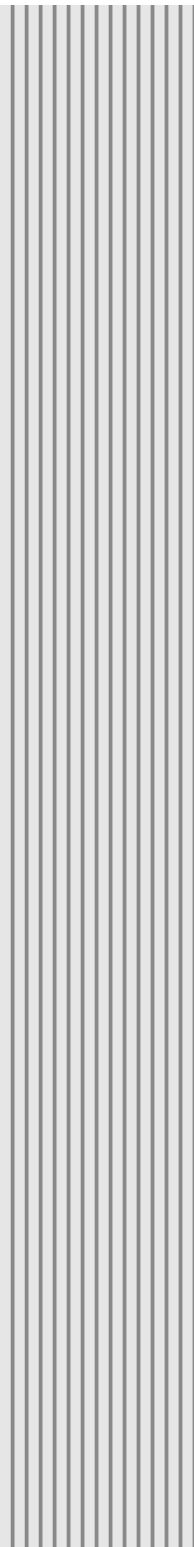


**Chapter**

**3**

# **Course Discussion Reports**



Facilitator: Richard G. Castor

Number of PYs: 17 (7 JPYs, 10 OPYs)

### **(1) Discussion Course Title**

“ALL-IN”

CD-1 focused on “ALL-IN (Adult and Lifelong Learning Initiatives): Inclusive, Innovative and Interactive Education” resonating the demand for an inclusive and cohesive society which address food sufficiency and reduced inequalities through sustainable education. ALL-IN reverberates that perpetual call and goal of education that “no one is left behind,” hence we are ALL-IN this together.

### **(2) Discussion Goals and Objectives**

PYs at the end of the discussion course, are able to:

- a. Articulate and discuss the vitality of an inclusive society through sustainable education (knowledge)
- b. Initiate creative and innovative ways of lifelong learning (skills)
- c. Manage personal and community talents, skills and gifts in effectively spearheading hybrid learning ecosystem towards solutions that inspire and transform (behavior and experience)

### **(3) Pre-Program Assignments**

PYs were required a 60-second introduction video highlighting their knowledge of self and country.

### **(4) Proceedings**

#### **A. Online Exchange**

##### **Course Discussion Session 1: ALL Insight**

##### **Goals and Objectives**

- a. Set certain norms and goals for CD-1;
- b. Introduce SDGs (with focus on 1, 2, 4, 10 and 17);
- c. Reflect on their individual and potential roles in the accomplishment of SDGs

##### **Activities**

- a. Getting-to-know-you
- b. Expectation-Checking and Goal setting using virtual boards
- c. Discussion and presentation of SDG
- d. Sharing-Presentation SDG Insights, knowledge, backgrounds, personal experiences
- e. Reflection

##### **Outcomes**

- a. Participants learned about other PYs and were able to appreciate their individual differences and similarities.
- b. An overview of the 17 SDGs and snapshots of SDG 1, 2, 4, 10 and 17 created an appreciation of PYs role in the realization of these goals.
- c. Their shared experiences and insights highlighted the need to collaborate and help each other.

##### **Course Discussion Session 2: ALL Inclusive**

##### **Goals and Objectives**

- a. Explore SDG4 as vital to sustainable development
- b. Present selected country case study
- c. Discuss key issues on attaining quality education

##### **Activities**

- a. Insights from Session 1
- b. Game: Pair and Share allowed PYs to reveal their similarities and differences
- c. Lecture on Diversity and Inclusion
- d. Presentation and Discussion of SDG4 targets and case study through a video
- e. PYs discussed INsights on INclusive lifelong learning including issues and challenges
- f. Participants presented key issues on lifelong learning using country perspectives
- g. PYs were asked to Reflect through a set of questions.

##### **Outcomes**

- a. Reflections were used to improve the online experience of participants.
- b. PYs heightened their appreciation of personal similarities and differences as starting point in appreciating diversity and how to achieve inclusivity.
- c. Participants learned about the SDG4 targets and used these to assess their country’s issues and challenges on lifelong learning.

##### **Course Discussion Session 3: All Inspiration**

##### **Goals and Objectives**

- a. Identify creative and inclusive solutions
- b. Present selected inspiring case story
- c. Discuss key barriers and opportunities for innovative solutions

**Activities**

- a. Insights and recap of Session 2
- b. GAME: Talents Revealed showcased PYs talents and skills
- c. Lecture on how Creativity through Passion, Talents and Skills inspire sustainable development
- d. Presentation and sharing of inspiring case story on GAP (Global Action Program) for SDGs
- e. Discussion on Barriers and Opportunities for innovative solutions for SDGs
- f. Reflection questions

**Outcomes**

- a. PYs showcased talents and skills represent their enormous potential to inspire change and future.
- b. Creative small initiatives through passion, talents and skills have power to address global issues.

**B. Program in Japan**

**Course Discussion Session 4: ALL Interactive**

**Goals and Objectives**

- a. Provide interactive and simple games to initiate creative spaces
- b. Present selected Creative Industries from the ground-up
- c. Discuss individual roles in developing creative spaces and cohesive interactions

**Activities**

- a. GAMES: Name chain, Paint Me A Picture
- b. Presentation and sharing of creative spaces ideas
- c. Discussion and Presentation of values of teaching-learning ecosystem as spaces for creativity and cohesive society
- d. Reflection

**Outcomes**

- a. A consensus on how creative spaces can impact lifelong learning.
- b. Teaching-learning ecosystem essentially occurs anywhere – formal, informal, non-formal and social and PYs has role to play in impacting change through various learning.

**Course Discussion Session 5: ALL Innovative**

**Goals and Objectives**

- a. Provide interactive and simple games to initiate creative society
- b. Present selected Interactive cases in lifelong learning
- c. Discuss futures of lifelong learning

**Activities**

- a. Creative Recap

- b. GAME: Movement Relay
- c. SDG 1, 2, 10 Targets
- d. Design and Innovation: Problem Dump
- e. Reflection

**Outcomes**

- a. Coordination both physically and mentally was achieved through the movement relay and open-free discussion.
- b. SDG 1, 2, 10 targets can be addressed when targets for SDG4 are also addressed.
- c. PYs are able to identify themselves as to which targets they empathize with.

**Course Discussion Session 6: ALL Institution**

**Goals and Objectives**

- a. Explore available partnerships for the goals
- b. Discuss key policies for sustained solutions
- c. Initiate partnerships with and among PYs

**Activities**

- a. Creative Recap
- b. GAME: Speed Dating
- c. SDG 17 Targets
- d. Partnership for the Goals: ideation for policies that matter and ideas that transform
- e. Reflections

**Outcomes**

- a. Initial partnerships and cross-country Post-Program Activity (PPA) are established.
- b. PYs recognized problems and solutions they may want to address and deliver after the program.

**Field Study 2**

**Institution:** b-lab, Certified NPO Corporation Katariba

**Activities**

- a. Tour of b-lab
- b. Presentation on b-lab
- c. Discussion session with volunteers

**What we learned**

- a. b-lab is a creative after-school space for teenagers to harness their talents and skills
- b. Other countries have similar facilities which foster creativity, connectivity and productivity
- c. Youth will require various soft, technical and IT skills for the future

**Course Discussion Session 7: ALL Initiatives**

**Goals and Objectives**

- a. Present the importance of starting with WHY
- b. Discuss what SD project works and what can be

improved

- c. Present initial ideas for implementation

#### **Activities**

- a. Creative Recap
- b. GAME: Starting with WHY
- c. Presentation and sharing of SDG projects
- d. Discussion and presentation of initial plans for implementation
- e. Reflections

#### **Outcomes**

- a. PYs agree that SDG Targets are jump-off points for collaboration and initiatives for sustainable future.
- b. Initial plans were drafted and commitment statement expressed.

### **(5) Summary Forum (Presentation of the Discussion Results)**

Diversity and inclusion were at the heart of the discussion in ensuring quality education while the latter represents an empowering force for good, capable of addressing SDG1 No Poverty, SDG2 Zero Hunger and SDG10 Reduced Inequalities. Lifelong learners are able to address various challenges in the society and harness their skills and talents through creative spaces. Interactive platforms and media inspire connectivity and therefore collaboration. In the end, PYs were able to initiate partnership with fellow participants towards designing humble hybrid projects for their communities and for the rest of the world after SWY experience – thus ensuring that through education, the realization of a society where everyone can play an active role represents a shared commitment for the future.

### **(6) Self-Evaluation (PYs' Feedback)**

The PYs overall feedback and reflection showed affirmative stance on how the discussion deepened their understanding and exposed them to other country's perspectives. While most of them express how limiting the short span of time, they also express commitment to the

CD. Here are some of the feedbacks from PYs:

- I loved the interactive session that encouraged each of us to connect with each other after virtual program! – Canada
- The PowerPoint were really easy to understand, thanks for that, also for the game activities, they really help us feel more comfortable to speak with each other. – Peru
- I didn't feel nervous even though it was our first time to meet each other thanks to Facilitator. – Japan
- The games are great! I love how creative and interactive this CD is. – Sweden

### **(7) Facilitator's Comments**

Throughout the discussion course, PYs' commitment to learn, unlearn and relearn about education and lifelong learning for sustainable development evidently strengthened each session with their insightful discussion, presentation and reflections. CD-1 provided PYs with opportunities to know more about themselves, their countries and the SDGs and how their commitment to the PPA were inspired from the discussion online and in-person, Field Study and the Local Program. It is important to allow PYs to openly share regardless of time constraints through various mode of discussion and conversations. The Field Study and Local Program were well thought-out, planned and executed, hence these activities were extremely valued as relevant and deeply entrenched to the goals and objectives of CD-1. CD-1 fostered the SWY "Hybrid" spirit even during the in-person sessions with PYs interacting simultaneous online and face-to-face. I am extremely happy, satisfied and grateful with the outcomes of the Course Discussion having experienced PYs active cooperation and commitment towards impactful actions and solutions that inspire. My role as Facilitator was consistently to facilitate and inspire PYs to rediscover their potentials in ensuring that they and those that they will inspire are provided and equipped with the knowledge, skills set and attitude for a sustainable future.

## 2 CD-2 Achieve gender equality and empower all women and girls

Facilitator: Angana Prasad

Number of PYs: 18 (8 JPYs, 10 OPYs)

### (1) Discussion Course Title

“Sex, Gender and Society”

### (2) Discussion Goals and Objectives

To establish Gender as a social construct and wear a gender lens through all interactions, thoughts and actions, to foster responsible everyday actions that positively affect how women and girls are treated in our society.

### (3) Pre-Program Assignments

- a. Attend one social outing with friends in the clothes of the opposite gender. If dressing up completely is a very difficult ask, then do something small but visible, like wear red nail paint or dangling earrings for this outing or pick up something symbolic that only someone from the opposite gender wears, and wear the same before stepping out of home.
- b. Take photos of places in your country, showing spaces where:
  - Men are SEEN but not women
  - Women are SEEN but not men
  - Both are SEEN normally

### (4) Proceedings

#### A. Online Exchange

##### Course Discussion Session 1

###### Goals and Objectives

- a. Participants get comfortable with each other
- b. Basic understanding of Gender and Sex

###### Activities

- a. Touch Blue – as an intro activity
- b. Storytelling
- c. Presentation

###### Outcomes

- a. Ground Rules were established for our space, like – assume good intentions, don’t be disrespectful or laugh at things you do not understand, so that everyone feels seen and heard in our group.
- b. Developed basic clarity of gender and sex

##### Course Discussion Session 2

###### Goals and Objectives

- a. Understand Social Conditioning

- b. Understanding Gender roles
- c. Introduction to the sexuality spectrum

###### Activities

- a. Video
- b. Brainstorming

###### Outcomes

- a. Stronger understanding of Gender Roles and expectations and how the culture from each country influences these parameters.
- b. Viewing and understanding gender from a cross-cultural point of view which re-established that gender is not a fact but a human created structure.
- c. Basic awareness of the various sexualities and understanding the need to educate ourselves about it.

##### Course Discussion Session 3

###### Goals and Objectives

- a. Understanding Masculinities
- b. Acknowledging why engaging with men and boys is an important step to women’s safety

###### Activities

- a. Presentation
- b. Group Discussion
- c. Video
- d. Storytelling

###### Outcomes

- a. We understood the toxicity that both masculinity and femininity is poisoned with, in a patriarchal society.
- b. Men hold power in patriarchy but men suffer from social pressure too. Therefore, we need to raise our boys better and make them take responsibility for their actions.
- c. We identified steps that we can take to raise better boys into respectful and compassionate men.

#### B. Program in Japan

##### Course Discussion Session 4

###### Goals and Objectives

- a. Understanding Menstrual Poverty

###### Activities

- a. Interactive presentation

###### Outcomes

- a. Stronger understanding of Menstruation, Flow

- Management, Hygiene practices
- b. How culture, society and politics plays a role in promoting Menstrual Poverty, also learning the realities from different countries.

### **Course Discussion Session 5**

#### **Goals and Objectives**

- a. Identifying sexism in popular culture

#### **Activities**

- a. Dance and game
- b. Group Discussion

#### **Outcomes**

- a. PYs understood how media promotes sexism, specially through movies, songs and jokes, among other things
- b. Recreated popular fairytales to give them more empowering female characters and respectful relationships between men and women

### **Course Discussion Session 6**

#### **Goals and Objectives**

- a. Revision of previously discussed points
- b. Understanding allyship

#### **Activities**

- a. Dodgeball (Game)
- b. Dragon's Tail (Game)
- c. Bear's Cave (Game)
- d. Video

#### **Outcomes**

- a. The group was able to empathize with men for the burden of responsibilities they carry in a patriarchal society.
- b. Everyone truly understood that gender equality is not a zero-sum game. If one gender is empowered, the other has nothing to lose. All genders can gain if they grow together.
- c. Working as a collective makes it easy to achieve big goals
- d. Women's rights are human rights. It is important for men to join the struggle for women empowerment and the safety.

### **Field Study 2**

**Institution:** Certified NPO Corporation Florence

#### **Activities**

- a. Lecture
- b. Group Discussion

#### **What we learned**

- a. The burden of masculinity that Japanese men have to bear.

- b. There are excellent structures to support paternity leave but men are forced to work overtime.
- c. Initiatives taken by the organization to educate other organizations to enforce better work hours and gender-neutral systems.

### **Course Discussion Session 7**

#### **Goals and Objectives**

- a. Promoting Self-Love
- b. Analyzing romantic relationships from a gender lens
- c. Understanding allyship

#### **Activities**

- a. Speed Dating
- b. Poster Making
- c. Group Discussion

#### **Outcomes**

- a. PYs felt closer to each other and lighter in heart, sharing the baggage they carry, which makes them doubtful in their abilities.
- b. Together, we learned a vocabulary for the danger signs in a romantic relationship and a list of good practices.
- c. What we need to Start, Continue and Stop doing to be more inclusive of the gender spectrum.

### **(5) Summary Forum (Presentation of the Discussion Results)**

The PYs decided to start with the summary of the CD content, followed by three sections:

- a. A video of everyone sharing a sentence on their strongest takeaway from the CD discussion.
- b. All the OPYs come together to share certain points in which they feel their country can learn from Japan and things which Japan can learn from their countries in different points related to Gender.
- c. Lastly, we had a small presentation on To Dos that each of us can start right away to make this world a more gender equitable place.

### **(6) Self-Evaluation (PYs' Feedback)**

- I think it was essential for us to create a safe space for each other in the beginning, since we were going to discuss sensitive topics. The Facilitator of CD-2 facilitated that very beautifully. Another part of the course the participants talked a lot about outside of the class was about popular culture; music, comedy and movies, how so much of it often objectifies the female gender. It really made us reflect! The different tasks and discussions we had learning how to identify our biases was also very useful and eye-opening. We also

had a session where we did a “speed dating” exercise, answering a new question in front of each other in pairs. It made us reflect on healthy and unhealthy relationships and how we were feeling. Lastly, I think the Field Study to NPO Florence and Local Program in Kochi Prefecture was very important for us to see examples of how one can work with gender equality. – Sweden

- Being encouraged to reflect on unconscious bias and how and where we see gender in our daily lives. The ‘to do’ and ‘how to’ aspects that we can take forward with us. It was fascinating to learn examples from different countries, especially India. The activities were fun and had great meaning and learning behind them. I think my key takeaway is the subtle (or not so subtle) messaging that society gives from birth about gender. - Australia

### **(7) Facilitator’s Comments**

Overall I felt that the PYs were a great group to work with and we had a journey to reach this point. Initially the PYs were less participative in sharing about the status or the beliefs or practices in their countries around gender, but we were able to build a safe space for everyone to share without feeling judged. Our conversations in Japan were especially impactful in creating an awareness of wearing a

gender lens through all our conversations. PYs have been able to identify their own biases that they carry during interactions. Our discussion on popular music objectifying women had caused the maximum stir, which led to more conversations on this topic, outside the discussion.

The one thing that the group did suffer from was that we had only one male PY, which restricted the male perspective in our conversations. The Field Study added this very important missing piece in our discussion as we learned how difficult the patriarchal society is to the Japanese men too. However, we do wish that we had more male participants in our CD.

The Local Programme in Kochi Prefecture was effective in helping the PYs bond together while also brought up some conversations related to the gender lens that we have been trying to wear through this course.

In a survey that I had collected from the PYs, they shared mostly positive feedback on how the Course Discussion has helped strengthen their perspective on gender and the only point of improvement has been shared for the programme in general, which they felt had too many activities in very less time, so everything felt rushed.

My goal for this CD was to help PYs wear a gender lens and make small changes in their everyday lives and I feel proud that as a group we have set ourselves on a path for achieving that.

## 3 CD-3 Achievement of good health and longevity

Facilitator: Teo Meng Hui Jocelyn

Number of PYs: 16 (6 JPYs, 10 OPYs)

### (1) Discussion Course Title

“Healthy 365”

### (2) Discussion Goals and Objectives

- PYs to learn more about SDG3 (Good Health and Well-Being) and programs to promote good health (both physical and mental health) and longevity in their country and around the world
- To encourage PYs to recognize that everyone can take ownership over their health and those of their loved ones, especially in light of the COVID-19 pandemic
- PYs to develop concrete action plans to advocate for good health and longevity policies in their home countries.

### (3) Pre-Program Assignments

- PYs took photographs to introduce themselves and what good health and longevity meant to them.
- PYs reflected on the main problems, current initiatives and best practices, main stakeholders and national action plans on good health (both physical and mental health) in their countries.
- PYs learnt more about SDGs and the United Nations Decade of Healthy Aging Plan of Action 2021-2030.

### (4) Proceedings

#### A. Online Exchange

##### Course Discussion Session 1: Good Health and Me

##### Goals and Objectives

- Introduction to SDG3 and its importance
- Define “good health” and “well-being”
- What does “longevity” and “healthy aging” look like?

##### Activities

- Introductions by PYs using photographs and fun facts
- PYs drew what “good health,” “well-being,” “longevity” and “healthy aging” meant to them.

##### Outcomes

- PYs got to know their CD mates in the same timezone group better.
- PYs developed an understanding of SDG3 and how it applies to their lives.

##### Course Discussion Session 2: Good Health and My Country

##### Goals and Objectives

- To understand the most pressing concerns on health issues, longevity and aging in their country

##### Activities

- PYs used Padlet to discuss country-specific concerns on health and longevity (e.g. ageism, work opportunities, prevention and cure of diseases, rehabilitative, palliative and end-of-life care).
- Training on SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
- PYs discussed the gaps and best practices on good health and longevity initiatives at country level using the SWOT analysis.

##### Outcomes

- PYs learnt more about the best practices and challenges for good health and longevity in their respective countries.

##### Course Discussion Session 3: Good Health on the International Stage

##### Goals and Objectives

- To describe the global health situation
- To understand the impact of the COVID-19 pandemic on health (physical and mental) and well-being
- To learn about the best practices for longevity and healthy aging

##### Activities

- Virtual gallery walk of Padlet of the other timezone group
- Discussion on how the COVID-19 pandemic and prolonged lockdowns in some countries has exacerbated the concern of mental health
- Brainstorm how to overcome the health issues that come with longevity and aging
- Interactive Kahoot quiz for PYs on good health and longevity based on discussions so far

##### Outcomes

- PYs gained an appreciation of international challenges relating to good health, aging and longevity, including social isolation, abandonment of elderly, mental illness and risk of suicides.



## **B. Program in Japan**

### **Course Discussion Session 4: Good Health on the “Ship”**

#### **Goals and Objectives**

- a. Put the lessons learnt about good health and longevity from the online sessions into action
- b. Be equipped with skills to be good health ambassadors on the “ship”

#### **Activities**

- a. Review of online sessions
- b. Face-to-face icebreakers
- c. Discuss how to be good health ambassadors on the “ship” / during the Local Program in Japan
- d. Use recycled materials to build a sculpture on what good health means to them, and to use it as a talking piece when advocating for good health on the “ship”

#### **Outcomes**

- a. PYs from the two timezone groups got to know each other better
- b. PYs consolidated their learning from the online sessions to create a sculpture as a talking piece on what good health means to them, and to be advocates for good health and longevity on the “ship”

### **Course Discussion Session 5: Good Health Collaborations in Action**

#### **Goals and Objectives**

- a. To build long-lasting friendships between the PYs and the Japanese elderly residents and children at Kotoen

#### **Activities**

- a. Video on Social Welfare Corporation Kotoen
- b. JPYs taught the OPYs to fold origami cranes that symbolize longevity.
- c. Pen-pal letters to elderly residents of Kotoen, with the JPYs translating letters written in English into Japanese

#### **Outcomes**

- a. PYs learnt more about the benefit of having initiatives for the elderly and children to interact (eg. sharing of life experiences by the elderly and children bringing life and joy to the elderly).
- b. PYs learnt the importance of teamwork, perseverance and patience.

### **Course Discussion Session 6: Good Health Ambassadors in Japan**

#### **Goals and Objectives**

- a. To be good health ambassadors during the local visit
- b. To learn about SMART goals

#### **Activities**

- a. Preparation of performance for elderly and children

during Kotoen visit

- b. Training on the SMART framework (specific, measurable, attainable, relevant, time-based)

#### **Outcomes**

- a. PYs displayed teamwork and enthusiasm in serving the local community.
- b. PYs were equipped to develop SMART action plans.

### **Field Study 2**

**Institution:** Social Welfare Corporation “Kotoen” / Edogawa City

#### **Activities**

- a. Visit to Kotoen and learning more about the interaction between the elderly and children
- b. Musical performance by PYs, and presentation of pen-pal letters to elderly and children
- c. Visit to Nagomi House
- d. Engagement with Edogawa City officials on health and longevity plans

#### **What we learned**

- a. Bravery of the Edogawa City officials in rolling out the plan to develop Kotoen to allow intergenerational interaction between elderly and children, despite challenges with funding and reception by local residents.
- b. The importance of the national insurance plan for long-term care to ensure access to affordable health services.

### **Course Discussion Session 7: Good Health for the World**

#### **Goals and Objectives**

- a. Find out Japan’s secret to longevity and good health
- b. Develop action plans to advocate for the promotion of good health and longevity that can be implemented in the PY’s respective home countries / regions.

#### **Activities**

- a. Reflections on Kotoen Visit
- b. As country leaders, developed SMART goals and action plans to solve most pressing health and longevity issue

#### **Outcomes**

- a. PYs selected a pressing health concern in their country, and developed concrete and SMART action plans to tackle it.

### **(5) Summary Forum (Presentation of the Discussion Results)**

- a. The PYs presented their reflections and lessons learnt from the online segment (CDs and oVice experience),

the face-to-face CDs, the Field Study to Edogawa City, Tokyo, the Local Program in Hakodate City and their action plans for the future.

- b. They also led the audience in radio taiso (radio exercise) which they learnt from the elderly residents and children during the Field Studies and Local Program.

### **(6) Self-Evaluation (PYs' Feedback)**

- a. The PYs shared that their key takeaways included:
  - Deeper understanding of each other's cultures, and how although we are different, we have so much in common that we can build upon
  - The importance of teamwork and intercultural understanding and respect
  - Learning about the immense benefits of having elderly residents and young children interacting regularly from the Field Study to Kotoen - the elderly are able to share their experiences and look after the children, while the children bring joy and vitality to the lives of the elderly
  - The need to have a long-term vision to encourage people to lead healthy lives, to build up the necessary infrastructure (including medical and nursing facilities and the training the requisite number of staff), and to be brave to take steps towards that vision and overcome any challenges along the way
  - The importance of having a strong community to encourage and spur each other to maintain healthy

lifestyle habits (eg. radio taiso exercise) together

- b. The PYs were grateful for the opportunity of in-person interactions, and proposed that future SWY Hybrid programs have a longer in-person duration, as it was useful for forging deeper intercultural understanding and friendships.

### **(7) Facilitator's Comments**

I am grateful to the Cabinet Office for organizing the SWY Hybrid program, which combined the best of the online and in-person formats. PYs participated actively in the online CDs, which extended on the virtual platform oVice. Due to the two timezone groups, it was helpful to use online collaborative tools so that the PYs could interact virtually with those from the other timezone group. PYs built on their friendships and understanding of each other's cultures in the face-to-face program in Japan, as well as learnt best practices from the Field Studies and Local Program. They also started a pen-pal relationship with local residents at Kotoen, and I hope that these bonds of friendship will continue even after the program ends. With the knowledge, skills and experiences gained from SWY Hybrid, the PYs are excited to implement the action plans to tackle the most pressing problems in their countries, ranging from funding and access to healthcare, healthcare infrastructure, mental health, and diseases such as dementia and cancer.

## 4 CD-4 Creating growth markets, revitalization of rural areas, and promoting science technology and innovation

Facilitator: Enzo Fabrizio Defilippi Angeldonis

Number of PYs: 16 (6 JPYs, 10 OPYs)

### (1) Discussion Course Title

“The Economics of Sustainable Development”

### (2) Discussion Goals and Objectives

The course’s goal was to understand what governments, firms and citizens can do for the world to achieve the SDG8 (“Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”) and SDG9 (“Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation”) by 2030.

The course’s objectives were for the PYs:

- a. To understand the economic forces that promote economic growth, full employment, and increased welfare.
- b. To understand what governments can do to promote economic growth, as well as its limitations.
- c. To identify the public policies citizens, firms and civil society should support to promote economic growth, society’s development, and equality.

### (3) Pre-Program Assignments

PYs were given the following pre-program assignments:

- a. Familiarize yourself with the SDGs. Particularly, with the targets and indicators of goals 8 and 9.
- b. Prepare a 4-minute introduction of yourself. Please be creative and try to make your introduction as fun and as possible.
- c. Prepare the following assignment: “Imagine you have died of old age. Prepare the eulogy you would like your best friend to give at your funeral.”

### (4) Proceedings

#### A. Online Exchange

#### Course Discussion Session 1: Growth and development

##### Goals and Objectives

- a. To understand the concepts of economic growth and development, and the relationships between them.

##### Activities

- a. Integration activity
- b. Topics discussed:
  - Is there a difference between a rich country and a developed country? Is it the same?

- What makes a country rich?
  - What makes a country developed?
- c. Reflection: What have we learned today?

##### Outcomes

- a. At the end of the session PYs were able to:
  - Understand the relationship between growth and development.
  - Understand the circumstances under which economic growth leads to development.

#### Course Discussion Session 2: Growth and equality

##### Goals and Objectives

- a. To understand the concepts the relationships between economic growth and equality

##### Activities

- a. Integration activity
- b. Topics discussed:
  - Can a country be developed if it isn’t rich?
  - What can we do to make poor countries developed? As a person and as a citizen.
  - Is equality important for economic growth? Why?
  - Is equality important for development? Why?
- c. Reflection: What have we learned today?

##### Outcomes

- a. At the end of the session PYs were able to:
  - Understand the relationship between economic growth and equality.
  - Understand why equality is necessary for development.

#### Course Discussion Session 3: Growth and sustainability

##### Goals and Objectives

- a. To understand the concepts of economic growth and sustainability and the relationships between them

##### Activities

- a. Integration activity
- b. Topics discussed:
  - Sustainability and economic growth
  - Intergenerational responsibility
  - The economic rationale of environmental policies
- c. Reflection: What have we learned today?

##### Outcomes

- a. At the end of the session PYs were able to:

- Understand the relationship between economic growth and sustainability.
- Understand why sustainability is necessary for development.

## **B. Program in Japan**

### **Course Discussion Session 4: Wages, productivity, and employment**

#### **Goals and Objectives**

- To understand the relationship between wages productivity and employment

#### **Activities**

- Integration activity
- Topics discussed:
  - Why some people earn more than others regardless their education.
  - Why some socially important jobs are not well-paid.
  - The economic rationale effects of the minimum wage
- Reflection: What have we learned today?

#### **Outcomes**

- At the end of the session PYs were able to:
  - Understand the relationship between wages, productivity and unemployment.
  - Understand the effect of minimum wages and unemployment.

### **Course Discussion Session 5: Youth and informal employment**

#### **Goals and Objectives**

- To understand the problem of youth unemployment, and the causes and consequences of informality.

#### **Activities**

- Integration activity
- Topics discussed:
  - Youth employment: Why is it a problem?
  - What do you think a law promoting youth employment should say?
  - If workers in the informal economy earn less and don't have social benefits, why do they work there?
- Reflection: What have we learned today?

#### **Outcomes**

- At the end of the session PYs were able to:
  - Understand the problem of youth unemployment and the economic policies required to face it.
  - Understand the problem of labor informality and the policies required to face it.

### **Course Discussion Session 6: Revitalization of rural areas, infrastructure, and budget constraints**

#### **Goals and Objectives**

- To understand the economic rationale of universal access policies
- To understand why governments cannot undertake every reasonable project.

#### **Activities**

- Integration activity
- Topics discussed:
  - Revitalization of rural areas: what's the problem?
  - How to finance sustainable infrastructure when a country has other pressing demands.
- Reflection: What have we learned today?

#### **Outcomes**

- At the end of the session PYs were able to:
  - Understand the problem of financing the provision of services and the revitalization of rural areas.
  - Understand the problem of financing building, upgrading and retrofitting public infrastructures.

### **Field Study 2**

**Institution:** Metropolitan Area Outer Underground Discharge Channel

#### **Activities**

- Overview of the project and facilities.
- Explanation of the operation of the flood prevention system.
- Visit the facilities.

#### **What we learned**

Participants learned about the rationale of investing large sums of money to minimize the consequences of natural disasters and the engineering and technical challenges necessary to build large infrastructures as the one visited.

### **Course Discussion Session 7: International cooperation**

#### **Goals and Objectives**

- To understand what international cooperation can and cannot do to foster economic development in least developed countries.

#### **Activities**

- Integration activity.
- Topics discussed:
  - International cooperation: Why? How?
  - What international cooperation can achieve.
  - Why international cooperation may fail.
- Reflection: What have we learned today?

**Outcomes**

- a. At the end of the session PYs were able to understand how international cooperation works, as well as its limits and constraints.

**(5) Summary Forum (Presentation of the Discussion Results)**

The presentation started with the rationale of this CD, which highlighted the importance of what they learned with regards to the topics related to SDGs 8 and 9. They also presented pictures of the places they visited and explained their relationship with economic development policies. They finalized by explaining how they plan to apply what they learned in own communities.

**(6) Self-Evaluation (PYs' Feedback)**

- Hearing perspectives from other countries was very insightful. It helped me further appreciate how important context is in economic decision making.
- I realized that although each country has different circumstances, we sometimes have same or similar problems. So it was a good opportunity for me to share some ideas to solve or improve the common problems. Especially, even in the developing countries.
- I love how I found out that just like almost every other area in life economics lies as well on a grey area and that throughout the decision-making process decision makers have to choose their battles because no matter what choice they make there will be people who will suffer from this.
- This CD was really good for me because it made me think about topics that are I'm not used to think about. And having the other's perspectives was also really interesting.
- The relationship between economic growth, development and sustainability is very critical because they all lead to each other. Economic growth brings a lot of changes and reflects on the income which further

improves the facilities and opportunities provided to the people resulting in overall development.

**(7) Facilitator's Comments**

As a former PY, I was very excited to have been selected as a Facilitator for this year's version of SWY. This program was very important to me during my formative years, and I had always wanted to repay what the program had done for me.

It is always a challenge to discuss topics such as economic growth, development, and sustainability with people who have no background in economics, and this time was no exception. However, the enthusiasm and interest of the participants made the discussions very productive. I am sure that this objective was achieved.

Our methodology consisted of presenting the PYs with basic information on each topic, dividing them into groups and asking them provocative questions that invited them to think and discuss.

The first three discussions, held online, dealt with basic issues without which it is not possible to understand the rationale for the SDGs: the relationship between economic growth, development, and sustainability. Unfortunately, virtuality does not facilitate discussions and some PYs were shy about having discussions in English with those who are native speakers.

The second part, carried out in person in Japan, did facilitate the discussions. The topics covered in this part were more specific, such as the relationship between wages, productivity and employment, the problems of informality and youth unemployment, and the limitations of international cooperation. A particularly important discussion was the one about the importance of infrastructure (which was very well illustrated by our Field Study visit), and the limitations governments face to invest in beneficial but expensive infrastructure projects.

A great adventure for all of us. Keep SWYing.

Facilitator: Felipe Salgado de Souza

Number of PYs: 16 (6 JPYs, 10 OPYs)

### (1) Discussion Course Title

“Rethinking the Cities and Communities for our Future”

### (2) Discussion Goals and Objectives

This CD was based on three main pillars: Awareness, Understanding, and Action.

- To get aware of the global issues related to sustainable development and the importance of addressing them, especially those related to the goals targeted in this CD.
- To fully understand the SDGs, their mechanisms, objectives, means of implementing change, and their position as young leaders.
- To get empowered and take action to address sustainability challenges hindering our future.

### (3) Pre-Program Assignments

To build the basis of our discussions, PYs were asked to elaborate on the following topics:

- The concept of SDGs, especially Goals 6 and 11.
- Youth-led organizations in their respective countries.
- Their experience doing volunteer activities.
- How to apply partnerships for solving development issues.

### (4) Proceedings

#### A. Online Exchange

##### Course Discussion Session 1

##### Goals and Objectives

- Introduce CD methodology and plan.
- Self-introduction of participants.
- Cultivate PYs' awareness and understanding of SDGs.
- Build teamwork and learn about different countries' realities.

##### Activities

- Introductory Lesson – “SDGs – Making our surroundings sustainable.”
- Self-introductions and Icebreaker – “Same and Different.”
- Guidelines and Principles – PYs' views for common guidelines and principles to this CD.
- Group Reflection – Why did you join SWY?
- Lesson – SDGs - Sustainability, Resilience, and Quality Infrastructure.

- Group Activity – Discussion and small presentations on the pre-assignment.

##### Outcomes

- Equalize the PYs' understanding of SDGs and related concepts.
- Start the process of bonding and team building among PYs.
- Comprehension of different countries' realities and perspectives.

##### Course Discussion Session 2

##### Goals and Objectives

- Deepen PYs understanding of Goal 6 – Water and Sanitation.
- Reflect on the relationship between Water and other resources.
- Level up PYs' cross-cultural understanding.

##### Activities

- Lesson – “EARTH, a planet of WATER.”
- Group Activity – “How are Water and Sanitation connected with other SDGs?”
- Lesson – Different sectors of society – shared responsibility.
- Group discussion – The reality of Water in PYs countries.

##### Outcomes

- A general comprehension of Water as the most basic and important resource for human survival, its issues, and how it impacts other development sectors.
- Understanding of visible and invisible pollution and the concept of water stress.
- Stimulate cross-cultural understanding and learning from different countries' realities.

##### Course Discussion Session 3

##### Goals and Objectives

- Deepen PYs understanding of Goal 11 – Sustainable Cities and Communities.
- Reflect on the meaning of cities, human settlements, and realistic ways to make sustainable cities.
- Preparation for the face-to-face program in Japan.

##### Activities

- Lesson – “What City do we want for the Future?”

- b. Group Activity – Re-imagining the way we live.
- c. Cross-Cultural Activity – developmental challenges and different perspectives.
- d. Preparation for the face-to-face program in Japan – Special guest lecture from Alvaro Didio (SWY29) and João Grilo (SWY32).
- e. Reflection – Expectations for the upcoming face-to-face program.

**Outcomes**

- a. A general comprehension of the concept of human settlements, its components, and urbanization issues.
- b. Reflection on spatial distribution, and our current model of urbanization.
- c. Increase PYs bonding and cross-cultural understanding.
- d. Preparation and expectations management for the face-to-face program.

**B. Program in Japan**

**Course Discussion Session 4**

**Goals and Objectives**

- a. Welcome PYs, raise SWY spirit and develop team building.
- b. Address the importance of acting and the role of youth towards the SDGs.
- c. Start a SWY project – creating a city model.

**Activities**

- a. Lesson – “Welcome to SWY – Time to take action!”
- b. Icebreaker and self-introductions.
- c. Teambuilding activity – Let’s create a mural!
- d. Lesson – “The role of youth in the SDGs.”
- e. SWY Project [Part 1] – Orientation, guidelines, and group work

**Outcomes**

- a. PYs got familiarized with each other and developed group cohesion.
- b. A mural with personal and group goals.
- c. Understanding of the role of youth towards sustainable development.
- d. Election of a Mayor (so-called Group Leader) in charge of the SWY project and definition of a working plan.

**Course Discussion Session 5**

**Goals and Objectives**

- a. Reflection on the Field Study 1 organized by the JPYs.
- b. Highlight actions taken by youth-led initiatives.
- c. Learn from examples and come up with plans to replicate.
- d. Improve the city model project.

**Activities**

- a. Lesson – “The Power of Youth – initiatives around the world!”
- b. Group discussion – How can youth make a change?
- c. Recap of the city trip and observed urban dynamics.
- d. SWY Project [Part 2] – definition of priorities and creation of teams.

**Outcomes**

- a. Broader comprehension of leadership and how to practice it daily.
- b. PYs learned about notorious youth leaders running projects in their communities and came up with their own ideas for initiatives.
- c. PYs could develop their critical thinking to analyze the city trip in terms of services, infrastructures, environment, people, and other urban components.
- d. Continuation of the city model project – defining priorities and creating teams.

**Course Discussion Session 6**

**Goals and Objectives**

- a. Deepen PYs understanding of Goal 17 – Partnership for the goals.
- b. Reflect on the concept of “business-as-usual” (BAU) and how to accelerate sustainable development.
- c. Apply the concept of partnership to the city model project.

**Activities**

- a. Lesson – “The importance of partnership – everybody must participate!”
- b. Group dynamics – “Tower Building” – exemplifying partnerships – contribution to society vs. cosmetics.
- c. Group Activity – ideas for projects involving diverse sectors of society.
- d. SWY project [Part 3] – defining a common vision of a sustainable city.

**Outcomes**

- a. A general comprehension of partnership dynamics and how different sectors and groups hold distinctive interests, limitations, and roles toward sustainable development.
- b. Reflection of the current pace of sustainable development and how partnerships are necessary to accelerate the achievement of the goals.
- c. PYs’ original ideas of projects involving sectors of society and their respective tradeoffs.
- d. Continuation of the city model project – further development of priority areas.

## **Field Study 2**

**Institution:** Certified NPO Corporation Mirai no Mori

### **Activities**

- a. Introduction of the organization – history, purpose, challenges, social impacts.
- b. Presentation and exchange conversation with a graduate youth from Mirai no Mori.
- c. Group Activity – PYs ideas for non-profit organizations (NPO).
- d. Presentation and exchange conversation with a youth intern from Mirai no Mori.
- e. Handcraft activity – making gifts for Mirai no Mori sponsors.
- f. Wrap-up, a special gift for the institution, and closing.

### **What we learned**

- a. On-site learning from a real initiative – deepen PYs' understanding of NPOs.
- b. PYs were inspired by the graduate's and intern's stories and realized how small actions could lead to significant changes.
- c. Comprehension of the importance of volunteering, and how nature and outdoor spaces within cities are important.

## **Course Discussion Session 7**

### **Goals and Objectives**

- a. Reflect on ways to take action beyond the SWY program – post-program activities.
- b. Reflection on the field study.
- c. Revisit PYs goals and expectations and check their progress.
- d. Present their city model project.

### **Activities**

- a. Lesson – “Taking awareness and action beyond!”
- b. Recap of field study – what did you learn and how to use it?
- c. Updating PYs mural – progress and achievements.
- d. Post-program activities – what can we do from now on?
- e. Presentation of the SWY project.

### **Outcomes**

- a. PYs reflected on the human factors within sustainable cities – the balance between urban services and attending to citizens' emotional needs.
- b. PYs could check their progress and achievements during the SWY program.
- c. Understanding of different ways to execute post-program activities.
- d. Final presentation of PYs common vision for future cities encompassing several areas of development.

## **(5) Summary Forum (Presentation of the Discussion Results)**

The CD summary was presented by six PYs and addressed the following topics:

- Introduction of the team members and their diverse cities.
- Online exchange and face-to-face program.
- Field Studies to Asakusa and Mirai no Mori.
- Their common vision of a sustainable, safe, and resilient city – the outcomes of their SWY project.
- Local Program to Kanagawa Prefecture – activities and exchange with local youth.
- Final remarks and conclusion.

The PYs successfully achieved the goals and objectives and this CD and managed to summarize their experiences and deliver a strong message about social and physical infrastructures and the necessity to act towards a sustainable future.

## **(6) Self-Evaluation (PYs' Feedback)**

The PYs reflected on the quality of this CD and answer an anonymous survey with their evaluations from 1 for bad to 5 for excellent. The results are summarized as follows:

Criteria	Average
Satisfaction level	4.88
Interest in the topics	4.65
Awareness level	4.65
Understanding of SDGs	4.82
Empowerment level	4.70
Connection level with other PYs	4.76
Contents discussed	4.70
Participation level	4.70
Time allocation	4.52
Facilitator	4.94
Field Study to Mirai no Mori	4.76

PYs also highlighted the connections they build and their outstanding teamwork, the Facilitator's capacity to motivate, engage and create meaningful and accessible discussions, the new perspectives on the discussed topics, and the contribution of the field visit and local program to the success of this CD.

## **(7) Facilitator's Comments**

CD-5 had a fantastic group of people who were motivated and willing to give their best to actively



participate in every activity and determined to take the best of the SWY experience. We have all achieved our goals with this CD and are now empowered to keep moving on

and bring active contributions to society. I'm grateful I could work with such a special and diverse group of youth leaders.

## 6

### CD-6 Energy conservation and renewable energy, disaster risk reduction and climate change, countermeasures, sound material-cycle society

Facilitator: Ranaporn Tantiwechwuttikul

Number of PYs: 15 (5 JPYs, 10 OPYs)

#### (1) Discussion Course Title

“Towards Sustainable Futures - through the Lens of Energy Transition, Climate Action, and Resource Efficiency”

#### (2) Discussion Goals and Objectives

The ultimate goals of the CD-6 are to broaden PYs' perspectives on the understanding of SDGs and the interlinkage across SDGs. Because the world's challenges are no longer belong to any single discipline. The broad, yet integrated mindset, would allow PYs to deep dive into the Discussion Theme of SDG#7, #12 and #13 (covering key concepts of Energy conservation and renewable energy, Sound material-cycle society, and Disaster risk reduction and climate change countermeasures), then find implications to their relevant contexts.

Furthermore, PYs' diverse background allows the discussion sessions to embrace individual uniqueness as well as national identities; thus, PYs are expected to engage by taking proactive and cooperative roles to maximize the learning opportunity, especially from other PYs' expertise as well as to foster constructive discussions and to strengthen communication skills. PYs will also work together to create solutions for problems related to their selected topics and exercise how youth leadership can bring positive changes to the societies.

#### (3) Pre-Program Assignments

- a. PYs read about the 17 SDGs, which are the urgent call for actions by international consensus; and learn more in details of related goals to the discussion theme. Then, select one prevalent issue within their countries for each SDG #7, #12 and #13 (total 3 issues). And provide a short summary (100-300 words) of how those issues occur? / What have been done and by whom? / What do you think should be done? / What else PYs can do?
- b. PYs ponder over the energy-related issues in their daily lives in 24-hour timeframe and provide a drawing

addressing energy forms, primary energy resources, alternative energy availability and energy storage system.

- c. Concerning the climate change countermeasure and disasters risk reduction (DRR), PYs share one photo (taken by themselves, anywhere) that reflects PY's comprehension of the topic, and write down three key words.

#### (4) Proceedings

##### A. Online Exchange

##### Course Discussion Session 1

##### Goals and Objectives

- a. Set individual goals from discussion sessions
- b. Be familiar with the discussion issues and approaches
- c. Develop a higher understanding of SDGs

##### Activities

- a. Break the ice: get into pairs, learn about your peer, then introduce him/her to the group
- b. Know your WHY: Goal-settings from discussion sessions and areas of self-development
- c. HOW to go through each session:  
Basic housekeeping consensus and how to use ZOOM effectively
- d. Decide on WHAT: SDGs / Targets / Contexts to focus
- e. Facilitator presentation on SDGs development and practicality dimensions

##### Outcomes

- a. PYs understand the core learning concepts and the outline of CD activities
- b. PYs learn more about SDGs development and practicality dimensions. The SDGs wedding cake depicts CD-6 interconnection in the economy, society, and biosphere dimension.

##### Course Discussion Session 2

##### Goals and Objectives

- a. Deep dive into SDG #7, #12, #13

- b. Gain different perspectives from different advocacy levels

#### **Activities**

- a. Individual sharing of issues based on Assignment #1
- b. Discuss the overview, targets and indicators of SDG#7, SDG#12, and SDG#13, including the dashboard of SDG progress of 11 countries.
- c. Breakout discussion to brainstorm for measures undertaken at different levels of international, national and local contexts. Using a workspace in Miro, while using Zoom breakout rooms for group discussion.

#### **Outcomes**

- a. PYs aware of the critical issues occurring in different countries.
- b. Breakout group discussion allow PYs to work on common SDGs target, and incorporate the roles of timer and discussant.

### **Course Discussion Session 3**

#### **Goals and Objectives**

- a. Learn about energy profiles and issues in other countries
- b. Distinguish different energy forms and services

#### **Activities**

- a. Play game: Mapping energy profile to highlight primary energy resources and to differentiate the uniqueness in each country
- b. Individual sharing and discussion based on Assignment #2

#### **Outcomes**

- a. PYs learn the global overview of energy and renewable energy.
- b. PYs aware of the energy trilemma (energy security, energy equity, and environmental sustainability) which depends on the national context, and signifies the energy policy.

## **B. Program in Japan**

### **Course Discussion Session 4**

#### **Goals and Objectives**

- a. Learn more about energy forms and usages in different settings
- b. Aware of climate change countermeasures and disaster risk reduction (DRR) in other countries

#### **Activities**

- a. Ice breaking: Gallery Energy Tour (cont'd Assignment #2) and recap online session 1-3
- b. Breakout group to discuss energy usages in four settings: building, cooking, electricity, and transportation
- c. Individual sharing of Assignment #3

#### **Outcomes**

- a. PYs get to know all group members and obtain broader perspectives of the global energy situation, and can distinguish energy forms and usages in daily living
- b. PYs share and learn more about climate change issues and adaptation

### **Field Study 1**

**Destination:** Shibuya and Harajuku

#### **Activities**

- a. Walk around Shibuya and Harajuku areas – the center of Japanese pop culture
- b. Appreciate Japanese traditional culture at Meiji-Jingu shrine

#### **What we learned**

- a. Spot the waste-to-energy incinerators along the way from Narita to Tokyo
- b. City planning of Tokyo based on Edo period, the Imperial Palace and greenery, and Tokyo subway network
- c. Sustainable fishery and food traceability

### **Course Discussion Session 5**

#### **Goals and Objectives**

- a. Comprehend a concept of RE-CIRCLE (resource efficiency and circular economy)
- b. Aware of environmental impacts from an increasing demand of materials use globally

#### **Activities**

- a. Play game: Resource efficiency to utilize one piece of recycling wrapping paper to transport 5 PYs to another side of the room
- b. Group workshop: each group pick one item and conduct the product life-cycle analysis (e.g. a simple flowchart of how the product is made and end up)

#### **Outcomes**

- a. Despite the same resource, each group comes up with different strategy. To win / lose also depend upon PYs' perspective of speed, degree of paper deconstruction, and left-over paper along the way.
- b. PYs realize the whole life-cycle of products and waste issues. Key principle could be trying to use less materials, if possible.

### **Course Discussion Session 6**

#### **Goals and Objectives**

- a. Understand conflict management in stakeholders' engagement
- b. Initiate ideas for CD-6 campaign

**Activities**

- a. Play negotiation game to experience different stakeholders' priorities
- b. Share roles of youth in society and how to induce transformation
- c. Using system problem statement to convey idea into action

**Outcomes**

- a. PYs experience conflict management, realize negotiation style typology, and principled negotiation.
- b. Each PY initiate CD-6 campaign ideas, then group voting to take the top 3 ideas forward.

**Field Study 2**

**Institution:** Mitsui Fudosan Co., Ltd.

**Activities**

- a. Learn the development of Kashiwa-no-ha Smart City
- b. City tour of A-Shi-Ta (Institute of Urban Health) and Smart Center

**What we learned**

- a. Urban development project based on the public-private-academic collaboration
- b. Challenging issues of integrating and accelerating renewable energy technologies towards the net-zero emissions goal by 2050

**Course Discussion Session 7**

**Goals and Objectives**

- a. Experience project initiation and implementation
- b. Develop key messages for effective communication

**Activities**

- a. Game: Open thinking of how paper clip can be used for?
- b. Create CD-6 campaign based on the top 3 ideas

**Outcomes**

- a. PYs experience idea selection, project initiation, and implementation
- b. Due to limited physical space and relocation, PYs decide to work on various online channels

**(5) Summary Forum (Presentation of the Discussion Results)**

Three PYs volunteer to present while other group members help with the slide and script preparation.

Presentation outline includes the related SDGs, CD-6 basic structure (online session, face-to-face session, Field Studies), lesson learned from each activity, and final reflections, particularly the activity with Aomori High School students. The slides highlight group activities, while the narratives address heartfelt expressions. PYs think not only about the global solution, but also seek collaboration and act local with regards to their skills and expertise.

**(6) Self-Evaluation (PYs' Feedback)**

**What I have learned?**

- A technical approach to sustainability in climate change, energy and circular energy
- Different perspectives to look climate change, energy use, and resource management
- Negotiation skills, because if we want changes, we are going to face different perspectives (Note from negotiation case study: decision should base on merits, not stance; be creative for mutual gains)

**What is the best of CD-6?**

- The people and friendship. Warm atmosphere. Welcoming space to learn and share.
- The attitude to learn sustainability. Spirit of curiosity and generosity.
- The games and activities
- The field trips and the Aomori experience

**How to make CD-6 better?**

- By interacting in some ways with other CDs
- Wish to have more time to share during online session

**(7) Facilitator's Comments**

Fruitful discussions are achieved thanks to group dynamics and kindness towards others. Online sessions allow PYs to familiar themselves with SDGs knowledge, while on-site sessions truly signify team building and interconnectedness. Games and extra activities are adjusted in consideration with key contents to suit PYs' learning approach. In terms of leadership skills, everyone steps up and take charges on certain roles, naturally.

My great pleasure to facilitate such a talented group!

Facilitator: Nguon Pheakkdey

Number of PYs: 17 (7 JPYs, 10 OPYs)

### (1) Discussion Course Title

“Addressing Environmental Challenges through Youth-led Initiatives”

### (2) Discussion Goals and Objectives

The goal of the CD-7 was for PYs to produce Ishikawa diagrams and iterative plans of actions to address their selected environmental challenges building on readings and youth-led initiatives that inspired them. There were three key objectives.

First, the sessions exposed PYs to the different theoretical framings and understanding of the status and debates on complex environmental challenges under SDG 14 and 15.

Second, PYs learned the analytical methods (e.g. problem construction, deconstruction, and change space analysis) and practical tools (e.g. Ishikawa diagram, iteration plan) that they can use to examine environmental policies and youth-led initiatives of their interests, and to develop their own plan of actions to address an environmental challenge they selected.

Third, the sessions built the interpersonal and communication skills for PYs via interactive sessions where they were encouraged to undertake different activities with their peers.

### (3) Pre-Program Assignments

In addition to reading assignments, there were two individual assignments.

First, each PY selected an environmental challenge in their country that they would like to address by 2030.

Second, each PY chose a youth-led environmental initiative that they find inspiring. For this assignment, PYs were asked to focus on the cause of the initiative, main tasks, key persons, lessons learnt, and replicability.

### (4) Proceedings

#### A. Online Exchange

##### Course Discussion Session 1

##### Goals and Objectives

- Introduce group members, objectives, expected outcomes and develop ground rules.
- Discuss the key drivers, impacts and mitigation

measures for environmental challenges that each PY selected.

- PYs describe their aspiration to address the selected environmental challenge by 2030.

##### Activities

- PYs took turn to introduce themselves. PYs were introduced to the objectives and expected outcomes for the CD.
- PYs worked together to establish ground rules for the CD.
- Each PY took turn to present the results of their first pre-program assignment.

##### Outcomes

- Ground rules were developed for the group.
- PYs described the environmental challenges that they would like to address by 2030.

##### Course Discussion Session 2

##### Goals and Objectives

- PYs develop a broad understanding of the status and debates on environmental challenges and its related socio-economic impacts.
- PYs understand the existing policies to address these environmental challenges and the roles of youth participation.

##### Activities

- PYs had interactive and guided discussions on pre-assigned readings on global environmental challenges related to SDG 14 and 15.
- PYs had group discussions on international policies and the roles of youth as outlined in the United Nations Youth Strategy 2030.

##### Outcomes

- PYs understood the current status and debates on environmental challenges of their interests and its related socio-economic impacts.
- PYs understood the objectives and priorities of the UN Youth Strategy 2030. PYs discussed key take-aways from the UN Youth Strategy.

##### Course Discussion Session 3

##### Goals and Objectives

- Introduce PYs to major concepts and debates in

environmental resource governance.

- b. Understand group dynamics, institutional rules and the roles of individuals in decision making.

**Activities**

- a. PYs had interactive and guided discussions on Elinor Ostrom’s eight principles for governing the common pool resources.
- b. PYs examined the fit between institutional rules governing resource allocation and the roles of individuals to avoid tragedy of the commons.

**Outcomes**

- a. PYs learned resource governance concepts (e.g. privatization, nationalization, and collective actions) and the eight principles from Elinor Ostrom on governing common pool resources.
- b. PYs discussed the eight design principles for common pool resource management to their selected environmental challenges.

**B. Program in Japan**

**Course Discussion Session 4**

**Goals and Objectives**

- a. Understand key factors behind environmental policy failure and the processes through which a policy moves and how, at each of these points, a policy can best be supported.
- b. Explore the plan and control method in policy: assessing the World Bank funded projects.

**Activities**

- a. PYs had interactive and guided discussions on the four broad contributors to policy failure and the four sequential points where a policy can be supported to improve its success.
- b. PYs worked in group to discuss the plan and control method for project development and implementation that is utilized by institutions such as the World Bank.

**Outcomes**

- a. PYs learned the contributors to policy failure: overly optimistic expectations; implementation in dispersed governance; lack of collaborative policymaking; and limited political cycle.
- b. PYs learned the four sequential points where a policy can be supported to improve its success: preparation; tracking; support; and review.
- c. PYs discussed the plan and control method utilized by institutions such as the World Bank.

**Course Discussion Session 5**

**Goals and Objectives**

- a. Discuss a selection of the youth-led initiatives on addressing environmental challenges.
- b. Understand the concept of deliverology: from idea to implementation.

**Activities**

- a. Each PY presented the second assignment on selected youth-led environmental initiatives from their countries that inspired them.
- b. PY was introduced to an approach to manage reform initiative from the creation of a delivery unit to data collection for setting targets and trajectories and the establishment of routines.

**Outcomes**

- a. PYs exchanged information on selected youth- led environmental initiatives.
- b. PYs understood the concept of deliverology and its three main elements.

**Course Discussion Session 6**

**Goals and Objectives**

- a. Understand the process of constructing and deconstructing environmental challenges and building narratives that mobilize people and action to promote a search for suitable solution to complex environmental challenges, by using problems as entry point for change.
- b. PYs draw Ishikawa diagrams to visualize their deconstructed problem.

**Activities**

- a. PYs used provided worksheets to construct and deconstruct their environmental challenges into a change narrative that mobilizes actions.
- b. PYs drew an Ishikawa diagram based on the results of their construction and deconstruction. PYs shared their diagrams in groups.

**Outcomes**

- a. PYs used different methods to construct and deconstruct their environmental challenges.
- b. Each PY drew an Ishikawa diagram to visualize their selected environmental challenge.

**Field Study 2**

**Institution:** The International Partnership for the Satoyama Initiative (IPSI)

**Activities**

- a. Lectures by United Nations University (UNU) staff on (i) the International Partnership for the Satoyama Initiative, (ii) the Innovation and Education Programme

and various biodiversity policies and initiatives.

- b. PYs worked to design a program to increase youth involvement in environmental issues.

#### **What we learned**

- a. PYs learned various initiatives at the UNU and different international conventions, networks and activities on biodiversity and youth.
- b. PYs learned from each other initiatives in their countries to engage youth. PYs then designed programs to help increase youth participation in environmental issues.

### **Course Discussion Session 7**

#### **Goals and Objectives**

- a. Reflect on the difficulty of identifying ideas of what to do and how to act when tackling complex environmental challenges.
- b. Learn how to iterate in a structured manner, fostering learning and adaptation needed for effective implementation in the face of complex environmental challenges.

#### **Activities**

- a. PYs learnt how to use the triple-A change space analysis (authority, acceptance and ability) to identify how much change space they have in their Ishikawa diagram.
- b. PYs identified a few ideas that they can do and their iteration plan to establish the foundation of an action-oriented work culture to address their environmental challenges.

#### **Outcomes**

- a. PYs revised their Ishikawa diagrams based on their peers' feedback and conducted triple-A change space analyses.
- b. PYs developed their first ideas to address their selected environmental challenge. PYs were introduced to an example iteration plan.

### **(5) Summary Forum (Presentation of the Discussion Results)**

- a. PYs democratically discussed how they would like to present outcomes from the CD. Six PYs (two JPYs and four OPYs) volunteered to be presenters.
- b. Lessons learned PYs presented were as follow:
  - Online sessions: PYs learned more about the environmental challenges of their interests.
  - In-person sessions: PYs used Problem Driven Iterative Adaptation toolkit to understand and solve complex problems.
  - Field Study: PYs were introduced to programs at

UNU on biodiversity conservation.

- Local Program: PYs broadened their knowledge on SDG14 and 15 and the resilience and kindness of Miyagi people.
- c. For their next plans of actions, PYs mentioned:
    - Energy: more research needed, and plan to engage more youth-led initiatives.
    - Deforestation: find more organizations and youth-led initiatives focusing on forest and species protection; and engage more youth.
    - Plastic pollution: enhance civil efforts and youth voice on plastic policies.
    - Food waste / Insecurity: engage youth to raise awareness on sustainable production and consumption.
    - Marine habitat loss/Overfishing: ensure government engage youth in addressing community-based needs for sustainable fishery development.

### **(6) Self-Evaluation (PYs' Feedback)**

- a. Four JPYs volunteered to facilitate the reflection, which they divided into two sections. First, they asked their CD mates to reflect on what they learned from the discussion sessions, the Field Study to the UNU and the Local Program in Miyagi Prefecture. The second part of the reflection focused on the next steps of actions that they will take post program.
- b. In terms of lessons from the CD sessions, PYs mentioned that prior to joining the first session, they thought that the challenge that they selected to address would be specific to the country where they are from. However, they learned that many of their peers are interested in addressing similar environmental issues. PYs said that they appreciated the opportunities to learn from the experiences from their fellow PYs, understanding the different measures that have been taken and lessons learned. PYs appreciated the theoretical concepts and analytical tools that they learned throughout the CD sessions.
- c. For visit to the UNU, PYs mentioned that while they appreciated the lectures, they wish that more efforts will be put into implementing the UNU initiatives in Africa and the Middle East.
- d. For Local Program in Miyagi Prefecture, PYs appreciated the hospitality of the local youth and organizers. PYs were fascinated to learn about the local sites that they visited, and most importantly the resilience of the local communities to build back better after the Great East Japan earthquake.

- e. Regarding the next steps, PYs mentioned that while they have learned a lot from the CD, they will continue to research on their selected issues, to find ways to raise awareness and to mobilize other youth in their countries to take actions on environmental challenges.
- f. Finally, PYs reflected on the concept of self-care in this demanding world with their peers noting the cultural sensitivities in their countries. PYs' overall comments on the program were that the Program in Japan was short and packed with many activities. PYs mentioned that by the time that they got to know each other better, it is time for them to part ways.

**(7) Facilitator's Comments**

- a. I could not have asked for a better group of PYs for my CD because: 1. They were courteous not only to all the Administration staff, the local organizers and me as a Facilitator, but also to their CD mates; 2. They were enthusiastic and actively participating in the discussion sessions, Local Program and Field Studies; 3. They put in a lot of efforts to conduct the assignments and read all the assigned readings; 4. They step up to take charge of various roles in the CD to effectively deliver

assigned tasks such as preparation for the Summary Forum; and most importantly, 5. They were supportive of their friends in the CD.

- b. I commended the JPYs for the efforts they put into organizing the first Field Study in Tokyo which allowed everyone in the CD to experience Tokyo and to start developing their friendship since PYs were joining in the online in two groups. Overall, it was my absolute pleasure to be with this group of amazing young people. I wish we could have more time to spend together. I was overwhelmed with joy and happiness to witness how professional, articulate, respectful, friendly and supportive my PYs were throughout the CD. The laughter that we shared during bus rides, meals and free times were testaments to the friendships that we developed because of this unique opportunity we had together.
- c. I greatly appreciated the time and efforts that everyone invested into preparing the whole CD and overall program. Thus, my sincere gratitude to the Cabinet Office for this incredible experience. I hope that more youth will have the chance to be part of this wonderful family, we lovingly call SWY.

## 8 CD-8 Achieving peaceful, safe and secure society

Facilitator: Lillian Solheim

Number of PYs: 16 (6 JPYs, 10 OPYs)

### (1) Discussion Course Title

“Youth and Peace”

### (2) Discussion Goals and Objectives

The aims were:

- To strengthen the participants’ understanding of peace, conflict and violence
- To learn more about how their own and other cultures relate to these concepts.
- To learn about the SDGs, institutions and individuals contributing to peace
- To discuss how young people can support the achievement of SDG16
- To reflect on their own role as peacebuilders

### (3) Pre-Program Assignments

The PYs had to familiarise themselves with the SDGs, in particular SDG16 (Peace, justice and strong institutions). They had to bring an item from their culture or history related to peace, as well as to research a local peacebuilder.

### (4) Proceedings

#### A. Online Exchange

##### Course Discussion Session 1

##### Goals and Objectives

- a. Introduce the course and get to know each other.

##### Activities

- a. Round of introductions to the participants, the course and the methodology
- b. Discussion on fears and expectations and how to create a good discussion climate in the group

##### Outcomes

- a. The participants shared a picture from their hometown and a personal item that meant something to them in order to get to know each other.
- b. We agreed on how to create a good learning environment for all.

##### Course Discussion Session 2

##### Goals and Objectives

- a. To explore the concepts of peace and violence.

##### Activities

- a. Presentation of items related to peace, which ranged

from pictures of peace museum, memorials, inspiring people, poems and songs.

- b. Exploring the concept of peace through an exercise where participants had to write the word “peace” on a piece of paper. Then they had to destroy it, before trying to fix it.
- c. Theoretical input on different types of violence (direct, cultural and structural).
- d. Presentation on the SDGs, including targets and indicators related to SDG16.

##### Outcomes

- a. Through sharing a peace-related item, the participants could learn about how other people and cultures perceive peace.
- b. Through the paper activity, the participants learnt that peace can easily be broken, that it takes more time to rebuild and that it may never be the same as before.
- c. The participants gained understanding of the difference between negative and positive peace, and how violence can be indirect and direct.
- d. The participants received background information on the SDGs and learnt about the goals, targets, indicators and progress of the SDG16. They received useful resources.

##### Course Discussion Session 3

##### Goals and Objectives

- a. To explore the concept of conflict

##### Activities

- a. The PYs had to associate all the words related to “conflict,” and then classify them into positive, neutral or negative.
- b. Discussion on the types of conflicts that exist in their own countries.
- c. Theoretical input on conflict

##### Outcomes

- a. Learning about different types of conflict (direct and indirect), different types of violence (direct, cultural and structural) and different levels of conflict. They learnt the difference between conflict and violence, and that conflict is a natural part of our lives.
- b. Learning about conflicts across the world.



## **B. Program in Japan**

### **Course Discussion Session 4**

#### **Goals and Objectives**

- a. Peace and conflict – continued

#### **Activities**

- a. Recap of key concepts from online sessions.
- b. Interactive balloon activity in which PYs were divided in two groups. One group received toothpicks, and the other one balloons. The instruction was to protect the balloon. The group with toothpicks tried to destroy the other team's balloons.
- c. Discussion in pairs on how we respond to conflict at a personal level by using a set of questions.

#### **Outcomes**

- a. Debrief after balloon activity and reflection on violence. We discussed how we often assume there needs to be a zero-sum game with a winner and a loser, and how easy it is to resort to violence.
- b. A deeper understanding of how others and yourself relate and respond to conflict.

### **Course Discussion Session 5**

#### **Goals and Objectives**

- a. Learn concrete conflict analysis tools (conflict tree, stakeholder mapping and influence mapping).

#### **Activities**

- a. Theoretical input on the importance and rationale behind conflict analysis
- b. Group exercises on conflict analysis and presentations

#### **Outcomes**

- a. The participants were able to try different conflict analysis tools.
- b. The participants analysed and learnt about conflicts, including gender discrimination, racism and corruption.

### **Course Discussion Session 6**

#### **Goals and Objectives**

- a. To learn about the different stages of conflict
- b. To learn about peacebuilding
- c. To acquire knowledge on institutions, organisations and people working for peace and SDG16.

#### **Activities**

- a. The session started with a discussion on the various manifestations of violence in the national presentations, and analysing what kind of violence was presented.
- b. Peacebuilders' speed date. The PYs prepared posters with an inspiring peacebuilder or organisation from their country, which they then presented in an informal way to the other participants.

- c. Theoretical input on the different stages of conflict.

#### **Outcomes**

- a. Learning about different stages of conflict and the efforts to resolve them (conflict management, resolution and transformation, and peacekeeping, peacemaking and peacebuilding).
- b. Learning about peacebuilders and organisations across the world. The discussion enabled us to reflect on the self-sacrifice of many peacebuilders, and the need to protect ourselves in order to continue doing good.

### **Field Study 2**

**Institution:** People Port Corporation

#### **Activities**

- a. PYs introduced the refugee situation in Japan, Australia and Poland during transportation to Yokohama.
- b. The founder presented Zero PC, an electronics reuse / recycling business that creates employment for refugees.
- c. Interaction with refugees and learning about the situation of refugees in Japan.

#### **What we learned**

- a. The visit provided new perspectives on how social businesses contribute to peace, social cohesion and environment.
- b. Learning about the refugee situation in Japan and other countries.

### **Course Discussion Session 7**

#### **Goals and Objectives**

- a. To learn about the different roles young people can have in conflict and peacebuilding, and what their challenges and opportunities are.

#### **Activities**

- a. Input on youth, their perception and how they contribute to SDG16.
- b. Making posters which show skills and qualities of young peacebuilders, what and who can support them and what may hinder them.

#### **Outcomes**

- a. The PYs learnt that youth is not a homogenous demographic group and that they play many different roles.
- b. Through group discussions the PYs learnt about the challenges and opportunities that young peacebuilders face.

## **(5) Summary Forum (Presentation of the Discussion Results)**

The participants presented their main learning outcomes from the Course Discussions, including concrete activities they did and some of the inspiring people and organisations they met during our visits.

## **(6) Self-Evaluation (PYs' Feedback)**

- “I learned that there is no singular peace that is achievable once and for all. The strive for peace is continuous and it is crucial to let the youth join this fight. There are many obstacles, but recognizing them allows us to get closer to beating them.”
- “I learned about peacebuilding and how it relates to different SDGs. I learned how I can play an important role in working towards peace and was inspired to do so.”
- “Building a peaceful world is not easy, but I think we can achieve it if everyone thinks about it like we did during this program.”
- “I learned about how individuals can contribute to peacebuilding in their own way. Seeing organizations, students, and families and learning about peacebuilders from different countries taught me more about how everyone can contribute to peace in different ways.”

## **(7) Facilitator's Comments**

Through a variety of interactive activities, presentations, group discussions and field visits the participants have

explored youth, peace and conflict. They learned that conflict has positive and negative aspects, but that it can contribute to better societies if they are managed well or transformed. They learned about young people's contribution to peacebuilding. They have also reflected on how peace relates to other issues, like environment.

The Field Studies were inspiring and motivating, especially having the opportunity to hear directly from people who created social businesses and organisations at a young age. The PYs also appreciated meetings with local volunteers, local youth and refugees.

Many PYs said in the evaluation that they have a new outlook on peace. The CD and the visits have broadened their perspectives and motivated them to make a change and a difference going forward. For some, the course enabled them to rethink who they are, what their priorities are and how they can use their new knowledge back home. Many have follow-up plans, including sharing their knowledge, facilitating local workshops and seminars on peace, looking into the possibility of social businesses and volunteering to make their communities more inclusive. They PYs appreciated that they as a group created a safe and comfortable space for sharing ideas, learning and growing.

In sum, the aims and objectives of the CD have been achieved.

Personally, it has been inspiring to work with all the PYs in the group. I am sure they will make meaningful contributions in their communities.