

Chapter
2

Implementation of the Program



Preparatory Training Session

Preparatory Training Session took place from September 20 to 25, 2019 for Japanese Participants at the National Olympics Memorial Youth Center (NYC). During this session, the Japanese Participants spent time together to know each other by introducing themselves and sharing what they want to achieve from this program. Also the training included a chance to meet the seven facilitators, and seminars were conducted by Mr. Oshidari Kenro who

has a great experience at United Nations Development Programme and World Food Programme, Ms. Nakamura Yurika who is an Ex-PY participated in Beijing Olympic, and Mr. Misaki Fusao who is a member of the Japanese Olympic Committee. The participants were able to deepen their knowledge about their discussion topic, about leadership and current global situation regarding Olympics and Paralympics.

Arrival of Overseas Participants

Overseas Participants arrived in Japan on January 10, 2020. On the next day, January 11, Welcome Reception was hosted which became the first chance for the Japanese Participants and Overseas Participants to meet each other.

NL of Egypt, Marina Habib and NL of New Zealand, Neill Ballantyne gave a speech on what they looked forward to through this voyage.

Pre-departure Training Session

For two days and one night from January 11 was the Pre-departure Training Session for Japanese Participants at NYC. The National Leader and Sub-National Leader led the meeting to unify and mentally prepare the Japanese Participants. Participants shared what they have prepared

from September. Mr. Oi Yuichi, Assistant Professor of University of Tsukuba Faculty of Medicine gave a lecture and conducted SOC (Sense of coherence) which is an effect measurement of international exchange.

Onshore Training Session 1

Onshore Training Session 1 was from the afternoon of January 12 to 14 at NYC. It started with Program Orientation and Lecture by Administrator, followed by the Icebreaker session by National Leaders. During this training session first meeting by Letter Group, Committee and Course Discussion group were conducted. In January 13, Leadership Seminar was held and in January 14, participants had the chance to experience some Paralympic games. The seminar made participants become conscious

of the Tokyo Olympics/Paralympics. Also, Mr. Otsuka Taku, Minister of State of Youth Affairs, Cabinet Office of Japan, came to NYC and gave his warm words of encouragement to the participants.

Participants were transferred to Yokohama on January 15, and got onboard Nippon Maru. On January 16, Open Ship (tour of the ship) was held before departing from Yokohama Port at 4 p.m.

1 Leadership Seminar

In the afternoon of January 13, Leadership Seminar was held for the entire participants. The Lecturer, Mr. Robin Lewis is a Co-founder of application that show access free water refill points, “mymizu”. Through this seminar, the participants were able to look into Mr. Lewis’s leadership. At the same time, he introduced the passion, modesty, dialogue skills, knowledge, and sincerity that leaders in different fields have. After this introduction, the participants shared the story of the person who they

respect and the reason behind to find out what are the image each participant has toward leadership. Workshop about the disposition needed for a leader was conducted individually and in pairs, as well as discussion regarding the social issues and environmental issues they want to take the leadership was conducted. This gave participant to share not only about leadership but also about the field they are interested in.

2 Activity: Simulated Olympic/Paralympic Games

In the afternoon of January 14, Activity of Simulated the Olympic/Paralympic Games was held at the gymnasium of NYC by the chairman of All Nippon ID Sport Association (ANiSA), Mr. Saito Toshiyuki. The session began by quizzes about the Olympic and Paralympic by letter groups. Next, participants had the chance experiencing to walk blindfold and playing Dodgebee which is a sport like dodgeball but using soft flying disc. By experiencing Dodgebee, participants were able to learn the sportsmanship that it is a sport where the player have to constantly think

about the teammate and pass the flying disc to them. At the end of the session, Mr. Saito showed a video about the High Performance Center that Japanese athletes used during the Rio Olympics which gave participants a chance to think and discuss about equality and how it affect the quality of their performance.

Through this seminar, participants were able to experience games that were not familiar which made them feel the Olympic and Paralympic closer.

Onboard Training Session

The Onboard Training Session was conducted from January 15 and the participants carried out the activities shown below. Most of the activities that were carried out during this training session was organized and managed by each committees, formed by PYs. Comment from each committee who organized and managed the activity, and comment from Advertisement Committee who participated in the activity follows the explanation of each activity.

This year, the ship was planned to dock at port of Tokyo (Harumi Passenger Ship Terminal) on February 17, but high waves and heave were caused by low pressure around Boso Peninsula and Miura Peninsula. To ensure security, the ship arrived to Tokyo (Harumi Passenger Ship Terminal) on February 18. After arriving, participants were transferred to National Olympics Memorial Youth Center for the Onshore Training Session 2.

Course Discussion ※Course Introduction was held during the Onshore Training Session 1

Having “Youth Contribution in Society” as a common theme, the Course Discussion provided seven courses by facilitator who have various backgrounds. The Course Discussion aimed to serve as a forum where PYs learn about each discussion area and deepen understanding of their respective countries through workshop, discussion

and presentation based on the experience of PYs from different countries. Through the five discussion sessions, PYs were also expected to find areas where they can work to resolve issues and to start planning activities for the betterment of the society.

1) Cultural Heritage Preservation Course

Facilitator:

Participants: 31 members (17 JPYs, 14 OPYs)

1. Course Goal

The main goal of the Cultural Heritage Preservation Course is to raise the level of awareness among PYs: the value or importance of cultural heritage in the life of an individual, a community, a nation and the world. In the way of learning the issues and concerns on this course, they may be able to utilize and maximize their leadership role and skill in contributing to solutions of the problems.

2. Course Objectives

At the end of the Cultural Heritage Preservation Course, PYs shall be able:

- a. To define the concept of cultural heritage preservation
- b. To understand the situation, issues and concerns in the field of cultural heritage preservation
- c. To present and discuss tangible cultural heritage, intangible cultural heritage, indigenous people's cultures and cultural industries
- d. To present and explain cultural heritage preservation programs and efforts of their respective countries
- e. To reflect on personal and collective action to better preserve and promote cultural heritage
- f. To discuss programs and activities related to cultural heritage programs as part of PYs post-program activity

3. Outline of the Five Discussion Sessions

Session 1: Culture & Heritage	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ PYs will be able to define culture, heritage and cultural heritage. ■ Be able to identify the different types of heritage. ■ Be able to express views about cultural heritage and its preservation. ■ Be able to identify issues and concerns on cultural heritage preservation. 	<ul style="list-style-type: none"> ■ Discussion and Presentation: Definitions of culture, heritage & cultural heritage. ■ Discussion and enumeration of the types of heritage. ■ Group workshop on sharing ideas and views about cultural heritage and its preservation. ■ Group Discussion: Issues and concerns on cultural heritage & its preservation. ■ Group Presentation: Issues & concerns on cultural heritage of various participating countries.
Session 2: Tangible Cultural Heritage	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ PYs will be able to define tangible cultural heritage. ■ Be able to identify types of tangible cultural heritage. ■ PYs will be able to be familiarized with UNESCO and the World Heritage Convention. ■ Be able to identify the seven wonders of the ancient world & the new seven wonders. ■ Identify and enumerate the UNESCO World Heritage Sites of participating countries. ■ Able to cite issues and concerns about tangible cultural heritage. 	<ul style="list-style-type: none"> ■ Discussion: About tangible cultural heritage ■ Lecture: The types of tangible cultural heritage ■ Lecture: UNESCO functions and review the World Heritage Convention. ■ Lecture: The seven wonders of the ancient world and the new seven wonders. ■ Pecha kucha presentation of the UNESCO World Heritage Sites by PYs of their respective countries. ■ Group Workshop: Identifying issues and concerns about tangible cultural heritage. ■ Lecture: Demonstration of use by PYs of material cultural heritage items from their respective countries.

Session 3: Intangible Cultural Heritage	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ PYs will be able to define intangible cultural heritage. ■ Be able to identify types of intangible cultural heritage. ■ Be familiarized with the UNESCO Convention on Safeguarding Intangible Cultural Heritage. ■ Be familiarized with the National Living Treasures and its system. ■ Able to cite issues and concerns about intangible cultural heritage. 	<ul style="list-style-type: none"> ■ Discussion: Intangible cultural heritage. ■ Lecture: The types of intangible cultural heritage. ■ Demonstration & sharing of intangible heritage. ■ Lecture & Review: The UNESCO Convention on Safeguarding Intangible Cultural Heritage. ■ Pecha kucha presentation of intangible cultural heritage of participating countries. ■ Lecture: The National Living Treasures system. ■ Group Workshop: Identification of issues and concerns about intangible cultural heritage of the participating countries.
Session 4: Indigenous Peoples	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ PYs will be able to be familiarized with the indigenous peoples of the world & their cultures. ■ To be able to present and enumerate the indigenous peoples of the participating countries. ■ To be able to cite issues and concerns about the indigenous peoples and the preservation of their cultures. 	<ul style="list-style-type: none"> ■ Lecture: Indigenous peoples of the world and their cultures. ■ Presentation: The different indigenous peoples and cultural communities of their respective countries. ■ Group workshop on identification of issues and concerns of indigenous peoples. ■ Presentation: The issues and concerns of indigenous peoples.
Session 5: Cultural Industries & Post-program Activity	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ PYs will be able to define creative economy, cultural industries and creative cities. ■ PYs will be able to identify cultural heritage preservation practices of their respective countries. ■ To be able to draft a post-program activity on cultural heritage preservation in their respective countries. 	<ul style="list-style-type: none"> ■ Lecture: Creative economy, cultural industries and creative cities. ■ Discussion and Presentation: Cultural heritage preservation practices of participating countries. ■ Group Workshop: Creating a post-program activity on cultural heritage preservation addressing issues and concerns.

4. Facilitator’s Comment

Cultural heritage is of utmost importance in the life of a society. The young people of today have the vital role in keeping the cultural heritage alive and passing it on to the next generation and they are considered as partners in the effort to advance the causes on cultural heritage preservation. The Cultural Heritage Preservation Course Discussion turned out to be highly productive as the participating youth were able to exchange knowledge, experiences, ideas and plans on cultural heritage preservation since most of the participants were actively engaged in the field of arts and culture. This was manifested in the discussion group’s presentation during the summary forum.

The course discussion focused on the concept of cultural heritage preservation, tangible cultural heritage, intangible cultural heritage, indigenous peoples, cultural industries and post-program activity on the said theme. JPYs were able to conduct one cycle of global youth heritage connect

activity by sharing their cultural heritage by snail mail to the Mangyan indigenous peoples of the Philippines that started from the preparatory phase to the main program. JPYs and OPYs were able to research and learn most of their cultural heritage as they presented them on board the ship during national presentations and reflected in the course discussion and shared their significance. An amount of time was also spent in the discussion of mythology and folklore of the participating countries. Likewise, with the recent issue of the world heritage Shuri Castle being burnt down.

Reflection sessions were made on the SWY delegation’s visit to Ensenada and Tijuana as well as Hawaii where tangible, intangible cultural heritage and indigenous people of Baja California called Pa Ipai were seen and observed by PYs. Majority of the PYs expressed their intention to implement a post-program activity in their respective countries individually or through collaboration to promote cultural heritage and the SWY program as well. They were guided and further encouraged to carry out their plans.

2) Global Citizenship Course

Theme: What qualities, knowledge and skills are necessary to be successful as a global leader, a global citizen? How can we make a difference in the world?

Facilitator:

Participants: 31 members

(17 JPYs, 14 OPYs)

1. Course Goal

The course goal is for participants to define, discover, develop, and reflect upon what knowledge and skills are necessary to help bring positive change and contribute to the betterment of society and the world. And through this practice, be able to identify what qualities, abilities, and skill sets are necessary to be a true global leader or global citizen. Using the SWY community as a microcosm of the world, participants will be able to experience and through self-reflection become more self-aware as to what qualities they value and want to acquire, as they “walk the talk” through open discussion, interactive debate, critical thinking, self-awareness, and self-reflection.

2. Course Objectives

The course objectives will be to understand, analyze and define through short presentations/lectures, group discussion and debate, what thought processes, skills, knowledge and experiences are necessary to become a Global Citizen. The participants will be able to evaluate and apply their learned knowledge and experiences from the Ship to help them be more successful living, learning and interacting with all PYs, and better understand the universal qualities of a “Global Citizen.”

3. Outline of the Five Discussion Sessions

Session 1: Comparative Insights in Cross Cultural Environments	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To introduce the overall goals and objectives of the GC discussion course ■ To establish a global community and a safe space for all PYs ■ To understand the basic cross-cultural communication concepts and ideas ■ To learn how to be more aware and perceptive of cross-cultural communication issues on the Ship 	<ul style="list-style-type: none"> ■ Introduce the course overview, manage expectations, and begin to build community and create a safe space for everyone to ask questions and make comments. ■ Group Activity: Introduction energizer and team-building activity ■ Short Lecture on cross cultural communication issues ■ Group Discussion: Cross cultural issues and concepts ■ Evaluate how these ideas can be applied to SWY ■ Define what cross cultural issues may occur on the Ship
Session 2: Transformative Leadership in an Ever-Changing World	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To understand the difference between transactional and transformative leadership ■ To identify what specific qualities and skills a transformative leader has ■ To learn what qualities do present leaders in their respective countries have and how they are regarded by their people ■ To understand how one can be an effective leader on SWY 	<ul style="list-style-type: none"> ■ Short lecture about transformative leadership ■ Group Discussion: What specific qualities and skills are necessary to be a transformative leader ■ Discussion: What qualities present leaders in the world have ■ Brainstorm: How does one become a transformative leader ■ Generate possible ideas of how one can be a better leader on SWY ■ Discussion: What is the present leadership styles of SWY and what do you suggest can be improved?

Session 3: Global Issues and What Can We Do?	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To identify and discuss present global issues, problems and struggles ■ To share and learn from one another about some of the global issues that are happening in your countries and how different countries perceive and deal with global issues in their countries ■ Discuss how can SWY be applied to make the world a better place and how you can make a difference in the world 	<ul style="list-style-type: none"> ■ Discussion: Present global issues in one’s country, the causes and origins, and possible solutions ■ Breakout group discussion ■ Brainstorming: Possible ideas of how PYs can practically use the SWY experience to make a difference in the world: PPA, future jobs, projects, organizations, etc. ■ Group poster session, create posters and post on wall, share and present what each group discussed.
Session 4: The Role and Impact of Social Media and Influencers	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To discuss the pros and cons of social media in the present world ■ To identify who are the present social media influencers and why ■ Why social media is so important to help bring positive change to the world ■ To understand the potential power and reach of social media compared to other forms of media ■ To share how various social media platforms are used in different countries and why ■ To establish some practical ideas of how social media can be used by young people for better societies and the world ■ To create and carry out practical social media strategies to improve the PR, marketing and image of organizations, countries, or SWY, so more people will better understand your brand/group 	<ul style="list-style-type: none"> ■ Lecture: Social media and influencers ■ Group Discussion: The various social media platforms used by different countries and why they are popular in those countries ■ Brainstorming: How young people can effectively use social media for the betterment of society and the world. ■ Group Discussion: What can we do to improve and effectively market the image and overall brand of your country, your organization or SWY, using social media
Session 5: True Leadership and Final Reflection of the Course	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To learn and share about the different forms of leadership and the connection to soft skills. ■ To reflect and share one’s evaluation of the Global Citizenship course discussion. ■ To share and give feedback about each member’s progress of the last four weeks on the Ship. ■ To compare the learning and “take home value” of the course for OPYs and JPYs. ■ To discuss and create a plan for the summary forum. 	<ul style="list-style-type: none"> ■ View a Ted Talk Video about leadership and environment ■ Group Discussion: How this video and transformative leadership are related. ■ Discuss in two groups, OPYs in English and JPYs in Japanese, about the overall course and what was meaningful to them ■ Reconvene with an all-course member discussion about what a global citizen is and how participants viewed their progress and take home value from the course. ■ Course members given time to work on course summary forum presentation.

4. Facilitator’s Comment

The first session on intercultural communication went well and all course discussion members could follow the content and actively participate. There were a few participants who had knowledge of intercultural communication but overall most of the members did not. I think that for all PYs, especially for the JPYs, they need as much knowledge, experience and exposure to intercultural communication issues and challenges to help them be

more successful on the Ship. In the second session, we first discussed the importance of finding leadership role models/mentors. Then we discussed about self-awareness and watched Oprah Winfrey’s video on “becoming the truest, highest expression of yourself as a human being.” We then covered transformational leadership which was directly related to the importance of soft skills which we had discussed in the first session. The emphasis was on being able to distinguish between transactional leadership

and transformational leadership. After we continued our discussion on self-awareness and being grateful in order to be happier in our lives. We ended our group discussion with representatives from each small group offering a summary of what was discussed in each group.

The third session covered specific social, global and societal problems from the participant's home countries which were identified and shared in small groups: how these problems came to be and what possible solutions do the participants propose to solve these problems/challenges in the near future. Group discussions went very well and they all completed a handout that had them list what the problems were and how they would try to solve them in their home countries.

The fourth course discussion covered social media platforms, the importance of being a social media influencer and why social media knowledge and practical social media application are essential to become a global citizen/leader. The members enjoyed group discussion, creating posters

and presenting to the entire group. The main goal for this session was to brainstorm on how to use social media to have influence, make global impact and generate income/ideas for their future post-program activities, businesses and causes/organizations. There were many unique and different ideas shared during the poster session.

In our final course discussion, we discussed about some of the different types of leadership. We viewed the Simon Sinek Ted Talk video about trust and cooperation, and why creating a good working environment can directly help strengthen the relationship between leader and followers. A relationship built on a deep intrinsic emotional motivation and not extrinsic rewards is the key to forming such type of true leadership bond. We also discussed the connection to transformational leadership. Lastly, we divided the members into two reflection group discussions, JPYs and OPYs, then later reunited the two groups to discuss the different reflection topics, comments and perspectives.

3) Global Environmental and Climate Change Course

Theme: Tools for action and transformation

Facilitator:

Participants: 33 members

(16 JPYs, 17 OPYs)

1. Course Goal

Youth action is at the forefront of tackling environmental challenges and climate action. Such initiatives have recently been brought to the public forefront by Greta Thunberg and Fridays for Future initiatives with the global youth demanding urgent action, marking a revolution. In this course, PYs participate in interactive learning sessions, discussions and games looking at different environmental and social struggles as well as delving into decision making, forms of governance and tools for empowerment when confronted with challenges from the local to the global.

2. Course Objectives

This course facilitates the development of young and active environmental and climate advocates, that:

- a. Develops a broad understanding of social and environmental challenges; from the local to the global
- b. Extends and expands critical thinking about the drivers behind the political, economic, social and ecological processes
- c. Cultivates skills and tools for empowerment when faced with such social and environmental challenges

3. Outline of the Five Discussion Sessions

Session 1: From Climate Skepticism to Global Action	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Create a co-learning space so all PYs can meet, collaborate and co-create through discussion, dialogue and shared experiences ■ Understand course expectation and acquire general knowledge related to the main social and environmental challenges ■ Encourage PYs to think about global problems and understand that youth action is one of the foremost drivers toward change ■ Work towards the Sustainable Development Goals (SDGs) as overarching societal goals ■ Engage with hands on project On-Board SWY, both as an awareness tool and as a collaborative group activity 	<ul style="list-style-type: none"> ■ Climate Reality Introduction by JPYs <ul style="list-style-type: none"> • Must we change? • Can we change? • Will we change? ■ Group building and bonding through pre-departure assignment #1 and #2 in core groups. ■ Discussion of common points, lessons learnt and future areas of improvement <ul style="list-style-type: none"> • What are some climate skeptical narratives? • What are the basic facts behind Climate Change? ■ Introduction: The Ecological Footprint concept and links to carrying capacity, over-consumption and limits to growth with the aim of influencing individual and social behavior. ■ Introduction: Global Challenges <ul style="list-style-type: none"> • The Plastics Problem: En Route SWY: The Great Pacific Plastic Patch. How big is the problem? • Biodiversity and Ecosystem Services: Implications of the loss of Biodiversity and Global Targets • The Paris Agreement, Sustainable Development Goals (SDGs) and our Climate Emergency • Starting On-Board Awareness Project: What are the resources that we use? (e.g.: Per person, In total on Nippon Maru? Water per day? Garbage generated? Fuel on board?)
Session 2: Environmental Conflicts and Justice	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Develop a critical thinking about the drivers behind political, economic, social and ecological processes ■ Apprehend global instances of environmental and social conflict ■ Understand the drivers generating environmental and social conflict ■ Comprehend the actors and narratives behind environmental struggles and the different forms of emerging resistance 	<ul style="list-style-type: none"> ■ What do environmental conflicts mean? <ul style="list-style-type: none"> • Are they local or are there reoccurring patterns we see at the global level? • Introduction to the Environmental Justice Atlas http://www.envjustice.org/ The Global Environmental Justice Movement ■ What types of Conflicts are there? Discussing social and environmental conflicts rising due to the unfair access to natural resources and the unjust burdens of pollution. Sharing pre-departure assignment #3 ■ Highlighting the importance of diversity of narratives, peoples, indigenous and local knowledge ■ Who are the actors we need to engage with? Our spectrum of decision-makers, including government and business leaders, civil society groups, indigenous peoples and communities. Group Work of Actor Mapping ■ Writing Letters to the Captain for On-Board Awareness Project

Session 3: Governing The Commons	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Review basic concepts of environmental governance: natural resource management of common resources ■ Develop group dynamics and understand the role of individuals in decision making ■ Recognize the role of communication and coordination when making group decisions affecting overall social wellbeing and the environment 	<ul style="list-style-type: none"> ■ An introduction to concepts: The “commons”, tragedy of the commons, prisoner’s dilemma, externalities, incentives and institutions. ■ Common Pool Resources Games* (after Cardenas, J. C., Janssen, M., & Bousquet, F., 2013) We split into two groups (with sub-groups of 5 people): <ul style="list-style-type: none"> • THE FOREST GAME • THE IRRIGATION GAME <p>* Common Pool Resources Games are about individual decisions and natural resources that reflect upon behavioral foundations of decision-making when facing environmental externalities and uncertainties, and how incentives and institutions affect such decisions and environmental outcomes.</p>
Session 4: International Agreements, Institutions and Agents of Change	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Follow recent developments on climate negotiations: agreements and actors ■ Situate the role and importance of these actors and mitigation efforts in climate negotiations ■ Develop role playing skills representing important agents for tackling climate change ■ Develop communication through dialogue 	<ul style="list-style-type: none"> ■ Reflection: Environmental Issues from Mexico ■ The Climate Game <ul style="list-style-type: none"> • The Climate Game (designed by members of the Basque Centre for Climate Change - BC3) is a role playing game where groups are formed to represent countries, alliances and institutions that are at the forefront of Climate Negotiations. • Country representatives can sell credits and mitigation efforts. • PYs are given fact sheets regarding the role of the country/group/institution they have to represent (e.g.: the European Union, Small Island States and learn to negotiate credits to “stay in the game” when facing this Climate Challenge)
Session 5: Making Change Happen - Tools for Empowerment & Expression	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ Raise awareness of the different tools and types of communication strategies ranging from arts and sciences ■ Evoke and interpret different personal responses across art and climate change expression ■ Motivate PYs to think about and develop their own tools for empowerment and making change happen 	<ul style="list-style-type: none"> ■ Presentation: Pre-departure assignment #4: The aim of the event is to examine, using word associations, the ability of artistic interpretations of climate change to evoke personal engagement with the issue ■ Screening of a short Documentary. John Akomfrah – Purple (Interview). Discussion on its impacts ■ Different scales and forms of mobilization: Local Action, Social Movements and Transition Town Initiatives ■ PYs prepare exhibition for communicating course results for the Summary Forum and reporting the On-Board Awareness Project

4. Facilitator’s Comment

Youth is at the frontline of making change happen for a more sustainable, just future and habitable planet. Therefore, this Course Discussion had a twofold objective, to draw attention to our global environmental challenges and climate change while simultaneously empowering youth with necessary tools that are required for taking immediate action and transformation.

The first course was commenced with two JPYs making a presentation of the Climate Reality Project, an event they had attended in Japan in October 2019- setting out the basics behind the impacts of climate change and

sharing their knowledge with other PYs on our ability to change. We discussed about the Global Plastics Problem, especially relevant since this program’s route through the Pacific Ocean was also very close to the Great Pacific Garbage Patch: patch of plastic garbage, floating in the middle of the Pacific – 4.5 times the size of Germany. We talked about our ecological footprints, a useful tool to determine how much of an impact we have on the planet and reflect and evaluate our choices, why some had higher than others, understand that our relationship with the planet is fragile and use it as a starting point and commitment to positive action.

One of the most important components of the course was to start creating an on-board awareness project and already take action regarding the environmental impacts of being on board during this program. During the second course, PYs wrote letters to the captain regarding their questions concerning our food and waste consumption, wastewater treatment, fuel consumption, facilities on board and crew. In two weeks when we received replies from the captain and PYs made a video (screened during the summary forum) drawing attention to some of these impacts. We discovered basic facts: recently Nippon Maru had switched Diesel fuel containing less than 0.5% Sulphur. Did you also know that we as in Ship for World Youth Program 2020, generated between 30-50kg of food waste per meal; that our daily cost of electricity is around 5000\$/day and on average over 12% of the electricity is used for air conditioning?

The second course also served as a platform where PYs were able to share environmental conflicts in their local contexts, take about climate justice and draw out an actors mapping getting to the crux of how issues of environmental, climate and energy justice are linked to overarching social justice concerns.

After reflecting on the origins of environmental issues, courses 3 and 4 were looking at environmental decision making and climate negotiations. During course 3, we talked about how ‘the commons’ like our air, oceans and wildlife are the things that we inherit jointly, and that will (hopefully) last for generations to come depending on how we manage them communally as inspired by a Nobel Laureate, Elinor Ostrom. We played two games: the forest game which was about making decisions concerning harvest from a renewable resource representing trees in a forest and an irrigation game make decisions to invest in the irrigation system maintenance and to extract water for irrigating agricultural land.

These games were especially relevant during our port of call visits in Mexico. Just like we had observed in the games that we played, we found out that the marine mammal, the “Vaquita Marina” found endemic to the region of Baja California, is threatened with extinction,

due to lack of communal management and conflict of interest of involved actors. Similarly, like the irrigation game, we were also able to hear about Colorado River that concerning upstream and downstream water management between the US and Mexico.

Course 4 consisted of role playing where each group of PYs represented one of the ten countries: two green technology intensive countries, two developed nations, one oil producing country, three fast-growing countries and two hit hard by climate change, with the facilitator acting out as the United Nations to play out an international climate negotiation process. The role playing, while being fun and challenging, showed the difficulty of reaching an agreement when faced upon different interests of different countries.

The last session focused on the nuances between personal and behavioral changes and systemic change focusing on changes in systems or our environment that address the underlying causes and drivers of environmental and climate change. We talked about social movements and transition towns that are influential examples where rather than waiting for the governments – revealing too late or feeling powerless as an individual, acting as communities might just be enough, just in time.

Each course started with a different activity, either via meditation, a collective story building exercise, reflecting on ecologically relevant art pieces or contemplating via Dixit cards which I believe helped all of us to get in touch with our emotions and creativity within ourselves, our fellow PYs while also getting in tune with the nature and the powerful ocean that surrounds us. While I would have enjoyed more courses and more frequency of course activities taking place, I am very content on how the course has played out overall with active and curious PYs engaged to make an actual contribution. PYs were also extremely motivated to take action on board and we carried out a #fridaysforfuture Climate Strike trying to draw attention to the global youth and climate movement that has been gaining great support do start acting – Right Here, Right Now, on board the Ship for World Youth Program 2020!

4) Global Inclusive Society Course

Facilitator:

Participants: 31 members (17 JPYs, 14 OPYs)

1. Course Goal

Exclusion takes on different appearances on various continents, and even within them, at the regional and national levels. And it affects everyone. The world that is undergoing rapid social transformations driven by the compounded impact of globalization, economic and financial crises and other social challenges which, among others, result in growing inequalities, especially gender-related, extreme poverty, exclusion etc.

Therefore this course aims to empower and motivate PYs to be engaged citizens that care for social inclusion and play the role of ambassadors of an inclusive society with equal opportunities for all.

2. Course Objectives

- a. To get a deeper understanding on the international and local social inclusion principles & strategies,
- b. To accept ownership and create a can-do attitude when it comes to active citizenship,
- c. To strengthen the intercultural communication skills so they are inclusive and respectful,
- d. To get skills and attitudes towards becoming active ambassadors of social inclusion.

3. Outline of the Five Discussion Sessions

Session 1: Introduction to Inclusion	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To understand the principles of exclusion and inclusion ■ To explore the connection between diversity and inclusion ■ To exchange good practices of social inclusion from PY's countries 	<ul style="list-style-type: none"> ■ Improvisation: A series of short games rooted in the improvisation theatre to introduce the topic of social inclusion in a playful way ■ World Café: A structured discussion in small groups about various aspects of the social inclusion and exclusion, basic principles and strategies ■ Presentation: Summing up of the key points that came out in the previous activity ■ 2 minutes Presentations: Sharing good practice, local issues and personal stories from participating countries ■ Reflection- A creative tool to tackle the learnings from all the activities during the session
Session 2: Inclusion Starts with 'I'	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To deepen the theoretical knowledge about the topic of active citizenship ■ To acknowledge own role and promote a participatory approach in their social and political life ■ To promote the learning in the whole community of PYs 	<ul style="list-style-type: none"> ■ Facilitated Discussion: Group work to define the characteristics of an active citizens ■ Facilitated Reflection in a Group: Activity to reflect upon own role in the social and political life and responsibility to create a betterment in world ■ 2 minutes Presentations: Sharing good practice, local issues and personal stories from participating countries ■ On board Actions: A brainstorming about the possible concrete actions for other PYs to promote social inclusion and involvement on the ship

Session 3: Inclusive Communication	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To become more aware of differences and similarities in intercultural communication ■ To improve communication skills, so they are inclusive, impactful and influential ■ To bring a new approach that fosters compassion, mutual understanding and win-win attitude 	<ul style="list-style-type: none"> ■ Body Movement Workshop: An easy to follow series of physical activities to bring awareness of the significance of non-verbal cues in intercultural communication ■ Discussion: Verbal and Non-verbal competencies needed to strengthen social inclusion in everyday interactions, inclusive communication ■ 2 minutes Presentations: Sharing good practice, local issues and personal stories from participating countries
Session 4: Non-violent Communication & Global Issues	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To accept ownership and create a can-do attitude ■ To create an attitude to use conflicts in communication as an opportunity to grow and learn ■ To discuss global issues and learn from successful practices in different countries ■ To create own commitment regarding the vulnerable groups in the society 	<ul style="list-style-type: none"> ■ Victim/Accountable Chart: Introduction of the practical empowering tool to promote proactive attitude in life ■ Interactive Presentation: Nonviolent Communication basics ■ Discussion in Small Groups: Discussion on the global issues of vulnerable groups in different countries, exchange of successful policies and recognizing own responsibility to take actions towards improving the situation in the country ■ 2 minutes Presentations: Sharing good practice, local issues and personal stories from participating countries
Session 5: Becoming an Ambassador of Social Inclusion	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> ■ To have skills to create a clear vision and goals for yourself ■ To support self-initiative and taking action toward the set goal ■ To be creative and innovative in realizing own and collective initiatives ■ To become motivated to bring a positive change into the world 	<ul style="list-style-type: none"> ■ 2 minutes Presentations: Sharing good practice, local issues and personal stories from participating countries ■ Circle of Creativity: A planning tool to support the PYs in their initiatives back in their countries & in the Post Program Activities ■ Taking a Stand: An activity to acknowledge the learnings and make clear commitment for their future steps, each person presents their stand for future in front of the whole group

4. Facilitator’s Comment

INCLUSION STARTS WITH ‘I’. This was the main message of the GIS course with the vision to support the PYs to be accountable and take actions in their local communities and on the global level. Therefore the main focus was on creating own understanding, goals and attitudes towards social inclusion topics. During the first meeting, the facilitator introduced the concept of using the SWY experience on the ship as a laboratory to explore and practice inclusion. The SWY group consisted of a number of individuals (I - level), the GIS group served as a small community (community level) and the whole ship represented global society (global level). The main idea was to cover all these levels throughout five sessions and 2 extra meetings. In the first session we focused on defining basic principles of inclusion, exclusion and cultural diversity and mapping the situation in participating countries through World Café methodology. Participants had a space to share their views and understanding of the

topics and connect diverse perspectives.

The second session served as a base for discussion about the active citizenship as an essential aspect of the global leadership. Participants agreed on the main qualities of the active citizen and had the chance to acknowledge their own current position in the social and political life. The main goal was to understand what are the personal next steps needed to create positive change in their local communities. The thirds session was conducted in order to bring focus on inclusive communication as a way to improve competences for intercultural understanding in everyday interactions. We started with non-verbal experiential session that followed with discussion on the similarities and differences in the communication and how to use language to empower and respect other cultures.

As the course was progressing, there was a clear need raised from the PYs to discuss concrete social topics in participating countries. This was covered during the extra follow up session and in the four session. During the

follow up session, participants had space to share their knowledge and opinions on the religion, engagement of females in the political scene and schooling systems in each country. The forth session consisted of two parallel activities based on the interest of PYs. Half of the group participated in the discussion about the vulnerable groups in the society facing educational, economic or social obstacles. The focus questions were about their current situation, successful policies or projects in each country and personal commitment to support those marginalized groups. The second half of the participant got input about the non-violent communication as a tool for compassionate communication and they were introduced victim-accountable chart as a mean to create a to-do attitude in life.

The last session was there to wrap up the learnings from the course and focus on the personal vision and goals in order to support the PYs in their initiatives back in their countries & in the Post Program Activities.

Added to the curriculum, participants were encouraged to create short 2 minute long presentations about the issues, successful practices & personal stories connected to the topic of global inclusive society. This created a platform for peer learning and cross-cultural exchange. These short

presentations were done by all PYs throughout the five sessions.

In order to put learning into practice, participants were encouraged to create concrete inclusive actions on board. The Global Inclusive Society Course conducted a research to analyse main issues that the PYs face regarding their subjective feeling of own engagement in the SWY activities and their inclusion in the group. Based on the collected data from more than 200 questionnaires, the Global Inclusive Society Course created a series of events, including an awareness campaign #YouAreNotAlone. Looking at the course after its completion, the space for improvement lies mostly in the pre-departure preparation. Next time, I would conducted a small research prior the course aiming to understand specific needs regarding the content of the course, level of experience connected to the topic and language skills. This would help to shape the course in a way that serves better the learning and unique needs of the participants. Other than that I was very pleased with the engagement of the PYs during the whole course. They were passionate about the topics and ready to take the next step in order to be the change in the local and global communities that they are part of.

5) Health and Wellbeing Course

Facilitator:

Participants: 28 members (14 JPYs, 14 OPYs)

1. Course Goal

With a positive mental health Course Discussion, there is a focus on better understanding and promoting mental health and wellbeing for youth leaders. This means a joint focus on both a scholarly and applied understanding of mental illnesses but mostly mental health within the context of globalization and rapid technology change. PYs are expected to gain increased mental health or illness knowledge and understanding, increased self-efficacy in the context of mental health challenges, and awareness or practice at skills for improving wellbeing. It is also expected that this course will assist in normalizing the experience leading youth organizations, orienting them to important supports available in their own community, and online. With a positive mental health focus, this course also aims to increase PYs awareness of their own personal strengths, competencies, and resources.

2. Course Objectives

- a. Critical and Creative Thinking: PYs will be encouraged to integrate information from a variety of sources (lecture, readings, personal research) to generate a presentation or creative project meant to forward positive mental health for young adults. This process will support the development of inquiry skills and creative/critical thinking.
- b. Literacy: PYs will learn how to extract information from their readings, group discussions, pre-departure assignments and online. By critiquing online resources students will learn how to more carefully evaluate the vast amount of mental health information that is available online. PYs in the course are expected to acquire increased knowledge of mental health stigma research, mental health literacy in general as well as greater awareness around unique profile.