

- c. Communicating: PYs will develop oral communication skills within this course discussion in which verbal participation will be integral for most PYs. PYs will also learn oral communication through discussions on board. Through completing and receiving feedback on several written assignments in this course, PYs will develop their written communication skills.
- d. Professional and Ethical Behaviour: The nature of this course on mental health is such that PYs will learn about and apply constructs such as confidentiality and self-disclosure in a unique environment.

### 3. Outline of the Five Discussion Sessions

Session 1: Introduction	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ PYs to gain introductory knowledge of mental health and disorders</li> </ul>	<ul style="list-style-type: none"> <li>■ Ground rules creation</li> <li>■ Discussion: What is mental health and what is mental disorder?</li> <li>■ Activity: Identity - Who am I?</li> <li>■ Activity: Self-reflection and self-love</li> </ul>
Session 2: Mental health disorders	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ PYs to gain more knowledge on mental health disorders</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussion: The different types of mental health disorders</li> <li>■ Small Group Discussion: Mental health disorders</li> <li>■ Activity: Anxiety Disorder</li> <li>■ Activity: Debate on mental health issues</li> </ul>
Session 3: Mental health services and support, and the importance of good close relationship	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ PYs to understand various support and services available within their community to access to develop self-efficacy and manage mental stressors. PYs to understand the importance of good close relationship in mental health.</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussion: Increasing self-efficacy and accessing support.</li> <li>■ Discussion: Personal identity</li> <li>■ Activity: The importance of good close relationship to mental health</li> <li>■ Activity: Individual values and beliefs</li> <li>■ Discussion: "Are you OK?" conversation</li> </ul>
Session 4: Social issues of mental health and the importance of good close relationship	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ PYs will have deeper understanding on mental stress, social issues (stigma) surrounding mental health issues.</li> </ul>	<ul style="list-style-type: none"> <li>■ Activity: The importance of relationship - a buddy system in the group</li> <li>■ Discussion: Harvard's research study on good close relationship and happiness and mental health</li> <li>■ Activity: Presentation of assignment no. 1 (Individual PY)</li> <li>■ Discussion: WHO Mental Health Action Plan</li> <li>■ Small Group Discussion: Critiquing each mental health policy they presented</li> </ul>
Session 5: Wrap up	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ PYs to reflect on discussions starting from Session 1</li> <li>■ PYs to apply strategies to improve their own mental health</li> </ul>	<ul style="list-style-type: none"> <li>■ Activity: Wrap up session</li> <li>■ Activity: Presentation of assignment no. 2 (Individual).</li> <li>■ Activity: On-board mental health projects (poster and mental health discussion sessions on board – voluntary activities)</li> </ul>

#### 4. Facilitator's Comment

Mental health is a pertinent global issue. This course was designed to equip future global leaders with proper knowledge on mental health and issues and increase awareness in improving wellbeing.

The participants in this course actively engaged in all the discussion sessions. Participants were required to work on two pre-departure assignments: bringing a photo that describes the mental health situation in their country, and an existing mental health policy in their country.

On the first two sessions, discussions focused on understanding different mental health disorders. Case studies and explanation videos of common mental health disorders were presented. Participants discussed in small groups the differences of mental health disorders. On the third session, the discussion focused on strategies participants can use to assist someone suffering mental issues such as depression, anxiety, PTSD, etc. Also, participants were able to discuss the status of mental health in their respective country using their pre-departure assignment 1. On the last two sessions, discussions concentrated on WHO Mental Health Action Plan and the importance of good close relationship to mental health and wellbeing. Participants presented their pre-departure assignment 2. Afterwards, small groups were formed to critique their policies against the WHO Mental Health Action Plan. On the last session, participants engaged in activities to reflect on the importance of good close relationship. A Harvard research study on the link of good close relationship to mental health, happiness and mortality was discussed. Participants also conducted voluntary

activities on board. A poster was created using pre-departure assignment 1 and displayed in level 2 of Nippon Maru. Discussions on mental health were conducted in the evening by PYs. Other PYs, NLs and admin staff attended these voluntary activities.

I would like to thank the Cabinet Office of Japan for selecting me as one of the facilitators. I was really pleased this topic was considered. Facilitating discussion group is not always easy. However, the SWY Administrative Staff have tremendously helped me day in and day out in preparing and delivering each discussion session. Thank you to each admin staff. It wouldn't be a success without your support. The PYs this year have been tremendously active in their discussion engagement. I was taken aback by the various background and expertise of my PYs. They were mixed professionals from health and medical field, all the way to business, marketing, political and governmental work, social and community work and international relations. Knowing these mixed backgrounds at the beginning was a struggle to facilitate. However, this became a strength to the group as it brought different perspectives to the mental health discussions. PYs attended each session well-prepared, gave all their best to be well-engaged, and contributed above and beyond. Consequently, it made the discussion not only educative but fun and interactive.

Overall, I learned so much in preparing for this course. I enjoyed each session I had with my PYs. I am inspired by their dedication, their commitment to create changes in their society and to address mental health issues. Undeniably, SWY has achieved its objectives to equip, inspire and motivate PYs to be social agents in the society.

## 6) Peacebuilding and International Cooperation Course

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Facilitator:

Participants: 30 members (15 JPYs, 15 OPYs)

### 1. Course Goal and Objectives

This course is intended as a brief overview of peace and conflict and the international system that blends practical skill-building with useful theoretical knowledge. Each of the five sessions will have a mixture of lecture, group discussions, and skill practice. At the end of the course, the participants will be able to:

- Identify the main organizations of the international system
- Name the instruments of international law
- Identify different definitions of peace

Additionally, participants will practice:

- Active listening skills
- Reflecting for content
- Reflecting for emotional meaning
- Breathing exercises (neurological self-regulation)
- Theatre exercises

## 2. Outline of the Five Discussion Sessions

Session 1: What Is Peace?	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ Introduction of plural concept of peace</li> <li>■ Skill building: listening and reflection</li> </ul>	<ul style="list-style-type: none"> <li>■ Activity: Active listening - Participants will be introduced to and will practice in pairs the basic skills of active listening. They will practice listening with positive regard and reflecting content (what was said) and meaning (the emotions behind what was said).</li> <li>■ Small Groups: Discuss and present results of pre-departure essay</li> <li>■ Lecture: Summary of topics raised in the essays “What kinds of peace(s) are there?”</li> </ul>
Session 2: Justice and Security	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ Summary and review of the basic state of the art of international relations</li> <li>■ Identify basic instruments of international law</li> </ul>	<ul style="list-style-type: none"> <li>■ Lecture: The nation-state and the United Nations</li> <li>■ Group Discussion: What are the limits of sovereignty?</li> <li>■ Lecture: International law, human rights, and UN peacekeeping</li> <li>■ Group Discussion: What is the role of the blue helmets in the 21st century?</li> </ul>
Session 3: Harmony and Truth	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ Identify examples of peace out of harmony</li> <li>■ Skill building: breathing activity</li> </ul>	<ul style="list-style-type: none"> <li>■ Activity: Guided breathing - Conditions will be created for the participants to try to experience their own internal peace through a guided breathing activity.</li> <li>■ Lecture: Peace in Taoism and fertility cults</li> <li>■ Group Discussion: What is the difference between internal and external experiences of peace?</li> </ul>
Session 4: Applied Conflict Transformation	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ Introduction to practical approaches</li> <li>■ Skill building: applied conflict transformation</li> <li>■ Skill building: theatre exercises</li> </ul>	<ul style="list-style-type: none"> <li>■ Lecture: Introduction to conflict transformation</li> <li>■ Activity: Activating the body</li> <li>■ Activity: Sculpting</li> <li>■ Activity: Complete the image</li> <li>■ Activity: Building a tableau</li> <li>■ Activity: Activating the image</li> <li>■ Using the body language of theatre, participants will be attempt to depict and transform conflicts. The activity will go through several steps: warming up and activating the body; sculpting bodies into static images; completing the images by adding new elements; building a tableau; and finally activating the image by bringing it to life.</li> </ul>
Session 5: Psychology of Conflict	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ Reviewing learning objectives</li> <li>■ Skill building: theatre exercise</li> </ul>	<ul style="list-style-type: none"> <li>■ Lecture: Summary of lessons and review of concepts</li> <li>■ Activity: Rainbow of fear and desire - Participants will use the skills developed in the previous session to analyse a conflict in their lives. The group will attempt to dramatize the fears and desires of the protagonist. By interacting with the emotions of the protagonist as characters, there is the opportunity both to understand the conflict and to change the outcome.</li> <li>■ Activity: Closing circle - Participants will have a chance to ask any final questions and make any final comments or statements.</li> </ul>

### 3. Facilitator's Comment

One of the overall intentions was to blend theories of peace and conflict with practical skills. All of the five sessions (and the additional "Follow-Up Session" on Jan. 26) began with an active listening exercise that took about 10-15 minutes. In pairs, one PY had 3 minutes to speak freely on any topic while the other PY listened actively and silently only giving "minimal encouragers," but not offering any comments or advice. The listener then had approximately one minute to summarize and reflect what he/she had heard; this began as a summary of the facts in the first session and progressed to include naming the emotional content by the third session. The PYs would then switch roles and repeat. I encouraged them to speak with a different partner for each session. This technique is a basic skill of psychotherapy and additionally many PYs reported the positive social impact it had by giving them an opportunity to get to know others more deeply and intimately.

The first session began with an introduction and the activities listening and then moved to the results of the pre-departure assignment. All the PYs had been requested to think about and write about peace from their own personal perspective and from the perspective of their mother tongue, their culture, their religion, or the laws of their nation-state. I divided them into groups of 5; as many OPYs spoke languages with a shared etymology of peace (peace, paix, paz), I made sure each group had another language represented (Arabic, Maori, Sinhalese, Masai/Swahili). The small group discussions went on for about half an hour; I let it continue for longer than I had planned because everyone appeared to be engaged and shared a lot of ideas. Each small group shared some of their insights with the rest of the discussion group. I ended the session with a lecture and slides about multiple interpretations of peace and the origin of the concepts of peace in English, *heiwa* in Japanese, and *salam* in Arabic.

The second session was the most theoretical and was focused on external aspects of peace. After the active listening exercise, I began with a recap of what we had covered in the previous session and then proceeded to an interactive lecture on the history of the UN and the beginning of peacekeeping in 1956 with the creation of UNEF. We moved into small discussion groups (about 5-6 per group) to discuss the limits of sovereignty. After about half an hour talking in small groups, we came back together to share the salient points: strong arguments were presented both for and against state sovereignty. Time was up by then and so the second topic of the future role of

regional institutions that I had prepared never got discussed.

The next session was the midpoint follow-up session. I started as usual with the active listening exercise. I dedicated the rest of the time to a sharing circle. Everyone in the group had the opportunity to speak and to share whatever they wanted. Many concerns came up regarding the level of English and not understanding, and of the expectations of academic content. Several comments were made about being thankful for the opportunity to share freely and to hear the struggles of others in the group.

The third session was focused on internal aspects of peace and experiential learning. After the active listening activity, I began a short lecture about peace out of harmony and then we began the practical components. For about twenty minutes, we practiced two breathing exercises: three-part breath, meaning breathing into the belly, the ribs, and upper chest separately and sequentially; and alternate nostril breathing, in which one nostril is blocked for the inhale and the opposite nostril is blocked for the exhale. We then continued in the same way with a thirty minute guided mindfulness meditation by Jon Kabat-Zinn. We finished off by having time to share some of the experiences. Some PYs reported a feeling of deep calm and relaxation and others reported feeling agitated and confused and unsure of the purpose of the exercise. This prompted a discussion of the complementary nature of inner and outer experiences of peace.

The fourth session was meant to integrate both internal and external aspects of peace and to introduce the idea of applied conflict transformation. After the active listening exercise, we started with a brief recap of the previous sessions and lecture on conflict transformation. I started with explaining some of the physiology behind the breathing techniques and then discussed principle of conflict transformation and a short history of Augusto Boal, *Theatre of the Oppressed*, and of David Diamond and *Theatre for Living*. We then spent the rest of the time using Boal's basic techniques of image theatre to create static images of our personal conflicts and using the language of our bodies and of theatre to try to transform them. We started with a game, a slow-motion sword fight, which helps active the body, encourage clear communication, and observing each other. They practiced sculpting each other into static images. From there, we did an activity of "complete the image" to practice creating and interpreting static images. Finally we created a tableau, a static image with several PYs in it, depicting our common challenges in this Ship for World Youth Program. The PYs had the opportunity to imagine a new future and to change the

image to reflect the kind of experience that they would like to have. We had a few minutes at the very end to share reflections.

The fifth and final session, broadly labeled the psychology of conflict, was intended as an integration of everything that had been done. After the final active listening exercise and a brief lecture summarizing and setting up the next activity, we began a dance exercise that was inspired by Gabrielle Roth's 5 Rhythm Dance. With an hour of music that I had carefully selected, I lead the group through five rhythms of life: flowing, staccato, chaos, lyrical, and stillness. It had the pedagogical purpose of showing the PYs a tool of conflict transformation as well as an experiential component of moving through emotional blockages of the previous weeks and integrating the experiences of Ship for World Youth Program. The final half hour was dedicated to a closing circle in which everyone had the opportunity to share a final word.

The major challenges of running the Course Discussion were about managing expectations, language levels, background knowledge, and cultural differences all at the same time. If I could do it again differently, there are three things that I would try to do. Firstly, I would include a second pre-departure assignment: I would ask the PYs to choose the most important contemporary issue for peace in their home country and to prepare some notes to be able to talk about it. Secondly, having a better sense of the time and the total number of sessions (including 3 pre-departure sessions with JPYs, the course introduction with OPYs, the Follow-Up Session, and the Summary Forum), I think I could have done more to deepen the content and help some of the JPYs feel more confident. Finally, as several JPYs were teachers who are mandated to teach about peace in their classrooms, I would strongly consider dedicating an entire session to ideas of peace education.

## 7) Technology in an Equal Society Course

### Theme: Responsible use of AI and social media

Facilitator:

Participants: 31 members (17 JPYs, 14

OPYs)

#### 1. Course Goal

Participants understand and implement the desired role of technology in an equal society using responsible and ethical Artificial Intelligence and Social Media.

#### 2. Course Objectives

Participants will be able to develop critical thinking and become aware of the areas of their life where technology uses AI and Big Data, the limitations of these technologies and how they can be biased. They will be able to recognize fake news and social media manipulation in order to not be manipulated and also understand how to fight against the misuse of these technologies, from grassroots to countrywide programs by developing their own strategies.

#### 3. Outline of the Five Discussion Sessions

Session 1: Data and Artificial Intelligence Is Biased	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ PYs develop a basic understanding of areas where big data and Artificial Intelligence are used in society</li> <li>■ PYs develop an understanding of how data can be biased and lead to biased AI with examples from government, industry and other</li> <li>■ PYs acquire the critical skills to be aware of limitations of data and AI and to challenge conclusions drawn from these.</li> </ul>	<ul style="list-style-type: none"> <li>■ Group Work: Finding the cross-national definition of “artificial intelligence”, “equality”, “equity” and “big data”. Then share results to find the course definitions.</li> <li>■ Small Group Discussion: Articles about big data collections in their countries, that they were asked to bring and summarize, and share their examples with all. The facilitator will write keywords in the whiteboard. Then they will group these into areas to show commonalities across countries and cultures.</li> <li>■ The discussion will conclude with some examples of biased data and AI in recent years and the negative impact.</li> </ul>

Session 2: Fake News, Propaganda and How to Protect Against It	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ PYs acquire a clear definition of “fake news”</li> <li>■ PYs develop the critical skills to recognize “fake news” and how to find trusted sources of information.</li> <li>■ PYs understand how “fake news” is present across the world and how it can differ from culture to culture.</li> </ul>	<ul style="list-style-type: none"> <li>■ Lecture: First a small introduction will be shown to introduce the concept of fake news. Then different articles and headlines will be shown and interactively, the group will decide if they are real or fake news.</li> <li>■ The PYs will share their own fake news stories with the group in the form of theatre. The facilitator will write keywords on the whiteboard in order to group similar types of fake news to show how the same kind of strategies are used in different countries. In this part, we will define “types” and “purposes” of fake news, such as propaganda.</li> <li>■ Participants will then share their strategies and resources to avoid the spread of fake news.</li> </ul>
Session 3: Machine Learning and the Democratization of Technology	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ PYs cultivate understanding of how AI and data can be used to serve the majority, to the detriment of minorities and marginalized groups</li> <li>■ PYs understand how the internet can be used to both enhance and suppress communities</li> <li>■ PYs understand how social media can be used maliciously to sway public opinion</li> <li>■ PYs understand how technology to translate or accessible technology for those with disabilities can also be biased</li> </ul>	<ul style="list-style-type: none"> <li>■ Short Presentation by PY: Commercial guidelines for video for social media based on their work experience.</li> <li>■ Discussion: Understanding AI clustering in groups by asking them to cluster themselves according to a definition and a predefined number of clusters. PYs understand how AI can fail minorities or not represent the group when inadequately trained.</li> <li>■ Game: PYs sort Facebook newsfeed posts by the order they would like to see them. Then they share the criteria by which they sorted them. The learning comes from the fact that they did not receive any news or political posts, so they realize how a Social Networking Service trained for the purpose of sharing photos can proliferate fake news and radicalized opinions when used for this purpose it was not originally intended for.</li> <li>■ Presentation: How the Facebook Algorithm really works.</li> <li>■ Discussion: PYs provide examples from their own experience and possible strategies to diminish these negative effects.</li> </ul>
Session 4: Social Media and Technology Literacy: Data Collection at a Global Scale	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ PYs acquire understanding of mass data collection.</li> <li>■ PYs understand how their own social media experience is not universal, showing different social media networks in different countries.</li> <li>■ PYs develop critical skills to protect their own internet presence, understanding the trade-offs of using social media</li> <li>■ PYs develop critical skills and can defend against fear-mongering. i.e. social media is not inherently bad, and can be used responsibly as long as they understand the trade-offs and limitations</li> </ul>	<ul style="list-style-type: none"> <li>■ Short Presentation: Commercial data collection and summarization they were involved in.</li> <li>■ Polling of the PYs’ own internet data habits using show of hands to understand what Social Networking Service they use. PYs understand how different regions use different platforms and have different habits. This is collected on the whiteboard.</li> <li>■ Discussions: The characteristics and trade-offs of different Social Networking Service in small groups and examples of where the data can be used. Participants then share the results with the class and they are collected on the whiteboard. This will be a balanced session, showing the pros and cons and how data being shared can be negative but also where collected data can be to the advantage of the user.</li> <li>■ Small Presentation: Problems with data collection and data gaps with real life examples.</li> </ul>
Session 5: How To Help Implement Ethical AI and Social Media in the Community	
Goals and Objectives	Activity Contents
<ul style="list-style-type: none"> <li>■ PYs understand current efforts to implement ethical AI.</li> <li>■ PYs develop their own actionable ideas on how to help their communities implement ethical AI and social media</li> </ul>	<ul style="list-style-type: none"> <li>■ Personal Reflection: What strengths they have, what they have learned and how they will bring it back to their communities in the form of poster. They then share these with the group.</li> <li>■ Group Presentation: The final presentation of the results of the course discussion.</li> </ul>



#### 4. Facilitator's Comment

The discussion sessions were very lively and productive and PYs engaged both with the facilitator and each other despite cultural differences. In order to engage all participants, I opted for a strategy of first having a small group discussion and then sharing of outcomes with the course. This had the benefit of allowing PYs who had difficulties expressing themselves in English or were reluctant to speak up, to share their point of view in a less challenging environment. By sharing the group discussion results with the whole course afterwards, all participants were able to learn from each other.

One of the main difficulties in designing this course discussion was in the different levels of subject knowledge from PYs in the group that varied from industry experts in computer science to people from other fields that wished to know more about the ethical use of technology in order to enrich their work. Discussions in small groups helped, because the participants could decide what interested them to share or question. Additionally, I invited participants with expert field knowledge to present their work to the group, thus keeping them engaged and giving the group the opportunity to learn from their expertise. One of the PYs presented about her work in editing videos for Social Networking Service posting and the guidelines they follow to guarantee that the audience “scrolling-by” will remain engaged. Another PY presented their work analyzing collected data from a questionnaire with open questions

and the process they used to cluster the answer into groups to have categories to summarize results. Because of the limited length of the course, it was not possible to go too deeply into any of these subjects as would be the case in a University lecture. However, the PYs learned some samples of AI (clustering and recommender systems) and how they work at a conceptual level so that they could later deepen in their own studies. Additionally, the PYs gained the ability to discern and fight fake news and understand how to be skeptical of data and look for data gaps that could be perpetuating inequality in their communities. Finally, PYs learned from each other which experiences of big data collection and use, AI, Social Networking Service and fake news are universal and which vary from country and culture, opening their mind to go into the world and ensure these technologies are used responsibly and ethically by themselves and others.

Several PYs asked during and after the class for additional information on the subjects that were touched upon. I opted to have short ad-hoc conversations with them about these subjects and, when available, supply additional course discussion information via the intranet. I believe participants in this Course Discussion gained not only new knowledge and perspectives but also the ability to communicate and engage cross culturally. They discussed the themes touched upon in the 5 sessions with the other course members, who they might not have contact with otherwise.

#### Summary Forum

Summary Forum was held on February 12, by the Event Committee as an event to summarize what each Course Discussion went through. Each course showed their learning outcomes by creative presentations.

##### Comment from Event Committee: (Japan)

As an Event Committee member, our major role for this event was to organize the order of rehearsal and the actual performance, time management, sound system management and lightings, and MC. I would like to state the reflection point and improvement point.

Firstly, the reflection point was about the time management. We were not able to manage the time for the audience to gather at the venue which led to a 15 minutes delay to start the forum. I was able to learn that making 240 people gather into one venue is very different from that

of small gatherings, such as committee meeting and Letter Group meeting. People tend to focus on the content of the program but preparing the logistics is the key of managing the event smoothly.

Secondly, the improvement the program can make is about the preparation. Not only that there were just two days of preparation for the presentation, but preparation time slot was not included in the official program hour other than the rehearsal on the same day of the actual presentation. Many Course Discussion Groups were frustrated on this situation. If the program can ensure the preparation time within the official program hour, this frustration can be solved.

These are the two points I learned from organizing the Summary Forum.

Comment from Advertisement Committee: Narumi Hikari (Japan)

When the Ship for World Youth Program of this year reached a final phase, the seven Course Discussion shared what they have learned at the Summary Forum. Cultural Heritage Preservation Course started off the presentation with some participants clad in national dresses and others with their instruments came on stage to share the stories behind the dress and instrument. They sometime were their family story, their identity, and stories behind the songs and instruments. What was most impressive was the word “I am the combination of everything”, said from a New Zealand participant who has connection with the Maori. I was touched how this word showed that country, culture, Maori, ancestor, everything is combined to form that person.

From the Global Environmental and Climate Change Course, natural disasters such as flood and drought

happening in many countries were explained. For each one of us to think about environmental issues, quiz about the amount of water we use and amount of food made onboard was carried out. I was very surprised and shocked how much water, electricity, and food are consumed in everyday life. It made me change my mind of not using the elevator onboard and turn off the tap frequently.

Health and Wellbeing Course conducted an activity where participants paired up and looked at each other's eyes for 30 seconds, and thought about an important person. Also, they made time to “relax and think” to write a letter to someone each of us want to appreciate from the program. During the time to write a letter, I reflected on the last 30 days and wrote a letter to a person who supported me in the hard times. Through writing the letter, I felt the kindness and warmth of that person and how much that person supported me.

## National Presentation (NP)

NP was conducted by delegations to present the history, culture, traditional art, politics, economies, and society in general to deepen the understanding toward each country. Also it was a chance for many participants to re-recognize and rediscover their own country. The delegation decided the presentation format and NP Committee was in charge to support the operation, MC, and time management.

<Order of NP>

Date	Delegation
Jan. 19	Japan
	Bahrain
	France
	U.K.
Jan. 20	New Zealand
	Egypt
	Kenya
	Brazil
Jan. 21	Peru
	Sri Lanka
	Mexico

Comment from NP Committee: (Bahrain)

In SWY32, the national presentations took place towards the beginning of the on-ship activities, giving all PYs a window into each participating country's cultures. Having the presentations on the onset of the program helps

spark interesting conversations early on that help deepen cultural understanding.

Each delegation managed to deliver their culture across to the audience using their own style and flavors. The effort and time that each delegation put into their national presentations was evident and clear. The national presentations gave all PYs the opportunity to reflect on each country's culture as well as ignite new discussions and conversations.

Comment from NP Committee: (Japan)

During the Preparatory Training Session in September, we set down the theme of Japanese National Presentation “Japan to the World”. This theme includes our strong hope that all the Japanese participants from all over Japan will act globally after experiencing SWY. During the three months between the Preparatory Training Session and the Pre-departure Training Session, each of us prepared and practiced to complete our 30 minutes NP. Small programs were put together to one when we gathered in January.

There were times when people felt frustrated by not having a chance to have a face to face communication after the Preparatory Training Session. There were essence that could not reach by online communications and phone calls which sometime decreased our enthusiasm toward NP. But once everyone gathered and the Pre-departure Training Session started, I was able to see each one's strength that lead to accelerate like a chemical reaction to reach the



completion of the NP. Through the preparation, I, as a member of NP committee, was able to feel the high ability and the magnificence of participants.

By supporting other delegation's NP, I learned to take action under cooperation and to acting independent-minded in the team at the same time to understanding the whole situation. Also, the committee organized a talent show activity, "SWY Open Stage", and it was successful.

Comment from Advertisement Committee: Japan)

30 minutes to each delegation. That 30 minutes brought a continuous impression where each delegation creatively let the other participants understand their traditional cultures, roots and identity.

It started with the Wadaiko (Japanese drum) performance, Japanese dance, Japanese calligraphy and other performances. At the end, we danced Yosakoi with all JPYs involving OPYs, a great introduction to the national presentation which livened up the atmosphere. Other delegations made a presentation on their history, geography, and social problems through quizzes, drama, movies, and other unique and creative ways. They showcased us their traditional dances and traditional colorful costumes. Although many OPYs had to change their costume several times, they said that they had a lot of fun which showed their great passion toward the NP.

Thanks to having the NP at the early stage of the program, the National Presentation brought the Japanese delegation together in unity. As an outcome, this became

a topic to start the conversation with OPYs. NP helped to start the program with a good atmosphere and mood among all PYs. Thank you very much to all of the NP Committee members.

Comment from Advertisement Committee: (Japan)

I played the Japanese drum with other members to show the Japanese culture. After three months of pre-training, the time had finally come to show the result of our hard work.

As a leader of the Japanese drum team, I contacted the organization of Japanese drum team to teach us how to play the drum and had several lessons. The team consisted of students and people who are working, and almost all of us were beginners of Japanese drum. So it was not easy to gather for practice and also to build up a team.

Although I was really nervous before the performance, once it started, I was playing the drum feverishly. I could say it was the best performance. After our performance, Dolphin hall was full of clapping and cheering, some people were even crying. I was so grateful that all the preparation and practices was worth it in the end.

It was one of the proudest moments for me in the program having a chance sharing my culture and heritage even though I had not played the Japanese drum before the program. We received a lot of requests from PYs that they also wanted to learn how to play it. We therefore, held a voluntary activity sessions on teaching how to play Japanese drums.

## All-PY Seminar

All-PY Seminar was conducted 3 times during the Onboard Training Session with the themes that are beneficial and high-interest to the participants. Every seminar was planned and run by the All-PY Seminar Committee. The first session's theme as leadership and second session's theme as cross-cultural understanding

were decided from the beginning but the last session was a free theme. The committee discussed and decided the last session's theme. Since there were 240 audiences with different age, nationality, and interests, every seminar elaborated by welcoming several presenters on stage, including games and small group discussion.

Date	Theme	Content
Jan. 22	Leadership	Seminar that aimed for all PYs to understand their leadership through several activities.
Jan. 29	Cross-Cultural Understanding	Seminar to understand about cross-culture onboard through activities and panel discussion.
Feb. 10	Motivation and Reflection	Seminar where participants had a chance to reflect on their motivation transition by dialogue. Participants were split into 9 different themes about social issue and had a discussion.

#### Comment from All-PY Seminar Committee: (Japan)

As a sub-leader of the All-PY Seminar Committee, I ran the committee meeting together with the leader. At the beginning it was very difficult to have a discussion in English with the participants with many different backgrounds. Also it was difficult to organize the seminar in a SWY environment where we had no internet. But with the support from the committee members and warm words from PYs who participated in the seminar, we were able to complete the 3 seminars. I felt rewarded and this experience became my treasure of life. Especially the experience from the third seminar brought me confidence and joy. We realized that some participants left the seminar in the break time of session one and two. But at the third seminar, participants could not stop discussing even during the break time which showed how much the committee was able to make an interesting seminar. I was happy that we were successful on improving the content of the seminar through the three sessions.

#### Comment from All-PY Seminar Committee: (Mexico)

The committee had to organize three seminars with three different topics: leadership, cross-cultural understanding and resolution of social problems. The selection of the first and second topic was already decided, so our first task for us, the OPYs, were choosing one topic to develop. The next step was to decide the content of the seminars and the role of every member's communication was the most important thing because we had different ideas, opinions and perspectives of the topics. At the beginning it was difficult because we could not understand the perspective of all of us, but at the end, we understood the benefit of it. Instead of considering it as a problem we took it as an opportunity to learn more about different cultures and show rest of the PYs the way they could take advantage of it in an intercultural environment. The third seminar was a free topic, so all the members of the committee could decide which topic we wanted to talk about. We came to the conclusion that we had to mix the first and second seminar, so we could start proposing action to the problems that we had been talking about.

The way that we prepared every seminar was different because after the first we notice some areas which we could improve. That helped us to deliver clear information that was useful for the PY's and in a way that they could be interesting in.

I think the seminars were important for the PY's but

also for us, the members of this committee, because we had to put on practice the subject that we were presenting during the preparation time. Also, the topics that we explain on our seminars were translated into daily situations, so people could relate to the situation and could understand more the seminars.

We think that our seminars help to understand a few things that people have not even noticed.

#### Comment from Advertisement Committee: (Egypt)

In the first seminar, all PYs from different backgrounds agreed on a unified meaning of leadership. In the first activity, PY's were split into groups of 10, and discussed their stories about leaders from a wide spectrum of perspectives. This activity opened essential topics of discussion amongst the participants as they exchanged the characteristics of leadership. The second activity was about Communication Styles, a personality test that shed light to the strengths and weaknesses of each participant, that encouraged them to understand themselves better.

The second seminar was about Cross Cultural Understanding where the lecturers clarified the different ways of communication amongst the 11 participating countries and other countries as well. Participants accepted the differences with an open heart and mind since they have experienced them throughout the journey. It was ignited questions about culture shocks that the participants have experienced and how to deal with them not only on the ship, but also in life.

The third seminar started by a Future Diary Activity to think on our futures by answering questions to make visions clear for us. The second activity was social problem discussion which participants were divided into several themes to discuss these themes in their respective countries, how they could contribute to solve these problems and finally shared with other groups. This particular activity made us feel that we are not alone, that we shared the same issues, and so we can share the solutions as well. In addition, it gave us a global perspective to look at global issues that affect multiple countries due to globalization.

To sum up, participants were impressed by the rich content, activities conducted, team spirit & a fun learning environment prepared by the All-PY Seminar Committee. This beautiful quote was remembered by all participants throughout all seminars and gave us strength to look forward to "Change".

"People who are crazy enough to think they can change the world are the ones who do"

## Olympic/Paralympic Seminar

As Tokyo 2020 Olympics and Paralympics is close at hand of this year's Ship for World Youth Program, participants from each delegation introduced Olympians and Paralympians from their countries and countries which have experienced hosting the Olympic and Paralympic games introduced how it is like to organize an international game. Through the seminar, participants got the chance to learn and think about the significance of international games. During the Onboard Training Session this seminar was held three times, first two seminars organized by the Olympic/Paralympic Seminar Committee and the last seminar organized by 3 NLs.

### Comment from Olympic/Paralympic Seminar Committee: (Japan)

Through Olympic/Paralympic Seminar Committee, I learned the difficulty and the beauty of making a seminar from scratch.

The participants from 11 different countries have very different points of view to the Olympics and Paralympics, making it very difficult to unify the ideas. But I believe that these processes were very worthy for every committee member. For example, Bahrain and Sri Lanka have difficulty to host the Olympics and Paralympics because of the size of the land. The idea that they have is surely different from what we, the Japanese people have. Through meetings, we could understand the differences and we were able to have a meaningful time to think deeply about the Olympics and Paralympics.

We hosted 2 seminars, and both seminars had a goal in common, which is to make the participants think not only the positive side of the Olympics and Paralympics, but also the negative side. I strongly believe that this goal has been successfully achieved. Seeing more than 200 PYs from 11 countries discuss about both the Olympics and Paralympics were very interesting. There were ideas that were not likely to be born only discussing within Japanese people, letting us know the beauty of diversity.

I spent so many times on this committee activity, but I strongly believed that it was worthy. I would like to say thank you to all, who put a lot of efforts on making both seminar a successful one!

### Comment from Olympic/Paralympic Seminar Committee: (Peru)

The Olympic/Paralympic Seminar Committee was an environment that provided the best atmosphere to learn by

sharing different ideas and knowledge among the delegates of the participating countries. During the program we organized two informative and interactive seminars.

The first one was "Olympians & Paralympians of the world". In this seminar, each delegate chose one Olympic and one Paralympic athlete that they felt proud of. Eliud Kipchoge, Teddy Rinner, Ruth Jebet, Sophie Pascoe, Fatma Omar & Clodoaldo Silva were some of the names that came up. With this activity we understood the power of sport, through it, athletes can inspire people, unite countries & cultures. Sport have no borders. We also learned that excellence is not about winning, but to be the best version of you; it is about the journey, not the destination itself.

Furthermore, I had the honor to share about my father's sport career. His name is Francisco Boza. At the age of 19 he won an Olympic medal in 'Los Angeles 1984', becoming a national hero at that time, inspite of the lack of Olympic achievements in Peru. One of the most relevant lessons he has given me, and that I passed to the rest of the participants is to never give up, regardless the difficulties.

In the second seminar we presented a timeline of the modern Olympic & Paralympic Games since approximately the year SWY was created until today (Seoul, 1988 – Tokyo, 2020). The objective of it was not only to share about sports history, but to deepen in the discussion and analysis of the positive and negative aspects of the Games and whether it brings together a country or not.

Finally, the major and significant lessons that we had are to enhance the cross-cultural understanding by accepting and embracing our differences, to understand that disability is not inability, to work in teams for a common goal regardless our different professional and personal backgrounds, to spread the Olympic and Paralympic values and to always support each other.

Those are some of the lessons that I will pass to my community and to the rest of the world.

### Comment by Advertisement Committee: (Japan)

The first seminar was mainly conducted in two sections. In the first section, a quiz tournament by letter group was carried out and I was able to learn not only the history of the Olympics and Paralympics but also about the "negative aspects", such as the amount of food loss. The negative aspects are not often featured so it was a chance for me to realize that "positive aspects of Olympic Games are usually focused but we cannot forget that there are negative

aspects.” In the second seminar, there was an explanation of Olympics from the Seoul Olympic in 1988 to Tokyo Olympics in 2020. Also there were times to discuss on the question, “Can we say the Olympics and Paralympics are inclusive” and “Is it possible to unify a country by hosting the Olympics and Paralympics”. By hearing the

comment about hosting the game from participants from those countries, I was able to get an image of how the games look like. Through the two seminars, I earned many knowledges about the Olympics and Paralympics, and also my expectation raised towards Tokyo Olympics and Paralympics in 2020.

### Peer-Learning Seminar (PL Seminar)

Peer-Learning Seminar is a seminar organized by the participants and management is supported by the PL Seminar Committee. The committee collected plans of seminars from the participants and as a criteria to be a PL Seminar, four out of six of the following conditions must be satisfied and the seminar should be either 70 minutes or 140 minutes. The conditions were if the seminar; 1) introduce examples of good practice that contribute to the betterment of society, 2) share valuable and beneficial information for the participating countries and global

society, 3) develop other participants’ skills that are useful at Onboard Training Session, 4) deepen cross-cultural understanding and broaden their view on the world, 5) cultivate leadership skills of other participants, 6) offer academic learning opportunities.

There were 4 sessions of PL Seminar and each had 2 slots, as a total of 8 slots per session. Since multiple sessions could be conducted at one slot, in total of 33 seminars were organized in the 4 sessions.

Organizer (Delegation)	Name of Seminar	Contents
(Japan)	The Climate Reality: Must we change? Can we change? Will we change?	Introduced the needs of conservation of the environment, and how we can get involved easily
(Japan)	Let us diverse your career through open discussion - What does WORK mean to you and your country.	Introduced the diversity of career option from female perspective and discussed on way of working
(Japan)	Okinawa below the surface - Hidden history of the beautiful island	Presented about Okinawa’s culture and issue regarding the U.S. military base
(Japan)	Peace & Education 1	Sharing the concept of peace and lecture on each country’s peace education
(Japan)	What is the various information for you	Reality and journalism of Japanese media and its relation with politic
(Japan)	Sustainable World for Youth - Let us practice SDGs on the ship -	Workshop on actions we can take in our daily life regarding SDGs
(Japan)	No border MUSIC	Workshop to feel the power of music
(Japan)	Workshop for Gender	Discussion on issue regarding gender and how we can solve this
(Japan)	What can we do for developing countries? - Let us take action from today!!-	Sharing the experience of volunteer in developing countries

Organizer (Delegation)	Name of Seminar	Contents
(Japan)	What is CSR?	Corporate social responsibility. Examples sharing and thinking about CSR from Ship for World Youth Program
(Japan)	Peace & Education 2	New approach of Japan's peace education and discussion on how we can make peace by focusing on the way of history education
(Japan)	I share	Shared each presenters' philosophy of life and how people can enrich each one's life
(Japan)	Different perspectives of how we can solve the poverty	Lecture on Japan's poverty
(Japan)	Sex education in Japan	Workshop on sex education
(Bahrain)	"Life saving"	The necessity and demonstration on the usage of AED, and some quiz about AED
(Bahrain)	Islamic art and geometric patterns	How Islamic art became the form of today and its transition
(Bahrain)	Islam	Lecture on basic Islam
(Brazil)	History of Brazilian Foreign Policy and Multilateralism	Presented about how Brazilian Foreign Policy and how it has changed through history
(Egypt)	Building for All Inclusion of Persons with Disabilities in our societies	Discussed and shared the approach of each country for encouraging Persons with Disabilities to work outside
(Egypt)	Dialogue	Level and depth of active listening
(Egypt)	Let us bang the idea's market	How to start a project as a start-up
(France) (Japan)	Business	Session on how to operationalize the idea
(U.K.)	What is my identity?	Perspective sharing as having a background of immigrant
(U.K.)	The Art of getting things done - how to achieve your goals in a fast-paced world	Methodology and workshop of setting goals (How we can act toward a goal of a group)
(U.K.)	Public speaking Tips & Tricks	Learn about the knowledge and skills to develop public speaking
(Kenya)	Development of intra African trade	Lecture on the current situation on intra-African trade and the possibility of development
(Mexico)	Communication has no barriers. Sign Language and Deaf Culture.	Learned how to talk in sign language by pairs

Organizer (Delegation)	Name of Seminar	Contents
(Mexico)	Masculinity AND Feminism: A small talk	Lecture on Masculinity and Feminism
(Mexico)	Active Citizens - Our communities	Workshop to understand ourselves to become an active citizen
(New Zealand)	Pacific leadership and engagement	Workshop on leadership
(Peru)	Shipibo-Konibo indigenous knowledge in the Peruvian Amazon: Challenges and Opportunities for inclusion in an intercultural society	Sharing the knowledge of Peruvian indigenous living in the amazon
(Peru)	The Latin American feminism movement: activism and experiences from the South	Feminism in Peru
(Peru)	Implications of the colonization process and subsequent immigration in today's Peruvian culture	Lecture on the impact of colonization through learning the colonization history and culture that still exist today
(Sri Lanka)	Indigenous Medical Practice in Sri Lanka	History of Ayurveda, Sri Lankan traditional medical practice, and modern therapy

#### Comment from PL Seminar Committee: (Japan)

Through experiencing the management of PL Seminar Committee, I have learned the different way of thinking toward management. Within the 4 days of the seminar, JPY mainly supported the management of the first and second day. In the third and fourth day, OPYs were mainly in charge of organizing the equipment and the venue with one JPY as a supporter. It cannot be stated unconditionally but, I felt that sometimes JPYs focused too much on one point, where OPYs looked the overall situation to achieve the goal. A situation where one seminar got canceled is unforgettable. The seminar that got canceled had 30 people who were applying to attend. JPY's idea was to ask other seminar's organizer about the additional number of participant they could accept to their seminar, where most OPY's idea was to encourage voluntary activity to PYs who were signing up for the seminar so that they do not affect the other seminar's organizer. I felt that this idea was something I would have not encounter if the discussion was just held among JPYs. Through the experience of acknowledging each other's difference and complementing each other, this committee activity gave me a chance to think about how Japan will be in cooperation with the world.

#### Comment from Advertisement Committee: (Japan)

I participated in Peace & Education seminar organized by JPY. Through this seminar I was able to learn the attitude toward peace from PY of different delegations. What was most impressive was that of Bahrain PYs.

The PY stated that after 9-11, the tragedy happened in New York in 2001, many European and American countries became "anti-Arab", which threatened the peace of Muslim. The alteration to the perspective of peace for Arab countries after 9-11 brought a new knowledge to me.

On the other hand, when JPYs hear the word "peace", many of them think of the atomic bomb to Nagasaki and Hiroshima in the last stage of the Pacific War, and natural disaster such as the Great East Japan Earthquake. A JPY who is a Junior High School teacher introduced about peace education inside school education which made me realize about the regional difference. He said that every year dialogue between students and atomic bomb victims are planned, for the students to broaden their views about peace. But the peace education that I got was just lectures in the classroom. From this, I learned that quality and ways of peace education vary according to regions.

This seminar taught the participants the importance of thinking about peace multilaterally and understanding that perception may differ due to country, religion, and region.