisions that satisfy all the parties. At the end PYs found that to achieve social changes it was important not only to have success of projects but also to build communities through dialogues during the process of the projects.

In the afternoon, the group had a lecture by Mr. Toshihiro Shimizu, the Chief Producer of the Fuji Television Network, Inc., Multimedia News Center “Hodo-kyoku” about television as internet media. Mr. Shimizu explained that Japanese youth spent more time seeing internet than watching TV, and only few watched Fuji television’s TV

news when they were actually broadcasted five times a day. He continued that “Hodo-kyoku” programs were provided on-demand to cater the viewers’ desire to watch the news when they wanted. The programs provided both live news and archived ones, which gave the viewers sense of relief and trust as they could obtain up-to-date news. For the future possibilities, Mr. Shimizu mentioned that as they were able to bring news to anywhere, they wanted to broadcast news in English for foreigners in Japan and for people overseas. PYs learnt new forms of Japanese media through this visit.

Youth Entrepreneurship Course: HASUNA Co., Ltd. / Paxi House Tokyo

The session led by Ms. Natsuko Shiraki, the founder of Japan’s first Ethical Jewelry brand HASUNA started with a question; “What is the difference between entrepreneurs and social entrepreneurs?” Ms. Shiraki then talked about her time as a student in the UK, her encounter with people who lived in mines in India, and how she was motivated by this encounter and started a new business model of purchasing the materials by herself at the places of their origin. Among questions by PYs, there were many regarding the keys for business success and about business strategies. PYs also had enthusiastic discussion on what the social entrepreneurs are. Many PYs learnt that it was important to have passion themselves and to apply their leadership as catalysts in the field of giving positive impact to the society or creating positive values.

Later on, the group visited Paxi House Tokyo, a restaurant specialized in dishes with coriander and operated around the concept of “restaurant for interactions and exchanges.” The restaurant is a part of the projects by PAXi inc. founded by Mr. Kyo Satani, an ex-PY from the SWY10. PYs had lunch at the restaurant, and listened to a lecture afterwards on Mr. Satani’s businesses, about starting up a business, how to find ideas for a business model, and on business management.

Coriander, also known as cilantro or pakchi from its Thai name, is an ingredients not yet that known in Japan, but many people taste it in their cross cultural experiences such as traveling overseas or eating at a restaurant specialized in non-Japanese dishes. Through his own experiences of traveling around the world, Mr. Satani came to have an idea of making extraordinary experiences at travels more available in ordinary life scenes. He thought the cross cultural understanding through food is an important first step for making peace, and opened the restaurant specialized in coriander dishes making coriander or pakchi as the symbol of “travel and peace (pax).” He also manages other projects to create bonds between people such as PAX Coworking share office business and running event “Cialthon.”

Through the Q&As, PYs learnt about the idea of creating world peace through small daily activities such as greetings and eating meals. They were also exposed to the business idea of prioritizing one’s concept over short term profit. They learnt, through this visit, that travelers could build world peace.

4 Course Reports and Achievements

Community Development Course

Theme: The Power of Co-Creation: Creating Social Innovation with Communities

Facilitator: Elli Suzuki

Participants: 41 members (22 JPYs, 19 OPYs)

1. Goal and Objectives

Course Goal

The challenges and needs facing communities around the world are consistently heterogeneous and deeply complex from aging society and depopulation, to low agricultural productivity, high youth unemployment rate, poor healthcare environment and waste management systems, and lack of safe drinking water, electricity, and housing. To solve these problems, instead of attempting social change in abstraction, it is critical for PY to listen to the opinions of the people who are living in those communities and to identify how each PY can contribute to social change. In this course, we envision that each PY is able to accurately identify the issues and needs of the community and create social innovation with the communities.

Course Objectives

In this course, PYs will learn an approach to developing solutions to community problems based on the principles of Design Thinking. “Design Thinking” is a creative process of developing products and services that starts from gaining insight from observation, followed by empathizing, formulating hypotheses, generating ideas, building a prototype¹⁾, testing the prototype and iterating through trial and error. Through discussions, workshops and lectures, whether he/she is an insider or an outsider of the target community, PYs will learn how to apply his or her knowledge and experiences towards community development and propose solutions that address the needs of any communities.

2. Pre-Departure Assignments

- Create a 3-minute video of an Elevator Pitch²⁾ in English (see example below) and upload the video to the Community Development Course Facebook

Community Group. PYs will be presenting their Elevator Pitch during the course session, so make sure to practice thoroughly. The Facebook Community Group is “Private” under the Privacy Setting. Therefore, only group members, or Community Development Course participants, will have access to view the videos.

<Elevator Pitch Example>

Link: https://www.youtube.com/watch?v=uRlilVf8T_s

<Elevator Pitch Guideline>

- Self-introduction: Name, country and community of origin³⁾
- Problem framing statement: Identify the problem you want to solve in your community of origin (including the reason why you want to solve that particular problem), the present situation of the community as a result of the problem, and the level of importance to the community to solve this problem.
- Solution: Describe the opportunity, propose a solution, and explain the change that can be expected from implementing the solution.
- Commitment to Action: “I am committed to solving [X]!”

< Only for PYs who have limited Internet access >

- Submit a script for a 3-minute video to the course mailing list.
- Download and read the following document to understand the fundamental concept of Design Thinking, which will be used in this course. The document can only be accessed for download after joining the Course Facebook Community Group.

1) “Prototype” is a physical representation of an early-stage idea that a user can see with their eyes and feel with their hands to test their early stage ideas.
 2) “Elevator Pitch” is a presentation technique born out of a need to deliver key message to the other person within the limited time on the ride. It is a technique known for summarizing a presentation, and is not actually used in elevators.
 3) “Community of origin” is the community of a region that the PY currently reside, or a region that the PY have lived for more than three years in the last ten years.

Reference:

“The Field Guide to Human-Centered Design” by IDEO

3. Outline of the Five Discussion Sessions

Session 1: Introduction to Design Thinking	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Learn the key components of the design thinking ■ Cultivate empathy 	<ul style="list-style-type: none"> ■ Orientation: Course overview/instructions, expectation sharing, creating safe space for class participation ■ Lecture: Failed project and Design Thinking ■ Workshop: Mini Idea Challenge ■ Group presentation: Presentation of ideas and feedback ■ Lecture: First phase of the design thinking process: “empathy” ■ Workshop: Present a community problem of highest interest as an Elevator Pitch to other PYs
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs learned that design thinking process is one approach that helps develop a solution to a community problem. In addition, PYs learned that design thinking process is not a linear process, but a process that is at times cyclical, and at times iterative. Unlike the traditional top-down approach to community development, PYs noted that a community development that utilizes design thinking process is a bottom-up approach that places the community at the center of the community development. ● PYs participated in a mini design challenge and proposed solutions to the water transportation and storage challenge in Kenya. Through the mini design challenge, PYs learned about the difficulties and complexities of solving a community problem without sufficient information about the context, conditions, and constraints that are specific to the community. ● PYs analyzed a case study of a failed community development project in South Africa. An NGO developed a water pump that intended to deliver safe drinking water through innovative technology. As the NGO fundraised and prepared for expansion, the water pump stopped functioning. Through this case study, PYs observed the gap between the project design and implementation and discussed factors that led to failure. PYs learned the importance of engaging the targeted communities in the process of generating solution (products and services), and reconfirmed that co-creating the solution with the community leads to sustainable community development. ● PYs learned the first phase of the design thinking process, which is “empathy,” and identified the difference with “sympathy.” PYs learned how to build a mindset to empathize with the community. PYs also learned that empathy requires gaining insight through observation, deepening the engagement with the community, and immersing oneself in the community’s needs and inconveniences. ● PYs presented a community problem of highest interest as an Elevator Pitch to other PYs and learned about the community problem in other countries. 	
Session 2: Framing the Community Problem	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Learn about defining a community problem ■ Create a problem framing statement 	<ul style="list-style-type: none"> ■ Discussion: Briefing of the Institutional Visit. Share what PYs learned at the Community Space in Takashimadaira Complex. ■ Discussion: Identify problem framing statement and select one problem framing statement ■ Workshop: Create design brief of the target community ■ Discussion: What does “A day of the customer” look like? ■ Workshop: Create customer profiles ■ Group Presentation: PYs share the customer profile they made ■ Lecture: Identify stakeholders, their level of interest, expectations, and influence ■ Group Presentation: Present problem framing statement

Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs discussed the second phase of the design thinking process, which is “define.” ● PYs selected 8 community problems, and in small groups, each group identified the client and the client’s request. PYs also learned that there could be a difference Client and User. ● The 8 PYs who proposed the selected 8 community problems role-played the Community Member (User) and the other PYs role- played the Designer (Consultant). The Designers interviewed the Community Member, and deepened the understanding of the Community Member’s day-to-day. In addition, by creating the Customer Profile of the Community Member, PYs were able to imagine an actual User and understand the community problem more concretely. ● PYs reflected on the institutional visit. PYs exchanged opinions on the future growth and issues in Takashimadaira Complex, which faces the problem of aging society and depopulation. PYs focused on the “Community Cafés” which are community initiatives that aims to improve the welfare system and build a holistic care system in Takashimadaira Complex. PYs argued that promoting partnerships with the government, healthcare providers, welfare services and private businesses lead to sustainable operation. 	
Session 3: Idea Generation	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Learn how to generate community-based solutions through brainstorming ■ Select an idea for prototyping 	<ul style="list-style-type: none"> ■ Lecture: Third phase of the design thinking process: “ideate” ■ Workshop: Write down community issues that PYs collected. Select one issue and define. ■ Lecture: Understand the needs of the people living in the communities ■ Lecture: Visually map the value chain that represents how a product or service is manufactured, distributed, supported, and used. ■ Workshop: Focusing on quantity over quality, individually sketch as many ideas of solutions to community problems ■ Discussion: Brainstorm ideas in groups, and change perspective to generate more ideas ■ Discussion: Analyze assumptions and hypothesis, and test ■ Discussion: Evaluate and compare ideas
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● In small groups of 8 selected community problems, PYs learned how to breakdown an abstract problem using Problem Framing Tree. ● After breaking down the problem into specific problems, PYs mapped the problems on the Innovation-Impact Matrix to identify and select the problem with the highest opportunity for impact and innovation. Finally, PYs summarized the selected problem using a Problem Framing Statement. ● PYs deepened understanding on the third phase of the design thinking process, which is “ideate.” ● In small groups of 8 selected community problems, PYs used group brainstorming to generate 20 ideas for their respective 8 community problems. PYs also learned other techniques to generate ideas. 	
Session 4: Building a Prototype	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Build a prototype from chosen idea 	<ul style="list-style-type: none"> ■ Lecture: What is prototype? ■ Workshop: Marshmallow Challenge ■ Workshop: Develop a prototype from an idea ■ Group presentation: Share prototypes and get user feedback from the PYs who proposed the community problem
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs discussed the fourth phase of the design thinking process, which is “prototype.” ● PYs participated in a Marshmallow Challenge whereby each team competed to build the tallest freestanding tower within 20 minutes using one marshmallow, 20 spaghettis, strings, scotch-tape and scissors. Through this game, the PYs learned about the importance of failing fast and reflecting the learning in the subsequent trials, the importance of a facilitator who can lead the process of project implementation, the importance of planning and preparation period, and the importance of teamwork and the ability to listen to each other’s opinions. ● Divided into small groups in accordance with the eight particular community problems, PYs created prototypes to address the issues. PYs learned that prototyping can shape the possible solutions. 	

Session 5: Creating a Sustainable Solution	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Create a sustainable solution 	<ul style="list-style-type: none"> ■ Lecture: Importance of user feedback from the community ■ Discussion: Design for [X] <ul style="list-style-type: none"> - Design for affordability - Design for usability - Design for sustainability - Design for failure ■ Workshop: Create a solution using Business Model Canvas⁴⁾ technique. ■ Group presentation: Present Business Model Canvas ■ Discussion: Responsibility as a “Social Changemaker” and future plans for community development work in their respective countries
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs discussed the fifth phase of the design thinking process, which is “test.” In the process of obtaining feedback from the users on the prototype and improving the solution, the PYs debated about anticipated feedback from the users, such as price, usability, sustainability and failures. ● The PYs analyzed the organizational structure of The Banyan, institutional visit in India, based on 9 elements - revenue stream, cost structure, value proposition, customer segments, customer relationship, channels, key activities, key resources, and key partnership – and assessed how to build a sustainable organization. ● In small groups of 8 selected community problems, PYs assessed their prototypes they made in Session 4 based on 9 elements - revenue stream, cost structure, value proposition, customer segments, customer relationship, channels, key activities, key resources, and key partnership – and turned the prototype into a more realistic sustainable solution. In the final reflection, PYs shared their learning from the course and talked about future plans for community development work in their respective countries. 	

4) “Business Model Canvas” is a strategic management and lean startup template for developing new business models. It is a visual chart with nine elements describing a firm’s or product’s value proposition, infrastructure, customers, and finances.

4. Facilitator’s Comment

Through 35 hours of discussions, workshops, lectures and institutional visits, the Community Development Course aimed to leverage the knowledge and experiences of 41 Participating Youth (PY) from 11 countries and build their ability to propose solutions that addressed the needs of any communities. Over the duration of 6 weeks, the PYs deepened their understanding of community development through 14 sessions, including 1 introductory session, 5 course discussion, 3 institutional visits in Japan, India, and Sri Lanka, 4 supplementary sessions in preparation for institutional visits and final presentation, and 1 final presentation at the Summary Forum. The final outcome was 8 prototypes of solutions to 8 community problems in Australia, Bahrain, Japan, Mexico, Russia, and Tanzania.

Prior to the course, each PY researched and shared a video about a community problem of highest interest in his or her respective community. This was a unique opportunity for the PYs to have a heightened awareness around the community problem in their own communities, as well as learning about completely different community problems that exist in other countries. The PYs also read IDEO.org’s “The Field Guide to Human-Centered Design” prior to the course, and familiarized themselves with the principle of

Design Thinking, which was used in the course.

During the course discussion, the PYs learned about the 5 steps of Design Thinking. They learned that Design Thinking is a creative process of developing products and services that starts from gaining insight from observation, followed by empathizing, formulating hypotheses, generating ideas, building a prototype, testing the prototype and iterating through trial and error. In addition, the PYs selected 8 community problems from the community problems they gathered during the pre-departure assignments, and applied Design Thinking during the course to propose solutions.

The group that tackled the empowerment of low resourced women in Mexico proposed a facility that offers workshops where women will have access to holistic service from childcare service, financial planning and art classes. The group that tackled increasing homeless animal issue in Russia proposed a facility that offers services that involves homeless animals to raise awareness about animal protection. The group that tackled the high youth unemployment rate in Australia proposed an online job network to provide opportunities for young people to gain skills and knowledge as well as contribute to their local community. The group that tackled deepening youth

suicide problem in Australia proposed a professional peer support center where families and friends of the young person who is considering suicide can receive support from professionals. The group that tackled the issue of nuclear families in Hanno City proposed a learning center for children where adults, elderlies and youth from the community can be “community teachers” and share their knowledge with kids and support children’s education together as a whole community. The group that tackled improving work-life balance in Japan proposed creating a family space for parents and children inside the company where there is a counselor and various kinds of information about family life. The group that tackled street children problem in Tanzania proposed a facility that educates parents about street children and collects donations to support them. The group that tackled the issue of smartphone addiction in Bahrain proposed a smartphone free zone café, which allows people to socialize face-to-face.

Many PYs struggled to understand the background of the assigned community problem because there was no access to information on the ship, and as a result, it was difficult for the PYs to gather information. Furthermore, the PYs experienced the challenge of solving problems virtually. The lack of access to the local community on the ship made it difficult to gather insights on the existing solution from the local people, empathize with their pain points, test the prototypes and obtain their feedback.

With globalization and technological change, our society demands leaders who can solve wide range of complex community problems in the world. The Community Development Course equipped the PYs with a methodology to solve community problems in any community and raised critical thinking skill, creative thinking skill, communication skills and collaboration skill that are required for the next generation of global leaders.

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5. PY’s Feedback

Anna Goto (Japan)

I think the Community Development Course challenged us in a unique way. As we all address the issues in our own community and country, I found its significance and meaning of peer learning in this course. At the same time, the topics we cover were diverse and complicated. For instance, the definitions of the term such as “development” and “community building” were sometimes different from country to country. The severity and characteristics of the issue in the community and country were also

diverse. These are the particular challenges that we faced throughout the course.

For instance, as major social issues that Japanese society face, “aging society and depopulation” and “extreme isolation from the community” were discussed. On the other hand, Tanzanian acknowledged the issue of “street children,” whereas Australian raised the issue surrounding the rights of indigenous people. This was the moment for us to realize that the issues we discuss were diverse by their country of origin.

It was not easy to fully understand and discuss the issues in overseas, which were not familiar to our home country. It was astonishing for me when some OPY commented on the issue of Japan: the elderly isolated from the community. PYs from Tanzania and Sri Lanka said “In our country, it is hard to imagine how possibly the elderly can be left behind the society.” I believe the perspectives brought by outside of my culture contributed to deepen my learning. Although we struggled to elaborate the situation of our country, Japanese PYs were able to explore the root cause of the issue and social structure.

Another highlight for me was the discussion about the conflict in Sri Lanka. While we were discussing the structure of conflict and war, we encountered the big argument between PYs from India and Sri Lanka, who had different views and understanding on the same conflict. We all became aware that discussion involves various actors coming from different national origins requires extra care to the relations of the stakeholders and international context. I am sure that the coursework provided unforgettable insights and enriched our learning.

I truly understood the delight and value of peer learning in diversity. By knowing the issues in overseas through the direct voice, we could grow our sense of ownership toward those issues. Till now, we could only see them irrelevant to us. Some of the course members had an actual career of community development. Their professional viewpoint and experiences hugely contributed to the course learning.

At the early stage of the program, I found myself looking at the difference by countries and areas. It was because of the challenges and learning enlarged by the difference. However, through the process of seeking for the solution for the community issues, I realized one change in myself: we have so many things in common. Although we sometimes experience collision, I found we all share the sense of anger over the issues in our society and deepen sympathy. It can raise our awareness on the challenges.

“As a member of the global community, what can we achieve in the future?”

If we consider the fundamental challenge, we are all looking at the same direction. Therefore, I would like to

maximize our learning experience and stay connected to create the better future.

Disaster Risk Reduction Course

Theme: Leadership for Resilient Community – Diversified Perspectives to Maximize the Power of Citizeness

Facilitator: Asako Haga

Participants: 36 members (17 JPYs, 19 OPYs)

1. Goal and Objectives

Course Goal

Disaster Risk Reduction (DRR) is a key concept to achieve sustainable development, and is greatly important not only at the national level, but also at regional and global levels. While the roles of governments remain essential, there are always tremendous needs to complement their action and capacity, and thus an all-of-society engagement and partnership is required. In this context, how citizens can take leadership to organize voluntary works in order to strengthen the community resilience?

The goal of this course is to facilitate PYs the sound development of leadership quality from DRR perspective, no matter in economic activities or in social activities.

Course Objectives

Whatever the level you belong to, DRR efforts require leadership with clear vision, plans, competence, guidance and coordination within and across sectors as well as collaboration with relevant stakeholders. Through case-study discussion based on various activities of Civil Society Organizations (CSO) in DRR movement, PYs will learn; definition of disaster, the forms of CSOs, effective alignment among various sectors, purpose of the disaster risk management, CSO's accountability and criteria for project termination, opposing standpoints of different parties, elements of communication to motivate stakeholders, etc.

2. Pre-Departure Assignments

2-1. Prepare a presentation

Pick up one example of DRR activity you have participated (or are interested) in, and prepare a poster as a presentation material with details indicated as below;

- The poster should include; your name, country, overview of major disasters in your country/region you reside, one of the DRR projects around you and its objectives, project contents, major players of the project, social needs, key factors, resources (including funds, manpower, materials), target, duration, achievements, benefits to the society, reputations and your own opinion, etc.
- Specifications; A4 size x 1 page. It should contain not only text but also pictures/illustrations to make your presentation more effective. It can be made either by computer or by hand, but needs to be submitted in PDF format to your facilitator via Course Discussion mailing list. The original (a sheet of hard copy of your poster) must be hand-carried with you to the class.

2-2. Writing an essay

Write a short essay on a DRR activity you would like to organize in future, with the details indicated as below;

- i) Your name and country
 - ii) A disaster risk you would like to tackle in future and its background
 - iii) The reason why you are interested in the said disaster risk
 - iv) An ideal state of the society once the risk got lowered
 - v) Your action plan
- Specifications; A4 size x 1 page, written in English and saved in Word format (no handwriting). Submit it to your facilitator via Course Discussion mailing list. The original (a sheet of hard copy of your essay) must be hand-carried with you to the class.

3. Outline of the Five Discussion Sessions

Session 1: Understanding disaster risk	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Learn the various Disaster Risks of the world from each other ■ Learn the definition of “Disaster” and meanings of DRR activities 	<ul style="list-style-type: none"> ■ Presentation: Presentation about Pre-Departure Assignment in groups of three. The presentations must cover the following information: <ul style="list-style-type: none"> • An overview of major disasters in each participating country, or region within the country in which PYs reside; • One DRR project within each PY’s community and its objectives; • Major players involved in the DRR project; • Social needs; • Key factors; • Resources (including funds, manpower, materials); • Target; • Duration; • Achievements; • Benefits to society; • Reputations; and • PYs own opinion etc. ■ Discussion: What is “disaster” and its key features? Each group presented its conclusions to the DRR course participants and all PYs agreed on the common features that define a disaster ■ Workshop: PYs compare their group work with the United Nations International Strategy for Disaster Reduction (UNISDR) definitions
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs enjoyed the interactive session and developed an understanding of what a disaster is. Through group work, PYs learned how to critically analyze the features of different types of disasters, including natural and man-made disasters. ● Working in collaboration enabled PYs to develop productive working relationships with other course discussion participants and share in a non-judgmental learning environment. 	
Session 2: Effective alignment among various sectors	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Understand the forms of organizations doing DRR activities, and effective alignment among various sectors ■ Being aware of conflicting viewpoints CSOs possibly face 	<ul style="list-style-type: none"> ■ Lecture: Forms of CSO’s and effective alignment among various stakeholders in DRR activities. The lecture focuses on three main sectors including CSOs, corporations and public administrations. ■ Discussion: PYs participate in a group exercise based on case studies in the Great East Japan Earthquake. The case studies centered around the following issues: <ul style="list-style-type: none"> • Aid providers’ passion in relation to the needs of the disaster affected people; • Challenges that CSOs may face when they obtain support and financial contributions from corporations • Items that CSOs should consider before sending volunteers into a risky situation. (e.g. Fukushima Nuclear Disaster)
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs enjoyed using their combined knowledge to critically analyse problems arising from recent disasters. ● Many found it challenging to develop practical solutions for real challenges in DRR activities throughout the world today. 	
Session 3: Purpose of the disaster risk management	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Consider disaster risk management from a human-rights perspective 	<ul style="list-style-type: none"> ■ Lecture: What is “Disaster Prevention Map” and “Hazard Map” ■ Workshop: PYs participated in Disaster Imagination Game (DIG) according to the scenario based on the onboard life of SWY ■ Disaster Imagination Game (DIG) was introduced. PYs were set a scenario based on our SWY experience. The scenario was that there was an earthquake and tsunami that had hit “SWY town”. Flooding had occurred up to the level four deck. Residents would not receive emergency relief for three days and all emergency announcements were in Japanese. PYs were given floor plans of the ship and completed a hazard mapping exercise to identify dangerous areas, assembly points, useful resources etc.

Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● Based on the scenario that earthquake and tsunami attacked “SWY Town,” onboard community where PYs live together, PYs participated in the DIG. Under the assumption that the ship was flooded up to the level four deck, with no emergency relief in next three days and all emergency announcements were made in Japanese, PYs were given floor plans of the ship and completed a hazard mapping exercise to identify dangerous areas, assembly points, useful resources, etc. ● PYs enjoyed the opportunity to take part in a practical exercise. Many found it easy to relate to as they had been living on the ship for many days and were familiar with their environment. ● PYs found DIG as a useful tool not only to enhance the public awareness to the risks, but also to involve various stakeholders of the community into a part of decision-making process when considering prevention and mitigation strategies of the community. ● A number of PYs commented that this exercise is something that can be taken back to their own countries as an educational tool that costs little to organize, but is a valuable learning resource. 	
Session 4: CSO’s accountability and criteria for project termination	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Learn CSO’s accountability to the donors and the beneficiaries ■ Being aware of the importance of developing exit strategy 	<ul style="list-style-type: none"> ■ Lecture: CSOs accountability and its importance ■ Discussion: PYs participated in a discussion about project termination based on case studies from the Great East Japan Earthquake. In groups, PYs discussed: <ul style="list-style-type: none"> • How to evaluate the success level of the project • What indicator can be used to determine the appropriate time to terminate the project • What actions can be taken if some challenges remain unsolved.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs learned the importance of interacting with all stakeholders when carrying out DRR activities, in particular local communities and recipients of emergency aid. PYs agreed that it was vital to set expectations from the outset of a DRR project including explaining who you are (e.g. an NGO or CSO), what work will be done, and until when. ● PYs discussed the importance of quality and accountability in the management of DRR activities, while providing quality assistance. ● In implementing the project, it was agreed that mutual understanding is important in relation to the purpose of the DRR activity, the available resources and duration of the project. ● To achieve this, activities need to be presented in a transparent manner in a way that all involved understand. It is important that these things are considered from the beginning of a project. 	
Session 5: Communication to motivate stakeholders	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Learn elements of communication to motivate stakeholders 	<ul style="list-style-type: none"> ■ Lecture: three elements of effective communication as by Aaron Antonovsky’s theory: <ol style="list-style-type: none"> i) Comprehensibility (= information) ii) Manageability (= resources) iii) Meaningfulness (= benefits / Sources of motivation) ■ Discussion: PYs write down the cause of stress (e.g. a fear from uncertainty or uncontrollable situations.) Then they categorized these stressors into three categories above. ■ Presentation: In pairs, PYs shared pre-departure assignments about a DRR activity they would like to organise in the future.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● Every PY learned the importance of having a vision. ● While everyone experiences stress in their lives, PYs learned the power of perception in how you approach a stressful situation. If you view stress as a challenge, you can categorise the root cause of the stress (e.g. is your stress related to lack of resources and thus a manageability issue) and respond to it in a productive manner. ● Aligning to seminars given on leadership, PYs learned that often your stress (pain in your life) and your motivation are the same. ● It is important to have meaningfulness, the third category, in a DRR project. Without meaningfulness, peoples’ motivation may deteriorate and they may not be motivated to put in any effort to make a situation better. ● PYs also learned that in addition to meaningfulness, if people have significant “rewards” (financial or otherwise) in their lives or the cause they are involved in, they are motivated and can prioritise the order of appropriate action in their lives. 	

4. Facilitator’s Comment

The aim of our course discussion was each Participating Youth (PY) to develop his/her leadership competency from Disaster Risk Reduction (DRR) perspective in order to strengthen the community resilience. Emphasis was thus placed on understanding the roles of Civil Society Organization (CSO) in context of global DRR trend, global standards in humanitarian response, effective alignment among various sectors, elements of communication to motivate stakeholders, etc. Practical trainings were also provided to PYs through some disaster simulations in order to enhance their awareness of potential risks of the community.

The pre-departure assignments served as the peer-learning materials throughout the course. PYs could share their various experiences, concerns, vision, and action plans. The topics and vision each PY presented were unique yet quite empathetic regardless of background differences.

The course discussion started to understand how CSOs implementing DRR activities across the world, on the common basis of humanity and human rights. As future leaders of CSOs, PYs considered important viewpoints and steps to plan and implement their DRR projects in order to provide support in appropriate manners to the communities in need. I feel that PYs are ready to convert the knowledge they gained here into practice in future.

The course discussion was also effective in developing a motivational communication skill with a sense of coherence (SOC) included three core components; comprehensibility, manageability, and meaningfulness based on stress-coping principles developed by Antonovsky (1979). Comprehensibility is the extent to which events are perceived as making logical sense, that they are ordered, consistent, and structured. Manageability is the extent to which a person feels they can cope. Meaningfulness is how much one feels that life makes sense, and challenges are worthy of commitment. A strong SOC improves life satisfaction, and is linked with reduced fatigue, loneliness and anxiety. It was extremely gratifying to see PYs applying this theory when expressing their visions to each other and established a supportive relationship. It helped increase PYs confidence levels to move one step forward towards social contribution.

Institutional visits in Japan, India and Sri Lanka served a very practical purpose to understand the major sectors of DRR and their significant roles. The explanations by first rank specialists from CSOs, Academia and Government in respective countries were comprehensive in order to learn how they actually interact, collaborate and mainstream

DRR initiatives in the societies.

Overall, the course fulfilled its main goal and objectives. As evidenced by the outcomes presented during the summary forum, DRR related findings were often cross-referenced with the various knowledges PYs attained from advisor seminars, institutional visits, and home visit experiences that enhanced PYs comprehensive understandings. I feel that participants gained new ideas, inspiration and true wisdom to become active citizens.

However, I believe there are some points that must be reviewed to further improve the outcomes of the program.

First, regarding the gap between OPY and JPY in English comprehension and speaking skills, it was recognized as one of the most critical issues at early stage and openly discussed among participants. PYs thereafter paid careful attentions throughout the sessions in order to enhance effective communication with participants whose English is a second language. Facilitator prepared essential handouts in both English and Japanese, while providing supplementary reading materials in English in order to serve the advanced learners. Separate JPY revision sessions were also held twice.

Second, the Course Discussion program has served as an opportunity to establish complete approaches to the chosen disciplines. For future improvement, I would like to suggest considering a sort of inter-disciplinary approach which allows PYs to attend extra sessions of other courses as their minor so that their diverse expectations can be even more fulfilled.

It has been such a pleasure to work with DRR Course members. Being the rich resources of individuals themselves as well as those who can make the best out of the group dynamics, the participants truly showed the characteristics of the SWY program. Especially, I would like to highlight brilliant leadership demonstrated by the Course Discussion Committee members, and all of the PYs’ active participation made this course valuable. I expect that PYs will play their leadership role both in their local communities and the global society, and wish them all the best for their bright future.



5. PY’s Feedback

Natsumi Nakamura (Japan)

I participated in the DRR course because of my interest in disaster management following my experience in an earthquake that damaged my hometown and killed many people. Many PYs also joined the course because of their vast personal experiences. Other PYs were interested to

learn something new. A small number of PYs had been placed in the course, although it was not their first choice. Our diverse makeup spanned all eleven participating countries, each subject to many different disaster risks.

Through discussing in small groups, we had the opportunity to work collaboratively with other PYs and build productive relationships. When teamwork was presented to the class, everyone was given the opportunity to address an audience and report on their team's findings. I believe public speaking is an important tool for leadership, and these experiences noticeably improved the confidence of every PY, including myself.

Many PYs experienced challenges in this course, either because of language difficulties or because of problems grasping technical concepts. As a result of this feedback (which was given to committee members and discussed with the facilitator after each session), PYs were given additional reading material to up-skill, and additional JPY revision sessions were held by the facilitator. We received positive feedback that most PYs felt that these initiatives enabled them to participate more freely in class and improved their understanding of DRR. I personally enjoyed the self-directed learning opportunities to complement what was discussed in the sessions at a more general level.

One of the highlights of this course was completing

a practical exercise by hazard mapping our current environment; the Nippon Maru, or appropriately named "SWY Town." In groups, we took part in a Disaster Imagination Game, where we identified the possible disaster risks on the ship, and came up with creative solutions for how we can better prepare for a disaster. This low cost, but highly valuable activity was something that PYs look forward to taking back home to educate their own communities as a post-SWY activity. Other practical learning scenarios based on problems experienced by NGOs and CSOs following the Great East Japan Earthquake provided further analytical thinking exercises relevant to current world events. These tasks also allowed PYs to utilise what they had learned in the project management and leadership seminars, and put into practice what they had experienced in the institutional visits.

In summary, PYs gained practical knowledge in the field of disaster management. We now have an understanding of the measures necessary to prepare communities for disasters, and how to respond to emergency situations efficiently, in a manner that preserves the dignity of all concerned. We will take these skills back to our own countries where PYs can implement this knowledge through planned community projects, enhanced by our international network.

Education Course

Theme: Educational leadership leads to a lived life

Facilitator: Paul Faris

Participants: 42 members (22 JPYs, 20 OPYs)

1. Goal and Objectives

Course Goal

Education is not about stuffing information in to help people get a job; what does an educational leader do to help people learn, find satisfying life and work experiences on our ever-fast-changing planet? Our futures will be defined by our ability to create our role in society within the new conditions that arise. People are learners and leaders throughout life. The goal of this course is to make educational leadership an everyday tactic.

What is educational leadership? Educational leadership is the attitude that pursuing experiences and knowledge, and working to share in small and large-scale ways, cultivates personal wellness and satisfaction, as well as community and global societal cohesion. What are some pillars of educational leadership? One, it allows a person

to discover her or himself. Although often a simplistic cliché, if a person is able to contribute what he or she likes, data shows that life will be more meaningful. A second foundation of educational leadership is that ongoing curiosity and empathy enable a person to sustain her or his role within the new conditions that arise throughout life. A third pillar of educational leadership is: awareness of the situation and the tools and spirit needed at different times to learn, lead, and share. This course will share some ideas about tools and inspiration to cultivate the role that Participating Youth (hereinafter, PY/s) chooses to play in your community and on our planet.

Life is short and about the opportunities you have and the choices you make. What people decide to do when thirty, fifty, seventy, ninety, and beyond defines them. Our world at each of those stages of life will be different. Our

world is becoming a freer, healthier, and safer place. We have the personal access to tools, opportunities, global organizations, and connectivity to solve any problem. The Ship for World Youth Leaders and this opportunity to meet, share time, and explore together exemplify this.

Course Objectives

The following objectives are some of the skills and techniques the course will explore: tools for effective teaching and leading in organizations; communication strategies; perspectives for problem-solving; planning to resolve global and domestic educational issues; and how to create a global network of support, resources, and awareness. By acquiring these skills and techniques, PYs will become able to utilize educational leadership to contribute to the respective societies.

2. Pre-Departure Assignments

<Guideline>

There are no correct answers to the following questions. Some of them are purposefully vague in order for PYs to explore your thoughts. Be unafraid to state your perspectives about these issues when preparing pre-departure assignment. Be prepared to refer to your pre-departure work during our sessions.

2-1. Self-introduction

Introduce yourself in any way you choose via course mailing list.

2-2. Preparation for Teaching Workshop

Prepare to teach a 2-minute lesson about anything you

want to share, such as: a skill, a trick, a fact, a game, a body movement, an idea, a how-to. Practice teaching your lesson with and without speaking. If you know any languages other than English and your mother tongue, prepare to teach your lesson in that language. All PYs will have a chance to teach this 2-minute lesson during the course.

2-3. Preparation for the discussion topics

Following exercises are to prepare for the discussion topics in each session. If necessary, write your answers and/or thoughts in order to explain your thoughts to other PYs and bring your work to the sessions.

- List the characteristics of a good educational leader and why they're important. (Session One)
- Describe three issues that affect your educational system. (Session Two)
- Explain, in three points, how you feel history influences education. Or, does education make history? (Session Two)
- List some global issues that you feel need to be bettered and explain why. (Session Three)
- Write several points about a good educational experience inside an educational institution and one outside a formal educational setting. Also, describe the times when you felt you participated in bad educational experiences; one, inside your school and two, outside a formal educational environment. In each instance, why did you feel so? (Session Four)
- Describe integrity, accountability, fairness, curiosity, and empathy. (Session Five)

3. Outline of the Five Discussion Sessions

Session 1: What is educational leadership?	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Create an atmosphere of support and trust in the team ■ Begin on the individual level and discuss what makes an effective teacher and lesson ■ Highlight communication and assumption issues 	<ul style="list-style-type: none"> ■ Self-introduction of facilitator and PYs ■ Present 2-minute lessons that were prepared as part of pre-departure assignment ■ Discuss key learning and concepts integral to the course.

Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● Education team members began our course by affirming their trust and support for each other. Everybody made verbal and physical commitments, as individuals and as a whole group, to each PY. ● In order to illustrate different backgrounds and perspectives that PY subconsciously bring to the SWY program, the team watched Derek Sivers's TED Talk that highlighted the issues that can arise when people make assumptions about other people's way of life, thought processes, and miscommunication. ● PY each presented a 2 minute-lesson to teach a game, skill, movement, and/or activity. The lessons were taught one-to-one and in front of the whole class. Some examples included Russian traditional dancing, Australian Football Rules hand-passing, and origami making and were taught in English, mother tongues, through body language, and non-verbally. After watching several of the 2-minute lessons, each PY wrote down five points on what they thought made an effective learning lesson and why. As a whole, our team discussed what made a good lesson and some things included fun, clear and precise communication, preparation, repetition, and knowing your audience. ● PY discussed the term "Collective Individualism" and what they thought it meant. Some proposed definitions included, "The power that a group of committed individuals, working within their own environment and using their own skills, can come together to affect societal change and enhance personal development." ● Anticipation, Participation, and Reflection (APR) was discussed as the foundation of being a capable educational leader. APR is a circular effort that leads to ongoing and better Anticipation and Participation and Reflection and will enhance an educational leader's skills and opportunities. Other introduced concepts were "The Power of Invitation" and "Spider Webs." 	
Session 2: How to make your community better	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To move from the individual to the national level of education ■ Share the goals and objectives of PY and highlight various educational issues in each of the countries 	<ul style="list-style-type: none"> ■ Discussed APR and reflected over the Japanese National Presentation and Japan night. ■ Formed groups of 5-6 PY and covered the following questions: <ol style="list-style-type: none"> 1. Why are you in the course? 2. What are the challenges and problems being faced by the education sectors in each of your countries? ■ Watched videos of Inuit traditional teaching.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● Reflected over the previous week's achievements and highlights, with Japanese PY sharing their feelings of how it was to finalize their National Presentation and the work and emotions that went into planning and executing Japan Night under the concept of APR. ● In groups of 5-6, PY discussed various questions including: Why are you here?; and, What are the problems you face in your country regarding the education system? ● Some issues included the gap between higher education and the labour market, the short duration of internships in Japan, and the difficult access to schools in Tanzania. ● PY then watched a video about Inuit hunting practices and how they taught the tradition in the local schools. 	
Session 3: What types of information do we need to solve problems?	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Continue to broaden the scope of discussion from the national to the international level of education. ■ Address the various common challenges affecting education systems around the world 	<ul style="list-style-type: none"> ■ Reflection on National Presentations and learning throughout the SWY program as of now. ■ Discussed the phrase "The most important decision you will ever make is choosing your parents." ■ Group discussion regarding the common trends and themes affecting various countries worldwide. ■ Anonymous feedback about the session 1-3
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● Reflected over the events since the last Course Discussion, including National Presentations from Bahrain, New Zealand, UAE, Chile, Tanzania and Mexico using the APR model. ● PY continued to present their 2-minute lessons, followed by group discussion on teaching styles and methods. ● Discussed the phrase "The most important decision that you will make in your life is.....choosing your parents". The question elicited responses, such as, we don't choose our parents so the question is irrelevant, to reflection about the uncontrollable genetic, early-childhood environmental factors, and familial socio-economic status that affect one's life and opportunities. Other PY interpretations of the phrase included widening the definition of "parents" to include teachers, mentors and other individuals that a person has learnt and benefited from. 	

Session 4: How do you communicate as an educational leader	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Begin to narrow the reflection look for educational solutions to global and national problems at the organizational level 	<ul style="list-style-type: none"> ■ Using APR, reflection about final National Presentations from Russia, India, Sri Lanka, and Australia. ■ PY from India and Sri Lanka gave short presentations about their countries' educational systems and the places the education team will visit. ■ Group discussions and presentations to discuss global educational challenges highlighted in the previous session, taking into consideration gender and the "Platinum Rule." That is: treat others as they want to be treated. ■ Discussion: What does it mean to be an educational leader in small and personal moments?
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PY reflected about the difference between representing themselves and their countries and the importance of differentiating between the two. ● PY from Sri Lanka and India taught basic phrases in Sinhala, Sanskrit, and Hindi and the team discussed educational systems and statistics in both countries. ● Group discussions focused on topics such as inequality, mindset, and reactive educational systems. Gender roles play a big part in directing people towards specific industries, such as law and engineering, which are male dominated occupations. In many countries, teaching and nursing are still fields that are mostly female. Potential solutions included awareness campaigns and showing examples of successful people who are both men and women. All solutions involved empowering women and youth to have choice and control over more aspects of decision-making. ● The team viewed a Drew Dudley TED Talk that was about the definition of leadership and the effects of everyday leadership. Leadership is often presented as solving large problems and the video presenter emphasized that, while we are small in the context of the universe, every person has incredible power that, by a small act of care, concern, or teaching, can change somebody else's life. 	
Session 5: Create your educational leadership plan	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Wrap up course and reflect back to the personal level 	<ul style="list-style-type: none"> ■ Teach something that you have learnt since arriving on the SWY program. ■ Discuss the impact of "interconnectedness" to the course learning ■ PY reflected about personal meaning of learning and education.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● A PY shared that he had learnt the Sign Language alphabet while at the Schools for the Blind and Deaf and he taught the class. This led to a discussion on how an educational leader can use small tools to lead and also learn from others in many ways. This led to a team reflection on how creating an emotional connection to information or a lesson is important for an educational leader. ● The education team broke into 3 and 4-person groups to discuss interconnectedness. The whole team re-formed to discuss the sensibility that we are connected to people, place, and information and these are the common threads of our life. This discussion flowed into the growth of the personal spider webs of the PY through the Ship program and that the small things an educational leader does can make large impacts on all people with whom they interact. Interconnectedness prompted some PY to speak about some of their life experiences. A PY said that she now felt she had unique talents and could contribute in a way that she wanted in society; a PY said that she was now not afraid to speak in English as she had had a bad experience before and it had given her a complex about speaking in public; another PY said that he had family problems and shared them with his education team peers who were now his family; several PY shared their feelings that they never thought they could support and trust people in such a short time and that they were empowered to now feel that they did have this circle of global friends with whom they had the faith in to share and trust. ● The team discussed the concept, "motion is lotion". PY discussed the idea that to keep moving forward, by being physically and mentally active, is the healthiest way to live. A PY said that staying fresh and continually re-generating oneself with new ideas is a way of developing an ongoing global identity. ● The Education Course ended with a discussion about how a true educational leader is visible in the way that she or he treats people over whom they wield any kind of power. That power can be found in many aspects of our lives, such as: hierarchical, physical, economic, or the power of a secret or gossip. The way a person on the top end of the power relationship treats the lower is a true definition of character. It is imperative to never judge a person when they're down. ● Along with working to control their personal educational journeys through the inevitable changes of a lifetime, PY were encouraged to believe in and understand the power that they have, as educational leaders in society, organizations, school, and on the planet, in every relationship. PY have the power and wherewithal to strive to create safe and fair sharing environments for all with whom they interact in our world. 	

4. Facilitator's Comment

The education team was comprised of an exceptional group of curious and empathetic leaders. Sharing experiences, ideas, and passions in a safe, collegial, and fun environment of support and trust expanded educational leadership spider webs. Encouraging PY intellectual and emotional growth, with more overlapping and richer threads of connection, is the reason the spider web was used as the analogy for growth of the educational team.

Teaching 2-minute lessons in Session One, the education team established the skills to be a successful educational leader. After PY presented a game, skill, movement, song, and/or activity, the team came up with a 3-stage method for educational leadership:

- Anticipation: preparation for any activity or event, whether as a teacher, learner, leader, or observer;
- Participation: enthusiastic attention brought to doing, being present in the moment;
- Reflection: personal, group, and societal recollection to attempt to understand and better things. Results are used to begin the next stage of anticipation.

APR is the ongoing effort to enhance an educational leader's skills and opportunities. Using APR and visit to the Colombo Schools for the Deaf and Blind, this report describes our team's educational leadership explorations.

Anticipation

Our team prepared for the visit by inviting our Sri Lankan PY to speak about their country and the Schools. Our first Session examined the power of invitation. Creating chances for people to shine is a tool of educational leadership. Sessions Three and Four examined problem solving of global educational issues; including discussions about inequality in education. These talks anticipated our visit to the Colombo Schools for the Deaf and Blind.

Participation

The education team arrived to a line-up of students welcoming PY with a flower and walking them into the school while holding hands. PY visited visually-impaired students using computers to write in Sinhala and English. There were not enough computers for every student. PY then went to the school for the hearing-impaired and were welcomed with speeches, dances, and music. PY were taught the Sri Lankan National Anthem in Sign Language, used the salon, and discussed pedagogy with teachers. A PY thanked the Principals of both schools and presented a

small gift and letter of gratitude.

Reflection

The visit inspired curiosity. Along with empathy, curiosity is one of the two characteristics that define integrity and success. PY asked questions about the mindset and education necessary to facilitate visually and hearing-impaired students to lead independent lives and to enhance students' options.

The visit sparked a debate about fairness and equality. While laws have been created to make people equal in most countries, PY felt that they did not treat the students fairly due to a PY attitude that created a self-imposed hierarchy that left them in the superior position. Sincere student efforts to communicate, in any manner possible, moved many PY to reflect upon a lesson from Session Three about the Platinum Rule, "Treat people as they want to be treated". PY felt the students just wanted to be treated like anybody else. This elicited empathy. Not only to the visually and hearing-impaired students, the empathy created as fellow PY struggled to explain their thoughts and emotions was powerful and transitional for our team. PY increased their understanding of colleagues and shared their dreams about education on our planet.

This empathy discussion resonated in our team's final Session. The education team imagined a true educational leader as a person who treats people fairly and equitably when she or he is in a position of power over another. The education team said that a person's true character is revealed when that person has the upper hand during relationships of different power levels. It's intrinsic for an educational leader to never judge anybody when the person with whom he or she is dealing with is in a disadvantaged position.

The education team had discussed collective individualism since Session One. The power a group of committed individuals, working in their environment and using their expertise, coming together to better individuals and society, was evident within the staff and students of the Colombo Schools for the Deaf and Blind.

This flowed into the idea of interconnectedness: we are all in this together, people, place, and the planet. The sense of connection and learning continued as PY felt compelled to share their emotions. Sharing raw and wholehearted feelings encouraged PY to describe their good and bad educational experiences. These personal tales of success and failure moved PY to discuss post-SWY-action about how to help themselves and others.

The visit illustrated pragmatic examples of our team's

Sessional work. This reflection gave PY confidence to be courageous about sharing their voice. PY expressed that they were beginning to comprehend roles in organizations, society, and schools. This is a key point for our team: an educational leader feels that she or he can direct their lifelong learning, contribute in a societal role, create safe environments for all, while adapting to the changes that occur in life and on our planet.

During the reflection some PY comments were: “I would have been so scared to have people I couldn’t see walk into my classroom and ask questions in a language I didn’t understand.”; “I live with my visually-impaired cousin who demands to be treated without special consideration.”; “I work with children who have cancer and they want to be treated without gentle hands.”; “I want to raise money for the school to buy computers so every student can have access to one.”; “I will become an organ donor.”; “I learn from my developmentally-challenged sister every day and urge our team to remember that all people learn in their own way and it’s important for educational leaders to find the key to connect to everybody’s talents and wisdom.”

This reflection was the moment when the education team realised they will have a SWY global network of support and trust throughout the adventures of their lives. The growth of an individual’s spider web into a larger and more interconnected web is a way to learn and connect to people and information. The SWY program developed threads of ever-expanding PY webs.

Our post-Colombo Schools for the Deaf and Blind reflection uncovered many concepts and emotional experiences shared during Education Sessions. Built upon support and trust the education team grew more resilient while sailing the roughest seas and during the most challenging discussions, becoming more empathetic, curious, confident, and courageous individuals and global educational leaders.

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5. PY’s Feedback

Eriko Kurokawa (Japan)

Throughout the Education Course, I enjoyed full of learning and new finding. As a Course Discussion Steering Committee member, I was supposed to take initiative in the coursework. Although I was passionate about my role

to enhance the course learning, I was also anxious since this was the first time for me to play such role. Sometimes I was preoccupied with the discussion for not being left behind. At other times, I found myself not skilled enough in the command language. But I always sought for the way to contribute to the course. I started with simple actions, such as taking extra time to communicate with classmates. Then, some of them shared their concerns with me. In collaboration with other committee members, we started to support them. I realized that taking action in my best possible way can start changes for the better.

I have two unforgettable moments in Education Course. One is the debriefing session after the institutional visit in Sri Lanka. Our course visited the school for the deaf and blind children. We met the children with disability, who try their best to communicate with us. Focusing on what they can do, children demonstrated their ability with shining eyes. It was truly inspiring. Meeting with children who live fully in the present made us open minded and encouraged everyone to share their emotion and past experiences honestly and cordially at the debriefing session. Some PYs were even speaking in teas. It was a special moment that everyone open up their hearts and expressed themselves.

Another highlight was the Summary Forum, where we report our major learning from the course. In the morning of the forum, I was assigned to make a speech at the end of the presentation of our course. It was decided in the last minutes and I was not sure how I can organize our learning in my speech. In the speech, I mentioned that education is life itself. I also share my thought by saying, “If we become honest with ourselves and follow our passion and curiosity, our world will be filled with positive movement and that can even change the entire world.” Finally I spoke about my dream: creating the space where everyone can follow their passion and curiosity. After the speech, some PYs came to me with tears in their eyes and hugged me. I was moved to know that they found something meaningful in my speech.

I learned the importance of “Be myself” in this course. The course also encouraged me to step forward to my dream: creating the space where everyone can follow their passion and curiosity. Now I strive to connect my learning to the betterment of the society and education for the children.

Environment Course

Theme: Let's create a sustainable society from SWY community!

Facilitator: Masanori Hoshino

Participants: 39 members (20 JPYs, 19 OPYs)

1. Goal and Objectives

Course Goal

There are an infinite number of environmental issues, such as climate change, soil erosion, and deforestation. These environmental issues will, literally, decide whether we humans and other living things survive forever. While we have a more convenient life due to scientific advancements, environmental problems are the price we are paying for this lifestyle. Our generation must not deplete the environment and resources. While reporting of environmental issues has risen, general environmental awareness is still low. Even the concept of “sustainability” is not recognized widely.

These issues cannot be solved by one community or one country. We should address them by cooperating and uniting globally. In this context, the “Ship for World Youth Leaders,” where willing youth come together from all over the world and discuss how to create a better future, is a symbolic program for a sustainable society. I strongly emphasize the exclamation mark in the title of our course so we work together in excitement and with serious passion to create a sustainable society for all.

By identifying environmental problems in their home countries, Participating Youth (hereinafter, PY/s) will discover solutions and action based on the concept of “Think Globally, Act Locally.” This inspirational social change motto needs to become part of our lifestyle and how we live. Within this atmosphere, PYs will create a platform to propose specific action in order to construct a sustainable society.

Course Objectives

In this course, PYs will learn about environmental issues affecting each country and discuss causes and solutions. PYs will also understand the relationship between the root causes of environmental issues and our lifestyle. By studying the traditional lifestyles and cultures of each community and examine them from the standpoints of sustainability and people's sense of life satisfaction, PYs will discuss how to save the earth's limited resources for future generations. By looking at preceding practices, PYs will deepen our discussion about the enhancement of

problem solving in order to advance from individual action to societal change. Through the course, PYs will create post-program plans so as to develop a sustainable society. The course will also explore how to continue to cooperate as a group after this program.

2. Pre-Departure Assignments

- 2-1. Research the following environment-related terms and be ready to succinctly explain them.

Climate Change/Soil Erosion/Food Shortage/
Sustainable Development/Ecological Footprint/
ESD (Education for Sustainable Development)/
Transition Town/Globalization

*As for Transition Town, the following movie may help you deepen your understanding.

“In Transition 2.0: a story of resilience and hope in extraordinary times.”

<https://www.youtube.com/watch?v=FFQFBmq7X84/>

- 2-2. In order to compare the energy consumption of traditional ways of life and today's lifestyle, research when electricity, gas, and water first came to your community (“Community” refers to the place you think of as your home. If you feel you don't have such a community, research the history of your present place of residence) and how people lived before these public utilities were supplied. Specifically research following topics and discover as much information as you can.

- Lighting
- Energy sources for cooking and heating water
- Water supply
- Heating and cooling system for the residence
- Food supply
- Clothing supply
- Materials for building shelter

- Human waste disposal
- Way of producing your main crops

You may need to read municipal public history

documentation or interview elderly people. If it is difficult to find corresponding material about your community, please use a general reference book in order to research corresponding data.

3. Outline of the Five Discussion Sessions

Session1: Understanding the state of the planet and our responsibilities to the future	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Understand the present state, causes, and the policies regarding the main environmental problems of our time ■ Share information about the environmental problems in each of our countries and the activities underway to combat these problems ■ Imagine the way in which we want to pass our earth to future generations 	<ul style="list-style-type: none"> ■ Facilitator describes environmental issues such as climate change. ■ To announce environmental issues and practical activities they researched as pre-departure assignment in small groups, then share representative issues among the whole group. ■ Workshop to imagine what kind of world PYs would like to gift to their grandchildren in 60 years. Based on the scenario that PYs live in 60 years ahead, they write a letter to their grandparents to warn their action.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● At first PYs set ground rules to manage the course smoothly. There were unique ideas such as setting a goal related to environment which PYs keep until next session every time. ● PYs presented environmental problem in each country which they researched as pre-departure assignment in small group and learned cases. Listening to the other country's situation from PYs in the country, they understood it with real feeling. It was difficult to listen to all PYs presentation in limited time, they wrote down their cases on small paper and put them on big paper so that everyone can check them later. ● PYs imagined what kind of future they want to gift to their grandchildren in 60 years from environmental point of view (PYs had come up with their grandchildren's name and personality.) and shared image in small group. ● Then opposite from that image, under the assumption of deteriorated environment in 60 years, PYs wrote SOS letters from their grandchildren. By these letters PYs realized that such bad future was possible and they must not make it happen and they clearly understood our generation must tackle environmental problem seriously. 	
Session2: Global vs Local (based on food problems)	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Identify the positives and negatives associated with the terms globalization and localization and discuss their relationship with environmental issues ■ Deepen understanding about the relationship between globalization and food production, distribution, excess production, and food shortages 	<ul style="list-style-type: none"> ■ After the facilitator's lecture about the present state of globalization and localization, PYs will have small group discussions about the positives and negatives of globalization and localization and discuss which is better and how they could be combined to create a sustainable society. ■ Based on the facilitator's lecture about food waste, there will be a discussion about the relationship between food waste and globalization. ■ Workshop to illustrate the globalization of food by role playing stakeholders such as farmer, consumer, and distribution industry.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs watched the short movie about food waste and listened to the flow of global provision of food from facilitator and shared the fact that large amount of food waste and hunger were happening at the same time in the world. PYs discussed what kind of environmental pressure would arise in this flow in pair. ● Next, PYs discussed about how to reduce food waste in small group and learned many ideas. There were unique idea such as raising the sense of thanks by following fast. (By the way, environment goal of this time was "Don't leave the food you took.") ● PYs discussed about the relation with eating meat, environment and hunger and PYs of peskatorian and vegetarian told other PYs the relation of their food life and ethical and environmental thoughts. They also mentioned nutritional aspect and social life as to their food lifestyle. Then PYs discussed about whether they could reduce eating meat in pair then shared ideas with all. A PY told that government should impose high tax on meat and consumer must pay much money for meat. ● PYs shared the fundamental situation about food which was one of the most important topics in environmental problem because over half of PY answered they had not understood enough about the flow they learned this time. At the beginning of the session PYs reflected the institutional visit in Tokyo (WFP and Tokyo landfill site) in pair. They were directly related with this session and PYs deepened the understanding. 	

Session 3: Examine our lifestyle (understand the self-sufficient culture of each country and shift our lifestyles ecologically)	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Understand the relationship between individual lifestyles and environmental issues ■ Review how people used to lead more natural lives before modern public conveniences, such as electricity, gas, and water were provided. By sharing histories of self-sufficiency of our communities, PYs will examine cultural identity as it relates to the environment. Based on the findings, PYs will imagine the structure of a sustainable society. ■ Consider how to lead a more environmentally-friendly life by examining everybody's lifestyle 	<ul style="list-style-type: none"> ■ Facilitator introduce the ecologically-friendly lifestyle and agriculture he has practiced and provide information about the relationship between individual lifestyles and environmental destruction. ■ By comparing lifestyles of participating countries and understand the differences of energy consumption ■ Small groups report on the traditional lifestyles of the communities researched in pre-departure assignments and discuss their similar characteristics. ■ PYs introduce three new ecologically-friendly habits, which was a pre-departure assignment, in small groups and share common characteristics as a large group. ■ Based on what they learned in the session, PYs examine how to improve ecologically-friendly habits.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs presented each country's traditional lifestyle which they researched as pre-departure assignment in small group and shared with all. Then they understood various and suited life to each region's environment such as climate condition and they could be important hints for sustainable lifestyle in the future. ● PYs who lead sustainable lifestyle presented their life to all members and other PYs learned the model of life. ● PYs discussed about ideal lifestyle where tradition and innovation were mixed in small group and got hints about their future lifestyle which they seek. 	
Session 4: From internal thought to external action (how to move society to become a more sustainable one)	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Discuss how to change the society more sustainable by developing individual changes and localization, which was discussed in previous session ■ Get inspired and ideas about societal change from practical examples 	<ul style="list-style-type: none"> ■ Lecture by advisor, Mr. Enomoto, about Transition Town (TT) Fujino and the global movement surrounding transition. ■ Based on the lecture, PYs imagine the ideal transition town in small groups and share its characteristics with the whole group. ■ To prepare for the action plan, which will be developed in the last session, PYs work on brainstorming how to maximize PYs' learning from the program and how to contribute to society.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● Reflecting last session, facilitator introduced his ecologically friendly lifestyle and PYs compared it with their lifestyle and thought about possible change in their lifestyle. ● PYs had learned Transition Town movement as a practice caring environment previous day from advisor Mr. Enomoto and a JPY who had already been a member of TT shared her experience and PYs learned specific story about it. ● We invited adviser Mr. Enomoto and he answered PYs question about TT such as obstacles when he established it, relationship with administration and so on. PYs deepened understanding for it. ● Under the instruction of Mr. Enomoto, PYs experienced open space technology which is one way of workshop and they suggested some specific plans for TT activity (Transition Ship activity) which they would practice on the ship voluntarily. ● PYs discussed about specific activity by group. Under the policy of open space technology PYs moved freely among groups and exchanged information and showed creativity. There were unique ideas such as exchanging items with memories deepening communication. It was impressive that PYs made use of project tree and way of thinking that started not from "what" but from "why" which they learned in other adviser's seminar. PYs started activity on the ship and would made use of these experiences after the ship program. 	
Session 5: Review our Session work and create an action plan for the future	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Look back on what we have learned during our sessions ■ Based on the course work, create a specific and pragmatic action plan, not an armchair theory, in order to implement into their daily lifestyle after the program 	<ul style="list-style-type: none"> ■ PYs look back on what PYs have learned during the Course Discussion and share these lessons with whole group. ■ To enthusiastically prepare a post-program action plan for a sustainable society, PYs specify the activity right after the program as well as the one planned in the long run. PYs will also discuss how to keep our Environment Course connection alive after the program.

Key Learning and Outcome of This Session
<ul style="list-style-type: none"> ● Facilitator reviewed what we learned by session 4 and institutional visit and PYs made sure the flow of learning. ● PYs shared the progress of Transition Ship activity they planned on session 4. ● PYs discussed about environmental activity which they would practice in a month, a year and 10 years after the ship program using the coaching method which they learned in leadership seminar in pair and made sure the steps to achieve. Since these activities were very positive property of environment course, PYs shared copy later. ● PYs discussed about how to keep our Environment Course connection alive after the program in small group and shared with all. There were ideas such as setting Facebook page of the course and posing post program activity by movie, planting tree and PYs from Sri Lanka posting the growth of trees we planted in Ayurvedha research institute. ● Toward the letter PYs received at 1st session from their grandchildren in 60 years, they replied going back to the group of 1st session. They promised to act responsibly imagining the future of grandchildren with strong message. ● In the end, PYs sat in one circle and stated the future environment goal they set earlier one by one. Then, accompanied by a guitar, they stood up and put their arms around each other's shoulders, started singing our course's theme song, which we always sang together. The words of the song had been "We can do it together !" but by the PY's idea, we made it "We will do it together !!" this time with determination and repeated many times in the feeling of oneness and we concluded the session with the will of creating sustainable society excitingly keeping our connection.

4. Facilitator's Comment

The objective of this course is to start creating sustainable society from SWY as mentioned on course title. To grow the enthusiasm I made much of the chance where PYs can learn from each other. Making use of advantage where willing youth are coming together from 11 countries from all over the world, I tried to have them share their knowledge, experience and background as resources through the whole program. On session 1, PYs presented their country's environmental problem each other and I think this became the chance for them to feel those problems as real ones different from the information from books or internet. For example, by the presentation about serious pollution of waste at a copper mountain in Chile we learned that our life is leading environmental problem in other PY's country without noticing because copper is necessary metal for our modern life. And PYs from India and Tanzania reported the shortage of rain leading to bad growth of crops and death of live stocks in extreme condition due to probably the effect of climate change. Then we realized we might be a cause of it beyond the boundary of nation because we lived on one planet.

When we thought about food problem, I had PYs of peskatorian and vegetarian tell us the relationship of their food life and ethical and environmental thoughts. When we thought about lifestyle, we exchanged the wisdom of traditional life of each country which PYs researched as pre-departure assignment. In port of call activity, I had PYs from India and Sri Lanka speak positively. For example, about the opinion that in both country there seemed to be more trees in roadside and in the town than other countries, they answered that they respect trees based on their sense of nationality and religion. And we visited Ayurvedha Research Institute in Sri Lanka, PYs from India showed

us actual practice of it in her house and we learned specific example.

Other than that, I tried to raise motivation about environmental activity. In session 4, we learned about Transition Town which make action by community beyond the lifestyle of individual and as a mock experience PYs positively discussed real environmental activity on the ship. In fact some group practiced real action such as broadcasting short movie to reduce the amount of food waste in cafeteria.

Toward the SOS letter which we accepted from grandchildren in 60years future in first session, PYs replied with message that we would make action and change the future in final session. These undesirable image of the future and action statement to avoid such future should be motive for PYs. Including these letters, I made much of activity across the generation. One PY told me that it was good chance for her to interview her parents and grandparents about their lifestyle in the past through the pre-departure assignment of researching eco-friendly lifestyle before the advent of fossil fuels. I want PYs to learn more about our ancestor's wisdom making use of this chance.

Environment Course luckily experienced many symbolic scene such as lighting ceremony by the representative of each country in Ayurvedha Research Institute, tree planting experience there, planning for post program activity to keep our connection as the course in final session, environmental goals which everyone stated sitting with one circle in final moment and subsequent singing our course's theme song feeling unity. These can be called "important immaterial property " shared by the course and I believe they will be driving force for PYs to overcome challenges which they must face in the future and to excitingly create the future which is sustainable and

can be proud of for our grandchildren.

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5. PY's Feedback

Daria Buchakova (Russian Federation)
Mohamed Hasan Mohamed Mahmood
(Kingdom of Bahrain)

We all understand that environmental problems are often discussed in modern society, however we never realized that they were the core problem of all global issues. We realized that if humans do not change their lifestyles, our Earth may become uninhabitable in years to come. By searching for solutions in various communities, we found out that in order to improve the current situation, we must

study the traditional lifestyles in our communities, as well as explore the potential of new technologies. Through our introduction to the "Transition Town" movement, we saw that collective actions can lead to very effective solutions. We also saw ways in which every individual can make a contribution to his community.

Besides theoretical knowledge, we gained practical experience during various institutional visits in Japan, India, and Sri Lanka, where we learned about how they tackle different environmental problems.

We also decided on a series of post-program activities to continue our connection and improve our impact on the environment together, which was a great achievement and common asset for us.

Information and Media Course

Theme: How to assess information as it comes and how to release it effectively

Facilitator: Mifuyu Shimizu

Participants: 39 members (21 JPYs, 17 OPYs)

1. Goal and Objectives

Course Goal

Today, the explosive development of Internet, especially social media, made us both receiver and sender of information. Youths are always watching their smartphones and seem to be addicted to information. However, sometimes they are vulnerable to various kinds of information that can be unreliable. This is because they haven't got the "Media Literacy" which is the perspective of how all information is made, and how it is released with certain intention and backgrounds. It is crucial for future leaders to attain the skill of receiving and sending information. In this course, PYs will gain the skill to analyze information and how to release the information effectively to become able to utilize media to contribute to the society.

Course Objectives

In this course, all the media and presentations that PYs created as Pre-Departure Assignments will be used as the material for the discussion and debate, which will help PYs to understand the problem and the nature of information and media. In addition, media-making workshop will encourage PYs to learn the effective way to release information as well as providing an opportunity to deepen the cross-cultural exchange. By sharing and realizing the

problems of media in each country, PYs will learn the relationship between media and the society.

Through the course, PYs will acquire the critical point of view toward the media that will guide them to think, research, and act on their own without being controlled by information blindly.

2. Pre-Departure Assignments (Choose one from the following three assignments)

- Create a 3-minute-media regarding "information that you know personally and which you want to share" or "Something you want to appeal, something you have been thinking for long time." The media you create can be an article, movie, poster, CM, photo-book, power point, etc.
- Make a 3-minute-presentation regarding "the problem of information and media" or "the trouble that was caused by inaccurate and/or biased information and media" that you are very aware of in your own country. (Presentation format can be power point or anything)
- Make a 3-minute-presentation regarding the case of social contribution (such as crowd-funding) that you got involved that utilized the social media such as SNS.

3. Outline of the Five Discussion Sessions

Session 1: Learn some cases of social contribution using Media	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Understand the whole picture of the course ■ Get to know each other by presenting the Pre-Departure Assignment ■ Learn Ex-PY's social contribution activity using Media 	<ul style="list-style-type: none"> ■ Facilitator illustrates the whole picture of the course, and its aim and goal ■ Presentation: In group of three, PYs make a 3 minutes presentation of their Pre-Departure assignments. Each group made a 5 minutes discussion about the subject of each presentation. PYs share what they discussed and found out in their groups. ■ Lecture: Ex-PY who is making a newspaper in disaster affected area shares her experience ■ Presentation: A PY from Mexico gives a presentation on the case of 43 missing students. Based on the presentation, PYs discuss the "fact" reported by media and the role of government/ private organisations.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs learned how to refine the themes in their presentation through discussion in small focus groups. Feedback from the small groups identified the most interesting points in each presentation, which also allowed them to know the interest of each other. ● PYs learned that there were different characteristics among the media of participating countries. PYs also identified that the audience put a different level of trust on their media according to their culture. ● PYs learned that they did not know much about the news of other countries. It suggested that the priority of the news differs by areas and countries. 	
Session 2: Understand the issues of Information and Media in different countries	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Understand the issues of media in each country ■ Explore the potential of SNS and the possible future prospect with new media 	<ul style="list-style-type: none"> ■ Presentation: Based on their pre-departure assignment, PYs share the issues surrounding SNS in their countries ■ Discussion: PYs explored the pros and cons of SNS ■ Discussion: PYs discussed how to distinguish the truth from false information
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● Reviewing their daily activity using SNS, PYs discussed and learned the positive ways to using SNS as well as things that they should be careful. ● PYs found several ways to distinguish truth within content on the internet. Acknowledging that 100% accurate information never exists, PYs learned the importance to find the original sources of information. ● PYs became aware of the difference between business-oriented contents and community-oriented contents. PYs understood it is crucial for all of us to closely observe the fundamental objectives of the information. 	
Session 3: Understand that media reflects the society and culture	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Deepen the understanding of cross-cultural understanding through looking at the different way of expression caused by the cultural difference ■ Understand what role media can play in order to shape the ambiguous concepts 	<ul style="list-style-type: none"> ■ Film screening: PYs show the film or slideshow they made as pre-departure assignment in accordance with their interest ■ Lecture: By showing movies, Mr. Mike Matsuno, advisor of the CCU seminar, illustrated how media can depict and reflect on culture and society ■ Discussion: PYs discussed the problems of media caused by the cultural difference
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs learned about how media (particularly films) portray the social changes in terms of economy, political rivalry, and social landscape. ● PYs shared how media in each country depict the complicated themes that are possibly understood or expressed in different ways by countries. (e.g. "love," "prosperity") They also discussed if those media take appropriate means to promote understanding on each concept, without misleading or loss of information. ● Considering that "love" is one of the difficult concepts to address, PYs formed a voluntary media team to carry out onboard interview asking "what is love?" ● PYs learned that Japanese media cover little about news in Africa and have limited scale of broadcasting about international news. PYs understood that people may not be able to gain precise understanding on the culture or social situations of the area due to the poor coverage or partial input of the news. 	

Session 4: Acquiring Media Literacy	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Learn and acquire of Media Literacy ■ Understand the relationship between Media and Government 	<ul style="list-style-type: none"> ■ Presentation: PYs discuss how to assure the information accuracy as well as appropriate expression and delivery when they utilize SNS. Followed by the discussion, PYs share the findings. ■ Discussion: PYs discuss the problem of “over sharing” on SNS and the consequences of the inappropriate use of social media by the young (e.g. privacy violation by irresponsible twitter usage) ■ Lecture: Based on the past documentary work made by the facilitator, the lecture elaborates the effective message delivery
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs learned about the danger of irresponsible use of SNS. As youth develop into young professionals, their presence on SNS becomes more scrutinized. ● PYs learned about the varying levels of media freedom across participating countries, exploring the definition of propaganda and government influence. ● PYs learned about media as a reflection of society, due to the commercial nature in countries such as Japan which demand high ratings. 	
Session 5: The mission of Media and the possibility of social contribution	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Explore the future social contribution action by exchanging the feedback on the works PYs made ■ Review the media work PYs created and summarize the course learning 	<ul style="list-style-type: none"> ■ Presentation: Each group share their completed media work to the entire class ■ Discussion: PYs raised positive feedback as well as areas of improvement for each work ■ Discussion: Based on the presentation by a PY from Bahrain, which was about a community project to restore housing for unfortunate families, PYs discussed the possibility of social contribution using the media. ■ The facilitator wrap up the course learning
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● PYs shared their media works and exchanged valuable feedback from the class and the facilitator. It offered opportunities that PYs implement the learning and skills gained through the course. Feedback had a significant meaning in terms of identifying their areas to improve. ● The presentation about community development initiative in Bahrain helped PYs understand the potential of media for the social contribution. It served as a platform to explore the possible solution of the issues in their home country. 	

4. Facilitator’s Comment

IM Course mainly discussed precise information assessment and effective information delivery. To cultivate PYs ability to assess information precisely, the course explored the media products collected from PYs from different countries. As for the effective way of information delivery, PYs experienced film making through the workshop.

During the course, I put the finest focus on PY’s peer learning so that they can inspire, teach, and mature among themselves. To maximize such opportunity, the coursework were mainly composed of the presentation by PYs, which were based on their pre-departure assignments. For the Japanese PY with limited experience of presenting in English, this coursework also served as good communication training to express themselves in English to the various audience with different background. The course has experienced some challenges such as the knowledge and language ability gap among PYs, which

was already significant at the stage of pre-departure assignment. Time management was another issue since covering all the presentation in course sessions takes up so much time. Despite these difficulties, I believe that the course could, in the end, achieve the goal to share ideas and excitement so that PYs can inspire each other.

In the second half, PYs engaged in creating media products by groups. By introducing the method of Open Space Technology led by Mr. Enomoto, the advisor of Leadership Seminar, this workshop successfully set up the themes according to the interest of PYs. Respecting their initiative as well as boosting their motivation were the key to involve PYs in assignment with full of energy. As a consequence, even out of the course sessions, PYs exercised their leadership to create media products beyond the cultural difference. It was a brilliant outcome that I could see each PY’s potential. I wish I could have implemented these methods from the initial sessions.

As a facilitator, one of my struggles was how to engage

in the process of PY's media product making in order to provide advice. I kept my intervention minimal so that PY's could be fully responsible for their works. On the other hand, more engagement in the process could be beneficial for the PYs in terms of learning how to improve the quality of the end products. It was not easy to figure out when and how much advice needs to be provided. By broadcasting their end products through the onboard screening, PYs could gain large audience out of their course. Exposing themselves to the audience reaction and objective feedback was a great asset for the PYs. Through the opportunity, they could evaluate if their message was successfully delivered to the audience through their products.

In order to save the time and opportunity of PY's discussion and presentation, I spent minimum amount of time to my lecture and inputs. However, I could have spent more time to share my insight to their discussion, or contribute to the clarification of the issues relevant to the media. Another possible contents that could be beneficial for PYs was a debate, which split them into two different sides and lead to the heated discussion. I believe posting adequate discussion topic is one of the essential task of the facilitator. By closely contemplating and examining the given discussion topic, debate provides key learning. Unfortunately, although it was planned, such debate did not take place due to the time constraints.

For me, being facilitator for this course discussion was a full of learning and fun moment. I appreciate the voice expressed by some PYs, saying that they had a meaningful learning outcome. I believe learning should be fun. I feel I was blessed because so many individuals helped my course operation. During Onshore Training, one ex-PY joined us and gave a lecture, as she's been engaged in publishing newspaper for the temporary house residents in Ishinomaki, Miyagi, who were affected by the Great East Japan Earthquake. At the Onboard Training, advisors run workshops and gave lectures. In India and Sri Lanka, PYs could meet and hear from the experts of TV station or film making studio as a part of Port of Call Activity. I would like to express my appreciation. Thank you for being part of this course.

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5. PY's Feedback

Ryoko Ishimaru (Japan)

As the course title suggests, IM Course mainly covered the issues surrounding media through discussion and workshop.

The discussion uncovered that the various countries have both different perspectives and common characteristics about media. Despite the different perspectives about media, we found one stance that everyone had in common: Believing in the media blindly carry a great risk. All the news reports, no matter what type of information it delivers, are created by human. Therefore, it is inevitable to entail stereotypes and a multiple ways of expression according to creator's view. We could achieve the consensus that media audience needs to have media literacy. Having some PYs with the experience of being a news reporter or a journalist contributed to the active discussion from both perspectives, media audience and media creator. The Course Discussion was always full of energetic discussion.

Another highlight was ports of call activities in India and Sri Lanka, which allowed us a meaningful moment. Here, I would like to reflect on the institutional visit in India. Our course visited the largest film making studio in Asia and enjoyed the editing room and other facilities to create movie. It was such a rare opportunity. We also deepened our understanding on the Indian movie history and learned that movies change their trend and style in relation to the tide of the times, impacted by the people's norm and social situation. We also had a chance to watch Indian movies including the films made by the local students. After the viewing, we also discussed the way those films delivered their message. Although we did not understand the language, we analyzed the film by looking at the visual effect and camera works. Since I never paid attention to the perspectives to view the films, I am now willing to cultivate analytical view point from different angles.

I strongly believe that the IM course offered me a continuous process to critically reflect on my viewpoint. Given that the media may possibly contain inaccurate information, we need to have a solid mindset and viewpoint. By encouraging us to inspire each other, IM course has successfully developed such skills. I found significant value in the course learning.

Youth Entrepreneurship Course

Theme: “Start-up” to change society for the better

Facilitator: Mifuyu Ando

Participants: 38 members (19 JPYs, 19 OPYs)

1. Goal and Objectives

Course Goal

“Start-up business” covers a wide range of models. On the one hand, there are world-changing start-up businesses with thousands of employees that are established by well-known entrepreneurs such as Steve Jobs or Konosuke Matsushita. On the other hand, Start-up business also refers to those led by Non-profit Organizations or social entrepreneurs that mainly address the social issues such as poverty or environmental problems. Generally, developing countries witness quite high rate of business start-ups. The figure is even higher than the one in Singapore, where people enjoy various tax exemptions, or Northern Europe countries with solid social security system. Insufficient employment opportunities and shortage of stable companies enhance small business in developing countries. In Japan, although 80% of working population belongs to the company and other organizations, recently, the number of freelance workers and double-jobbers, the people who implement “parallel career” besides his/her main occupation, are increasing.

“Fully 65% of grade-school kids in 2011 may end up doing work that hasn’t been invented yet.” (Duke University researcher)

Start-up business is no longer limited to particular group of people who enjoy extraordinary skill and creativity. Indeed, it is an essential skill to survive the current era, especially for the young generation. In addition, the youth entrepreneur’s efforts will immeasurably contribute to the society by producing job opportunities, improving skills, enhancing creative lifestyle and, above all, pursuing a meaning of life.

The course aims at guiding PYs to actively engage in social contribution through the startup business, whether it is profit-making or non-profitable in his/her own country.

Course Objectives

Throughout the lectures and discussions, PYs will explore and implement following four concepts:

1. Basics of start-up business
 - What is start-up business?
 - Essential elements for start-up business
 - Advantages and disadvantages of start-up business
2. Mindset
 - Leadership and vision that are required to entrepreneurs
3. Business model
 - How to construct the system that sustainably contributes to the society with making a steady and constant profit
4. Creativity
 - How to develop viewpoint
 - How to analyze mainstream trend

By exploring four concepts above, the course will guide PYs to become able to address the issues of their society after completing the program. Whether s/he becomes entrepreneur or not, PY will learn universal skills such as “mindset” and “creativity” through the course work and utilize them in the respective fields.

2. Pre-Departure Assignments

2-1. Preparation for presentation

Identify one representative and/or latest start-up business in your country and be prepared for 3-minute presentation, preferably PowerPoint. Submit your presentation to the course mailing list. Each PY will present them in session2.

Presentation needs to cover the following items:

- Self-introduction: Name, country and community of origin
- Brief introduction of the business
- Biography and portrait of the CEO or director general
- Outstanding features of the business
- Social contribution that the business implement

2-2. Reference for better understanding of the idea of start-up business in this course

*Optional assignment for only PYs who are accessible to the book.

“Bold: How to Go Big, Create Wealth and Impact the World”----Peter H. Diamandis and Steven Kotler

“The Shift: The future of work is already here”----Lynda Gratton

3. Outline of the Five Discussion Sessions

Session 1: Start-up business	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Self-introduction and sharing the course goal ■ Understand the foundation of start-up business ■ Discuss the core value of start-up business by case studies 	<ul style="list-style-type: none"> ■ Brief biography of the facilitator and overview of her start-up business ■ Sharing the individual goals of PYs ■ Presentation about the latest start-up business models of each country: micro-business, in-company entrepreneurship, and social entrepreneurship ■ Briefing on the business plan contest in session five ■ Small group discussion: How can the start-up business contribute to the society?
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● By sharing the current situation of start-up business from each country, PYs deepen understanding of the roles and potential of those business in terms of social contribution. They also identified that the value and status of start-up business differ by areas and countries. ● PYs understood that some countries are more open to the start-up business, whereas the other countries are not. For instance, majority of the Japanese consider that being hired by the company is the mainstream career option after the graduation of universities. People believe that option of the start-up business is not so common yet. On the other hand, some PYs introduced the case of their countries, where start-up business is not so challenging because setting up organization and fund raising are relatively easy. One of them introduced the case of micro business in his country, which allowed PYs to glance at the social situation for the start-up business. ● By looking at the common characteristics of different business models, PYs explored the concept and definition of the start-up business, such as “Creating additional value on the existing products and services,” “Adapting creativity in the different ways.” 	
Session 2: Start-up business models from participating countries	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Analyze the different business models and identify the crucial elements for the successful start-up business ■ Understand the social background and needs through the analysis of the existing businesses that are introduced by PYs ■ Learn about how the start-up business can solve the social issues by looking at the concrete cases 	<ul style="list-style-type: none"> ■ PYs’ presentation about start-up business of their home countries, which were prepared as pre-departure assignment ■ PYs discuss to identify the common features of successful business ideas ■ PYs brainstorm what are the essential items/human resources/agenda for the successful business by small groups and share with the class
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● By acknowledging the different models of start-up business, PYs found that there are no fixed method or rules to start up the business and there are a variety ways to create a social impact. ● Through the brainstorming on the essential items/human resources/agenda for the start-up business, PYs could figure out the common human resource and social environment among different business models which initially looked very different from each other. For instance, despite the different gap in their business scale, PYs found that they both have a brilliant idea man and/ or social platform that encourages start-up business. 	

Session 3: Steps for the start-up business and how to find “blue ocean”	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Understand the flow of how to start the business ■ Cultivate idea and acquire the skills to identify “blue ocean,” which refers to the business area with less competition with potential values 	<ul style="list-style-type: none"> ■ PYs give 3-minute poster presentation to share the discussion outcome in previous session: essential items/human resources/agenda for the successful business ■ Workshop to map the elements raised through the presentation into smaller categories: money, idea, network, expert knowledge, career, legislation, and mental care ■ PYs who started or run the business shares their experience. E.g. the reason they started their own business, future vision, etc.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● Through the discussion on the process of start-up business in different countries, PYs found that there are different types of support system for the start-up business initiated by the local government or community. PYs also shared their governments’ support for the young people who start the business. Some OPYs introduced the case that their government actively support the business which are relevant to the country’s major industry in terms of financial support as well as organization set up. ● Two OPYs who run the business in their home countries introduced their own career. From the story, PYs could gain the perspectives on the mentality and emotion of entrepreneurs, such as anxiety, risks, and stress they always carry. Besides the theory, the session allowed PYs to empathize entrepreneurs’ mind. ● At the discussion of “blue ocean,” PYs put high values on undiscovered area, such as minor market, unmet needs, brand new techniques to implement existing technology. It was all common features seen in the successful start-up business. 	
Session 4: Get to know the role models	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Simulate the start-up business and identify the qualifications to establish the business ■ Prepare for the business plan contest in session 5 	<ul style="list-style-type: none"> ■ Through the film, PYs get to know the actual cases of business that served as solution of the social issues and learn the mindset of the successful entrepreneurs. ■ Under the theme of “start-up business in Japan,” PYs break up into group of 2-3 and create the business plan include the stage of set up to implementation.
Key Learning and Outcome of This Session	
<ul style="list-style-type: none"> ● Since many of the JPYs were students, majority of them were not familiar to start-up business and it was challenging for them to imagine the flow of the business. By forming the group composed of JPYs and OPYs with solid experience of business or working experience, each group got PYs who can take initiatives in business plan making. At the same time, by having the theme of “start-up business in Japan,” JPYs could actively engaged in the discussion by offering their knowledge about Japanese trends and potential needs. The collaboration of both parties created the path to plan the practical business plan. ● In the process of business plan making, PYs could deepen their understanding of social issues of Japan as well as the social status of the start-up business. Based on the own experience, OPYs mainly offered the agenda that PYs should discuss. For instance, PYs could understand that sustaining the stable income through the business is often times more challenging than merely starting up the business. 	
Session 5: Business plan contest and reflection	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Learn ideas from the presentation of business plans ■ Identify the potential business models that PYs can engage in the future ■ Wrap up of the course learning ■ Create action plans after the program 	<ul style="list-style-type: none"> ■ PYs share the business plans that they made in session 4. Questions and evaluation is given to the respective presentations from Mr. Mike Matsuno, Advisor of CCU seminar, who serves as commentator ■ PYs also provide comments on business plans presented by the other group By offering the pros and cons of each plan, every group gain advice to make their plan more feasible ■ PYs vote to select the best business plan ■ By reviewing the advantages and the room for improvement of each business plan as well as course learning throughout the session, PYs will discuss how they can engage in post-program activities in their home countries

Key Learning and Outcome of This Session
<ul style="list-style-type: none"> ● Besides learning the process of business planning, PYs realized the importance to appeal audience when they give the presentation about their end products. They understood that gaining audience interest and attention can determine the success of business in terms of fund raising and advertisement. ● Many groups came up with the feasible ideas such as sightseeing business, IT business, which all reflected on the needs in Japan. It also allowed PYs to gain insights from other PYs, facilitator, and advisor how to make their plan more practical. ● After reflecting on the five sessions, PYs could explore their own interests and ideas. They also considered how those ideas can address the social issues and needs of the society.

4. Facilitator’s Comment

“Youth Entrepreneurship Course,” begun with the theme “startups to make the society more comfortable to live,” in fact had another meaning. It is true that starting up businesses will create a new market and employment, and change the society to the better. However, being an entrepreneur is a way for a better life. This is what entrepreneurship, the best challenge in the life brings.

People are worried about their jobs in the modern world. Although many developed countries accept the concept of freedom of livelihood and jobs, 9 out of 10 people do not live in the places they want to live, and their jobs are not what they want to do.

It is not simply about adults. Students and children also feel anxious about their future, whether they will encounter a company they can work for for the entire lives, or work worth devoting their potentials to. According to a research from a university, 65% of people are engaging in jobs which will not exist 10 years later. Realization of drone or auto driving, and the hotel robots play roles as staffs newly established in Nagasaki, represent the change in the world of jobs. I would like to recreate a society everyone can try startup in the era work comes one after another. I sometimes consider how interesting the world is going to be if it increases those who take startup as a choice even without any talents or ideas. I intended to incorporate important points for entrepreneurship such as how to motivate myself, resources for creativity, business plans, and a perspective to contribute to the society. The change of the world begins with everyone’s brave one step forward. I hope participating youth will step forward to the new challenge in their home countries after this shipping program.

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5. PYs’ Feedback

Yui Yoshizaki (Japan)

The most challenging moment was when I presented my business plan in a small group. At first, I faced a difficulty to follow the discussion with OPYs because most of them had work experiences and much knowledge

about operating business. In the small group discussion, I suggested my business idea. Then my group members asked me, “Why do you want to start this business?” “Who wants to use this service?” I could not answer these questions immediately. I lost a confidence in myself once. However, at last, my group concluded to make a business plan based on mine. In the last session, I represented the group members and made a presentation about the idea of website sharing kimono in front of everyone although it was a small challenge for me. After the presentation, the group members told me that it was a good job. I felt a sense of achievement and it strengthened my confidence.

Sessions of Youth Entrepreneurship Course overall inspired me a lot. For example, the facilitator changed my perspective toward work through sharing the idea of “work-life blend.” This idea means that we all can build up our original work style and make it sustainable. Also, Youth Entrepreneurship Course members also inspired me. I respect all of them because they all have strong passion to change the society. After SWY, I would like to learn about social business more and take an action.

Violeta García Díaz (México)

I chose the Youth Entrepreneurship Course discussion because I wanted to have a broader perspective on how entrepreneurship works in other countries, share stories about success, failure and what it means to be an entrepreneur.

I found the course discussion very inspiring and it was very dynamic most of the time. I was able to find my life/career/purpose and now I define myself like a multipotentialité.

I would use more the experiences from the OPY’s and the JPY’s, I felt we needed more time to share our stories and learn from each other.

I really enjoyed working on the last project and getting to know and work with the canvas model, I found very useful the feedback received from the other PY’s regarding the projects.

I would chose again this course discussion.

5 Summary Forum

Aims and Objectives

The Summary Forum held on February 26 represents one of the most significant events in the program. Since 233 PYs were divided into the six groups and learned under the different themes, PYs shared information across the Course Discussion groups at the Summary Forum. The forum provided an unrepeatability opportunity for the entire PYs to partake key learnings from each course. The presentations included various styles such as skit, music, movie as well as orthodox PowerPoint slides, which were

all entertaining as well as highly informative.

As an opportunity to share the learning outcome, the forum successfully invited PYs to understand the learning process of other courses on “Youth Contribution to Society.” PYs also took this opportunity to reflect on their own Course Discussion learnings and gained a better understanding on how the learnings will be exercised as an action towards the social contribution.

Contents of Course Presentations

■ Community Development Course

The Community Development Course started presentation with the dialogue of two PYs on the stage. Their conversation disclosed five steps of Design Thinking: “Empathy,” “define,” “ideate,” “prototype,” and “test.” Through the explanation of each stage, they also touched on the actual discussions they had during the sessions.

After the dialogue, eight representatives of the course appeared on the stage and addressed the community problems in different fields and countries. Each of them also presented the possible solutions for the problems. For instance, JPY shared the issue of her hometown: depopulation and aging society which contributes to a decrease in children playing outside and weaken the connection between children and adults. To solve the issue, she suggested that every adult in the community make the best use of their expertise and lead the various activities for the children so that the adults and children can create the stronger bond and exchange opportunities. She also elaborated the idea by adding that establishing the community center for these activities would even create the space for the children after the school and enhance their learning opportunities outside of the school.

At the end of the presentation, a PY made a short speech to summarize the course learning. The speech concluded by stating that meaningful course outcome is a result of the challenging moments to know about unfamiliar issues in overseas and seek for the solution of different community problems.

■ Disaster Risk Reduction Course

As opening the presentation, the members of the

Disaster Risk Reduction Course posed a question to the audience: “How many of you can imagine that your community is hit by the large-scale disaster?” The presenter asked audience to raise their hand if their answer is “yes,” but the very few of them did so. This opening question was intended to emphasize that natural disaster is unpredictable. It reminded that it is possible to be hit by the disaster tomorrow regardless of our location.

Then, the presenters articulated the learning outcomes from each session. For instance, the first session explored the definition of “disaster,” which could be defined differently depending on the context. The presenters highlighted the result of the discussion: for the better preparation and immediate action to the disasters, the definition needs to include the man-made disasters as well as natural disasters. As for the Institutional Visit in India and Sri Lanka, the presenters shared the experiences of their visit to the research institutions. In collaboration with the local residents, government, and the civil society Organizations, those institutions engaged in the disaster prevention and risk reduction. From two sites, course members reached to the common understanding that communication and collaboration among the stakeholders are essential for the disaster management. It also illustrated the importance of the leadership in the context of disaster management, which was one of the course objectives.

Lastly, presenters summarized the required attitude and ability to exercise the leadership in the field of disaster risk reduction. Mentioning that empathy and transparency are both important for the communication with the disaster affected people and stakeholders, presenters declared that they strive to become able to exercise leadership and

immediate actions in emergencies.

■ Education Course

The presentation of the Education Course started with sign language workshop. This opening show was inspired by the sign language that PYs were taught by the students at schools for deaf and blind children, where PYs visited as Institutional Visit in Sri Lanka.

Presenters summarized the course learning by dialogue based on the course theme: “What is educational leadership?” First, they provided some pictures as well as explanation of the site of Institutional Visit in Tokyo, which is a private tutoring school. In contrast with the conventional Japanese education that often makes students passive, presenters highlighted its unique curriculum to draw creativity and curiosity of the children. As for the Institutional Visit in India, PYs visited the women’s college with the sense of mission to encourage women’s active participation and engagement in the society. Not only cultivating students’ knowledge, the college was offering career counseling and intern opportunities to the students. The college was keen that women can actively participate and engage in the society. In Sri Lanka, they visited the school for the deaf and blind children. They expressed their delight and amazement they felt when they met the students who positively and actively communicate with them. Their presentation well-described that their course learning was always embedded in the youth empowerment.

To conclude their presentation, two PYs made a speech to represent their course. The speech ended with reciting their findings throughout the course such as “I realized that everyone is the leader,” “To create a space where people can enjoy meeting new people and stimulate their curiosity became my goal.”

■ Environment Course

To open up the presentation, all PYs of the Environment Course gathered on the stage. Holding the sheet of papers with keywords that they were impressed through the course work, they sung together. “We can do it together,” the lyric of the song, expressed their determination that they will keep their active engagement in solving the environment issues.

Then they read out the letter they wrote at the first session. They wrote this letter under the scenario that they live in the future world. Imagining the world in 60 years from now, they wrote a letter to send an SOS call to the current generation. The letters were insightful in terms of illustrating the future environment degradation and climate

change. By describing the dismal landscape in future, the letters demonstrated responsibilities of the current generation. Audience could see the value of the workshop that successfully encouraged them to rethink the present lifestyle and its consequences.

The discussion on Transition Town, which suggests new lifestyle to minimize environmental burdens by the better use of community resource, served as a platform to reconsider PYs’ new lifestyle to maximize the potential of their hometown characteristics. In addition, presenters shared a part of the coursework. Considering that the Nippon Maru as onboard community, PYs discussed how they can create Transition Ship. Presenters introduced some of the unique ideas discussed, such as greening of the deck and onboard energy saving. The presentation summarized the course learning and activities, which embodied the course theme: “Let’s create a sustainable society from SWY community!”

■ Information and Media Course

Information and Media Course mainly explored two agenda: accurate understanding of the information provided by media and responsible information delivery with efficiency. At the Summary Forum, presenters screened the films that were created by the PYs. Some of the films were serious, whereas other films were humorous. The presenters emphasized that the film creation workshop provided one common lesson for them. They learned the importance of ingenuity and full attention in order to become responsible senders of the information.

Then presenters shared social issues in relation to the media in each country as a part of the discussion outcome. Acknowledging that the social situation differs by countries in terms of the level of freedom of expression or trust in media, the presenters shared that course members achieved consensus that extreme information-oriented society and biased news reports are the common issues for the participating countries.

At last, presenters concluded the presentation by stating that it is crucial to become able to interpret the source and background of information in our everyday life, which requires media literacy: ability to select and examine the given information.

■ Youth Entrepreneurship Course

Youth Entrepreneurship Course briefly introduced course outcomes, such as inspiration that they gained from sharing the expectation to the course as well as future vision. Given the situations of start-up business

differ by countries, the presenters also mentioned that they found idea and passion are the essential quality for the entrepreneurs.

The course conducted the business-plan contest, which all course members competed their ideas of start-up business. At the Summary Forum, the presenters provided a few excellent ideas that won the contest. The idea was the service to share the individual attire and accessories based on the needs. In the idea, the service is available for the users to research, request, and arrange shipping online, which sound practical and functional as business. In addition, they screened video that they demonstrated

how this business works out by drama and entertained the audience.

Lastly, the presenters introduced the program in Bahrain to support young entrepreneurs in developing their skills and career counseling. Through the introduction of the program, they highlighted that the idea to develop capable entrepreneurs can contribute to the betterment of the society is becoming common. They concluded the presentation by stating that all the course members will keep cultivating their entrepreneurship in order to become able to contribute to the society.

Cross-Cultural Understanding Seminars

Three Cross-Cultural Understanding Seminars sessions were conducted with the following expected outcomes (goals):

- Cultivate the attitude to appreciate and respect different cultures
- Become able to exercise cross-cultural understanding skills and communication on the occasion of different scenes of global society
- Become able to identify own culture and cultural identity from a broad perspective in global context

1 Cross-Cultural Understanding Seminar 1

Aim of This Session

In this session, there were two main themes. One was about intercultural communication, and the other was about different forms of harassment. The intercultural communication section was very important for several reasons. The first reason was the necessity to connect and communicate with people from different cultures. On this SWY program, people from 11 countries were living together for one month on the ship, the Nippon Maru. That is why intercultural communication is essential to be able to understand one another. In addition, intercultural communication can also help in many other areas of our lives when working abroad or with overseas people. It can be part of various aspects of our lives, including business, love, world peace, and goodwill. Secondly, the study of intercultural communication is also crucial to increase one's self-awareness of one's own culture and identity, who they are and where they come from along with their cultural values. And finally, intercultural communication involves

improving your cross-cultural communication skills which will help you to get a good job, possibly working and living in another culture or working with people from other countries in your home culture. Intercultural competency is essential for us to someday become future global leaders and citizens.

In this program, there were 233 people, 11 countries, 139 females and 94 males. Sometimes without any bad intention, someone may offend, hurt or humiliate another person without knowing why or being mindful of cultural or ethical limits. Sometimes difficult misunderstandings could cause embarrassment or be seen as a form of harassment. There are many types of harassment: sexual harassment, alcohol harassment, power harassment, etc. Awareness of such type of harassment issues, hopefully helped all PYs behave appropriately and prevented problems that could have occurred on the ship.

Contents (Lecture, Workshop, Discussion, etc.)

What is culture? That was the question that was first asked. PYs learned that culture could be a set of values or beliefs that are not easily seen or understood. They also saw the image of the cultural iceberg which demonstrated that there are two different types of ways to view culture. One is material culture, what most people define as culture: food, drink, dress, etc. The other is subjective culture where people cannot always see what the hidden values are. By viewing the cultural iceberg model, PYs learned that in order to be able to understand and accept differences, they must keep in their minds that culture is many times hidden and not visible.

The term “fish out of water” can be used when the perceptions of one culture does not fulfill the expectations which could lead to miscommunication. For example, an Australian participant commented on how others did not believe she was an Aborigine due to her fair skin, which demonstrated that there was a stereotype that Aborigines have dark skin. She discussed how she felt that the color of the skin does not determine her racial background and how it was hard for others to understand this, as people sometimes have strong stereotypes rooted deep within their

minds. Another opinion that was introduced was from a Russian participant, who commented on how she felt that too many people asked her about how she must not be cold in the winter in Japan, due to the stereotype and expectation that Russia is a very cold country and so she must not be cold here in Tokyo.

Lastly, Mr. Matsuno talked about the issue of harassment which included verbal, power, and alcohol harassment, but the presentation focused mainly on sexual harassment. A Bahraini delegate mentioned how women could not defend themselves when sexual harassment occurs if she is wearing something considered sexy and/or revealing. The authorities would blame it on her and would not support her as the victim. In New Zealand, when a woman has been sexually harassed, she would also need evidence to prove that she was harassed. In Sri Lanka, however, there is a system where women can inform authorities when they have been harassed.

From the seminar today, PYs learned about how culture reflects differences in values and by listening to the voices of the overseas delegates, they all now know about the importance of understanding and accepting others.

Key Learning

- From the first Cross-Cultural Understanding Seminar, PYs were able to understand about the differences between countries. This was because they learned about important concepts related to perception, expectations and miscommunication that could have a huge positive or negative impact depending on the relations between the two sides/countries. Moreover, the reason why intercultural communication is so important is because it works as a connector, a tool to increase the self-awareness of our culture, skills of communication, and leadership.
- Another essential topic was about the culture. In fact, the word “culture” does not have just one specific meaning but this term also involves values, beliefs and behaviors. By this definition, there are two things that PYs need to consider: the material aspect and the subjective meaning. The first one corresponds to the physical things that man produces such as dress, food, language, music, art, and drink, basically the things made and created by man. The second meaning refers to ideas, attitudes, beliefs, and assumptions, in others words, the intangible part of the culture. For that reason, culture is learned, it is not innate. Sometimes this term is quite difficult to understand because people usually observe and know a part of the varied characteristics such as notions of leadership, social interactions, tempo of work, logic and validity, attitudes, patterns of decision making, notions of responsibility, approaches to problem-solving, roles, sex, status, ethics, authority, rules of hierarchy, and nature of friendships or time.
- On the other hand, the values should be understood as the principles that guide our choices in our lives. For example: harmony, equality, individuality, status, freedom, age, tradition, leisure, sensuality, family and friendship. That is why the importance can be demonstrated as a positive or negative result.
- Another important key point was about culture shock, which is an unpleasant and negative experience. For example: the experience on the ship, at the beginning everything would be wonderful like the “honeymoon,” but after a few days have passed, many people might experience culture shock-like symptoms such as anxiety, decreased self-confidence, feelings of hopelessness. The absence of social media and internet access may

also strongly affect this generation of millennials. Some people will experience a feeling of loss control

over their life, which could lead to mental or emotional exhaustion.

Comments and Feedback from PYs

- It was an amazing experience that helped me to better understand the way to communicate with other people from different cultural backgrounds. I believe that this kind of information is extremely helpful for the development and of international experiences.
- During this program, PYs had many opportunities to interact with people from different countries through course discussions and daily communications, but they also may have sometimes faced problems or troubles. However, through the struggle and suffrage, PYs were able to find and learn something new as well. They learned that the most important thing to understand one another is to keep trying to communicate with people and never give up. They will hopefully make use of this experience to be more tolerant and understanding about any problems in the future.
- It was a great opportunity where PYs learned various opinions about one topic. It was amazing that the JPYs have different opinions even among Japanese. I think that how I spent time my childhood up until now are reasons for my present personality. Through this seminar, I learned that it is a great step for intercultural understanding to respect and accept other cultures and opinions, so I will try to do my best to communicate with people actively during this program especially on the ship.
- This was the seminar for cross-cultural understanding, but it had similar sections with the IDI and Leadership Seminar. I recognized that we need certain things to help us grow up to become global leaders. I want to be able to communicate with all PYs, and try to motivate and understand them deeply so as not to have prejudices and false beliefs.
- The most important part to know was that everybody brings their own background story to life. This background story influences the way we think and feel, and it is ok that we differ from each other. The most important thing about this is not to have stereotypes and to have respect for people for who they are, even though they do not meet up to your expectations.
- This seminar brought us to understand the first step of cross-cultural understanding. We could learn the meaning of cross-cultural understanding using movie clips and pictures. I want to learn how to better communicate through the differences of culture.

Learning as Committee

- The committee has learned five main things that will help improve the next seminar. First, the committee members need to change the PYs' seats before the seminar starts. The committee initially put stickers with the name of the overseas countries on the desks and the OPY's needed to find their own countries' names and sit down. The committee members expected that it would go well this way, but it took more than 10 minutes for PYs to find and sit in the right seats. That is because there were many people who could not find their countries' names. We had to shorten the length of the seminar because we were not effective in having people sit quickly in their seats. We will keep this in mind for the next time as it was extremely difficult to make 240 people move all at once and we committee members will try to search for more effective ways not to waste time.
- Secondly, there are some people who were late in returning back for the seminar after the break and because of that we could not start the seminar on time. Therefore, the cross-cultural understanding committee members need to stand near the entrance and try to get all participants to return on time.
- Thirdly, another reason that Mr. Matsuno could not start the seminar after the break time on time was that some PYs were talking and speaking to him over the break. So we need to tell the participants and Mr. Matsuno that we need to start on time after the break.
- Fourthly, we used microphones when we asked participants to share their ideas with the entire group after their small group discussions. The committee members who had the microphones were not able to get them quickly to PYs so they could speak, and shortened the seminar time. The committee members will work hard to ensure that the second and third seminars will go more smoothly and we will work hard to keep the

next two sessions moving quickly and smoothly. Lastly, there are some people who left their trash in the seminar room, so at the next session the committee will have to make an announcement to be sure that all participants take their trash out with them.

- The committee will also try to make it possible that all of the PYs can concentrate on the contents of the seminar itself by sharing these five reflections and being sure that we follow through on them.

Comment from the Advisor

I thought the first intercultural communication session went well except that I was speaking too fast for some of the JPYs. I was reminded to slow down a few times, and I tried to slow the talk down, but sometimes when telling a story or making an important point, there is a certain rhythm and tempo that a speaker needs to keep to present the material in a dynamic and impactful way.

I have talked to a number of OPYs and asked them to help the JPYs in the group discussions in case the JPYs did not get what I said.

I did not know how much I would be able to cover for the first session, and I completed about 50% of the intercultural communication slides that I had prepared which is fine as I can do the remainder in the second session.

The sexual harassment presentation was difficult to do, but was completed.

I think my intercultural communication presentation

was good for the OPYs and some advanced Japanese English speakers as a number of them have come to thank me for the presentation and to tell me how much they enjoyed the talk.

On the other hand, JPYs who had no study abroad experience probably did not have much connection to the topics.

In short, PYs who are weak in English and have not had much work experiences as well as life experiences will be very limited on what they can contribute to the discussion and how much they can participate. I think this is really unavoidable. And the only way to close this gap is in the future to recruit young Japanese people who are not university students, who can speak English well, can take off six weeks, and have a lot of life and career experiences. If this can be done, then I think the question of the speed of spoken English will no longer be relevant.

2 Cross-Cultural Understanding Seminar 2

Aim of This Session

In the second session of the CCU Seminar, there were three main objectives. The first objective was to encourage PYs to better understand and reflect on Japanese values. The hope was for OPYs to understand JPYs cultural values better in order to help them improve their cultural understanding of JPYs, as well as for JPYs to reflect on their own values and how they influence the way they communicate with non-Japanese. Lastly, mutual realization of deeper cultural differences between JPYs and OPYs would lead to a “win-win” situation on board the SWY28.

The second objective was to integrate cross-cultural concepts and leadership in order to achieve the program’s goal which was to develop global leadership skills. PYs discussed about how culture influences leadership styles in different countries. Although PYs learned about leadership

in the Leadership Seminar, this seminar focused more on how culture and leadership are integrated.

The third objective for this seminar was to provide insight into cultural differences in informal and social situations. The social interaction of “flirting,” a playful way of conveying interest or attraction, was chosen for this exercise in order to generate discussion about acceptable and unacceptable standards of behavior (including what constitutes harassment) and perceptions. The committee believed that the social flirting video and exercise could generate educational and lively discussion and conversation among people who are learning about cross-cultural communication for the first time. In addition, it can help them with basic and fundamental social skills necessary for cross-cultural understanding.

Contents (Lecture, Workshop, Discussion, etc.)

What are “cultural bumps”? Mr. Matsuno explained it as intercultural bumps along the road when we don’t receive the answer or communication style that we expected. This led to his explanation on cultural values and communication styles of the Japanese that possibly could affect intercultural communication on the ship. Mr. Matsuno then covered verbal & non-verbal communication, and high and low context communication styles which can be difficult when a low context and a high context culture meet and interact. He also covered gestures and ways to say “no,” small talk and how silence is used in different cultures. Gestures can also mean different things in different countries.

After Mr. Matsuno’s lecture, the committee members held their first activity which related to cultural leadership in each country. PYs recently learned in the Leadership

Seminar that there are many types of leadership. First, PYs were asked to list five cultural leadership qualities of their country and then discussed what each country would value as top cultural leadership qualities. During the session, many questions and opinions were raised by different country’s PYs regarding cultural leadership and many came to realize that the leadership style is strongly dependent on the culture.

In the second activity of the session, PYs watched a video which was named “Do you like the way I am?” It was about how different people from different countries flirt at a bar and the reaction of the person who was being flirted with. After watching the video, some PYs shared their personal experiences and point of views of what had happened to them in the past.

Key Learning

In the seminar, Mr. Matsuno explained about the cultural leadership of different countries. All delegations enjoyed both sessions. It was very useful for everyone to understand how cultural values influence global leadership. PYs also learned and discussed verbal & non-verbal communication, as well as high and low context communication. This was a good exercise to help understand cultural differences between countries and how they affect cultural leadership. Also PYs discussed about age, how hard people work, and charisma which is also important for some countries regarding cultural leadership. Mr. Matsuno told us that there are over 10 different ways to say “No” in Japanese. That was very interesting for PYs. PYs discussed about leadership qualities in different countries such as unique leadership, cultural respect, religious respect, charismatic leadership, support, responsibility, big boss, management, organization skills, inspiring speech, mutual understanding, character, and equality.

In some countries, leaders live apart from the people, but in other countries, the leaders live among average people. This discussion brought to mind the great leaders in world history because they are the symbols and role

models of leadership and their leadership qualities still reverberate within us.

During the session, there were so many questions raised by different country’s PYs regarding cultural leadership and everyone shared about their own country’s culture and the part culture played in universal leadership.

In the second session, PYs watched a video called “Do you like the way I am?” Everyone was surprised and PYs shared different incidents which they experienced in their own lives and they described how verbal and non-verbal communication, as well as low and high context communication plays a vital role when communicating with others.

After the video, PYs watched a spontaneously performed skit by the UAE delegation. The male OPYs from UAE, showed us how men from their country live with double standards for male or female. Of course, it was done as a comedy and did make everyone laugh.

This second session was very useful and practical for every PY and hopefully will enable the success of the SWY28 program.

Comments and Feedback from PYs

- I found that all the contents of the 2nd CCU Seminar were interesting for me. In the lecture, we learned mainly about Japanese cultures and values. It was great

to know how cultural values and beliefs affect people’s behavior and it might change their perceptions. I believe that what we learned from the lecture will help us a lot

with communication between JPYs and OPYs. Through the discussion about leadership in different countries, we could find some cultural similarities and differences and how cultural values relate to the ideal leadership in different places. Finally, a discussion about flirting was the most interesting part. The topic was the one that everyone was curious about. We could also discuss and debate among the different cultures of this program.

- I think the lecture about Japanese values was useful for both JPYs and OPYs. For OPYs, it should be a great help to understand Japanese values more deeply. For JPYs including me, it helped us to realize what my Japanese identity was. In the second activity, an OPY from Tanzania shared a story which occurred on the ship. I learned the difference about physical contact between Tanzania and Japan.

- It is said that society is being globalized more and more, and the difference between the western culture (in which people express their thought and feelings more directly by means of words) and Japanese culture (in which people communicate with much less words and avoid conflicts) can be seen clearly in many places. In this lecture, I could clarify and share the differences, which could be of great help to avoid misunderstandings. Also, we had a discussion about what is needed to be a leader in the global society (for example, passion to reach a goal, accepting others, and being neutral). I would like to make the best use of this wonderful situation that people around the world are gathered together in this one ship, accept others as they are, and adapt myself to their cultures.

Learning as Committee

After reflecting on this session, we feel that the committee did extremely well in teamwork and initiative. The following report will elaborate more on these two aspects.

Regarding teamwork, this session went extremely well. We feel that this came down to all members of the CCU Committee contributing in a positive manner. When PYs had been asked to exit the Dolphin Hall after the morning assembly, all committee members stayed behind as planned and moved efficiently to set up the chairs so that they were all in the correct layout as to what was discussed the day before at our committee meeting. Another reason that we felt that we had a successful session thanks to teamwork was because of the way we helped each other as a whole. Looking back, I think that this symbolized one half of our slogan, which is to respect others. The learning that took place as a member of this committee was that we could succeed under any given circumstances through taking ownership of our roles and contributing positively to the cause, which is something I saw today from each and every

one of our committee members.

In regards to initiative, John C. Maxwell's 21 Laws of Leadership highlights the Law of Navigation, whereby anyone can steer the ship, but it takes a leader to chart the course. In saying this, we would like to highlight the initiative that each member used to ensure that today's sessions was successful. From organizing the activities and getting prepared, other members of the committee kept stepping in and helping out wherever needed. Another example was when PYs started coming back into the Dolphin Hall at the start of the session. Some members, who do not have their activity until the third session, could have just set up, sat in their chairs, and watch the others do the work. But instead, one member realized that his team needed him, so he got the microphone and started letting people know where they need to sit and with whom. We felt this action of his contributed to the process of bringing people in and getting started. Something that we learned as a committee is to always be prepared to help out wherever possible.

Comment from the Advisor

Session two presentation's contents were completely revised from my original plan because I decided that PYs needed to know and hear about the issues and challenges that directly affect them on the ship, rather than presenting about culture shock and intercultural communication theories and styles which was the original plan. After

having my meals in PY dining room and talking to several JPYs and OPYs, I came to the conclusion that I needed to focus on more basic and useful suggestions and practical application that could help improve the communication and cultural understanding between the OPYs and JPYs.

I believe that there are two main reasons for the

intercultural struggle of communication between the JPYs and the OPYs. The first is that the average level of English ability of the JPYs, which is inadequate to understand and convey about the more complex topics and ideas. Second, the gap between the educational background and the life/career experiences. Most JPYs are university students and most OPYs are already working in really diverse jobs or if they are university students, they have done a wide variety of projects and experiences outside of the university. Therefore, the topics of discussion and levels of engagement for the average OPY, go over the head of the average JPY.

I first focused on the cultural values of most Japanese. The goal was to deepen the understanding on how the OPYs interpreted language and behavior of the JPYs, as well as to have JPYs have an “aha!” moment that they could reflect on their own actions and behavior with OPYs. Although

some of the Japanese values I mentioned were older values, I do believe that they still remain embedded in the Japanese persona, way of thinking, and behavior/communication styles. I talked about certain Japanese cultural issues at a very simple level of daily life for PYs. For instance, I talked about how most Japanese have rarely learned how to make “small talk,” and how silence in Japan is okay, the Japanese don’t always have to be speaking. The second part was about communication differences between cultures who are of high or low context, and also who are from collective vs individual cultures. I did not go too deeply into the theoretical but more just about the characteristics and expectations of people from specific cultures. I also warned everyone that these are generalizations and not all people from these cultures behave and communicate in the same way, as well as sometimes we adjust our communication style depending on who we are talking to.

3 Cross-Cultural Understanding Seminar 3

Aim of This Session

The seminar is composed of three different parts with different aims. The first part of the seminar is the lecture by the advisor. The aim of this lecture is to understand “Re-entry,” in other words, how PYs can ease into the real world as they disembark from the Nippon Maru and return home to their respective countries. By this lecture, PY understand that what they are feeling now at the last segment of the program and will feel after the program is ok and normal, and that there are ways to manage these emotions.

The second part of the seminar is the role-playing activity led by the committee members. The aim of this part is to use skits as a way of conveying a message and an example of cross-cultural miscommunication. The scenarios for each Letter Group were taken from real-life examples that

were listed by the OPYs and JPYs on the questionnaires they filled out two weeks ago. These examples served as a way for PYs to explore their experiences, examine what they learned from these experiences, and then see how these lessons were implemented in life.

The last part of the seminar was a presentation based on the survey results. The survey was conducted previously to ask about PY’s intercultural experiences during the program. By sharing the results of the questionnaire with all PYs, the aim of this part is to help PYs to understand the cultural differences of what JPYs and OPYs found to be very challenging. Some parts of the results were used as skit scenarios for the second part of this seminar.

Contents (Lecture, Workshop, Discussion, etc.)

At first, Mr. Matsuno talked about the inevitable reality of the program coming to an end, and the question of how to deal with it personally, emotionally, and psychologically. Mr. Matsuno discussed the issue of ‘reverse culture shock’ – culture shock upon returning to one’s home country, something that individuals who spend periods of time abroad many times do not anticipate. Participants were advised that back home, their friends, family, and other networks such as employers, may not understand their new

mindset from the program, especially for JPYs who will commence work upon returning home. Mr. Matsuno, thus, challenged participants to consider how they can maintain their positive mindset and continue to pay attention to how they have grown and developed as a result of the program.

In the second session, the Committee hosted a role play exercise. Throughout Letter Group meetings over the past week, the Committee distributed a survey about PYs’ experiences throughout the program related to cross-

cultural understanding. They selected eleven specific issues based upon the responses for the role play, issues ranging from homestay experiences to cultural faux pas communicating over dinner, and social events. Letter Groups were randomly given issues and asked to create a two-minute role play scenario about them. Although these role plays were humorous, they enabled PYs to reflect seriously upon their progress in bridging cultural gaps.

In the third session, two committee members presented the results of the questions in the survey. The survey collected 188 responses (81 JPY, 107 OPY). The presentation focused upon questions that compared PYs' expectations prior to and during this program; as well as questions about what both JPYS and OPYS considered

as the most challenging and enjoyable aspects of cross-cultural understanding. About half of the participants, both OPY and JPY, wrote that the program roughly matched their expectations. The biggest barriers appeared to be communication, especially with language barriers (for JPYS) and misalignment of values (for OPYS).

Mr. Matsuno provided all PYs with an opportunity to reflect on the uniqueness of their experience in the fourth session with a nostalgic but reflective video of the SWY program. He reiterated the 'one moment in time' concept and urged participants to remember and cherish the friendships that were made, and the video also sent final best wishes from the Administration to all PYs for after they leave the Ship.

Key Learning

This CCU Seminar delivered two essential elements at the end of the program. The seminar began with a lecture by Mr. Matsuno on "Re-entry." The key question to understand the concept of Re-entry is "What do PYs feel and experience when they return to their respective countries after the program?" Also there were two important parts in this lecture: first, understanding the concept of "re-entry and reverse culture shock," and second, preparing for "re-entry and reverse culture shock," back into the outside world.

Through the National Presentation, daily conversation, seminars, and discussion, PYs experienced a lot of culture shock. Consequently, when PYs finish this program and leave the ship, PYs may also feel reverse culture shock. They may feel strange or that they just don't fit in back home. Mr. Matsuno suggested to all PYs how to keep motivated and what kind of things PYs can do after the Ship. For example, PYs can keep in touch with fellow SWY members including ex-PYs by using the network of SWY. Also, that we can participate in different internationally related communities and keep moving forward.

We learned that many people experience "reverse culture shock" and if we do so, we should not need to feel isolated. Also through this presentation, we realized there is very little time left in this program. Mr. Matsuno said "Everyone learns something on the ship, but everyone learns something different." We were encouraged to do our personal best and not compare ourselves to anyone else. We were reminded that the program is a special experience for every single PY in different ways. As a conclusion, we

learned that only we can decide our future and lives after SWY ends.

Secondly, the committee divided everyone into Letter Groups and instructed them to make a skit on specific themes. At the end of each skit performance, each group was supposed to explain the learning point, the lesson of the skit. In this program, 11 different countries delegations live together and sometimes we face some cultural bumps in daily life. It depends on our mindset and perception whether these cultural bumps will become serious or not. We have to be culturally sensitive, aware and careful in these kinds of situations.

The CCU committee also released the final results of the questionnaire on cross-cultural understanding from the OPYS and JPYS. The questionnaire asked about their most difficult cross-cultural experience while on the SWY program. For most JPYS, it was that they couldn't engage in the discussions during Course Discussion because of language difficulties. However, for OPYS, it was the time at the National Olympics Memorial Youth Center, where they were exposed to the new cultures away from home. Secondly, we asked about the most enjoyable cross-cultural experience that they had on the program. For JPYS, it was the National Presentations which was their unforgettable experience. On the other hand, for OPYS, it was learning about other cultures and talking to JPYS and OPYS which was their most enjoyable experience. This data and information gathered and analyzed by the committee members will be very useful for the future preparation of SWY.

Comments and Feedback from PYs

- Today's CCU Seminar was very interesting. The skits done by each Letter Group were very entertaining and informative at the same time. I enjoyed the session a lot.
- It was really good to see different group's interpretations of the topics regarding cross-cultural experience.
- I appreciate Mr. Matsuno and the CCU committee members. I learned what cross-cultural understanding really means. For me, what was the most impressive in the 3rd lecture was the topic of "Re-Entry." Also what was important is to contribute to society with SWY energy. It made me think about what we should do after this program.
- Today's skits were really fun and it was easy to understand the cross-cultural misunderstandings. Also, we could learn about what happens after SWY life.
- I really enjoyed watching every PY's acting and open expression.

Learning as Committee

Differences among each other make society a better place. During the Cross-Cultural Understanding Seminar today, as committee members, we all felt the real sense of cross-cultural understanding. Due to today's seminar, we believe that we can achieve success through pluralism.

When PYs were engaging in their activities, they did the best as they could. They were discussing with great enthusiasm and their active participation was highly admired by committee members. Understanding another culture is not an easy job but here we saw how they enjoyed that difficulty. They proved that the language was not the main issue to understand another's culture. As a result of teamwork, good guidance and communication, and the dedication of PYs, the relationship among PYs has become closer and closer. As committee members, we were happy as we were able to give them our message without any difficulty.

Experiences about cross-cultural issues are different from member to member. Based on the results of that questionnaire, we selected specific discussion topics about

their most enjoyable and most difficult cross-cultural experiences such as: differences in humor, home stay in Japan, home visit in Sri Lanka, foods in Japan, India and Sri Lanka, and various misunderstandings, were some of the main issues that we observed as committee members.

When we were discussing about the different food cultures, it was really interesting. In Japan, it was about non-spicy foods among OPYs, while in India and Sri Lanka it was about spicy foods which some PYs were not able to eat. At the home visit in Sri Lanka, host families served a lot of food over and over again to treat their guests. However, some PYs felt a bit uncomfortable. Those were some of the difficulties that PYs encountered on their home visit.

On the other hand, they enjoyed the cross-cultural experiences very much in those countries. There are different kinds of hospitality in different countries. I looked at cross-cultural issues as a cake. Different members from different countries decorate it using different colors. We like the taste of the cake with familiar and unfamiliar flavors, and enjoy the difference of decorations and color.

Comment from the Advisor

The session was divided into three parts: presentation/lecture, role playing, and presentation results of the CCU questionnaire.

Presentation: The presentation was on "re-entry" and reverse culture shock, covering what to expect when returning to their home countries and back to their daily routines. From my eyes, almost all participants were engaged and interested in this topic as it was about them and what might happen to them. I felt that after the first 10 minutes, I was able to connect with the audience and felt that I did have their undivided attention.

Questionnaire: Three days ago, a questionnaire was distributed and conducted by Anastasiia and the CCU committee regarding participant's expectations, prior to SWY and present. There were also questions regarding their most difficult cross-cultural experience and their most enjoyable cross-cultural experience. The questionnaire was created, developed and conducted by the CCU Committee members.

Role Playing: The committee decided to try to do a role playing exercise which would cover 11 areas that the participants had ranked as the most difficult cross-

cultural experiences that they had on their questionnaire. The participants were divided into Letter Groups and then they each randomly pulled a piece of paper which on it was written the topic that their Letter Group would focus their skit on. I was a bit unsure about how the skit role playing

would go and the main thing was time management. Having large groups of 11 groups of 22 participants, limiting the time to 20 minutes preparation, and two-minute skits, including movement up and down the stage, would be the biggest challenge.

Leadership Seminars

Four Leadership Seminars sessions were conducted with the following expected outcomes (goals):

- Cultivate leadership quality to become able to exercise leadership in a global society
- Fully comprehend the concept and skills of leadership

that are required in an international environment (e.g. coordination and fairness)

- By maximizing the experience gained through the program, develop skills that are needed to contribute to the respective fields

1 Leadership Seminar 1

Aim of This Session

The theme of the first session was for PYs to learn how to empower themselves. First, PYs will learn about the paradigm shift that is taking place in the world of leadership followed by Dimensional leadership thus understanding

that “everyone is a leader.” Then PYs will explore their purpose and stand, which is the source of leadership from within.

Contents (Lecture, Workshop, Discussion, etc.)

Mr. Enomoto opened the session with the question, “What makes you come alive?” PYs exchanged thoughts with 5 different partners. This activity energized PYs and laid a foundation for the rest of the session, in particular, the lecture’s philosophy of leadership.

PYs were then presented with the overview of all 4 seminars; the first session, “How to Empower Ourselves,” the second session, “How do we empower others?” the third session, “How do we empower the world?” and the theme and content of the fourth session will be determined by the leadership committee as the closing of this seminar.

Next, the concept of a Paradigm Shift of leadership was introduced. Mr. Enomoto made reference of the transition from a traditional to modern form of leadership. According to Mr. Enomoto, it is now changing from “Position” to “Person.” Conventionally, it has been thought that one is able to demonstrate leadership only when he or she occupies a higher position such as a “president” or “manager.” However, now, leadership is expected to be taken by all individuals, regardless of one’s position or status. In addition, the role of leaders is also shifting; from “Enforcement,” where conventional leaders have

always forced their subordinates using the power coming from their position. However, this is now transforming to “Enrollment,” where a leader is perceived to be a person who can encourage other members to take initiative.” “A leader should ask oneself how he or she can contribute to the other members so that they can bring their best voluntarily, instead of asking what they should do for him or her” said Mr. Enomoto, to support his teaching. From this attitude of leadership, everyone can take on responsibility.

Furthermore, the concept of “Dimensional Leadership” was introduced, where several types of leadership can be practiced; “Leadership from Front” “Leadership from Beside” “Leadership from Behind” and “Leadership from Within.”

After that, Mr. Enomoto asked PYs to reflect, asking, “How does all of this resonate with you?” and PYs exchanged their opinion in small groups, some of them sharing with all participants.

After a 15 minute break, the session was resumed with the topic on the Source of Leadership. According to Mr. Enomoto, leadership comes from one’s character and life purpose, where the latter is the very core of it. To make

PYs think about their life purpose, PYs participated in an Epitaph Exercise, in order to deepen their understanding of each perspective of life. Mr. Enomoto noted that the source of leadership also comes from one's stand, which stems from one's life purpose. Therefore, thinking about one's life purpose means also knowing the root of one's stand, which then urges him or her to take leadership. "Leadership happens when you are making something important than looking good," said Mr. Enomoto.

In conclusion, PYs were taught how to maximize this learning, which is a cycle of "Intention to Action, Action to Reflection, and Reflection to Integration." An assignment was also given to PYs; to identify their stand and urge, and ask themselves, "What is the stand I am taking right now?" "What is the urge I am feeling right now?" and to act on that urge as much as one can. "The right time to act is when you feel an urge," said Mr. Enomoto.

Key Learning

Paradigm shift in leadership: The concept of leadership is transitioning as the following:

1. Leadership used to be practiced by somebody with a status or position but from now on, it is going to be practiced by somebody with a stand or character;
2. Leadership used to be an enforcement but from now on, it is going to be an enrollment;
3. Leadership used to be doing, but from now on, it is going to be being;
4. Leadership used to be command and control but from now on, it is going to be serve and support;
5. Leadership used to be occupied by a few people but from now on, it is going to be shared by everyone.

- Dimensional leadership
There are different dimensions upon demonstrating leadership; "Leadership from Front" "Leadership from Beside" and "Leadership from Behind." In addition, leaders need to take "Leadership from Within" at all times.

- Everyone is a leader
Leaders do not have to be perfect. People have their own way of making the best of their strengths in demonstrating leadership. It is important for everyone to have ownership towards the issue they are facing, and to be ready to step forward as leaders when the situation calls for it.
- Source of leadership
Leadership comes from a couple of things, which includes "character" "life purpose" and "stand." One's stand stems from one's life purpose, so to think about one's life purpose also allows him or her to realize the root of each stand, which then urges us to take action.
- To maximize the learning
Having the intention is very important before proceeding to action, and after taking action, we must do a reflection, which leads to integration. It is a cycle of "Intention to Action, Action to Reflection, and Reflection to Integration." To demonstrate leadership, it is required to step out of one's comfort zone without any fear of failure.

Comments and Feedback from PYs

- I was not used to being a leader who leads from the front, but I think after these sessions, my mindset changed. I have much more confidence now and hope to capitalize on it. Furthermore, I think you do not need to be too strong to become a leader; flexibility would be more than enough.
- Even though I have worked as a leader in many different platforms, this session has led me towards a new way of thinking, such as the important concept of "Stand." We are used to talking about the leadership in a pretty much

- stagnant manner as there were not many chances to get to interact with international communities. Having known their stances, I personally believe that now I can make a new pattern in leadership towards the community I am engaged with back home.
- This is the theory which is in needed today and we have got the chance to transact with many people from all around the world, this has made this journey so awesome.

Learning as Committee

- As a committee, it was discussed that it is important not only to take notes the questions which was mentioned by PYs during the seminars but also questions which were mentioned outside of seminars.
- Having a discussion in small groups was efficient and preferable for PYs.
- To take an action is more important than being afraid of failing.
- Some PYs feel positive about taking a leadership while some others are not. We as committee need to take both groups into consideration.
- Having face to face interviews and sharing the experiences between them might build the leadership capabilities on each other.
- The idea of leading from the front, back and beside were the most interesting idea of the session. And we could identify which category we belongs to.
- We learned that “Everyone is a leader.”

Comment from the Advisor

The theme of this seminar was “How do we empower ourselves?” The reason why I chose this theme for my first seminar is because I believe that leadership begins with self. In English, there is an express called “leading one’s life” which refers to how people live their lives. This expression implies that one has to lead his or her life in order to live a meaningful life. That is why I talked about the importance of exploring and clarifying one’s Life Purpose and Stand in my seminar as I believe these are where one’s leadership comes from. Taking leadership is a risky business because one would most likely need to go beyond his or her comfort zone when choosing to step forward as a header which often entails failure. So if one chooses to take leadership in a certain situation, he or her needs to have something that is more important than looking good or doing it right.

But before I talked about where leadership comes from, I needed to talk about how the perspective on leadership itself is shifting these days around the world so that all PYs be on the same page with regard to what we mean by leadership. The emerging model of leadership which I call “Emergent Leadership” is based on the belief that “everyone is a leader” as opposed to the idea of a traditional model that says “you are a leader only when you hold a position of power.” The important point that may not have been clear in my seminar is that I differentiate

“leader as a role” from “leader as a person.” So a team can have a leadership role like “manager” and still see every member of that team as leaders. This is important because one manager cannot solve everything on his or her won especially when the team is facing a challenge that they have never faced before and it will require every member’s best efforts and contributions to overcome that challenge. The problem with the traditional model is that it often nurtures dependency or lack of ownership on the part of the members which affects the team’s performance in a negative way. As the problem we face as human beings become more complicated and larger in scale with change happening more quickly, we need to find a way to empower more people to take ownership and step forward as leaders or otherwise we will not be able to survive. So, for me, this shift from a traditional model to an emergent model is not just a good idea, but a necessary one if we are to survive and thrive.

In general, I feel these concepts have been received well by PYs especially the Dimensional Leadership model. However, I noticed that some of the concepts were difficult to understand especially of the JPYs, so I am considering to offer a complementary session just for the JPYs in Japanese.

2 Leadership Seminar 2

Aim of This Session

The theme of this session was “How do we empower others?” It is true that leaders need to take a strong stand of their own, but at the same time, they need to be able to work with others who have their stands and also to be able to empower them so that they can bring their best to

whatever they are working on. This session focused on learning how to create an empowering relationship with others through the introduction of collective stand and alignment, and also how to empower others through the introduction of coaching.

Contents (Lecture, Workshop, Discussion, etc.)

1. Check in

Here PYs were asked to turn their attention to themselves and describe what’s going on inside them using the scale of one to ten. Then PYs talked in pairs and described what they are feeling using words.

2. Reflection from last week

Here the Letter Groups were divided into two groups, and each PY of the group were asked to share what they learned about their leadership since the last seminar. Some of the comments were as follows:

- The importance of exercising different leadership dimensions depending on the particular situation;
- Leadership is being part of a team, sharing a common stand and a sense of responsibility;
- The question of what makes you come alive was very influential because it opened our eyes to what we really like and enjoy the most;
- In leadership, we should always have a clear intention since it will make us more efficient in what we do;
- Taking a stand is very important, as it helps you to focus on the things you believe in.

3. Collective stand and alignment

Alignment is the process of finding a collective stand. To offer an example, a married couple is having a conversation about where to go on the coming weekend; the husband wants to go to the mountain and hike, and the wife wants to go to the beach and swim in the sea. Through the process of alignment, they found that their collective stand was that the family has a great time in nature. From there, they reached an agreement to go to the mountain and swim in the lake instead of the sea. In order to arrive at a collective stand, we need to look at the reason behind our opinion or behavior. To practice this, PYs were asked to get together with their cabin mates and to come up with their collective stand about their life in the cabins.

4. Basic philosophy and skills of coaching

Coaching is the method of communication whose aim is to empower others. Five contexts which are essential to coaching were explained. After a demonstration by Mr. Enomoto, PYs broke into pairs containing one OPY and one JPY, and they practiced coaching on the topic of “who do you want to be as a leader.”

Key Learning

1. Being present

At the introduction part, PYs had a chance to experience the “Check-in” which is basically to turn one’s attention inward and check how he or she is feeling in your body, heart and mind. This process usually allows people to feel more present by being aware and accepting how they are feeling. This is especially important for leaders since the more present you are, the more presence you have which can be easily noticed by others.

2. Collective stand and alignment

People have their own personal stand that underlies their opinion and behavior. When it comes to nurturing a cooperative culture among the group as a leader, it is fundamental to look for a collective stand through the process of alignment where the group explores where each member’s personal stand overlaps.

3. Coaching

To become a good coach, one needs to learn the skills to

let the other person find their own answers to whatever issue they will be bringing to the coaching. In order to do so, they need to hold the other person as naturally creative, resourceful and whole. Moreover, they need to develop the skills of curiosity, listening, self-management, intuition and learning and action, which is called the five contexts of coaching. In addition, they have to learn the basic flow of coaching; starting

with the “Vision” where a coach let the other person express what they really want, then explore what kind of “Option” they have to get what they want, and finally deciding on the “Action” they will actually take as a first step. Coaching is normally an ongoing process, so there is an additional stage of “Reflection” where they look at what they learnt by taking the action they have committed to take in the last session.

Comments and Feedback from PYs

- Through Leadership Seminar 2, I mainly learned two things; one is that there are various perspectives regarding what is leadership and the other is that I need to be more objective about myself. People in my group took the concept of leadership very differently; for example, being self-aware and to be respectful to others. Based on these learnings, I realized that, in order to be a good leader, I need to keep cultivating myself instead of trying to become a traditional leader who commands and controls. Also learning about coaching made me realize that I was looking for a wrong place in order to discover who I am. Recently, I started asking myself questions like “who am I?” or “what do I really want to do?” I haven’t found any answers yet, but by expressing my thoughts in the coaching exercise, I realized that I wasn’t as objective as I thought I was and that I haven’t been listening to my inner voice. Leadership seminar 2 was very interesting and inspiring for me because not only did I learn about leadership, but also I discovered something about myself.
- The seminar was very productive, since the skills of coaching are vital as we take leadership in our lives and will be of necessity in our programs here on the ship and back home. In this world of complexities, it is no longer relevant to depend on one leader and rather we should empower others so that the team can work as one and achieve the common goal. The interactive style of the seminar was good as it allowed many participants to share their thoughts. Let’s keep the spirit high.
- Personally, I really enjoyed this second Leadership Seminar. The reason I say this is because the whole session was productive and the lecturer was very engaging to his audience. Most importantly, I really enjoyed the coaching training of this program as we all got a chance to experience how we can coach and be coached. It was so awesome seeing some of the JPYs gaining their confidence speaking in front of other delegations. Overall I liked the seminar and it was so great to hear others say that they also liked the seminar. It was very fun.
- After the Leadership Seminar, I got interested in coaching because I enjoyed practicing coaching.
- I think the Leadership Seminar gave me an opportunity to see myself and where I stand. I especially liked the coaching session, because I thought that I am not good at conversations, but I think I did well and it was a great experience.
- I was really impressed with the Leadership Seminar. Before taking part in this seminar, I thought that the leadership is something that should be taken from the front. But in this seminar, the lecturer said that everyone has a chance to express their leadership. So, I found my role as a leader.
- This seminar was really beneficial for me because, even I already knew a little bit about coaching, it was actually my first time to coach someone. In the coaching exercise, I paired up with a PY from Bahrain. Although she belonged to the same letter group as I am, we didn’t have chance to talk very much until then. So this was a good opportunity to talk with her. As I am interested in countries in the Middle East, I was very happy to hear what she had to say. It is very interesting to hear about other people’s life story through coaching, and it even made me think that I want to learn more about what kind of life others have been living. I think that talking about ourselves will actually help us in the future.

Learning as Committee

As a member of the leadership committee, we had an honor of working closely with our advisor, Mr. Enomoto. He gave us the opportunity to practice our leadership through facilitating the reflection discussion in our respective letter groups. There, committee members got to experience various dimensions of leadership, just like Mr. Enomoto taught us in the first seminar. Most importantly, we got to learn that leadership has no single definition. It is highly influenced by the cultural aspect. This is where we saw the importance of finding a collective stand through the process of alignment especially when people from different cultures come together. We think that the future leaders need to exercise more of this in order to create a more peaceful and sustainable world. Learning about

coaching was very useful because it helps us to realize our potential if it is done effectively. The coaching skill cannot be underestimated because it encourages us to go for what we truly desire. Many individuals just need this kind of support so that their zeal is lightened up. We all need to be coached and we should also coach others. This way, it will be possible to grow many leaders who will be ready to face the challenges that our world is facing. We would like to conclude by thanking the organizers of this program for establishing a model whereby each seminar has a committee which involves PY themselves. We support this model and value everything that we have learned as a committee member.

Comment from the Advisor

The theme for this seminar was “How do we empower others?” Leaders inevitably need to work with others in order to achieve something that they can’t achieve by themselves. And rather than telling people what they should do, it will be more effective if leaders know how to empower others so that they can bring their best to what they are doing. This relates to the shift that is taking place in the world of leadership which is from “enforcement” to “enrollment” that I talked about in the first seminar. Those who work with leaders who know how to empower others tend to feel enrolled and spontaneously engaged in the work they are doing.

In the first half of this seminar, I introduced the concept of Collective Stand and Alignment. Alignment is a process to find the overlap between the Personal Stand of those involved which is called Collective Stand. This process helps to create empowering relationship amongst the people who are trying to achieve something together. I chose to have the cabin mates get together and talk about their Collective Stand because they have just started their new life on board the ship and I thought it would be good to talk about what kind of stand they want to take for the life in their cabins. In general, PYs seemed to have enjoyed having this conversation.

In the second half of this seminar, I introduced the basic philosophy and the skills of coaching as it is a method of communication aimed to empower others. Because the time was limited, rather than doing a lot of explanation, I decided to do a coaching demonstration with one of PY. Although it was challenging to do this in front of more than 200 people for both myself and my coachee in a short timeframe of just 10 minutes, it seemed that PYs understood the difference between Coaching and normal conversations based on the comments they shared about what they saw I was doing. I summarized the important points about coaching using “5 Contexts of Coaching” and the “Basic Flow of Coaching.”

One last thing that I want to mention here is that I had the Leadership Committee member facilitate the reflection session at the beginning of this seminar. Their main job was to keep the time so that everybody in the small group had a chance to share what they learned about leadership since the last seminar. My intention for doing this besides making sure PYs had a chance to integrate their learning was that the committee member had a chance to exercise their leadership by facilitating the group. When I asked them how it was for them to facilitate, the general response was that they enjoyed doing so.

3 Leadership Seminar 3

Aim of This Session

The theme of the third session was “How do we empower our world?” In order to become an effective global leader, one must have high level of global awareness and responsibility. This seminar was aimed to raise the level of PYs’ global awareness and responsibility by getting them

in touch with the pain they feel for their world as well as with their passion, assuming that by connecting these two, they will begin to notice what kind of role they can play as a global leader.

Contents (Lecture, Workshop, Discussion, etc.)

The lecturer opened the seminar with a paired exercise where PYs asked each other the question, “What do you feel passionate about?” and then moved on to the reflection of the previous seminar. PYs were then divided into 20 groups randomly and the Leadership Committee members helped with time management and group facilitation of each group. They reflected on the question, “What did you learn about leadership since the last seminar especially around creating empowering relationships and empowering others?”

After going over the seminar’s overview, the lecturer engaged PYs in a short exercise called “World check-in.” Every PY was asked to respond to the following two questions on a scale of 1 to 10; “How big do you think is the problem that our world is facing today?” and “How big do you think is our response to the problem that our world is facing today?” In general, PYs’ responses were that the size of the problem is much bigger than the size of the response. The lecturer then gave a speech that, in order to close this gap, there needs to be many leaders who have a high level of global awareness and responsibility.

To raise the sense of global awareness and responsibility, PYs were asked to find a partner and engage in an exercise

where the pairs took turn in completing the three sentences which were incomplete. For example, the first sentence began with “When I think about what’s happening in our world today, what concerns me is ...” and one of PYs in the pair were asked to continue the sentence based on what came up within them as they heard the beginning of the sentence. After that, the lecturer explained the value of pain in raising the sense of global awareness and responsibility.

After a break, the lecturer introduced the 3Ps Model. The 3Ps Model consists of 3 parts: passion, pain and purpose. He explained that people tend to find their purpose where their passion and pain come together. In order to have PYs get a sense of this, the lecturer had them engage in another paired exercise where after writing down a list of passion and pain on a piece of paper folded into 3 parts, they tried to find the connections between their passion and pain.

To summarize the finding from the 3Ps exercise, PYs were encouraged to complete the following sentence: “My role is to address the issue of (pain) by using my (passion).” Then, PYs got together with their Letter Groups and made a declaration based on what they came up with regarding their unique role.

Key Learning

PYs learned several key points regarding the theme “How do we empower our world?”

- Global leaders are those who are aware of what is happening in their world and are able to respond to those issues.

- Pain can be useful in raising the sense of global awareness and responsibility.
- 3Ps Model: People tend to find their purpose where their passion and pain come together.
- Every leader has his or her own unique role to play in his or her world.

Comments and Feedback from PYs

- I liked the exercise of linking passion with pain. That helps us focus more on what's inside of us and form a role to act for a global cause. It was nice to talk to others about their deep thoughts instead of usual small talks.
- The Leadership Seminar is really interesting for me because I learned that there are new types of leadership and I can also learn about other countries' images of leadership. Of course, Japan should change the traditional leadership style such as adjusting their opinion based on what others will think rather than saying what's true for them and also just following what the elder people say, but I'm sure Japan will change and I'm looking forward to seeing that change.
- The goal of the session was clear and well organized. I enjoyed it.
- Today's seminar was very interesting and beautiful. Thanks to it, I started to view the world in a slightly more colorful way and with hope that I can change something for the better.
- We were able to share our feelings and thoughts with each other. Since we are interconnected at the fundamental level, it is very useful to share our feelings and thoughts as it promotes cross-cultural understanding.
- The seminar was very interesting and useful because we got to know that we have the power and strength to empower the world. This is why the sense of leadership came to me smoothly.

Learning as Committee

- As a committee, it was important to remember that everyone is a leader.
- PYs like to engage in exercises and take part in group discussions. Listening to the lecture all the time is not efficient.
- Some participants are afraid to take action, but taking action is more important than worrying about failing.
- Getting feedback from PYs is very important. It helps to improve the quality of the seminars and courses in general.
- The importance of recording all questions that PYs raised during the seminar and also of collecting the questions that were not shared during the seminar was reminded.

Comment from the Advisor

The theme of the third seminar was “How do we empower our world?” I believe that global leaders are those who are aware of what's happening in their world and know that they can do something about it. Thus, raising the sense of global awareness and responsibility is essential in becoming a global leader. When you ask people how big is the problem our world is facing today, I always find that they are generally aware of what's happening in our world. However, many people feel that they don't have the power to respond to those problems. Rather than leaving those problems to the politicians and scientists, we each need to empower ourselves and take responsibility for our world.

I had learned over the years that pain people feel about what's happening in their world provides an “entry point” to empowerment and responsibility. Because, underneath those pains lie compassion which implies that they care

about those problems and from that compassion comes the willingness to act. Moreover, I have figured out that many leaders have found their area of leadership by following their passion as well as their pain. I introduced the 3Ps model that I invented based on that realization and offered an exercise to see if PYs can also find at least a glimpse of what their role in the world might be.

The general sense I got from observing PYs response was that most of them felt quite positive about the experience and some of them came up to me after the seminar telling me that they have found their role and inspired to take action. However, there were some others who found it difficult to connect their passion and pain, thus feeling a little confused about what their purpose and their role might be.

4 Leadership Seminar 4

Aim of This Session

The aim of the fourth session was to offer the opportunity for PYs to exercise leadership skills that they learned from the previous sessions and to start thinking about the post program activities. The seminar used Open Space Technology as the basic structure as it allows each

PY to take leadership in the discussion. The overarching theme was “What issues do you want to address and how after the program?” while the underlying theme was “How can you exercise your leadership skills during the open space?”

Contents (Lecture, Workshop, Discussion, etc.)

The Leadership Committee members opened the session with the question “What issues do you want to address and how after the program?” and then introduced the method of discussion called Open Space Technology (OST) that they were going to use in this seminar. There are four principles for OST; “Whoever comes is the right people,” “Whenever it starts is the right time,” “Whatever happens is the only thing that could have,” and “When it’s over, it’s over.” Then, the concept called “The law of two feet” was introduced. This basically suggests that everyone has to be responsible for their engagement in the discussion. So, if you feel you are not interested in the topic being discussed or not contributing to the discussion, you need to use your two feet to move to other groups. There are also two roles in the OST; bees and butterflies. Bees are those who intentionally move from one group to another dropping ideas that they gathered in other groups as if they are cross-pollinating. Butterflies are those who don’t necessarily belong to any group and just hang out. They might find other butterflies and start a conversation

with them which might lead to forming a new group among them. These principles, law and roles together contribute to bringing more spontaneity and creativity to the discussion.

Then, as the next step, the Leadership Committee members gathered possible topics from PYs. Those who had a topic they want to discuss with others were asked to announce that topic in front of all PYs. More than 20 topics were raised which included topics such as Work Life Balance, How to Raise Your Child, Sports, Policies, Life after SWY, Poverty and Equality, Selection Process for SWY in different countries. Other PYs chose which group they wanted to join to begin with and engaged in the discussions. Each group had a particular dynamic where they worked on different leadership skills such as managing time, cross cultural understanding, empathy and sympathy, creativity and facilitating discussions. PYs had 90 minutes in total to discuss about their respective topics. After the discussion, each group was given one minute to share what they had come up with to the whole.

Key Learning

- PYs’ motivation for discussion was very high throughout the seminar.
- Because PYs had a freedom to talk about any topic they like as long as it is related to the overarching theme in the OST, their motivation for starting and joining the discussion was very high. So, we learned that if we can use this kind of method more often in this program, it will help PYs to engage with it in a more spontaneous and creative way.
- PYs were able to practice different dimensions of leadership in the OST.
- Because PYs had to take responsibility for their own engagement in the discussion, they were able to practice different dimensions of leadership they learned in the previous seminars. Especially, the law of two feet made it possible for PYs to choose which group they wanted to join and to contribute rather than feeling stuck in one group.
- OPYs tend to be more active and interactive than JPYs.
- In most of the groups, OPYs were taking charge of the discussions being held whereas JPYs were not as active nor interactive as OPYs. So this method might work better for OPYs.

Comments and Feedback from PYs

- I was so confused at the beginning of the seminar. I didn't know what is going on. But when leadership committee members announced their idea to come up with any topic that we are interested in, I felt so happy. So I came up with my passionate topic. It was WORK LIFE BALANCE. I chose this topic because I knew that a lot of people are passionate with this topic. I was able to collect lot of ideas on it through the discussion. Thank you very much for arranging such a good Leadership Seminar.
- It was a good time to know each other's interests. But it was difficult for me to discuss. First, I joined one group, but I didn't have any information about that topic. It took a long time to talk with each other. Some of the letters written on the papers were too small so I couldn't understand the information. Some groups were too huge so it was hard to share ideas. Even though I think Open Space Technology is a very good method to come up with new ideas, the topics raised were too serious for a lot of JPYs to participate as most of them are still university students. So they don't have chance to interact with this type of discussions and they don't have chance to share their ideas with friends. I must say it was hard for me.
- In the beginning of the seminar, I was confused what is going on. But when the members were describing about what we have to do, I understood the theory. I had a good time talking with friends. I think that was an amazing Leadership Seminar for all of us. I felt so free. I went to some groups and I was also able to understand about their ideas. Thank you for organizing.
- I think it was a good Leadership Seminar because we were able to talk and understand about other countries and share our ideas with friends from different countries. Thank you.

Learning as Committee

- We needed to be more organized in how to explain about Open Space Technology as most of PYs were confused and didn't know what was going on especially in the beginning of the seminar.
- The method of having discussion in small groups based on their interest is more efficient and most preferable by most of the PYs.
- Having discussion in interest groups gave PYs an opportunity to get together and share ideas with the like-minded people.
- While most of the PYs felt positive about this kind of discussion, there were some PYs who had a hard time in keeping up with the discussion.
- PYs were able to practice and experience different dimensions of leadership (from the front, back and beside) and learned that 'Everyone is the Leader' by engaging in Open Space Technology.

Comment from the Advisor

It was my intention right from the beginning that this fourth seminar would be designed and offered by the Leadership Committee members. Through the discussions the committee had prior to the seminar, it became clear that they wanted to achieve two purposes during this seminar. First, they wanted to offer PYs an opportunity to practice different dimensions of leadership that I shared in the previous seminars. Secondly, they wanted to offer PYs an opportunity to think about what they wanted to do after the program is over.

At one of our meetings, one PY from a different committee joined us with an interesting proposal. She suggested that we do a session where everybody discuss

about the various topics they are interested in. It was an interesting proposal because it sounded like it's in line with what the committee was looking for especially with regard to the second purpose I mentioned above. However, the problem was that if we were to do this, it would take up the entire time for our session and thus there would be no time to do anything related the first purpose. At this point, I suggested doing Open Space Technology which is a way to have discussion in a large group and still encourages everyone to take responsibility for their leadership. The committee member seemed to like the idea in general, so they decided to go with that.

The committee then decided to split themselves into

4 different teams each of which would be responsible for certain parts of the whole session. They prepared the actual details in each respective team and shared their plan in the last committee meeting. At the seminar itself, even though there were some confusion about what to do due to lack of clarity in the instruction at times, PYs were engaged in their discussion in a way we have never seen before. Because of the flexible structure that is built into this Open Space so that it will draw out participants' spontaneity and creativity, a lot of PYs were moving around different groups and forming new teams. The other point I would like to mention is that the committee members themselves

were able to be flexible enough to sense what's needed in the space and changed their plan accordingly.

All in all, it seemed that a lot of the PYs were actually waiting for this kind of event where they can get to see who is interested in what issue and go deeper into the discussion about what they can do about it collectively. In fact, some PYs mentioned that they would have liked to do something like this much earlier in the program. In retrospect, I personally agree with this and would like to suggest that for the future programs. Also, I was able to witness more PYs taking leadership as they shared what issue they want to address and how with others during this seminar.

Project Management Seminars

Four Project Management Seminars sessions were conducted with the following expected outcomes (goals):

- Understand the concept of project management, which serves as a foundation for any project
- Become able to plan and propose feasible and viable

projects on the occasion of project planning and practice

- Learn and acquire practical skills of management that are valuable in each stage of project planning, preparation, implementation and evaluation

1 Project Management Seminar 1

Aim of This Session

The aim of the first Project Management Seminar is to understand the concept of Project Management. The main objectives are the following ones:

1. To understand basic theory of project management.
2. To obtain the skill of Participatory Project Planning through simulation exercise.
3. To share one of Japanese critical social problems: Depopulation and Aging in the Local Community.

Contents (Lecture, Workshop, Discussion, etc.)

The advisor explained that purpose of Project Management Seminar, how to achieve the objective, contents of each sessions, 1-4, and final product through whole sessions.

Theory Introduction 1

The advisor explained the following items as theory.

- "What is a Project?"
- "What is Project Management?"
- "What does the project plan contain?" (11 core parts of project plan)

The advisor also explained about the project structure and how each core factors of project structure are related to

each other. Afterwards, PYs engaged in a pair-work exercise to understand theory more. After that, each pair checked the answers to make sure how much everyone understood the theory.

Theory Introduction 2

The advisor continued her explanation on the theory. 2 methods of setting way of the project purpose and the core parts of the project structure (Gap Analysis / Problem Analysis). In specific, Problem Tree in Problem Analysis was explained. Additionally, following aspects were introduced as important factors of project planning:

- Resource
- Risk Management

- Participatory Approach
 - Difference between existing method and new one
 - Benefit of Participatory Approach
 - Reasons to choose this method

Guideline for the Project Presentation and Evaluation Criteria

Project Management Committee explained about how to make presentation about the project plan that each group will work on and how to assess them during the final session of the seminar.

Key Learning

There was several key learning during Project Management Seminar.

What is Project?

PYs learned major characteristics of the project. Project needs to have a specific objective, a set of starting and ending point, a working group, a limited resource, a dissolution of the team at the end of the mission. In short, project is a technique to achieve the goal effectively and efficiently within the set period.

Project Plan:

1. Title of project
2. Target group
3. Duration/Period
4. Target area
5. Project purpose
6. Overall goal
7. Outputs
8. Activities
9. Resources
10. Indicators
11. Expected Risks

Project can have several outputs (No.7 above) for one project purpose (No.5) and several activities (No.8) for an output.

Comments and Feedback from PYs

- Although it was a difficult topic for me, I could gain new perspectives and insight. The exercise was helpful to understand where in the project we should put interim target and activities. I wish we could use a booklet for

Case Reading

PYs had discussed in each Letter Group throughout this session. The target issue of the discussion is “depopulation of rural area in Japan.” 3 cases (3 areas) were prepared, and only 1 case was distributed to each group. Each group was told to read the distributed case material, extract the problem, then finally make project plan to solve the problem. The goal of this seminar is to follow through the same case and to make a presentation of the project.

Analytical Method:

PYs learned two recommended methods to set the project structure, which is composed of project objective, higher purpose, output, activity:

- 1-Gap Analysis
Method where you find activities to fill the gap between the present situation and desirable future.
- 2-Problem Solving
Method to clarify the problems the target group is facing at, by cause-effect relation.

Resource:

Resource refers to personnel, equipment/facilities, cash money and time. To find what resources needed, each activity should be defined.

Risk Management:

Characteristics of the risk is:

- Affects the project badly if it happens
- Difficult to predict when its happens
- Not controllable or evitable by the project

Therefore, the project should be prepared for the risk in advance.

Participative Approach:

It is essential to involve the target group and stakeholders in project formation and decision making process.

- all the exercises rather than just a sheet of paper.
- Team project was good, I could relate project topic to the community I live in, and I became interested in solutions for the issues raised.

- Since exercise was similar to the community development course activity, I was able to make myself engaged with familiarity. The exercise was helpful, but I needed more clear idea on difference between output and activities.
- I felt there were lack of energy at the beginning from

participants, but the examples were useful and brought energy to the topic and activated participants.

- It was very introductory seminar. It would be useful to have a bit more complexity to use more of our skills. Exercise was basic. It could be more effective if we learn more skills and tackle more challenging issues.

Learning as Committee

For this session, JPY committee members organized the seminar mainly but teamwork was not fully functioning. For instance, some members did not attend the meeting prior to the seminar. Misunderstanding and miscommunication among the team also happened.

In addition, we heard about some preparation for seminar was done at the night before the seminar, so our preparation was not enough. We also could not have enough time to talk about contents of seminar with our advisor.

Initially, we were supposed to support the learning of PYs and collect questions from them. But we were not able to play this role sufficiently. However, we gained some feedbacks from other PYs and based on the input, we will be able to improve the next session.

First, we were reminded that we need to be able to explain clearly about meaning and purpose of this project. We cannot have smooth discussion without understanding about the project. Next, we need to indicate how we are going to give a presentation and how long they can work on

the exercise. Without clear instruction, we cannot manage session 2 and 3. In order to confirm these lessons, we need to share information on the current situation with the advisor.

In addition, we have to allocate roles to each member in the committee, both OPY and JPY. Until now, JPY sub leader had too much tasks to handle and struggled, while other committee members did not have enough understanding on the shared information. Reflecting on these challenges, we need to have more frequent committee meeting as well as organizing study session for better understanding on the topics so that we can support the activity.

As for Session 1, it had some discussions and pair works, which were carried out in effective ways. The committee agreed to use this kind of composition for the following sessions. It was first time for us to hold the seminar and we had many learnings about importance of preparing and sharing.

Comment from the Advisor

This lecture has 4 sessions as whole. The goal is to learn project management theory and experience project planning through exercise. I explained what project is, what contents of project are, structure of project, way to set the goal of project (Gap Analysis, Problem Analysis) and the definition of participatory of project. By the end of the seminar (Session 4) each Letter Group is going to complete a project plan based on three Japanese case materials, which are written by committee member (JPY).

Most important thing in this lecture is to understand the flow of the project and to obtain the concept of project management, which should be used after the Ship program.

In real project, all resources such as time, person,

things, and money are limited. Within these frame, we have to maximize the effect by managing the quality and risk etc. So, I tried to provide practical project management by making the lecture shorter, but working time longer.

I will arrange presentation time at the last session, where PY would explain their own project plan. I hope that through this exercise, each PY understand the project more, and know differences among the plans and the coverage of PY's presentations.

PY are expected to be global leaders in the near future and carry out various global projects.

I hope that all PY learn project management to improve the ability in this seminar.

2 Project Management Seminar 2

Aim of This Session

The aim of the first Project Management Seminar is to understand the elements which are required to manage projects: Overall goal, project purpose, outputs, activities, assumptions, inputs. Overall goal means a bigger purpose than a project purpose and is achieved after the project. Project purpose is achieved by the end of project. Outputs

are strategies to achieve a project purpose. Activities are detailed action to achieve outputs. Assumption means risks which may affect project implementation and hinder the purpose if it occurs. Input means required resources to implement activities (ex, money, time, people, etc.).

Contents (Lecture, Workshop, Discussion, etc.)

- The final product of project plan should include:
 - Title of the Project, Target group, its Duration and Target area
 - Project purpose
 - Overall goal
 - Outputs
 - Activities
 - Resource/Inputs (approx. 25,000 US\$ in total)
 - Risk
- Exercise: PYs work on the case study of Bandu, the country with tourist industry. Read the text and find the overall goal, project purpose, outputs, activities, assumptions, inputs.
- Problem Analysis: By using Problem Tree, PYs learn how to find out the core problem and overall goal as well as problem analysis on the case of Bandu.
 - Clarify the problems the target group is facing
 - Find the activities to solve the problems including the root causes
 - Core problem – the problem which should be solved primarily
 - Direct causes- the causes of the Core Problem
 - Direct effect - the effects led by Core Problem
- Group-work by Letter Group: Problem analysis
 - Decide the core problem
e.g. “rapid depopulation,” “increase of the youths who leave their hometown”
 - Create the problem tree of the case

Key Learning

- The seminar focused on project formulation and how to create a project. What we learned is how to analyze problem and how we form a project design matrix (logical framework).
- First, through the example of tourism development of Bandu, we learned what contents are used in the case (ex, output, activity). Overall goal can be achieved after the completion of project. Project purpose needs to be achieved by the end of the project. The project has smaller goals, which are the outputs and to achieve them we need to arrange set of activities. We learnt to put the indicators which measure whether project is succeeded or not. Assumption is the list of risks that might fail the project.
- Secondly, we learnt how we do “problem analysis”. At first we make a problem tree by setting a core problem. After that we considered what are the direct causes and direct effects to/from core problem. Through the tree we recognized which causes should be tackled by deepening the causes till the fundamental causes were grasped (ex, secondary causes, third causes).

Comments and Feedback from PYs

- I learnt lots of new things that I didn't know before. We discussed a lot and shared many ideas in groups. I would like to create more projects using this knowledge that I've got from the sessions.
- The information and knowledge learned through the seminar can be useful in different projects. Personally I have realized the importance of planning. In order to accomplish a purpose of goal, this thinking can be applied in community development. Now I get very useful tools to improve my projects.
- The learning from this seminar can be used for Course Discussion of disaster risk reduction. In the activities for supporting disaster areas, it's difficult to end the support once it starts. So I learned it's quite important to set goals with indicators to show the achievement.
- Logical framework was helpful to discuss issues logically. It was good to practice using logical framework.
- It was challenging to discuss with 20 people on one project. Since the groups were too densely located, we could not hear what others said and it was hard to communicate. It was better to indicate the way to discuss efficiently.
- The project management course was very useful. In order to succeed as a leader, one must have project management skills in order to plan and address different political, social and economic issues.
- I think the course can be better in term of its delivery to assure full understanding and interests of participants.
- We could not estimate how much money we need in order to implement project and what we can do within the given amount of budget. That was because we didn't have information (which activity costs how much).
- Besides implementing the management skills, the case study introduced by the advisor was too difficult to form a project because the area is not famous and we are lack of concrete information.

Learning as Committee

- By learning the each element and discussing in the committee group before the sessions, we understood the right ways for successful projects. The committee members was able to deepen the knowledge by the lecturer's direct advice. For example, we learned that it's crucial to determine the target of project, duration, and location before the overall goal and project purpose.
- We learned how to work in a group as team to understand the concept and divide the tasks among the members. Enough communication with each other is important. When we held meetings, it was difficult to gather whole members and we hadn't checked who is missing. So sometimes we couldn't share information to people who missed meeting. So we wrote what was discussed and decided and put the paper on bulletin board.
- Difficulty of example case (tourism development in Bandu)
- For some participants, especially OPY, the seminar was good for them to learn well. However, there were some cases that committee members cannot help their own Letter Group's members. Sometimes committee members couldn't give clear explanation of difference between output and activity.
- Inefficient operation to organize group work on the problem analysis.
- It took over 10 minutes before we started meaningful discussion. That is because the committee hasn't organized well and prepared where to discuss for Letter Groups. Also the preparation of blue sheets and paper to distribute took some time.

Comment from the Advisor

While the session mainly focused on the problem analysis exercise by the Letter Group, smooth operation of the group work was challenging. It was because the group facilitator did not know the content of the case, and their role and the instruction for the group discussion was not clear. I supported them in the discussion period group by

group but could not cover them all. I should have had a separate meeting before for the facilitators as well. The PM committee members could not support the facilitator well as the role of the committee members was not reminded before.

3 Project Management Seminar 3

Aim of This Session

The aim of session 3 for the project management seminar was to firstly review what we have previously learnt in session 1 and 2. Next, it was to formulate a

project, which includes formulation of objective analysis and core structure of project plan as preparation for final presentation.

Contents (Lecture, Workshop, Discussion, etc.)

First, advisor explained what we had covered in the previous sessions (i.e. session 1 and 2). She then went on to explain some hints for formulating the problem analysis by improving the problem tree that each Letter Group had formulated in session 2. Naomi had reviewed the problem trees from session 2 and had found that some Letter Groups needed to devise it with analytical explanations for the cause of the problem in their respective cities. For example, if the cause of the inactive forestry industry was a

result of lack of education, the group needed to express this in a better way. For example, there is no training school for forestry in the city, or the managers of forestry industry have no marketing skills. Next, the Letter Groups worked together on their project plan by working through the objective analysis. Aim of objective analysis is to find the solution and the analysis is done from the problem analysis results.

Key Learning

- How do we improve the problem tree?
 - We formulate concrete and complete sentences to explain the cause of the problem / effect. The relationship between cause and effect should be clear. Sentence includes who, what, and comparison.
- How do we do an objective analysis?
 - We find the solutions based on the problem analysis, rephrasing the problem to show the future, feasible, desirable state.
- After we have a complete problem analysis and objective analysis, we determine which causes we work on and make project in order to solve that causes.
- How do we focus one core project structure from the objective tree?
 - It is likely to succeed a project if the project can make use of local resources. Therefore, we need to consider what kind of resources and characteristic local community has and how we can make use of these resources.

Comments and Feedback from PYs

- I could learn that describing in the concrete sentence to clarify the the cause and impact of the target social issues and problems is essential for the precise problem analysis. It was a significant finding for me.
- It was new learning that rephrasing the lower (deep) causes became activities.
- The projects used in the examples did not contain enough information for the project plans.
- If PY could choose the case for the project formulation, the task became more interesting and applicable to them.
- There was not enough time to work on their project. Therefore, in some group, they had to use their free time for project formulation.

Learning as Committee

- We could manage seminar in this session by preparing tables to work on and guiding clearly Letter Groups with their locations.
- It was good management to show how much time is left and encourage them to focus and finish preparation.
- We indicate the seat and table arrangement with a PPT slide as well as verbal instruction, which confused participants.
- It was tough to collect materials distributed in the session. We should have break into roles to organize materials.

Comment from the Advisor

Third session was the busiest one in PM seminar as PY had to improve their problem tree, and to make objective tree and to focus their project contents. Most of the Letter Groups were more active to have group discussion than

the previous session. Although PY felt some difficulties in theory and the instruction for exercise and the facilitation of the group, some groups were quick enough to finish all three exercises within the time.

4 Project Management Seminar 4

Aim of This Session

The main aim of the project is how to make a new project for solving problems. And this session main target is to make project implementation plans for three case materials. These cases have the different kind of problems and in the previous three sessions (1, 2 and 3) we discussed that problems and the possible solutions. This session is very important for the post program activities. And when PYs plan to do some projects or some kind of new activities, they really need the skills of project management. Therefore it is the most important part of the Project Management Seminar.

Actually all people in the world always have to face at similar fundamental issues. Sometimes it will be the personal problem, or sometimes it will be the social problem. And this last session helps to understand how to develop a project plan based on the basic problems and

their solutions (objectives). This understanding is very important for resolving the problem. The project should clarify each of the project management parts such as overall goal, project purpose and outputs with activities.

And also it's very important to improve the team spirit. To understand how to construct a team building is one of aims of this seminar. Team building is one important part of project management.

Then the project plan is based on the real cases of local town area in Japan. Using these cases is very helpful for understanding the method because it becomes a real project plan. In the process of project formulation, PY should think about the all relevant things such as people of that area, the environment, the social needs, nice landscapes, eco system, etc.

Contents (Lecture, Workshop, Discussion, etc.)

In this session there is no lecture but the discussion and the presentation. The main discussion was based on the three cases and PYs worked on them by the Letter Group.

<Essential Factors for the Project Planning>

1. Title of the project, target group, its duration, target area
2. Project purpose
3. Overall goal
4. Out puts
5. Activities
6. Resource/ inputs (approx.25 000 US\$)
7. Risk

<Three Target Cases>

Case 1 – Ogano town, Saitama (A, B, D group)

Case 2 – Ei town Kagoshima (C, E, H, J group)

Case 3- Kushima city, Miyazaki (F, G, I, K group)

The same issues shared with all these towns are

depopulation and the young people leaving from the town. Direct causes of depopulation are below; decrease of the number of productive age, increase of elderly population, fall of birth rate, etc. As for lower causes (secondary causes), limitation of choice of occupation, no proper work environment, insufficient income, inconvenient transportation, less chance of getting good education, no make use of local resources, limitation of choice of marriage partner, etc. are identified. One of the root causes is that the outsiders also do not come in to these towns because the tourism industry is not well developed. The economy has not grown either in these towns. After PY studied these towns, they finally made project plans. Most of them were related to eco-tourism matters. In these plans, existing experience and knowledges in the towns were wisely used.

Finally three project plans were selected as good models with the criteria of being logical, easy to understand, feasible, and creative.

• Contents of final presentation

A	<p>Tower farming: the tower with the floors of agriculture fields like Singapore</p> <p>In collaboration with the research institutions, the project build and develop the model case of the sustainable village. Along the flower gardening, we put the beehive for apiculture. The project is aimed at inviting researchers as well as creating job opportunities in the field of sustainable village so that depopulation issue is alleviated. In addition, the harvested crops from the tower farming can enhance inhabitants' income and/or meet their food demands.</p>
B	<p>Goat farming</p> <p>The project is to log the deteriorated forest and operate goat farming. Goat farming is known as the way to cultivate the waste land. The project can also produce side products such as goat's cheese and milk for sale and appeal to the tourists.</p> <p>Background: Import of the inexpensive lumber from overseas negatively impacted the domestic forest industry. In Ogano City, although the forestry used to be a major industry, a large forest area is left without maintenance due to the lack of forestry worker.</p>
C	<p>Agriculture for World Youths</p> <p>By accommodating volunteers from all over the world, the project allow them to experience one-week agriculture camp. By making the best use of agricultural business, which is the main industry of Ei City, the program revitalize the community.</p>
D	<p>Dahlia park project (Tourist attraction)</p> <p>As a tourist attraction, the project create the flower park of Dahlia, the largest flower park in Kanto area. In addition, by designing local mascot named "Dahlian," the project seeks to appeal the charm of the city.</p>
E	<p>Japanese folk house project</p> <p>The project let out traditional folk house for the use of private sector's office, restaurant/leisure facilities, or new agricultural business. By appealing to the job seekers, tourists, and the young people who are interested in agriculture, this project contributes to decelerate depopulation, local economy, and increase of the opportunities of agricultural business.</p>

F	<p>PR of Kushima City To advertise the attraction of Kushima City as residential town, the project organizes the events such as matchmaking tour or field trip to experience the life in country side.</p>
G	<p>Festival The project is to organize the festival that offers horseback riding and beach activities. By making the best use of sightseeing resource including leisure facilities and vacant houses, this festival attract people outside and contributes to increase the population.</p>
H	<p>Sightseeing bus tour In collaboration with neighboring cities, the project organizes the bus tour to attract tourists. As Ei City is rich in beautiful nature, ecotourism or green tourism can become major industry to revitalize the community and increase the population.</p>
I	<p>IT based education center (Job training facility) Peer learning of the IT skills help people get decent job and stable income as well as personal interaction. The target group of the project is young people especially working population. The project let out the vacant house in the city so that people can easily access and engage in IT skill seminar.</p>
J	<p>Mcity –Explore + Enjoy + Live! – Project objectives: To create the city where young people inhabit Process: Enhancement of communication among neighbors by:</p> <ul style="list-style-type: none"> • Establishment of local mascot • Organizing annual festival in collaboration with local art • Promotion of tea industry such as tea making events and creation of new tea related products • Opening local food market
K	<p>Matchmaking bus tour Due to the decrease in tourist population, there are tourist buses which are not in use. To make the best use of these buses, the project is to organize the matchmaking bus tour. The city will offer the public housing to the couples who found their partner in this tour at a low price. If the couple married and raise their baby in the city, the city provides financial support. The budget comes from tour participation fee and the revenue of the municipality. This project is to increase the number of the young generation who move to the city and decelerate the depopulation.</p>

Key Learning

We learnt especially about core structure of project plan. We already did problem analysis and objective analysis to make contents of the plan. We made project plans based on this analysis in this session.

Core structure of the project plan means a project summary. This core structure is for clarifying hypothesis.

We need to consider what kind of activity and output can achieve project purpose.

From the objective tree, we select the project. That project should be very practical and sustainable. Whether project makes use of local resources is an important point to evaluate.

Comments and Feedback from PYs

- We could learn various ideas of local activities by learning what other group considered, which helps us to deepen the idea of project plan.
- Considering the fact that many groups could not finish their work within the allocated time, it would be difficult to shorten the preparation time. However, it must be beneficial for us to have longer time to give the presentation about our final product.
- Although having more voters must require longer time to count the votes, it could have involved some voice out of the judge to select the good plans.

Learning as Committee

Based on the challenges we faced in the previous session, we indicated the seat arrangement by the PPT slide.

For OPYs, the exercise of community development focusing on the particular Japanese community was challenging to familiarize themselves in terms of assuming real situation. It could be done in the way we let them raise some issues from different countries so that PYs could choose the case to engage.

The cases developed by the committee members were not detailed enough so that information for the group work was not adequate. It caused a lack of options and ideas to make projects as well as confusion among the group.

Three cases contained different instructions, which were supposed to be consistent.

At the last committee meeting, Ms. Okada gave us some advice on how to run the final presentation. Committee members could suggest program schedule, outline, contents, and time allocation based on the simulation of workload and time management during the presentation. It was very meaningful and beneficial to deepen our understanding and knowledge about the project management. Besides, we were encouraged to take initiative to consider how to improve the seminar and exercised our leadership to realize this vision.

Comment from the Advisor

In Session 4, PY completed the project plan and presented it by group. It was not enough time for preparation and the project plan presented was not covering all the factors which the project plan should have. At first I was worried that PY get bored by watching at successive 11 presentations, but each presentation were unique and interesting. The facilitators of Course Discussion and one

advisor were requested to assess the presentation with four criteria such as logical, easy to understand, possibility of achievement and creative. Then, Group D was chosen for Case 1, Group C for Case 2 and Group I for Case 3 for their good performance. But some cases won by a mere touch. Many presentations contained brilliant project ideas.

PY Seminars

1 Aims and Achievements

Three PY Seminars sessions were conducted with the following expected outcomes (goals), and PYs selected the seminars that they were interested in.

[Hosting PYs]

- Through the experience to teach other PYs, develop the presentation skill by summarizing their experiences and knowledge



- Develop the leadership skills by making presentation and lead the seminar in English to PYs from different countries
- Experience the project management from planning to implementing

[Participating PYs]

- Get to know about various backgrounds of their fellow PYs and learn about activities of youth in respective countries



Comments from PYs (Excerpts from the Questionnaire)

- PY Seminars are the best part of SWY. We need more time to do things like this, provided the quality of topics/speakers is clear when choosing your PY Seminar.
- I valued the opportunity to learn more about the Japanese way of life, and was able to compare and contrast life in other countries during the discussions.
- As there was not enough opportunity to hear from the facilitators and advisors about the reality of being a member of society, it was a very meaningful time to be able to share amongst PYs about the dilemma regarding career.
- I thought that there should have been more PY Seminars. There were so many seminars I was interested in, which always made it difficult for me to decide which one to attend. It was very appealing to be able to hear stories from somebody similar and close to me.

2 List of PY Seminars

Nationality (length)	Name of the seminar	Presenters	Goal
Australia New Zealand (75min)	We are 3rd Culture Kids	Miguel Vera-Cruz Naomi Simon-Kumar	To introduce 3rd culture phenomenon. Challenge perception of culture, nationality, and identity.
Chile (75min)	The Power of Storytelling: Why We Tell Stories and How to Tell Them?	Enrique Núñez Mussa	To share how leading life through storytelling and applying its techniques can be a powerful tool in work and daily life activities.
Chile (75min)	Educational Leadership and Youth Engagement	Oscar Contreras Villarroel	To develop and promote personal leadership skills in the participant, to help them improve their team working skill.
Chile (150min)	Culture and Arts for Social Development	Osvaldo Guzmán Núñez Matías Rodríguez	To introduce basic relations between artistic culture and how it can influence social change and development through examples in Latin American countries.
India (75min)	ROAR... Only Tigers Can Save Tigers	Sweetey Pandey	To make people aware about endangered species specially about India's national animal, tiger, and to let them know what they can do to save tigers.
India (75min)	Indian Traditional Culture	Pawan Kumar Singh	To explain about traditional culture. To evaluate relationship between self-employment and traditional culture.
Japan (75min)	What Do You Know Human Trafficking?	Saori Hayashi Ryoko Ishimaru Yusuke Kizu	To inform PYs that human trafficking also exists in Japan though it is considered as a developed nation, and eventually let them think about human rights of people in developing nations, who are prone to fall victims to human trafficking. The seminar will provide an opportunity for people to think about human rights of those who one might think are not directly related to their lives.
Japan (75min)	What is an Ideal Way of Corporate Social Responsibility (CSR)?	Shunsuke Matsuoka Yuki Okabe Saho Iwasaki Chiaki Kaneko Hiroki Iwasaki	Through participatory discussion, consider an ideal model of CSR, and broaden participants' knowledge on CSR that they can implement when working for a company or have a profession in the future.
Japan (75min)	Let's Share Our "Laughing Fit"	Ryoko Ishimaru Saori Hayashi	It is being said that 93% of communication is non-verbal. Featuring "laughing", a form of non-verbal communication as the theme, we aim to look for commonalities of laughing in different countries, understand each other's senses of humor, and lead it to social contribution.
Japan (75min)	The Environment Surrounding Football ~Colors, Identity and Racism~	Akinori Okada	Taking football as an example, share signature colors of organizations, companies, and individuals and their roots. To Share cases of racism that participants have seen, heard, or experienced, and discuss on what's necessary to eliminate racism. We consider that stigma and racism can be eliminated through understanding and accepting differences.

Were you able to accomplish the goal of your seminar?	Comment from the presenter
Yes, many JPYs gave positive feedback that they were enlightened to think of different perspective. The discussion was even and balanced. Everyone spoke up.	Further listening skills, patience and the ability to work with a partner, share ideas and respect each other's view. We hope listeners rethink their assumptions and stereotypes of race, culture and nationality to treat each other respectfully.
Yes, the audience was very active and enthusiastic and the feedback received was very positive.	It was very positive and challenging to present contents and examples in a second language for a broad audience from different countries and backgrounds. I think the listeners will be able to read and analyze stories in a more critical way.
Yes. PYs were able to learn more about themselves and understand how they work better with other people.	The listeners gained the opportunity to know more about their own leadership / working style, and shared with the group tips of how other people can work better with them.
I fully accomplished the goal of the seminar, every participant was happy with the contents and they all were really eager to speak about it.	I gained a lot of experience in organizing a seminar and dealing with timing and different assistants, it was a wonderful experience.
Yes, because the participants talked about endangered species in their country and they also take interest in making contribution for saving tigers.	It helped me gain self-confidence. The listeners became aware about climate change, endangered species and other facts. They talk about endangered species in their own country. They also now are aware about what they can do for saving the lives of endangered species.
Yes. When I was trying to correlate traditional culture and its major source of employment in India at that time I was interested.	It was great opportunity to present the topic to people who came from different countries. It has improved my self-confidence. I think listeners got interesting things to how by cultural activities people could be happy and it is major source of employment.
Seeing the result of the questionnaire and the reaction of PYs, we were assured that participants were able to learn that human trafficking exists also in Japan. We believe that understanding of PYs was improved since we were able to share situations in different countries during discussion.	We felt different sorts of difficulties in informing the issue of human trafficking with our own mouths from learning and studying the topic at university. We could successfully communicate that human trafficking is not somebody else's problem. We were also able to recognize again that our individual efforts to solve the issue won't be in vain.
The discussion took so long that we couldn't go as far as discovering the ideal model of CSR.	It was great to be able to introduce case studies on CSR activities of Japanese companies, and to receive many opinions form people from diverse backgrounds and different countries. One big realization was that the definition of CSR had been unclear. We ended up doing our presentation only from the Japanese perspective, yet because of that, we could gain new realizations.
The seminar was full of energy thanks to the mixture of OPYs and JPYs, and we could share "laughing" in different countries. We were able to convey that communication was possible when using laughter as a tool, even if one couldn't speak English smoothly.	In the study of non-verbal communication, 7 emotions: sadness, anger, disgust, interest, surprise, and happiness, are basically said to be universal all over the world. In this seminar, we also did a small experiment where people from different countries expressed their emotions with their faces, and the audience guessed what they meant. It was very interesting because we discovered that universal emotions really existed.
Although the number of participants was small, those who came spoke actively. We had a sharp reaction to a case of racism which people only temporarily talked about in Japan. Participants also discussed seriously on the cases which took places in Japan, saying "unbelievable" and "Why?" We were able to discuss on the topic inevitable in global settings.	It was the very first presentation in English I gave in my life; it was fun to talk about something that I'm interested in. Personally, I was glad to receive so many responses as a person who had never been in a colonized country, and had little experience in racism, yet also felt the necessity to learn more. It would be interesting if we could bring out our subconscious awareness by introducing cases of racism and clarifying the cause and deep root of the issues.

Nationality (length)	Name of the seminar	Presenters	Goal
Japan (75min)	Love Yourself ~You Don't Need to be No 1~	Riho Yokoi Ryutaro Imoto	To learn how to increase self-esteem. Through presentation and workshop, discover the "Only 1" that each person already possesses. To enable participants to realize as to when their desire for acknowledgement comes forward.
Japan (75min)	Work-Life Balance	Sayuri Yamamoto Mayu Yamamoto Maki Kinoshita Rina Hanaoka	To consider an ideal lifestyle of each participant, where work and private life are well-balanced. To share issues in Japan and other countries surrounding the topic as well as initiatives to realize better Work-Life balance.
Japan (75min)	How Can We Deal with Refugee Crisis?	Sari Ogihara Saki Kanamori Miki Kasamatsu	To inform PYs that Refugee issues also exist in Japan, and make them think what they could do if they were put into the position to accept refugees. To share and discuss issues that are happening in various countries, and hear voices of those who are closer to the field.
Japan (75min)	Food Waste - Mottainai -	Kei Imai Riho Inagaki Riko Hara	We'd like each participant to seriously consider the issue of food waste, and think if there's anything they can do now, or what they could possibly do. Further, we'd like them to take action instead of merely having ideas.
Japan (75min)	Cross-cultural Understanding Through Traveling	Mayu Yamamoto Aoi Shimizu Chiaki Kaneko	The goal is to think what it means for a country to internationalize and what it is to be a foreigner-friendly country.
Japan (75min)	Let's Change the Society from Your Eating!	Akari Minami Chikako Niwa Jio Nakajima Haruka Miyajima Maria Sasabe Yumeho Asai	In order to realize the problems we have in our daily food consumption and dietary habit, the goals are to 1. Make an ideal menu and 2. Set up own goal to make the ideal lifestyle come true. By doing so, we will be able to improve our food life in order to maintain health.
Japan (75min)	How Can We Make the World to Live Better? -bullying, suicide and playback theater-	Keina Kamikozawa Mai Sasaki	-To promote the merits of Playback theater -To inform that 30,000 people commit suicide in Japan every year -To present issues of bullying and suicide in Japan, discuss on similar issues in different countries, and know situations in different countries -To think what kind of society would be easy to live in
Japan (75min)	Minorities Change the Society	Tatsuya Murakami Natsumi Saito Yuki Okabe	To expand understanding on the reality of LGBT people in different countries. Taking LGBT related initiatives as examples, the seminar aims to inform that actions of individuals can bring changes in national policies and in the society, and to let PYs think on what they could do along their awareness on different issues.

Were you able to accomplish the goal of your seminar?	Comment from the presenter
<p>Through the seminar, participants realized their hidden talents and were able to discover their strengths by having others point out their own “Only I.” We received positive feedback such as: “It was refreshing because I’d never had the opportunity to discover my ‘Only I’ until now,” and “It’s important to love oneself as we are.”</p>	<p>By conducting the seminar, we felt that a seminar works out only when the audience understand the content, and not by simply conveying our knowledge. The audience learned that comparing with others would lead to aspiration but also prevents one’s actions, and that it is important in our life to have self-esteem.</p>
<p>Yes, it was interesting to share life plans that PYs from different countries were aspiring for.</p>	<p>It was difficult to explain the idea of Work-Life Balance, since it was different from that of OPYs, but various people helped us. Sharing everyone’s view on life was a good opportunity to think about our own careers and lives.</p>
<p>Many PYs from countries that are already accepting refugees took part in the seminar, and talked from their experience. We were glad to hear a lot of ideas that we couldn’t have heard if we (organizers) were discussing the matter alone.</p>	<p>We had prepared the seminar only expecting participants who are not so familiar with the refugee crisis, so we might have missed the point for those who are from countries that are already accepting many refugees. We realized anew that the topic was an “important but not so known issue” for JPYs, but has been talked about for more than 20 years in some countries. We discovered that many participants were interested in problems in Japan from comments such as: “I wanted to hear what Japanese would say about refugees” and “I wanted to know the policy in Japan.” We believe that the seminar became a meaningful venue to exchange information.</p>
<p>We believe that we could achieve the goal of decreasing leftovers on Nippon Maru. At the end of the seminar, we asked participants to decide what they could do to decrease leftovers in the future.</p>	<p>We learned that when conveying a message to others, we must set a goal firmly and proceed with the talk not diverting from it in order to effectively share intentions. We also learned the importance of management including systematical planning, as well as time management of the actual seminar day.</p>
<p>Yes, we had an opportunity to think and talk about what they think about other countries.</p>	<p>We were able to learn how the PYs are thinking about Japan and how they will introduce about Japan after SWY program.</p>
<p>All participants wrote: “it was meaningful” or “I decided to change my dietary habit” on the questionnaire. Understanding of each PY was deepened by sharing the goals with multiple people instead of thinking by themselves.</p>	<p>We realized that it was important to create the atmosphere in which attending PYs can easily speak out and take action pro-actively. We had been looking up diverse information since the preparation phase, and changed our direction after embarkation by organizing our ideas on what we really wanted to discuss and know. We felt that the effort to be on the same was important. We could recognize that “eating” was a universal topic, yet there were different perceptions depending the individual (religion, faith, habits).</p>
<p>Yes. Especially, we were able to feature the issue of suicide and introduce Playback theater as its solution. In the Q&A following the seminar, we could share the reality of how tough it is for youth in different countries to live, and were able to increase social awareness.</p>	<p>Although we introduced Playback theater as one way to improve the world, we felt that it wasn’t communicated well to the audience. The preparation on the structure of the entire seminar as well as Q&A hadn’t been enough. However, we could introduce the suicide issue to PYs, and also succeeded in informing JPYs the method of Playback theater, which is already known other parts of the world. We were also able to share social issues present in different countries with the entire group.</p>
<p>To a certain degree, yes. Based on interviews with LGBT people, we shared their opinions, informed about issues in the Japanese working environment, and introduced the cases which might change it. Topics such as LGBT, gender, and identity are difficult to feature as they include sensitive contents. At the seminar, we were able to provide a venue to think and discuss. The fact that we featured this topic was great by itself. However, we could not have enough time for discussion and exchanging opinions, and couldn’t think about what individuals could/should do for the society.</p>	<p>We felt that when holding a seminar, one should prepare by covering topics much broader than the content of the presentation. There were times when participants’ understanding and discussion couldn’t expand because we couldn’t answer questions from PYs appropriately. We discovered that people seriously consider this difficult topic, and thought about what they could do even though they were not LGBT. We actually felt that society can change because there are people like them.</p>

Nationality (length)	Name of the seminar	Presenters	Goal
Japan (75min)	Piece of PEACE - Thinking about peace through workshops based on the theory of Peace Studies -	Yoriko Yamamura Shizuka Iwabuchi Shiori Kai Fumiya Otani Honoka Narita	To understand that violence would occur under any circumstances and to think about how people can conduct peaceful (non-violent) approach under a situation where conflicts may occur.
Japan (75min)	The Right Technology in the Right Place	Yoshinori Hirose	1. To recognize the fact that already developed technologies and products are not transferred to places which need them 2. To specify the cause that are preventing the transfer of products and technologies 3. To consider and share what's possible/impossible to eliminate the cause specified in 2
Japan (75min)	“Hand Down” Experiences —from the case of atomic bomb victims	Takumi Miwa Natsumi Fukamizu Ayaka Horiuchi	To critically consider how stories of atomic bomb victims are handed down at the moment, incorporate different opinions of OPYs, and consider how to pass them on as “common experience of the world.”
Japan (150min)	Workshop: Think about Child Education Living in the 21st Century	Chie Hashimoto Yuki Morimoto Ayako Numazawa Eriko Kurokawa Rina Kanenari Rina Hanaoka Yusuke Nishikawa	To foresee a future society (in 2030's) together and share common global issues. By exploring issues in the future from the perspective of child education, we'd like to have an opportunity to consider what we could do as future parents.
Japan (75min)	What is “Sharing Economy” and Its Power Over the World	Kazuto Kusajima Yuki Urade Fumiya Matsuka	Our aim is to understand the concept of Sharing Economy, where objects, spaces, and human skills are efficiently shared for more enriched life, and utilize the knowledge in the shared life during the SWY program and in our lives in the future.
Japan (75min)	International Cooperation Activity	Takahiro Hasegawa Eri Kikuchi	The goal is to make people take interest in international cooperation activity.
Japan (75min)	Expand Our Universe	Kodai Fukushima Ryoya Onda	Through expanding our universe, we aim to let participants realize the preciousness of our one and only earth. By expanding the world view of each individual, we also aim to make people recognize their awareness as global citizens.
Japan (75min)	How Do ‘We’ Join Politics?	Sayuri Yamamoto Yuki Kuninaka Airi Higa	The goal is to provide an opportunity for participants to think about how to improve the quality of voting, and about how they see demonstration as a tool for political involvement.

Were you able to accomplish the goal of your seminar?	Comment from the presenter
<p>Yes. In the activities, participants pointed out important points such as that they could also be offenders in conflicts, and that while one is occupied in achieving one's own goal, s/he might not realize that others are also moving towards the goal because their perspective becomes too narrow.</p>	<p>Focusing on limited points to avoid cramming lead to success. There were many learning as we made activities in which participants would realize matters on their own rather than us teaching. Participants experienced a conflict and its process, and learned to have a perspective beneficial to more than 2 parties using the transcend method. They also learned that conflict and mental status are connected, and a way to calmly analyze themselves even in a confusing situation.</p>
<p>I couldn't. 1. Due to lack of preparation, I had a problem in time management. I couldn't secure the time for people to think about Goal 3. 2. Because we could not demonstrate a concrete example for Goal 2, we couldn't foster understanding of participants, and couldn't discuss enough.</p>	<p>I felt that thorough preparation (research, simulation etc.) is necessary to hold a seminar. Thanks to opinions of OPYs, I was able to learn about situations in different countries that I couldn't discover alone; this would become a great resource in competing globally in the future. I believe that participants were able to recognize the seldom seen issue of technology transfer and its difficulties.</p>
<p>Yes. In order to share the experience with people from all over the world, we had thought it would be problematic if we only one-sidedly pushed the Japanese views on wars, peace, and atomic bomb. Thus we tried feel differences of our opinions together with OPYs, and could then proceeded to discussion (concepts) later.</p>	<p>Considering that it was an easily avoided theme, we designed the seminar so that it doesn't only covers the content but also enable discussions in which everyone could participate. There were participants who new only basic facts on the atomic bomb, but heard about what actually happened there for the first time. The seminar became an opportunity to think about atomic bomb and nuclear issue in the future. Through discussion, we could share that each country has its unique view on wars and nuclear power.</p>
<p>Yes, we could implement all the group work that we had prepared. However, it would have been better if we could further deepen discussion.</p>	<p>By being on the side of conducting the seminar, we could learn what we must know through practice. We were able to realize that there were commonalities in how PYs from different countries consider as education in the future, such as putting emphasis on creativity. We could also get in touch with unique perspectives, and so the seminar became an opportunity to think about education in the future. We decided to create a bulletin board so that we can discuss continuously after the program.</p>
<p>Yes. A great number of PYs understood the new concept and wrote ideas on the questionnaire on how to enrich our life onboard.</p>	<p>As a whole, the seminar progressed in a fun atmosphere. One thing we regret is that even though we were being careful, our one-sided explanation became too long. We felt that in SWY, satisfaction level increases when more focus is put on the interaction among PYs. We succeeded in making people learn the importance of effectively utilizing limited resources in a closed community on the ship.</p>
<p>Yes, because on the questionnaire after the seminar, there were many comments which said they wanted to go to Cambodia or do international cooperation activities.</p>	<p>We again realized the difficulty of expressing passion using English. Usually, we don't prepare any script for presentations, but this time we prepared a script in English and read it. We looked at the script too much and couldn't see how the audience was.</p>
<p>Yes. The comments on the questionnaire showed people's surprises in discovering that a much larger world existed than they had known, and in learning how precious the existence of the earth was.</p>	<p>We learned a lot on how to explain the topic of universe, which is hard to explain even in Japanese, in English with an easy-to-understand manner. We were assured that the topic of universe could provide a sense of value which goes beyond the differences in nationalities and cultures. Participants could feel that each human being is a member of the planet called the earth, and develop a global perspective. A comment said that his/her perspective was broadened.</p>
<p>It is hard to say. We could organize the seminar and manage it as scheduled, yet the time was not enough to for a deep discussion.</p>	<p>In interviews we had conducted as a part of preparation, we met many people and could gain much insight. On the topic of political involvement, which we had only been thinking about vaguely, we were able to summarize into 2 questions as stated in "Goals." We could connect with people who have same questions and interests. We recognized that there are "citizens who take action with their own opinions" between politicians and uninterested citizens. Participants were made to think what they should do concretely. By doing the preparation of the seminar ourselves, we learned the importance of preparation and began to take active part in other seminars as well.</p>

Nationality (length)	Name of the seminar	Presenters	Goal
Japan (75min)	What is Required to Form Sustainable Society? -Local energy production for local consumption and interactive transmission of electricity-	Hiroki Iwasawa	The aims are: 1. (1) To know how the energy we consume are provided, (2) To learn why the introduction of sustainable energy is not progressing, (3) Why there is a movement to restart nuclear power plants in Japan, 2. To let participants try to decrease environmental burden in daily life.
Japan (75min)	The Possibility of Soft Power	Noriko Hayashi	(1)To deepen interest in policies and culture of one's own nation (2)To know charms of other countries through their policies and cultures (3)To acquire the ability to create peers in international society with Soft Power as an individual or as a company
Japan (75min)	Considering about Our Identity from Fukushima Nuclear Power Plants Disasters and Higashinihon Earthquake Disaster	Junya Hatakoshi	To share the current situation in order to remember the disasters of the Great East Japan Earthquake and nuclear power plants accident. Further, to share what action victims, supporters, and municipalities must take should another such disaster struck, as well as points of concern.
Japan Mexico (75min)	Three Things I Considered from the Film: The Last Samurai	Kodai Asai Edgar Pérez Alonso	The goal is to provide an opportunity for the attendees to consider the following three things: 1. Japanese culture 2. Way to communicate with people who have different thoughts 3. Critical thinking
Mexico (150min)	Earth Charter	Jose Ruiz Sofia Corona	To promote the knowledge and use of the Earth Charter as an ethical framework for building a just, sustainable, and peaceful global society in the 21st century.
Mexico (75min)	Take My Beloved Ones Away	Natalia Martinez Luna Vicente Gabriel Valdelamar	Share the situation of Central America migration through Mexico and the encouraging work of a group of woman who volunteer to feed the immigrants as they pass on the train through a film documentary.
New Zealand (75min)	Creating Change Through Adventure: The Plastic Bottle Kayak	Ajay Ravindran	To convince attendees that creating change does not have to be boring, and that fun and excitement can be used in making the world a better place. To demonstrate, I used my personal experience with the plastic bottle kayak project: an environmental adventure project in New Zealand.
New Zealand (150min)	Confidence, Purpose and Imposter Syndrome	Angela Lim	To use personal stories to inspire people to help them understand the different considerations that need to occur when finding your purpose.
Russia (150min)	More Music - Less Borders	Dmitriy Burmistrov Daria Buchakova	To show that music can bring peace and understanding to people of different cultural backgrounds.

Were you able to accomplish the goal of your seminar?	Comment from the presenter
Partially yes. Goal 1 was achieved since the understanding of participants was deepened. Goal 2 is a spontaneous choice, and couldn't achieve because no explanation was provided as to what to do concretely in daily life. Instead, an explanation was given on the technology for low carbon emission, which was also beneficial for participants.	I was able to learn the energy situation in different countries, and how Japanese energy policy and the issue of nuclear power generation were seen by OPYs.
We couldn't do (3). Many participants had knowledge on Soft Power, and the information I provided was shallow. The project on creating new Soft Power in groups couldn't take place due to lack of time. Yet, on (1) and (2), by having discussions in groups consisting of PYs from various countries, we were able to share Soft Power from different places.	I learned not to be afraid of failures. I wasn't confident in English, and had prepared 7 sheets of script. Often I was talking while looking at paper, and because I was nervous, I sometimes lost the stream of my story or forgot words. Only toward the end of the speech, I remembered that what I wanted to communicate was within myself and must talk looking at the audience. I was terribly disappointed after it was over. After the seminar, PYs came to express their appreciation and comments, and no one criticized me in the questionnaire; they have raised topics they also wanted to discuss, and gave proposals. Participants have also said that they could think about strengths of their countries.
We could not. It took too long to talk about the stories from victims' standpoint, and we couldn't think deeply from the aspects of supporters and municipalities.	There were many things that we learned ourselves. A participant asked a question saying: "I'm considering moving to Japan, so I want to know the health influence to pregnant women." This made us think that people outside Japan were still concerned about the safety standard of nuclear power plants. This time, we focused mainly on sharing the basic information on nuclear power plants and the earthquake/Tsunami, but it wasn't enough to answer the question mentioned earlier. We'd like to create a better seminar by reflecting the questions from participants.
We succeeded in accomplishing 1 and 2. According to the feedback, most of the attendees had valuable discussions but due to the poor time management, there was not enough time to cover 3.	Overall, the seminar was successful because there was enough time to discuss about different values among people from ten different countries. However, I regret that I failed to manage the time and could not cover "critical thinking" which is a skill that is necessary for the movie directors.
Yes. The success case and possibility of working with it through post program activities completed the circle and opened a new door for PYs to keep alive the knowledge of the Earth Charter and their lifelong relation with its principles, which will ensure the knowledge of the Earth Charter.	The different moments of the Seminar gave us the chance to learn from the points of view of the participants and to think in a different way about universal concepts that usually we think can't be seen in a different way.
Partly no. We had not enough time to see the complete documentary and therefore all of the PYs saw a little more than the first half.	I learned that there are many people willing to compromise with the situation regardless of the country they are from. I received some very positive feedback although the viewers and listeners did not get the complete video, they said they actually understood and got to know much more about the situation.
Yes. Mostly attendees said they were inspired to think differently and more creating about projects they wanted to work on.	I gained a better understanding of what I can do to make presentation more engaging. Also, it was helpful to hear relevant examples from different countries. I think listeners left with a more innovative mindset, and a willingness to explore the world, and explore issues in creative ways.
Yes. Everyone was able to take out meaning from different parts of the panel story. They then were able to apply what they learnt in the small group activity.	The listener gained more practical understanding what how despite the diversity of the panel there are similar traits that were really across the panel.
Yes, because besides a lecture-style seminar, we were able to organize a practical workshop for all PYs to explore their hidden musical talents and create new compositions.	We gained an understanding that music and culture are very important for modern society. Listeners gained confidence in their music-making skills. They realized that they do not need a special education to sing, play instruments or clap rhythms. They practically saw how sounds and music unite people.

Nationality (length)	Name of the seminar	Presenters	Goal
Russia (75min)	Sports Volunteering as a Way to Make Positive Impact on the Society Development	Anastasia Berezina Ishat Sharafutdinov Karina Subbotina	To tell about the sports volunteering, its role and contribution in the society. We will share the emotions from our own volunteering experience at significant sport events and give some relevant information on volunteering at FIFA World Cup Russia 2018.
Sri Lanaka (75min)	Development Through Changes in Attitudinal Roots	Thejani Hewage Milan Hatharasinghe	To make the PYs aware about the strategic management and its implication to the life and to motivate them for their life goals.
Sri Lanaka (75min)	Responsible Lifestyles as a Solution for Climate Change	Nishani Moragoda Chamila Priyadarshani	To make the PYs aware of the impact of human lifestyles of the modern world on our environment and how to initiate an environmental friendly change in our way of living that can contribute to reduce adverse effects of climate change.
Tanzania (75min)	Global Responsible Citizenship	Erick Crispin Nyoni	To make everyone understand the meaning of global citizenship. To make them think critically about the global challenges that we all face, and to unlock the potential of every PY so that they can contribute for solutions to the global questions.
UAE (75min)	Formula 1 World	Mohamed Al Shateri	To give a different perspective of volunteering by being a professional volunteer and how Formula 1 volunteers can ensure a safer motorsport society. All that will be in a teambuilding workshop that will enhance PY's self-development which will be reflected on the society development.
UAE (75min)	Plan Your Life to Success	Mohammad Al Jasmi	To learn about basic steps for personal planning, how to put life goals and yearly goals for different aspects of your life, and how to overcome challenges in reaching what you want.

Were you able to accomplish the goal of your seminar?	Comment from the presenter
Yes. All PYs came to thanks for sharing emotions, experience. We wanted to organize this PY Seminar especially for JPYs, but only 2 JPYs attended our seminar.	I got experience of organizing PY seminar with JPYs. The listeners are inspired to work as sport volunteers, find out more about Russian sport volunteer movement, Olympics and other international sports events.
Yes. I was able to accomplish my goals. I could ask questions and they answered well. I could make them aware of the content and finally they could built their own vision mission and goals. As the organizer I wanted to make them aware and motivated towards their goals and finally it became true.	I could learn many things from the participants because they had built superior visions and goals. I could think rationally, how to make the implications from the business concepts to the life. Further, I could polish my communication skills. I believe the listeners were able to gain a good knowledge about the Strategic Management.
Yes. I think the goal was 100% achieved. Approximately 50 PYs participated who were interested in the field and also had a fair knowledge on the subject. I believe I was able to conduct the seminar in a way that it was useful for both who had a good knowledge and also who wanted to learn about it.	I expanded my knowledge about the field through collecting information and critically analyzing them. The preparation of the seminar gave me a perspective on how to address an international audience who has different opinions and backgrounds. I also had an opportunity to improve my public speaking and communication skills and time management. I believe the listeners were able to gain a good knowledge about the basics on climate change.
Yes, I was able to accomplish the goal of my seminar as all PYs who attended the seminar participated effectively in the discussion.	a. Improved ability to communicate ideas + concepts to a group b. Improved group facilitation skills Groups were able to think about global issues, reflect on their action thoughts in a global context, and understand the impact of “identity”
Yes, the PY’s absorbed the seminar goals throughout the team building game which has the fun element that was pushing them forward to get more involved in indirect way. Many discussions were opened out of curiosity to know more about the Formula where they were linking each situation to their real life challenges and how to overcome them by using Formula 1 problem solving lifestyle.	I was impressed how fast the PY’s got into the mode of the seminar, on the other hand, it was amazing how the PYs interacted and linked their real life with the Formula 1 lifestyle and how effective it could be which is the main target of this seminar.
Yes, I had positive feedback from JPY and OPY. And now my seminar let them think about their life.	Overall, I think the seminar went well. I managed my time and balanced between activities and knowledge given. For listeners, I think they gained more awareness about themselves and their lives, and hopefully plan their lives to success.

Post-Program Activities Session

Aims

- To enable the PYs to have deeper understanding of the international youth exchange program implemented by the Cabinet Office, IYEO and SWYAA.
- To introduce examples of post-program activities by ex-PYs (Japanese and Overseas) in order for PY to understand how to take action of post-program activities through IYEO or SWYAA after attending the Ship for World Youth Leaders.
- To stress the importance of utilization and cooperation with the network of SWYAA and organizations (NPOs etc.) which ex-PYs belong, to enrich post-program activities.
- To enable PYs to recognize ideas on their post-program activities, and develop clear plans to share them with other PYs by taking advantage of their learning throughout Onshore, Onboard and Overseas Training Sessions.
- To exchange post-program ideas through activities and give the participants advice as the ex-PY and the representative of IYEO.

Contents

Three representatives from the International Youth Exchange Organization of Japan (IYEO) gave explanations of SWY Alumni Association (SWYAA) post-program activities and about building domestic and international networks among the ex-participating youths (ex-PYs). They conducted the Post-Program Activities Session on February 23 and 24, 2015 on the way from Singapore to Tokyo, Japan.

Apart from the Post-Program Activities Sessions, they exchanged their ideas with the participants directly and provide them an information about SWY/SWYAA post-program activities etc. at the information booth they set on the ship.

Post-Program Activity Ideas

Activity	Contents
RUSWY Train	By taking a train across the Russia, ex-PYs carry out the volunteer activities and cultural exchange events.
Socially Environmental Achieve Town (SEAT)	Action to maximize the local resource in order to depart from the oil-dependent society. The project has been launched from a household in Tanzania.
SWY House	House sharing project in Kamakura. A JPY offers grandmother's space for JPY and OPY so that they can gather, plan, and carry out the Post-Program Activities as SWY House.
United Nation SWY	Creating platform relevant to the UN missions. It allows ex-PYs to access to the articles of UN staff and events.
SWY PR team	Advertisement and PR activity led by PYs. JPYs are creating online platform to summarize information such as SWY presentation at universities.

Activities that PYs are Planning to Do (Excerpts from the Questionnaire)

- I have also set some personal goals including learning a new language, participating in international volunteer exchange, etc.
- SWY Education Network to allow teachers to connect, share resources, etc. Talking with new JPYs in the program and helping them practice their communication skills, etc.
- Having visited blind-deaf school in Japan, I can share the information about schools in Sri Lanka and I think it helps.
- I'm going to make people aware about environmental issues and their roles through seminars in my university. I will develop the habit of planting trees and promote it among friends. Lastly, I want to do things related to Transition Town in my city.
- To be involved in SWYAA and to increase the voluntary activity in my country to give something back to our society.
- Keeping in touch with SWY members through the different activities as well as helping with social causes in my city and community.
- I am planning to create SWY House, hoping for it to be a place where SWY28 members and other people involved with SWY can gather. I hope this can be a place where the OPYs visiting Japan and JPYs visiting Kanto from far away could stay, a place where seminars and events can be held, and eventually in the future, a place where a sustainable lifestyle can actually be create and lived.
- I would like to volunteer for the Tokyo Olympics 4 years from now.
- I would like to volunteer for people who are visually impaired and hearing-impaired. I would like to raise awareness of sports volunteering towards the Olympics.
- I believe what is good about SWY is that the program does not end on the ship. Ex-PYs are already forwarding various programs and events; I would like PYs of SWY28 also to create and continue activities.