

Chapter 3 Course Discussion Session

Having Sustainable Development Goals “SDGs” as a common theme, the Course Discussion provided four 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 discussion and presentation based on the experience of PYs from different countries. Through the three 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. At the Presentation of Discussion Results held on February 12, 2022, PYs developed presentations on their own and presented the outcomes what were their key takeaways through sessions as a whole.



Facilitator of Social Issues
Ms. Ahmareen Farah



Facilitator of Gender Issues
Mr. Eugene Cubilla Sosing



Facilitator of Economic Issues
Ms. Aida May Bergado-De Guzman



Facilitator of Environment Issues
Dr. May Ali Khalfan

1. Social Issues

Facilitator: Ms. Ahmareen Farah, Consultant, Counselling Department, All Points Relocation Inc.

Number of PYs: 21

(1) Discussion Session Field

Social Issues

(2) Discussion Goals and Objectives

- To learn to appreciate every child's rights
- To protect children from crime, neglect, and exploitation
- To draft rules that can help society, law, and policy makers to practice child protection

(3) Pre-Program Assignments

Individual Assignment

Participants were asked to bring to the session:

- Their expectations from the session.
- They were required to read the text of United Nation (UN) Convention on Child Protection.
- They had to answer a few questions on the benefit of the UN Convention and submit them before the beginning of the session.

(4) Proceedings**Keynote Lecture by Guest Speaker**

Name and Position Title: Ms. Humna Rehan, a student, Deputy Head Girl of Lahore Grammar School Islamabad, Pakistan Reserve Debate Team 2021

Topic of Lecture

The speaker started off with establishing legally and socially acceptable definitions of a “child.” This led to exploration of power dynamics created against young, vulnerable and weak segment of a society. She introduced the concept of “youthocracy” how children should have a say in politics. This can lead to a social change desired to improve situation of a child in the system. She also discussed some global issues which effect children everywhere such as malnutrition, child labor, etc. She introduced the radical idea of keeping quota for youth in parliaments so that their perspective reflects in law making.

What we learned

- a. Youth should be made a part of decision making.
- b. In order to bring any change, the vulnerable segments of a society should be proactive.

Course Discussion Session I**Objectives**

- a. To understand what children’s rights are
- b. To understand why child protection is important
- c. To link child physical and emotional well-being to child protection

Activities

- a. Introduction in a nontraditional style in which participants had to write in chat box something interesting about themselves.
- b. This was followed by a discussion on expectations, based on the pre assignments sent earlier.
- c. Participants were then asked “What is Child Right?” The chat window was used all participants gave one word that they relate to child right. At the end the result was displayed. Followed by discussion.

- d. Participants were asked if they think physical disciplining is important. Coming from different cultural background they all had made different level of disciplining as “acceptable.” They were in breakout rooms to discuss and bring forward one representative telling what they agreed upon.
- e. A video on how punishment effects a child and it was followed by a discussion and sharing of experiences.

Outcomes

- a. A consensus was developed on who would be termed a child, anyone below the age of 18.
- b. After seeing video on physical disciplining, it was understood that tough kind of physical or emotional punishment leaves a scar on a child’s personality. It leads to develop a mistrust on adults by a child. It leaves their self-confidence shattered.

Course Discussion Session II**Objectives**

- a. To understand the role of UN and other international bodies on helping the cause of child rights
- b. To understand UN Convention on the Rights of children.

Activities

- a. Session started with a review of the session 1. Everyone contributed towards it.
- b. A PowerPoint presentation on child protection Global Goals was shared.
- c. A brainstorming session was done in which participants reflected how they would attain each goal, with specific reference to one child right in UN Convention on child rights that they prepared in Pre-Assignment. Based on the feedback more breakout room exercises were added to this session. In breakout rooms they discussed solution to the hurdles in the way of child right. These solutions were shared in the big group.
- d. A video was shown on the role of UN Convention.
- e. Participants were asked if in their respective

country everyone abides by the convention, if not what could be the reason. Participants again broke in rooms to do a meaningful discussion. Results shared in the larger group by one representatives of the groups.

Outcomes

- a. Participants learned what role international organizations play to protect children. They learned about the global goals set for all the countries to follow.
- b. They compared notes how if in their respective country these laws are implemented and if not what is the reason.

Course Discussion Session III

Objectives

- a. To create awareness about the crimes practiced in a society against children
- b. Concept of Bullying explained.
- c. To identify ways to deal with them, role of society, media, and law

Activities

- a. Review of session 2
- b. Participants were asked what types of crime they see in their society against children in breakout rooms, results were discussed in big group.
- c. A video on internet crime was shown, participants were asked to reflect.
- d. Power Point presentation on the types of crimes against children was presented.
- e. A video on bullying was shared, participants were asked if they have ever been bullied? They shared experiences. They were broken in 4 groups and each group discussed what the school, the society, the media, and the law can do to help. Results were shared by one representative each.

Outcomes

- a. Participants learned about the kind of crimes that take place against children including child labor, child marriage, child trafficking, etc.
- b. They learned how and why bullying take place and how the victim is traumatized for life.
- c. They reflected upon the role of law, media and

society to improve the situation of children.

(5) Presentation of the Discussion Results

At the end of the program, the groups did a presentation on each course. The PY presenters told that there was a consensus developed on who would be termed a child (anyone below the age of 18) in the beginning. On the slide presentations, they divided the three sessions and presented the result to the other groups:

- a. After seeing video on physical disciplining should be avoided at all costs as it spoils the childhood and leaves a scar on a child's personality. It leads to develop a mistrust on adults by a child. It leaves their self-confidence shattered.
- b. About the crimes against children, including child labor, child marriage, child trafficking, etc., they acknowledge the fact that the silent by-standers should play an active role to put a stop to them.
- c. They learned how and why bullying take place and how the victim is traumatized for life. They reflected upon the role of law, media and society to improve the situation of children
- d. Participants learned what role international organizations play to protect children. They learned about the global goals set for all the countries to follow.
- e. They compared notes how and if these laws are implemented in their respective countries, and if not, what is the reason.

(6) PYs' Feedback

- When we talked about physical discipline on Day 1, although physical discipline should be the last resort, when a child does not listen and the situation is related to danger, I personally feel that it can be accepted in some extent, but I learned that in Sweden, it is totally not accepted no matter what. It made me realize that the way of thinking really differs each country. It was a very short time, but I had a wonderful time learning from you and other participants. It deepened my knowledge of education, and I will never forget

- these three days. Thank you so much. (Japan)
- This discussion was so insightful and gave me a lot of new perspectives. We couldn't see each other in-person due to the pandemic but we could talk about diverse topics as if we got together at the same place. Also, this was a good opportunity for me to think about my leadership style. Last but not least, I thank you so much for creating a wonderful space for us, Ahmareen! (Japan)
 - The social issues session was very fruitful for the reflection about the current problems, especially in terms of rights of the children. We had the opportunity to learn a lot about the UN Convention on the Rights of the Child and to discuss different issues in small groups. It was enriching to talk about solutions for these problems with people from different countries and showed how important is to think about what is happening in the world, especially to children. Our facilitator - Ahmareen Farah has enlighten us in different questions and made this session a wonderful experience for us. (Poland)
 - Having spoken to participants in other discussion courses, it seems that the social issue course has the most opportunities for group and individual interactions, which is excellent and amazing. Facilitator took on advice and adjusted contents accordingly, which is greatly appreciated. (Australia)
 - As an experience for me, I could see how we in Oman give this issue very focused care by trying to facilitate all the channels and methods individually, in the level of the society, and in the private & government sector. I am proud seeing Oman as a model in giving the children the rights

and make sure that parents deal and maintain safe environments for their children. The world will not be as a rainbow of perfection, we need to realize always that you can't create a world where everyone is satisfied and stick with the agreed frame work. On the other hand as individuals, we always have to think how to raise our children in a safe environment in the future. We must start our small steps and initiatives to change what we can change. We all need to believe that the target global sustainable goals will be reached by small goals that everyone put for her/himself. (Oman)

(7) Facilitator's Comments

Child protection is the safeguarding of children from violence, exploitation, abuse, and neglect. Article 19 of the UN Convention on the Rights of the Child provides for the protection of children in and out of the home. One of the ways to ensure this is by giving them quality education, the fourth of the UN Sustainable Development Goals, in addition to other child protection systems. In view of its importance, I chose to educate our youth on this subject.

It was an enjoyable learning experience. I was nervous about not being too familiar with all the features of zoom but every day I learned a new feature. By third day with the help of organizers I was very comfortable, and all went well. I thought that the three days allocated to the sessions were very short, by the time we started to get closer it ended. Throughout my career I have worked with young people as a teacher, a trainer and a mentor and this new role of a facilitator has added to my skills of communicating with young mind.

2. Gender Issues

Facilitator: Mr. Eugene Cubilla Sosing, Program Staff, Department of International Development Program,
University of Queensland

Number of PYs: 18

(1) Discussion Session Field

Gender Issues – Equality and Empowerment

(2) Discussion Goals and Objectives Goals

To have an understanding and develop skills among PYs in addressing gender issues relating to equality and empowerment, its challenges and opportunities in a globalized society which will lead them to take an active role in proposing a feasible action plan.

Objectives

- a. To provide awareness to PYs on how gender role is constructed and influences the development initiatives in the local and international perspective in relation to United Nation (UN) Sustainable Development Goals (SDGs) and in times of the global pandemic.
- b. To reveal among PYs the gender intersectionality and its links to the gender lens of individuals
- c. To develop PYs communication, collaborative, project management and prioritization skills needed to design well-defined, responsive and feasible action plans addressing the gender issue
- d. To be able to propose a feasible action plan that would address the identified gender issue

(3) Pre-Program Assignments

Individual Assignment

Each PY submitted using the Individual Assignment Template sharing their involvement, knowledge, expectations, and ideas related to gender and development. The Individual Assignment was utilized during Discussion Session 1.

Delegation Assignment

PYs from the same delegation prepared a PowerPoint presentation of one best practice related to gender and development initiatives in their country or community. PYs may be directly involved in the initiative, otherwise, a Community Organization or Government project in their country can be used as the case study. The delegation assignment utilized during the Discussion Session 2. Presentation conducted in Pecha Kucha style. The Pecha Kucha format was one picture per slide (5 slides total) and has a 5-minute total duration presentation. The presentation should include the following details in order:

1st Slide: Cover Page – Name of the Organization and Initiative

2nd Slide: Gender-related Problem / Issue

3rd Slide: Objective and Activity of the Intervention

4th Slide: Output / Result

5th Slide: Challenges of Intervention

(4) Proceedings

Keynote Lecture by Guest Speaker

Name and Position Title: Mr. Nery Ronatay, Program Analyst – Women, Peace and Security, UN Women, Visiting Professor, University of Peace (UN Mandated)

Topic of Lecture

The activity started with a quiz where PYs associate a particular picture whether its male or female. The lecture follows a discussion on gender theory, concepts and its linkages to the UN SDGs. Other international tools in attaining gender equality such as the Commission on the Status of Women (1946), Beijing Platform for Action (1995), UNs' Convention on the Elimination of all Forms of Discrimination against Women-CEDAW (1979), and UN Security Council Resolution 1325 on Women Peace and Security (2000) were also covered.

What we learned

- a. Gender is a social construct - we need to deconstruct it.
- b. Gender should not be based on dualism but on a spectrum scale.
- c. Giving equality does not remedy the disparity.
- d. Unfair treatment or discrimination are sometimes connected to the combination of multiple social categories such as gender, race, class, nationality, income, etc.

Course Discussion Session I

Objectives

- a. To establish connection and build rapport among PY during the discussion session
- b. To discuss basic concepts and theories of gender and development

Activities

- a. PYs shared their understanding, expectations,

background and experience of the course discussion theme in the breakout groups and convened to share to the whole group. The Individual Assignment was utilized in this session.

- b. Discussion on what gender means, its inclusiveness and importance of understanding the component of gender - femininities, masculinities, stereotypes, analysis and intersectionalities.

Outcomes

- a. There are gender stereotypes or bias (ex. women should do housework) that are unconsciously influenced by the cultures in living places, experiences and society.
- b. PYs' personal experiences in their community/ field of work or study have highlighted to show how prominent gender stereotypes are and how important gender equality is.

Course Discussion Session II

Objectives

- a. To discuss the gender issues and development initiatives embedded in the micro and macro-perspective of the socio-economic and political interactions
- b. To present best practices on gender and development initiatives

Activities

- a. Discussion presentation on common gender related issues and how the institutional, health, political, economic and environmental aspect in relation to the UN SDGs.
- b. Delegation presentation on best practices related to gender and development initiatives. The Delegation Assignment was presented during the session.

Outcomes

- a. Learned the Gender and Development concept, SDG Target #5: Achieve Gender Equality and Empower All Women and Girls, World Economic Forum's Global Gender Gap Index and Gender and Development Strategies.
- b. Learned that severity and priorities of gender related issues vary by country, various

initiatives are taken but still have challenges and need to think about the "quality" of the project to solve the problems.

Course Discussion Session III

Objectives

- a. To generate ideas on challenges and opportunities that would determine the youth role in promoting gender equality and development
- b. To prioritize identified gender-related issues and interventions
- c. To propose a feasible action plan that would address the identified gender-related issue and promotes gender empowerment and equality

Activities

- a. Feasibility and Impact Analysis Discussion and group workshop were conducted based on the identified awareness and competence level. PYs discussed opportunities and challenges that might affect their participation.
- b. Prioritization discussion and Design Thinking group workshop were conducted based on capacities, timeline, importance and urgency of the identified problem/issue.
- c. Discussed project management and conducted the group workshop using the S.M.A.R.T. principles. Outputs were presented to the group and feedback were solicited to improve the action plans in preparation for the presentation of discussion result.

Outcomes

PYs come up with the following action plans as an output from the Design Thinking and Prioritizing Workshop.

- a. Group 1 - Mirroring positive behaviors (from other business' or countries) projects and best practices
- b. Group 2 - Creating a special online programs that encourage women to study further and have no fear
- c. Group 3 - Introducing a role model for young women
- d. Group 4 - Decreasing the imbalance of power representation in gender

(5) Presentation of the Discussion Results

The presentation started with the rationale on gender equality and empowerment being not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. The 3 sessions as well as the guest speaker lecture were presented outlining its objectives, activities, output and learnings. The presentation highlighted the diversity and inclusion as a component in gender equality with the involvement of everyone in increasing women's participation to ensure scaled impact. At the end, PYs were encouraged to take some actions at the local scale such as advocacies and collaboration initiatives with an outlook at the global scale.

(6) PYs' Feedback

- I feel like I have learned so much more about the situation in other countries regarding gender issues which has indeed changed my perception of the world and the depth of the problems regarding equality and female representation in high positions, their safety and freedom. I had no idea how bad it is in other countries until certain case studies were presented during the session. I have always believed that women's injustice, safety and equality should be receiving more attention and effort than it has been and is currently given, but after hearing the other participants presentations, thoughts and experiences, together with the guest speaker and the facilitator's presentations, I feel even more convinced that this needs to be taken way more action towards. (Sweden)
- Exchanging ideas made us come up with very good conclusion and solution. Thinking about gender issues usually makes me nervous or helpless as it reminds me how difficult and tough the society is for women, but through discussion, I could find how much we can do to amend the situation. Moreover, I realize that there are so many things we can do through learning that other countries also face similar problems while there are some countries where gender issues are discussed better. (Japan)

(7) Facilitator's Comments

Gender Issues is a broad topic and ensured to strike a balance based on PYs' interest and its relevance to the current situation. Topics covered on the discussion were focused on the UN's SDG 5 towards achieving gender quality and empowerment. The component of the 3 sessions considered topics relevant to PYs that will be applicable to their current involvement in their work, school or community.

The design of the session was intended to stimulate participative and interactive exchange of ideas among PYs despite the virtual set-up. The 1st and 2nd sessions were linked to generate foundational knowledge of issues and awareness of the current gender and development strategies. These components were an integral part to produce a feasible and realistic action plans by the PYs towards the end of the discussion.

Overall, the discussion session gave PYs an avenue to discuss gender issues at a safe, collaborative and constructive manner. Based on some feedbacks, PYs were motivated to continue the discussion on gender challenges and opportunities in their community. PYs have an intention to utilize their learnings and network established during the SWY program and collaborate future endeavors.

I would like to congratulate the Administration-Cabinet Office of Japan and CENTERYE, my fellow Facilitators, the Advisor, the government of 9 participating countries, Alumni and PYs for the success implementation of SWY first held online. It was a pleasure being one of your Facilitators. I learned some insights from the PYs aside from sharing my knowledge and experience to them. I hope when situation improved, we will be able to have a face-to-face interaction and visit your beautiful countries. *Madamo nga salamat!* Thank you very much!

3. Economic Issues

Facilitator: Ms. Aida May Bergado-De Guzman, Psychologist, Independent Consultant

Number of PYs: 17

(1) Discussion Session Field

YOUTH EMPLOYMENT (YE) in the Fourth Industrial Revolution (4IR)

(2) Discussion Goals and Objectives

Around 70 million of youth around the world are unemployed and underemployed while employers have jobs they cannot fill. It is a challenge partially rooted in the growing mismatch between youths' skills and employer needs. If unaddressed, the problem will likely intensify as the 4IR - characterized by the marriage of physical assets and digital technologies - transforms society, economies, jobs and people's personal lives.

By 2030, an estimated 1.8 billion youth worldwide will not have the skills or qualifications required to participate in the workforce.

Failing to adequately train the next generation of workers for the digitally-driven economy will lead to greater income inequality, increased unemployment, increased government expenditures, and more mass migrations (source: The Global Business Coalition for Education).

Addressing the United Nation (UN) Sustainable Development Goal (SDG) 8: *To promote inclusive and sustainable economic growth, employment and decent work for all.* Thus, this course aims to motivate and empower PYs to be equipped for the 4IR, to have a career best fit, live better lives and be more relevant in their respective communities.

At the end of the course discussion, PYs would learn to:

- Be aware on the latest trends and issues of YE by *gaining knowledge on the 4IR and its implications to YE.*
- Be empowered by assessing their competencies and identifying their priorities and preferences so they would become more confident in setting their goals and in creating a career plan.
- Be involved by knowing their WIIFMs (*"what's*

in it for me?") and WROMs (*"what's required of me?"*) and commit to create initiatives that would promote better YE in the 4IR.

(3) Pre-Program Assignments

Individual Assignment

- Readings on 4IR
- Watched the video clip on 4IR
- Readings on YE in respective countries with regards to work readiness, soft skills, technical skills, and entrepreneurial skills
- Personal assessment on readiness (in terms of priorities and competencies) for 4IR
- Conducted an interview with a Human Resource Professional (on a leadership role) and discussion should revolve on: WHAT are the common competencies that they require among their employees and job applicants? and WHY; and submitted an INSIGHT PAPER regarding the interview experience.

(4) Proceedings

Keynote Lecture by Guest Speaker

Name and Position Title: Dr. Karen D. Sacdalan, Rppsy, I/O Psychologist and Assistant Professor, LHH, Phils. De La Salle University

Topic of Lecture

"Gearing Up the Youth for Employment in the 4IR."

What we learned

- That the landscape of industries and jobs are rapidly changing and for us to be ready we need to constantly assess ourselves and the job market.
- The skills needed in the 4IR *are workforce readiness, soft skills, technical skills, and entrepreneurship.* We must learn to acquire these skills for us to be more employable and have decent work.
- For us to be able to create a career that really

suits us, we need to follow the 3 key ways to realign it. First is to re-imagine. *That is to perceive time and priority amidst digitalization.* Second is to re-asses. *That is to identify the knowledge that is of most worth and what skills and values that are mostly in demand.* The third is to renew. *That is to (re)start plans for successful entry to the job market or business opportunities.*

Course Discussion Session I

- The 4IR and its Impact on Youth Employment

Objectives

- a. To gain deeper understanding on the 4IR
- b. To know the implications of 4IR on YE
- c. To know the current issues and trends in YE

Activities

- a. Poll/Mood Setting/Ice Breaker/GTKY - Getting to know you
- b. Levelling of Expectations/Ground Rules/CD3 Introduction
- c. Workshop/Group Dynamics - 4 groups: SWOT Analysis on Employment in the 4IR
- d. Group presentation of workshop outputs
- e. Sharing of "Things I learned today" - TILT
- f. Wrap up

Outcomes

- a. PYs were able to identify their strengths, weaknesses, opportunities and threats in the context of employment and gained better understanding on the 4IR.
- b. PYs were able to enhance their critical thinking skill in using the SWOT Analysis which also resulted to their insights on the implications of the 4IR to their employment. The highlight was on continuous learning to equip themselves.
- c. As PYs *further discussed, recorded and analyze their strengths and opportunities alongside weaknesses, and threats*, it made them more aware on what strengths to build on, boost their weaker areas, head off any threats and explore every opportunity.

Course Discussion Session II

- Career Planning

Objectives

- a. To assess career competencies
- b. To identify priorities as well as personal and professional preferences
- c. To make a career roadmap in the context of employment in the 4IR

Activities

- a. Ice breaker/Poll/Mood Setting
- b. Review from Session 1 - AHA! - sharing on new discoveries, reflections and realizations
- c. Input from Facilitator on CAREER PLANNING and Summary Result on PYs Interview with HR Professionals
- d. Sharing/Discussion in small groups on Individual Assessment: competencies, priorities and preferences
- e. Sharing/Discussion in small groups on Individual Career Mapping
- f. Sharing of output from small group discussion to the big group/plenary
- g. Facilitator's Input/Wrap up
- h. Sharing of Individual Insights

Outcomes

- a. PYs made their profiles on competencies, priorities and preferences (personal and professional) which aided them to do further self-analysis on their career assets which is important in determining their career choice.
- b. PYs created their roadmaps which helped them create a detailed path for their future professional life. They have set realistic short term and long term career goals which also helped them to chart out the course and acquire the skills or resources necessary for achieving those goals. Thus, they designed their own career.

Course Discussion Session III

- Integration (Commitments, Action Plans and Campaign for Awareness.)

Objectives

- a. To take necessary steps for employment in the 4IR
- b. To recap learning from all sessions and be able to come up with commitments needed for action plan, initiatives and awareness

- c. To assess learning and performance during the discussion sessions

Activities

- a. Workshop/Group Dynamics: Know the WIIFMs and WROMs in the context of employment in the 4IR. Setting COMMITMENTS to achieve their career goals.
- b. Workshop/Group Dynamics: Group Action Plans and Initiatives
- c. Create a campaign for awareness to other youth and stakeholders using the course tagline: #YOUTHfor4IR: “*Be aware, be empowered, be involved!*”
- d. Group presentation of workshop outputs
- e. Impressions and Key Takeaways - Word cloud via mentimeter
- f. Facilitator’s input – In a Nutshell
- g. Recap/TILT/Impressions

Outcomes

- a. PYs identified their WIIFMs and WROMs - their WHYS that drove them to commit (*what they need to stop doing, continue doing and start doing*) and to succeed in realizing their career goals and ensure employment (whether self-employment/entrepreneurship or employment to others). It came out that many of them are inclined towards entrepreneurship.
- b. PYs created their Action plans emphasizing on initiatives that would make them more relevant in their respective communities after knowing what and how to prepare for employment and have decent work in the 4IR.
- c. PYs created campaign for awareness to more youth and the stakeholders using the course tagline: #YOUTHfor4IR: “*Be aware, be empowered, be involved!*” Such would facilitate them in addressing issues and concerns as they journey toward realization of their designed career in the 4IR.

(5) Presentation of the Discussion Results

By the end of the three sessions, the PYs came up with these common learning:

- a. Got an opportunity to rethink their career.
- b. Empowered and enjoyed sharing different

perspectives and ideas in the context of employment in the 4IR.

- c. Motivated to acquire the skills and resources necessary in achieving their career goals moving forward.
- d. Encouraged to venture into entrepreneurship or self-employment upon knowing their career competencies, priorities and preferences.

(6) PYs’ Feedback

- In this program I thought I have to rethink my career more deeply and continue learning. I learned a lot and I was encouraged by other participants and the facilitator from all over the world! (Japan)
- I really enjoyed the possibility of exchanging perspectives and opinions. Improving our understanding of topics and more importantly each other. (Sweden)
- Through this program, I felt that I wanted to do my best for what I can do now, without making excuses for COVID-19. (Japan)
- It was surprising to hear many participants saying they want to continue learning and developing skills. That motivated me a lot. (Japan)
- It was a great opportunity to share our different perspectives on different subject matters. Learnt lots of new things and really enjoyed workshop series. (Sri Lanka)
- Hearing different career paths of participants opened my eyes and helped me re-think what path I would like to take. (Japan)
- With the SWY program I have gain knowledge about 4IR and I’m empowered. (South Africa)
- Before I started this program, I had a narrow view under COVID-19. However, I once again felt that the word is wide. From now on, I would like to interact with many people and get new ideas. (Japan)
- Be an entrepreneur and start a business. (Japan)
- Satisfied! Motivated! So much fun! (Poland)
- When I chose Economic, I thought it would be so boring like the university. But you surprised me about the great information. I feel like I’m planning and thinking about the future! It was a

nice opportunity to rethink about my career!
(Oman)

• The session was great! (Australia)

(7) Facilitator's Comments

Indeed, the SWY program was an enriching experience. It broadened my perspective having heard from today's young people from different parts of the world, and how they are preparing for a career that will optimize their potentials, one that suits them well and have more impact in the society in this era of digitalization. May the PYs continue the energy and passion during this learning journey as they go back to their respective communities and become more relevant.

The program was well organized by providing structure and ensuring proper communication to PYs and Facilitators. Meetings and activities during

the pre-program, debriefing sessions after each discussion sessions, as well as the presentation of discussion results were indicative of a well-thought-out implementation plan. Assigning a JPY Liaison for each Course Discussion was a big help in the communication among PYs. The constant presence of the Cabinet Office and the SWY administration staff during the sessions was an assurance of support for us, facilitators.

Years prior to joining SWY Program, I was a PY and then became a facilitator in the Ship for Southeast Asian and Japanese Youth Program (SSEAYP). To the Cabinet Office of Japan, thank you so much for again giving me this opportunity to continue to make a difference by serving and being part of this undertaking in molding another batch of future leaders. Kudos to a well concerted effort! Let's keep on SWYing.

4. Environment Issues

Facilitator: Dr. May Ali Khalfan, Assistant Professor, Department of Architecture and Interior Design, College of Engineering, University of Bahrain

Number of PYs: 20

(1) Discussion Session Field

The general field of the course is related to environment issues. With humans exploiting many of the natural resources on earth, and with the everyday demands and the growing population on our planet, a disruptive imbalance has been created due to those activities. Climate change is one of the many signs of these actions. During the discussion course the PY explored and discussed three Sustainable Development Goals (SDGs) linked to environment issues; a) Climate Action, b) Affordable and Clean Energy, c) Sustainable Cities and Communities.

(2) Discussion Goals and Objectives

The Participants through this course are expected to gain the following:

a. An insight on the SDGs and their importance through the Keynote speech.

- b. The focus on the three selected SDGs through the discussion sessions.
- c. Acquiring and sharing knowledge through the completion of the pre-assignments and interaction during the course. Each participant convey his/her country's experience on how to address the environmental challenges. This allow participants to first comprehend the topic of the discussion, reflect on how it's addressed in their own country, and experience how different or similar these actions are in other countries.
- d. Participants have the opportunity to brain storm and introduce new solutions. This enables them to expand their ways of thinking about the subject, and empowers them through revealing how each person could be responsible for the environment.

(3) Pre-Program Assignments

Individual Assignment

Prior to each discussion the participants were asked to complete an assignment and submit it online through google forms. Additionally, the participants were provided with optional reading material to go through before the discussion. For the first pre-assignments, participants were asked to; a) investigate the impact of climate change in their own country, b) to list how this challenge has been addressed. In the second pre-assignment they were asked to read through a group assigned case study and submit a) a personal reflection on the case study, b) investigate the sources of current and future energy in their country. For day three the pre-assignment was to submit a mind map that described their own current urban city, in terms of the quality of the neighborhood (sizes of roads, existence of sidewalks, building density and heights), presence of open spaces (Parks, Gardens, Green areas), social interaction, transportation, close proximity to essential amenities. A description and examples on how to create a mind map was shared with the participants.

(4) Proceedings

Keynote Lecture by Guest Speaker

Name and Position Title: Dr. Maysoon Nedham Awadh, Assistant Professor, Department of Biology, College of Science, University of Bahrain

Topic of Lecture

The lecture was divided into five parts. Part one provided a general background knowledge on the creation, importance, pillars and interconnections between the SDGs. The second part focused on five environmental SDGs; Affordable and Clean Energy, Sustainable Cities and Communities, Climate Change, Life Below Water and Life on Land, in addition to Partnerships for the Goals. Part three of the lecture exemplified responses of the Kingdom of Bahrain to address the SDGs that were presented in the previous part. In part four Dr. Maysoon presented the findings of a recent research she was involved in, which was titled, "Youth response and awareness level of SDGs." This research targeted

Youth from the Kingdom of Bahrain to measure the level of awareness they had in relation to the UNs SDGs. Finally, the last part of the lecture involved showcasing a youth project in collaboration with two young Bahraini University students, from the Active Citizen program which is organized by the British Council and the Ministry of Higher Education in Bahrain. The program encourages youth to come up with solutions to address the related issues pertaining global climate change.

What we learned

- The importance of adopting and applying the SDGs in our present time
- The empowerment of the youth as a catalyst to address climate change
- The need to address all Goals, with climate action being at the top priority
- That climate action is not a regional concern but rather a global issue that needs to be addressed by all nations.

Course Discussion Session I

Objectives

- To acquire the knowledge on climate change
- To share experiences on actions taken worldwide
- To propose solutions to combat climate change on an individual level

Activities

- Ice-breaking activity
- Impact of climate change (video)
- Group Discussions Activity 1: Impacts of Climate Change and challenges each country is bound to face and Actions taken to combat climate change.
- Discussion Activity 2: How can we as individuals make a difference?

Outcomes

- The participants were able to comprehend the severity of climate change and the vulnerability of some countries to be more impacted by it than others.
- The participants realized that climate change needs global collaboration, each nation should start to endorse legislations and policies to

- actively bring this agenda in action.
- c. The participants acknowledged that as individuals' actions can still be taken to make a difference.

Course Discussion Session II

Objectives

- a. To familiarize participants with the different sources of energy used worldwide
- b. To realize the importance of using alternative sources of Energy
- c. To relate between climate change and energy use
- d. To evaluate the possibilities of using other energy sources

Activities

- a. Presentation by participants on climate change and the actions implemented in various countries
- b. Word cloud activity to explore the energy mix in the participant's countries
- c. Group Discussion Activity 1: Discuss the case studies identifying the sustainable energy use
- d. Group Discussion Activity 2: Explore the energy mix in participants' countries, evaluate the possibilities of using alternative resources and what could be the possibilities/difficulties of switching to these alternative sources
- e. Presentation of findings by groups

Outcomes

- a. The participants acquired knowledge about different types of renewable energy sources.
- b. The effectiveness and availability of these resources were evaluated, by exploring the opportunities and limitations of using them in their own countries.
- c. The participants acknowledged the direct link between climate change and the use on non-renewable energy sources.
- d. The participants acknowledged that more action worldwide needs to be taken to shift to clean energy sources.

Course Discussion Session III

Objectives

- a. To gain knowledge related to current issues facing cities
- b. To realize the importance of sustainability and resilience in cities
- c. To evaluate the current status of cities by exchanging knowledge
- d. To explore and visualize the meaning of future cities

Activities

- a. Sustainable Future City (video)
- b. Group Discussion Activity 1: Discuss the current status of each country by referencing to the mind map produced
- c. Group Activity 2: Imagining the future city, and how social and environmental challenges could be addressed
- d. Group Presentations

Outcomes

- a. The participants realized the diversity of urban cities around the world.
- b. A link among climate change, clean energy and sustainable cities was establishing by the participants.
- c. Participants were able to envision a model of the future city that address all aspect related to the targets of sustainable cities and communities.
- d. Social aspects that contributed to a sustainable city were also explored by the participants while discussing their own cities.

(5) Presentation of the Discussion Results

Five Participants presented the lessons learned and findings from the environment discussion course. The Presentation was divided into five main parts; the first part included an introduction to the presentation, the importance of the course discussion selected, and a general overview of the course content, and the outline of the presentation. Part two, three and four focused on the activities and discussion that was undertaken by the participants in each session. The final part of the presentation provided a summary and closing remarks and lessons that were learned from the environment course. The presenters also concluded

their presentation by sharing a world cloud which was created by using mentimeter. The word cloud was used an inspirational account that holds the thoughts of the attendees in relation to how individuals can make a difference to combat climate change.

(6) PYs' Feedback

In general, the participants seemed to have enjoyed the course discussion.

- The course indicating that it was Very informative and a friendly atmosphere which helped us to gain a lot of knowledge. (Oman)
- I enjoyed whole Environment course. It was interesting to see the problem from different views and conclude them at the end. (Japan)
- It was fun and I could learn many things with different perspectives because we spent lots of time for discussion and small presentation. (Japan)
- It was really interesting! I didn't know about many things, for example, the UN environmental case studies, or some sustainable cities projects. The topics were really interesting. (Russia)

As this was the first SWY Online, the majority of the youth had expressed their suggestion about the discussion to be conducted face to face.

- This will be very successful if we meet each other and arrange discussions and share knowledge ideas in live not online. (Sri Lanka)

The other most common found suggestion amongst the youth was to extend the time for discussion and to conduct an induction day with all the members.

- We should've had introduction day to get to know each other more, before the discussions. (Japan)
- More time to discuss. And I think getting to know more about members of my discussions group would improve the discussion. (Japan)
- Perhaps some more time to get to know each other. (Sweden)

In terms of the structure of the course the participants seemed to have enjoyed, as mentioned, the discussion part of the course the most and another enjoyable activity was the future city discussion

- Communicating with team members was the most enjoyable part of the course. (Japan)
- I enjoyed imagining the future city, which we did in the very last session. (Japan)

(7) Facilitator's Comments

As an alumni member of the Ship for World Youth, when I was selected as a facilitator of the discussion course I was very excited to be part of this unique program once again. My first participation was an eye opener to the world around me. Learning and talking to youth from around the world helped me to appreciate myself, acknowledge difference, and learn about tolerance and global issues. During this discussion course I have learned alongside the participants, coming from academia and being accustomed to teacher oriented thinking, this course has given me the chance to explore other means of educating through discussion. My role was to create a learning environment through the pre-assignments and the selection of the discussed topics. Participants were actively engaged in the discussion and based on their feedback have enjoyed the course and learned from one another. The learning journey is a none ending journey, today access to information is as easy as a mouse click, and we just need to direct it to the right path. As a final thought I believe that this program has achieved its outcomes, despite the challenges of conducting it online, the participants have started to establish a network of friendships around the world, they are more aware of what is happening in other parts of the planet, and they are aware today more than ever that they can make a difference, which is the essence of what the Ship for World Youth is about.