

**Chapter
2**

Implementation of the Program

1 Course Discussion (CD)

The Course Discussion (CD) is a discussion program conducted under the guidance of a facilitator where multinational PYs were divided into groups by theme based on their preference. PYs were divided into ten different thematic groups and engaged in respective academic discussions with the common theme of SDGs (Sustainable Development Goals). Each group consisted of 20 - 24 PYs. Through the lens of the CD, PYs deepened their understanding of issues of the respective themes and tried to find solutions. The CD also aimed that PYs acquired the ability to communicate with a group of people from different cultural backgrounds and promoted mutual understanding through an open and vigorous exchange of opinions.

The main flow of CD was as follows:

- (1) November 4 (Sat.), 5 (Sun.), 11 (Sat.), 12 (Sun.), 25 (Sat.), 26 (Sun), 2023: Online Exchange
- Course Discussion 1 hour and 45 minutes x 3 slots (Participating countries were divided into two groups according to time zones.)

- (2) From January 30 (Tue.) to February 2 (Fri.), 2024: Onboard Program

- Course Discussion 2 hours x 4 slots
- Post-Program Activity (PPA) Session 1 hour (Facilitators shared their Post-Program Activities and PYs learned knowledge and skills to design and conduct social contribution activities after SWY.)

- (3) From February 10 (Sat.) to 17 (Sat.), 2024: Local Practical Program

- Visit to institutions relevant to each CD
- Discussion with Local Youths, Experts, etc.
- Presentation of the results about what PYs learned, and improvement plans to tackle issues that Kochi Prefecture faces (8 minutes x 10 CD)

- (4) From February 18 (Sun.) to 20 (Tue.), 2024: Onboard Program

- Reflection
- Preparation for Summary Forum
- Summary Forum (10 minutes x 10 CD)

(5) Facilitators

Course Discussion	Name	Nationality
1. Gender Equality	Ms. Jocelyn Teo	Singapore
2. Realization of Cohesive Society	Ms. Lillian Solheim	Norway
3. Quality Education	Ms. Nitika Ennion	New Zealand
4. Youth Empowerment	Mr. Berzenn Urbi	Australia
5. Succession of Local Traditions and Histories	Ms. Priscilla Madrid Valero	Mexico
6. Development of Attractive Community	Ms. Pannaritsara Chuenjitrabhiramon	Thailand
7. Disaster Prevention Education and Tourism	Ms. Samantha Javier	Philippines
8. Disaster Prevention Measures	Mr. Gerardo Castañeda Garza	Mexico
9. Environmental Conservation and Tourism	Mr. Maximiliano Montoya González	Mexico
10. Living Close to Nature	Mr. Ivan Vichr Nisida	Brazil

1-1 Course Discussion Report

CD-01 Gender Equality

Facilitator: Ms. Jocelyn Teo

(1) Discussion Goals and Objectives

- a. To allow PYs to learn more about SDG5 (Gender Equality) and 8 (Decent Work and Economic Growth)
- b. PYs to learn about programs to promote gender equality, respect and equal employment opportunities in their countries and around the world
- c. To encourage PYs to recognize that everyone, both male and female, has a part to play in empowering and uplifting girls and women
- d. PYs to develop concrete action plans to advocate for gender equality in their home countries.

(2) Pre-Program Assignments

- a. PYs reflected on the main problems, current initiatives and best practices, main stakeholders and national action plans on gender equality and economic empowerment in their countries.
- b. PYs learned more about SDGs and the United Nations 2030 Agenda for Sustainable Development and Convention on the Elimination of All Forms of Discrimination Against Women for Youth.

(3) Proceedings

A. Online Exchange

Course Discussion Session 1

Goals and Objectives

- a. Introduction to SDG5 and 8 and their importance
- b. Define key concepts of “gender equality,” “respect” and “decent work”
- c. What does “gender equality” and “decent work” look like?

Activities

- a. Introductions by PYs using photographs and fun facts
- b. PYs drew what “gender equality,” “respect,” “decent work” and “economic growth” meant to them.

Outcomes

- a. PYs got to know their CD mates in the same time zone group better.
- b. PYs developed an understanding of SDG5 and 8 and how it applies to their lives.

Course Discussion Session 2

Goals and Objectives

To understand the most pressing concerns on gender equality and economic empowerment in their countries

Activities

- a. PYs used Padlet to discuss country-specific concerns on gender equality (such as gender stereotypes, femicide, female genital mutilation, equal access to education, healthcare, work opportunities, technology, and the need for a legislative framework for the protection of the rights of women).
- b. Training on SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
- c. PYs discussed the gaps and best practices on encouraging initiatives on gender equality and economic empowerment at the country level using the SWOT analysis.

Outcomes

PYs learned more about the best practices and challenges for gender equality and economic empowerment in their respective countries.

Course Discussion Session 3

Goals and Objectives

- a. To describe the global situation of gender equality and economic empowerment
- b. To understand the work of international organizations in striving for gender equality and equality of opportunities in the workplace

Activities

- a. Virtual gallery walk of Padlet of the other time zone group
- b. Discussion on positive global case studies and the role of international organizations and the work by the United Nations to promote gender equality and opportunities for decent work and economic growth

Outcomes

PYs gained an appreciation of international challenges and positive case studies in tackling the issues of gender equality and economic empowerment.

B. Program Onboard

Course Discussion Session 1

Goals and Objectives

- a. Put the lessons learned about gender equality and economic empowerment from the online sessions into action.
- b. Be equipped with skills to be gender equality ambassadors on the ship.

Activities

- a. Review of online sessions
- b. Face-to-face icebreakers
- c. Use recycled materials to build a sculpture on what gender equality and economic empowerment mean to them, and to use it as a talking piece when advocating for good health on the ship.

Outcomes

- a. PYs from the two time zone 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 gender equality and economic empowerment mean to them.

Course Discussion Session 2

Goals and Objectives

To brainstorm solutions for some of the practical problems raised by Kochi Prefecture residents

Activities

- a. Discussions on the questions posed by Kochi Prefecture residents, including how to increase the number of female politicians in Japan, how to increase the proportion of female principals in public high schools in Kochi Prefecture, and effective legal measures for promoting gender equality and awareness
- b. Gallery walk of the proposed ideas with the PYs dividing into three groups to work on the questions in greater depth

Outcomes

PYs proposed various solutions to present to the Kochi Prefecture residents.

Course Discussion Session 3

Goals and Objectives

- a. To learn about SMART goals
- b. To build long-lasting friendships between PYs and Konan City Yasu Junior High School students, and to inspire them to work towards gender equality and pursue opportunities for decent work

Activities

- a. Introduction to the SMART goals framework (specific,

measurable, attainable, relevant, time-based)

- b. JPYs taught OPYs to fold origami as gifts to Kochi Prefecture residents.
- c. Pen-pal letters to the Yasu Junior High School students with JPYs translating letters written in English into Japanese

Outcomes

- a. PYs learned about the SMART goals framework and decided on a key issue about gender equality that they wanted to work on in their respective countries.
- b. PYs worked together to write letters to inspire the Yasu Junior High School students.

Course Discussion Session 4

Goals and Objectives

- a. To motivate PYs to follow through with the SMART goals that they have set to tackle the pressing gender equality issues in their respective countries
- b. To allow PYs to be aware of how popular culture portrays gender roles and to challenge gender stereotypes

Activities

- a. Time capsule letter to their future selves (to be opened in one year's time) to motivate themselves on their projects to work towards gender equality and economic empowerment
- b. Discussion on how gender equality is portrayed in popular culture, such as in music, anime, movies and children's stories, and re-writing them in a manner that reflects gender equality

Outcomes

- a. PYs were equipped to develop SMART action plans and to motivate themselves as they work on their projects to promote gender equality and economic empowerment back in their respective countries.
- b. PYs were able to challenge gender stereotypes portrayed in popular culture.

(4) Summary Forum (Presentation of the Discussion Results)

PYs presented their reflections and lessons learned from the online sessions, the face-to-face Course Discussions, Local Practical Program in Kochi Prefecture, and their action plans for the future.

(5) Self-Evaluation (PYs' Feedback)

- a. PYs shared that their key takeaways included:
 - i. Learning how different countries use different approaches to tackle gender equality issues, and

bringing back those ideas to formulate policies in their countries

- ii. Having the courage and strength to speak out against gender inequality
- iii. The importance of welcoming and encouraging men to be actively involved in conversations about gender equality and female empowerment
- b. PYs enjoyed meeting with and engaging with youths from the Yasu Junior High School, and inspiring them to promote gender equality and live it out in their daily lives.
- c. PYs were also grateful for the opportunity to engage with politicians and business owners in Kochi Prefecture and proposed that future SWY involves debates with politicians to discuss different perspectives on how to promote gender equality.
- d. In addition, PYs enjoyed listening to and learning from different perspectives during inter-CD discussions with CD-02 on Realization of Cohesive Society at the Gender Equality Center in Kochi Prefecture and proposed that future SWY involves more inter-CD activities, especially since many of the SDGs are inter-related.

(6) Facilitator's Comments

I am grateful to the Cabinet Office of Japan and Center for International Youth Exchange (CENTERYE) for organizing SWY2024, which combined the best of the online and face-to-face formats. PYs participated actively in the online Course Discussions. Due to the two time zone groups, it was helpful to use online collaborative tools so that PYs could interact virtually with those from the other time zone group. PYs built on their friendships and understanding of each other's cultures in the face-to-face program in Japan and on the Nippon Maru and have built on these relationships to collaborate and develop post-program activities to promote and advocate for gender equality.

PYs also had the opportunity to develop a deeper understanding of the Japanese culture through the Port of Call Activities in Kyoto, Hyogo, and Kochi Prefectures. PYs also enjoyed engaging with the local community and brainstorming potential solutions to some of the challenges to promote gender equality. With the knowledge, skills and experiences gained from the SWY2024, PYs are excited to implement the action plans to tackle the most pressing problems in their countries, ranging from femicide, sexual harassment, female genital mutilation, gender stereotypes and access to education.

CD-02 Realization of Cohesive Society

Facilitator: Ms. Lillian Solheim

(1) Discussion Goals and Objectives

A cohesive society works towards well-being and inclusion of all its members. The aim of the CD was to reflect on what contributes to creating resilient and good societies for everyone. What are bonds and relationships that keeps societies connected? What contribute to more cohesion? What are the demographic, economic, social and political challenges that pull societies apart?

Objectives of the course:

- a. Learn theoretical concepts related to social cohesion.
- b. Discuss local initiatives, realities, and challenges.
- c. Discuss young people's contribution to cohesion.
- d. Gain practical skills and motivation to become active citizens, make a positive contribution to their communities and SDGs.

(2) Pre-Program Assignments

- a. Present major issues related to social cohesion in your country.

- b. Present situation of youth unemployment and NEETs (Not in employment, education, or training) in your country.
- c. Research an initiative, organization or a person that contributes to social cohesion in your country.

(3) Proceedings

A. Online Exchange

Course Discussion Session 1

Goals and Objectives

- a. Teambuilding
- b. Learning about social connections and networks

Activities

- a. Self-introduction of PYs
- b. Introduction to the course
- c. Fears and expectations
- d. Network mapping and discussion

Outcomes

- a. PYs got to know each other and about the aims and

objectives of the CD.

- b. PYs reflected on which groups and networks they are part of and discussed the link between social networks and social cohesion.
- c. PYs got familiar with concepts related to social cohesion including social capital.

Course Discussion Session 2

Goals and Objectives

- a. Learning about social cohesion (history and different definitions)
- b. Discussing similarities and differences across countries

Activities

- a. Theoretical input on social cohesion
- b. Country presentations

Outcomes

- a. PYs learned different definitions of social cohesion, a short historical summary of the development of the concept and some key issues related to it.
- b. PYs learned more about social cohesion in other countries including factors contributing to or threatening it. They learned about similarities and differences between countries.

Course Discussion Session 3

Goals and Objectives

- a. Learning about SDGs and how they relate to social cohesion
- b. Reflecting on link between employment and social cohesion
- c. Discussing the situation of youth unemployment and NEETs in the different countries

Activities

- a. Brief presentation of SDGs (history, background, the different goals related to social cohesion) and link to social cohesion
- b. Presentation of youth unemployment and NEETs in participating countries. Group discussion on how society can improve the situation

Outcomes

- a. PYs learned more about the link between SDGs and social cohesion.
- b. PYs learned more about the situation of youth unemployment in the various countries.

B. Program Onboard

Course Discussion Session 1

Goals and Objectives

- a. Teambuilding

- b. Continue exploring social cohesion

Activities

- a. Short summary of session 1-3
- b. Balloon & toothpick activity
- c. Statement activity related to social cohesion (Positioning yourself according to how much you agreed with statements like: «In my country, people have a chance of a better future than their parents», «Everyone has access to quality education» and «I could ask my neighbor for help if I needed it»)
- d. PYs had to imagine they were part of an advisory youth group providing recommendations to a newly appointed Minister of Social Cohesion in a made-up country. They had to work on cases related to social cohesion. Summary of cases:
 - Benefits of social cohesion
 - Overview of institutions and organizations that can influence social cohesion
 - The causes of lack of inclusion and how this affects social cohesion
 - How schools can promote and contribute to social cohesion
 - Design a public event that contributes to social cohesion

Outcomes

- a. PYs learned through the balloon activity, how easy it was to resort to adversarial and violent solutions, rather than cooperating to achieve common goals.
- b. PYs got more knowledge about social cohesion and could brainstorm and think of creative and possible solutions to the cases.

Course Discussion Session 2

Goals and Objectives

- a. Learning about peace, conflict, and social cohesion

Activities

- a. Human statues depicting violence
- b. Theoretical input on peace (negative/positive), conflict and violence (direct/indirect)
- c. Conflict analysis

Outcomes

- a. PYs learned about concepts related to peace, conflict, and violence.
- b. PYs did a brief conflict analysis of a chosen conflict from their country.
- c. PYs learned how violence can hinder social cohesion and that social cohesion is a prerequisite for peace and development.

Course Discussion Session 3

Goals and Objectives

Learning about and being inspired by social cohesion initiatives worldwide through the “Cohesion champion speed date”

Activities

- a. PYs had to create a poster to present a chosen initiative or an activist from their country, including:
 - Underlying issue addressed
 - Relevance to SDGs
 - Contribution to social cohesion
 - Achievements
 - Personal skills/qualities
- b. Group discussion and illustration on the skills and qualities you need to work for social cohesion in your community

Outcomes

- a. PYs learned about inspiring people and organizations working for social cohesion.
- b. PYs reflected on individual qualities conducive for working on social cohesion.

Course Discussion Session 4

Goals and Objectives

- a. Reflecting on how young people can contribute
- b. Theoretical input on youth participation
- c. Encouraging action and to have PYs reflect on future contributions

Activities

- a. Group discussion on how young people can become active citizens and contribute to social cohesion followed by illustration activities
- b. Theoretical input on youth participation
- c. Reflection on an individual goal for the future

Outcomes

- a. PYs reflected on the opportunities and possibilities for young people to contribute to social cohesion. They learned about the structures promoting this as well as challenges (political, structural, economic, socio-cultural).
- b. PYs got theoretical knowledge on youth and youth participation (demographic challenges, the youth bulge, the ladder of youth participation).
- c. PYs reflected on what kind of small action they could do after SWY and wrote these on paper hearts.

(4) Summary Forum (Presentation of the Discussion Results)

PYs presented a summary of social cohesion and the

main learning outcomes from the CD. They shared why youth participation to social cohesion was crucial. They shared challenges, but also benefits and opportunities. They presented through examples, how the visit in Kochi prefecture broadened their views on social cohesion. Through the image of a “Social cohesion hero,” they illustrated the skills and qualities needed to make a contribution to social cohesion. They presented a concrete example from the speed date. They shared what they will do upon return to their home countries and finished with a call to action, encouraging everyone to take a lead in making sure that no one is left behind.

(5) Self-Evaluation (PYs’ Feedback)

- a. This course provided me with lots of different perspectives and experiences on social cohesion. Due to my academic background, I had an idea about social cohesion mostly influenced by academia, concepts, and theories. However, once we started discussing in the online course about challenges, problems, and some possible solutions, I realized the importance of being creative and even a little bit eccentric on solutions and proposals. Once I arrived at Japan and experienced different types of social cohesion, I am more aware of how education, schools, activities that gather people, and a sense of belonging is crucial. (Mexico)
- b. This course let me understand the concept of social cohesion more deeply. I was able to acquire not only the academic point of view, but also more practical insight on social cohesion. The course motivated me to contribute to the society even if it’s small. I really appreciate this course. (Japan)
- c. The theme of “Realization of Cohesive Society” seemed difficult to me, but thanks to the facilitator, I feel it is something very close. (Japan)
- d. During our Course Discussion, I learned so much about how important social cohesion is and how it’s the backbone of all other aspects in maintaining a sustainable society! So grateful for every discussion we had, thank you Lillian! (Jordan)

(6) Facilitator’s Comments

Through a variety of interactive activities, presentations, and group discussions, PYs have explored the concept of social cohesion. Throughout the course, they contributed actively. They have discussed what it means in different countries and the major challenges. They learned about young people’s contribution to social cohesion and reflected on how they themselves can act.

The Kochi program enabled PYs to explore the issues they had learned in the CD further. The opportunity to learn about local challenges and to present ideas for solutions on real cases was also appreciated. Thanks to the local organizing committee for all their work.

In sum, the aims and objectives of the CD have been achieved. It has been a pleasure to get to know the PYs and I'm sure they will make meaningful contributions to social cohesion in their communities in the future.

CD-03 Quality Education

Facilitator: Ms. Nitika Ennion

(1) Discussion Goals and Objectives

- a. To understand Quality Education
- b. To look at both Japan and global issues and solutions for education

(2) Pre-Program Assignments

- a. Have a look around the United Nations website about SDGs. Open each section up so you can understand more about each of the 17 goals.
- b. Watch SDG4 Quality Education - UN Sustainable Development Goals - DEEP DIVE
- c. Research education information from your own country including:
 - What are some preschool, primary, secondary, and tertiary education statistics in your country?
 - What is accessibility to education like for each of these levels in your country?
 - What are the barriers to education? What solutions have been tried? Any suggestions for solutions?

(3) Proceedings

A. Online Exchange

Course Discussion Session 1

Goals and Objectives

- a. To lay the foundations as a group
- b. To get to know each other
- c. To gain an overview of the meaning of Quality Education
- d. Deep dive into inclusive and equitable education and discuss what they mean to us

Activities

- a. Course introduction and overview of the purpose of SDGs
- b. PYs introduce themselves and why they join the program. Bring a special item that speaks to who you are.
- c. Discuss inclusivity, equability, and quality education in three break out groups on Jamboard. One PY from the group feed back to the main group afterwards.

Outcomes

- a. Team bonding and learning about our motivations for joining SWY and Quality Education
- b. An understanding of the definitions of quality education, inclusivity, and equability

Course Discussion Session 2

Goals and Objectives

- a. Discuss the four C's of 21st Century Skills and their importance in education.
- b. Clear overview of SDG4.
- c. Discuss what we desire for Quality Education.

Activities

- a. Discuss in breakout groups the importance in education of:
 1. Critical thinking
 2. Creativity
 3. Collaboration
 4. Communication
- b. Discuss target 4.1 - 4.7 for 5 minutes each in breakout groups. Present back to the larger group.
- c. Personal application - what skills do you already have or would like to grow in to work towards one of the SDG4 targets? Share on Jamboard.

Outcomes

- a. Content knowledge of the four C's of 21st Century skills and how they impact education
- b. Deeper understanding of SDG4 targets and ability to share this knowledge with the wider group
- c. Acknowledgment of what skills each PY brings to SWY or wants to grow in around Quality Education

Course Discussion Session 3

Goals and Objectives

- a. Understand how youth experience education and what solutions there could be to help more youth to engage in education.
- b. Discuss reasons why young people are not engaging in education.

- c. Discuss ways at different levels of society that could be helpful.

Activities

- a. Check in
- b. Reflection on your youth in breakout groups
- c. Focusing on youth
What are some of the reasons young people do not engage in education?
- d. Discussion in breakout groups on Jamboard what solutions would help youth to engage at different levels
 - Family level
 - School level
 - Governmental

Outcomes

- a. Understanding what was helpful for PYs to keep them interested in education
- b. Creating a list of ideas at different levels of society to consider ideas that might help youth engage

B. Program Onboard

Course Discussion Session 1

Goals and Objectives

- a. To connect as a group of PYs with a shared common goal to understand SDG4 and what we can do to be a part of a solution
- b. To review SDG targets
- c. To understand each country’s education system
- d. To understand the Japanese education system

Activities

- a. Icebreaker and check in
- b. Facilitator goes over our Quality Education team culture.
- c. Discuss one of the seven SDG4 targets in groups with suggested ideas on how to achieve this target. Share your findings with the wider group.
- d. Each OPY shares about their country’s education system in a small group – what are the strengths and growth areas? Share back to the wider group.

Outcomes

- a. PYs reviewed the seven SDG4 targets and come up with solutions to the target.
- b. PYs got an understanding of other country’s education systems to be able to share knowledge and ideas together.

Course Discussion Session 2

Goals and Objectives

- a. To get an understanding of what an educational project looks like and the steps needed for implementation

- b. To discuss some key phrases that are used in education and what they mean

Activities

- a. Icebreaker and check in
- b. PYs break into groups to look at a successful UNESCO Case Study and answer key questions about this case study.
 1. Give some context.
 2. What are the aims of the project?
 3. How was it implemented?
 4. What risks or challenges were there and how did they overcome them?
 5. How do they plan to sustain the program?
 Share back to the wider group about the case study.
- c. Select various PYs and have fishbowl discussion around barriers, solutions, and quality education.

Outcomes

- a. PYs reviewed UNESCO educational case studies. They got an understanding of the steps involved in educational projects.
- b. PYs were able to discuss phrases such as ‘critical thinking’ and ‘quality education’ to express what their understanding of these are and to learn from others.

Course Discussion Session 3

Goals and Objectives

- a. To learn about a successful educational project
- b. To design a project to achieve an SDG4 target in a country that one of your group members is from

Activities

- a. Icebreaker and check in
- b. Facilitator gives presentation of their Early Childhood Teacher Training project in Thailand.
- c. Design a specific project to work towards a target for your education. Use the design model given.

Outcomes

- a. PYs had a real-life example of how an educational project can be implemented and continue successfully. They were inspired to create their own projects.
- b. Each PY created a six-step process for an educational project. They learned about the need to plan effectively to make a project work well.

Course Discussion Session 4

Goals and Objectives

- a. For the Course Discussion group to get understanding of each other’s suggested educational projects and to give constructive feedback

- b. To discuss the Kochi prefecture educational issues and solutions

Activities

- a. Gallery Walk - Each group’s paper is put around the room for PYs to go and read. Viewers will leave sticky notes with comments and ideas.
- b. Join together as a group again to review other people’s ideas and how they may help the project.
- c. Global Café - Kochi prefecture project. Three ‘cafe’ spots are set up with ‘hosts’ presenting the three example issues that have been given by the Kochi education team. Three groups get a turn at each café to give their ideas and add input into what has already been discussed to resolve these issues.

Outcomes

- a. PYs presented their suggested projects to other members of the group in a way that enabled feedback and new ideas.
- b. Some educational issues from Kochi Prefecture were discussed by all PYs and suggestions for improvement were given. This helped prepare the Course Discussion group for their Port of Call Activity in Kochi Prefecture.

(4) Summary Forum (Presentation of the Discussion Results)

PYs summarized all their learnings from the online discussions to Port of Call Activity in Kochi Prefecture and presented to the SWY community.

(5) Self-Evaluation (PYs’ Feedback)

- a. I had the best time talking and participating in this CD. The sessions were always very lively and energetic. The atmosphere was very positive. There were times (naturally) where conversations were difficult and heads were being butted but the facilitation was great, and the conversations were constructive. There was a good balance between difficult work and fun. Education is a topic in which every person has an opinion on as from their experience in being a student, so conversations could’ve become very heated very quickly, but a safe and constructive space was put in place, and we all contributed with respect and patience.
- b. Nitika has been a pillar of support and strength for all of us. She has rich experience in the domain of quality education and she has added immense value in all of us. She helped us learn case studies, core aspects of education and many practical applications of different ideas. She has educated not only CD-03 but all the SWYers are extremely happy about the same. I would like to thank Nitika for everything and making this SWY the best chapter of my life.

(6) Facilitator’s Comments

It has been a pleasure to facilitate CD-03 “Quality Education.” This is my passion and what I have had years of experience in. It was great to share it with young leaders from across the globe and to facilitate their learning and growth.

Thank you to the Cabinet Office of Japan, IYEO and the administration staff of the SWY.

CD-04 Youth Empowerment

Facilitator: Mr. Berzenn Urbi

(1) Discussion Goals and Objectives

- a. Developing the leadership potential within me
 PYs will uncover the leadership potential they have, develop different strategies to further their leadership skills, and the role they play in youth empowerment.
- b. Developing socio-political awareness
 PYs will understand the different global issues the world is facing, the different roles youth play in achieving SDGs, as well as enhancing their leadership skills to be community change-agents.
- c. Critical and Creative Thinking
 PYs will be encouraged to integrate information from a variety of sources (lecture, readings, personal

- research) to generate a presentation or creative project meant to forward youth empowerment and development.
- d. Enhancing the wellbeing of youth
 PYs will develop life skills and strategies they can apply in their own life towards enhancing their own wellbeing, as well as influencing their community and other youth leaders within their circle.
- e. Communicating
 PYs will develop oral communication skills within this CD in which verbal participation will be integral for PYs. Through completing and receiving feedback on assignment in this course, PYs will develop their

written communication skills.

(2) Pre-Program Assignments

PYs selected one social program or initiative that is focused on youth empowerment or development currently being implemented in their home country/province/prefecture. PYs wrote a 500-word essay about their own observations or analyses regarding the selected youth program. PYs assessed the various factors that make the youth program a success. In addition, PYs identified some gaps the program has failed to address.

(3) Proceedings

A. Online Exchange

Course Discussion Session 1

Goals and Objectives

PYs to gain introductory knowledge about youth empowerment and development

Activities

- a. Ground rules creation
- b. Discussions on “what is youth empowerment?”
- c. Discussions on the different roles that youth play in achieving SDGs

Outcomes

- a. PYs gained basic understanding what youth empowerment and development are.
- b. PYs gained insights about the different roles youth play in achieving SDGs.

Course Discussion Session 2

Goals and Objectives

PYs to learn the different socio-political factors affecting youth unemployment and access to quality education

Activities

- a. Discussions on World Youth Report and the 2030 Agenda for SDGs
- b. Discussions on access to quality education amongst youth
- c. Discussions on youth unemployment

Outcomes

- a. PYs gained insights on the 2030 Agenda for SDGs and the roles of youth in achieving SDGs.
- b. PYs gained insights on the issues surrounding youth access to quality education and youth employment.

Course Discussion Session 3

Goals and Objectives

PYs to learn their own leadership potential and the

roles they can play within their own community

Activities

- a. Discussions on the different leadership theories
- b. Activity 1: Identity: “Who am I?”
- c. Activity 2: Leadership development plan
- d. Presentation of pre-program assignments

Outcomes

- a. PYs gained deeper understanding of their own identity.
- b. PYs learned the value of creating their own personal development plan and implementation of their plans.

B. Program Onboard

Course Discussion Session 1

Goals and Objectives

- a. PYs to understand the importance of leaving no one behind in achieving SDGs
- b. PYs to understand the power of gratitude, impact of personal prejudices, and principle of path

Activities

- a. Leave No One Behind concept in SDGs
- b. Gratitude journal
- c. Being aware of personal prejudices when empowering or developing youth
- d. Discussions on the principle of path: “direction not intention determines your destination”

Outcomes

- a. PYs gained more insights on the importance of leaving no one behind and ensuring everyone is considered, especially youth, in achieving SDGs.
- b. PYs understood some strategies in empowering self and others: gratitude journal, the impact of personal prejudices, and the principle of path.

Course Discussion Session 2

Goals and Objectives

- a. PYs to learn that loneliness is an epidemic especially among youth and is something to be addressed
- b. PYs to understand the power of gratitude

Activities

- a. Discussions on loneliness and why it is considered an epidemic
- b. Gratitude letter writing
- c. Apology letter writing
- d. Leaving past behind activity

Outcomes

- a. PYs gained insights on why loneliness is considered as an epidemic.
- b. PYs learned the importance of social connection in tackling loneliness.

Course Discussion Session 3

Goals and Objectives

PYs to learn the status of youth access to quality education and issues on youth unemployment

Activities

- a. Discussions on global data surrounding youth access to quality education and youth unemployment
- b. Group discussions on the conditions of access to quality education in their own respective country
- c. Proposing some solutions on how to deal with these youth issues

Outcomes

- a. PYs gained insights on the roles of youth in addressing access to quality education and resolving youth unemployment.

Course Discussion Session 4

Goals and Objectives

- a. PYs to learn the different types of abuse among youth
- b. PYs to learn the different mental health issues affecting youth

Activities

- a. Discussions surrounding the different types of abuse among youth
- b. Group discussions on the timely reporting of any types of abuse in youth
- c. Discussions surrounding mental health issues among youth

Outcomes

PYs gained insights the different types of abuse and mental health issues among youth, and the roles youth play in addressing these issues.

(4) Summary Forum (Presentation of the Discussion Results)

- a. PYs presented the roles of the youth in achieving SDGs ensuring no one is left behind.
- b. PYs presented the different socio-economic issues surrounding youth globally and discussed solutions in addressing these issues.
- c. PYs learned how to work as a team in preparing the content and designing slides for the CD presentation. Moreover, all PYs in the CD assisted each other in the Summary Forum presentation.

(5) Self-Evaluation (PYs' Feedback)

- a. One of the best things which I felt the most satisfied in SWY was my CD. Our facilitator cared each one of us. I am thankful of my CD. Could I suggest anyone else to

be in the same CD? Absolutely!

- b. Youth empowerment as a CD has truly been an extremely insightful course for me. I have learned so much from every session. It's given me a space to reflect and structure my life in ways that truly make me feel empowered. The themes and concepts discussed have been relevant and impactful.
- c. In the light of our discussions on youth empowerment, it's imperative to address the plight of uneducated youth and the alarming increase in suicidal rates among them. Youth empowerment, defined as providing the necessary tools and support for young individuals to reach their full potential, emerges as a critical solution. It's paramount to recognize that self-empowerment precedes the ability to empower others, underscoring the importance of cultivating kindness in our efforts for positive change.
- d. I really enjoyed CD-04. I learned a lot about the different factors affecting young people's development. I've learned about the benefits of empowering young people and it's encouraged me to work more with the under-privileged young people in my hometown.
- e. Youth empowerment is driven by the different methods of youth engagement. Considering the fact that SWY has many nationalities, the engagement type would differ due to nationality and cultural difference. However, CD-04, I saw that the engagement was always alive and responsive. That is something very powerful that I witnessed and will take back with me some of those methods.

(6) Facilitator's Comments

It is always humbling to be a part of this amazing program and family. I am grateful for another opportunity given to me to lead and inspire youth leaders. Thank you, Cabinet Office of Japan.

I have enjoyed facilitating CD-04. PYs were very engaging in the discussions. In return, I learned so much from them. Thank you for the amazing memories.

I look forward to seeing PYs involve in different social projects contributing back to society. I am hopeful that this CD-04 has given them some necessary tools they can use in creating their social projects and in empowering themselves and others. SWY is all about friendship and mutual understanding, leadership development, global collaboration aiming to contribute back to society. I am happy to report that PYs are ready to fulfil these roles. I wish CD-04 Ohana (family) all the best in their future endeavors!

CD-05 Succession of Local Traditions and Histories

Facilitator: Ms. Priscilla Madrid Valero

(1) Discussion Goals and Objectives

The goals are for PYs to:

- a. Learn very practical tools to preserve and share Local Traditions and Histories
- b. Learn about the histories and traditions of their fellow PYs
- c. Practice and develop multicultural communication and dialogue
- d. Develop critical thinking regarding culture, tradition, and histories
- e. Improve their leadership skills

(2) Pre-Program Assignments

- a. Tour Guide exercise: PYs designed a historic tour of the place they live. This tour could include historic places, traditional food, famous people that were born there, art, traditions, legends, etc.
- b. Creation of a video recipe of one traditional food/meal from PY's town or region. Ideally, it is the one that most people do not know.
- c. Deeper research of their own traditions

(3) Proceedings

A. Online Exchange

Course Discussion Session 1

Goals and Objectives

- a. To build a safe space for exchange of ideas
- b. To determine expectations for the CD
- c. To develop practical tools that contribute to the succession of local traditions and histories
- d. To define what is tradition and culture

Activities

- a. Introductions
- b. Improvisation game
- c. Sharing the experience with the pre-program assignments
- d. Presentations about traditions from PYs
- e. Discussion on the importance of CD-05 in a globalized world
- f. Reviewing expectations from PYs and the Facilitator of what will be discussed in the CD
- g. Debrief and reflection
- h. One-word exercise for closure

Outcomes

- a. Agreements of respect and confidentiality for

participants of the CD

- b. Getting familiar with each other's contexts
- c. PYs started bonding.
- d. Defined expectations for the CD.

Course Discussion Session 2

Goals and Objectives

- a. PYs to feel more comfortable being creative
- b. PYs to consider how their own history matters in the succession of local histories and traditions
- c. PYs to have more confidence sharing their experiences and opinions

Activities

- a. Ice breaker
- b. Sharing about the previous class
- c. PYs' presentations related to their assignments
- d. Exercise to reflect about their own history and traditions in creative ways, in the form of a short story, drawing, letters to younger self, poem, etc.
- e. PYs sharing their ideas of the exercise and giving feedback each other
- f. Debrief and reflection
- g. One-word exercise for closure

Outcomes

- a. Creation of a collaborative CD-05's online musical playlist to share regional music
- b. Creative and original products (poems, stories, drawings, etc.) made by PYs, as a result of their own reflections about their own history and interactions with traditions
- c. Creation of a CD-05 Dictionary in which we added words that only exist in our own languages and culture to explain very specific and unique things. Reflection on language and culture

Course Discussion Session 3

Goals and Objectives

- a. PYs to have a deeper understanding of other PYs' cultures and traditions
- b. PYs to start thinking on how they can contribute directly as promoters of culture in the Succession of Local Histories and Traditions
- c. PYs to take leadership as agents of changes and get comfortable with multiculturalism in a respectful way

Activities

- a. Ice breaker
- b. Opportunity to share with the group for people that haven't presented and that haven't talked much
- c. Speed sharing activity in breakout rooms with a set of questions regarding tradition, culture, and history
- d. Sharing an image or drawing of the tradition PYs would like to work on for their final project
- e. Debrief and reflection
- f. One-word exercise for closure

Outcomes

- a. PYs learned more about each other and started making deeper questions.
- b. PYs started discovering more diversity in each other contexts and styles of communications.
- c. An online platform in which the CD's PYs shared their assignments and reflections. Link to the online platform created for online sessions of CD-05: <https://padlet.com/priscillamv/swy-traditions-izwm3kgfgygj2a14>

B. Program Onboard

Course Discussion Session 1

Goals and Objectives

- a. To reinforce a safe space for sharing personal ideas and perspectives for PYs to feel comfortable in the new in-person setting
- b. PYs to develop a creative mindset
- c. To promote cross-cultural dialogue, understanding and respect

Activities

- a. Exercise of our "lives in lines" and traditions, where PYs made a visual line graphic of their lives' ups and downs and how those lines connected to tradition
- b. How SDGs intersect with traditions and histories and how PYs can connect their favorite SDGs to tradition and history
- c. Fake yoga exercise as an energizer
- d. Different representatives of the smaller groups shared their ideas and discoveries regarding SDGs
- e. Debrief and reflection
- f. One-word exercise for closure

Outcomes

- a. PYs were able to be connected more amongst themselves as a result of the "lives in lines" exercise.
- b. PYs got a better understanding of SDGs and how they relate to culture and traditions.
- c. PYs could connect how tradition is part of their lives and milestones.
- d. PYs practiced how to talk about complex subjects in

a respectful and culturally sensitive way, for example when SDG5 of gender equality and its intersection with tradition and culture came up.

Course Discussion Session 2

Goals and Objectives

- a. To promote cross cultural communication
- b. To strengthen PYs' teamwork skills

Activities

- a. Improvisation and communication game
- b. Creating and defining the culture of SWY and its key components
- c. Presentation on cultural appropriation
- d. Small groups discussion on topics around honoring and appreciating culture or appropriating it
- e. PYs' presentation on their history and tradition
- f. Debrief and reflection
- g. One-word exercise for closure

Outcomes

- a. PYs collectively made definition of SWY's culture, traditions, and values.
- b. PYs reflected on how culture is an evolving and complex thing.
- c. PYs understood new concepts and ideas

Course Discussion Session 3

Goals and Objectives

To develop critical thinking for the succession of traditions and histories

Activities

- a. Reflection on how PYs have applied what has been learned in the CD during different events at SWY
- b. Presentation on Japanese traditions by JPYs
- c. Exposition about culture shock and how to deal with it.
- d. Exercise to discuss perspectives and who is telling histories and traditions through a critical lens
- e. Presentation about creative and successful ways to promote tradition and histories
- f. One-word exercise for closure
- g. Debrief and reflection

Outcomes

- a. PYs understood how to apply the concepts and lessons from the CD to the SWY experience.
- b. PYs obtained tools and reflected on how to have a critical thinking for the succession of histories and traditions.
- c. PYs reflected on how the contact with new cultures affect the dynamics of traditions and how diverse voices need to be heard and considered.

Course Discussion Session 4

Goals and Objectives

- a. PYs to become promoters of culture and tradition in creative ways
- b. To develop skills and tools for effective communication

Activities

- a. Game for promoting cross cultural communication and understanding
- b. Creation of a clay showcase of a tradition PYs care about
- c. Sharing the final original projects every PY created
- d. Commitments for when PYs return to their countries of what action they will take to promote the succession of histories and traditions
- e. Presentation of a poem made by a PY
- f. Debrief and reflection
- g. One-word exercise for closure

Outcomes

- a. Each PY made and presented a final project.
- b. PYs created a physical representation of their most important traditions.
- c. PYs made specific commitments for when they return home.

(4) Summary Forum (Presentation of the Discussion Results)

PYs worked well as a team and made sure everyone contributed for the presentation. The presentation itself showed how invested they were in the CD and how they

will continue to apply everything they learned in the CD and in Kochi Prefecture, and how to be active agents of promotion of culture, tradition, and histories.

(5) Self-Evaluation (PYs' Feedback)

Anonymous quotes from the feedback google form sent to them:

- a. You understand well your nature of work as a facilitator from the beginning till the end. Your facilitation technique is more participatory which makes us all feel comfortable to contribute even language is a barrier.
- b. Thank you for being a kind and inclusive facilitator. Your active attempts at ensuring the participation of all PYs, even those who were hesitant or shy, were admirable and inspiring.

(6) Facilitator's Comments

PYs really connected to the topic of the CD and were very supportive of each other. The space created in the CD gave PYs an opportunity to connect deeper with the culture of tradition of other participants and gave them the chance to be creative and feel more comfortable speaking up and taking leadership roles. PYs presented their final projects in a public event which was very well received by people outside the CD and encouraged them to share their projects and experiences back home. It was incredible to see how PYs were getting more confident and participative as the course went on. I am profoundly grateful for the opportunity to facilitate CD-05.

CD-06 Development of Attractive Community

Facilitator: Ms. Pannaritsara Chuenjittrabhiramon

(1) Discussion Goals and Objectives

Goals:

- a. PYs will have general knowledge of SDG9, 11, and 17.
- b. PYs will apply the knowledge, skills, and experience gained from the discussion program to their chosen careers to develop attractive communities/cities.
- c. PYs will be empowered to think big and outside the box and take their passion and vision to share and collaborate with others in their communities to promote resilient infrastructure, inclusive and sustainable industrialization, foster innovation, and develop resilient and sustainable cities/communities.

Objectives:

- a. Knowledge: PYs are made aware of the challenges of the existing soft and hard infrastructure, industry, and

innovations in their countries.

- b. Skills: PYs will learn how to think systematically and positively and how to respect others' opinions, work as a team to find solutions to social challenges and promote resilient and sustainable cities. PYs are equipped with presentation and advocating skills.
- c. Experience: PYs will be empowered to move into action with other PYs or people in their countries to find ways to cooperate with, cultivate their teamwork spirit, and take their initiatives and leadership to promote and achieve SDG9, 11, and 17.

(2) Pre-Program Assignments

Individual Assignment:

PYs write an essay by answering the following

questions with a maximum of 300 words.

- a. Why do you want to join this CD?
- b. What do you think of the industry, infrastructure (soft and hard), and innovation in your city / country?
- c. What can and should you do as a youth to make your community / city / country more attractive?

Delegation Assignment:

PYs got together with their peers from the same delegation to discuss the innovation, industry, and infrastructure in their countries.

(3) Proceedings

A. Online Exchange

Course Discussion Session 1

Goals and Objectives

- a. To raise awareness of PYs about SDG9, Industry, Innovation, and Infrastructure
- b. To broaden PYs' views on the issues of industry, innovation, and infrastructure in each participating country

Activities

- a. Self-introduction
- b. Introduction on SDG9
- c. PYs shared about their countries' main industry, innovation, and infrastructure (soft and hard).

Outcomes

- a. PYs became aware of their own countries' major industry, soft and hard infrastructure, and innovation.
- b. PYs learned about other countries' soft and hard infrastructure challenges and the innovation in each country to handle the challenges.

Course Discussion Session 2

Goals and Objectives

- a. To encourage PYs to think critically and systematically of the causes and impacts of unsustainable industry, infrastructure, and the impacts on their life
- b. To train PYs to think positively and look for an opportunity in a crisis

Activities

- a. PYs shared and discussed the causes of poor and unsustainable infrastructure and industries in their countries and how they impacted their lives.
- b. PYs shared how COVID-19 pandemic impacted their lives when the infrastructure and industries in their countries were not resilient and unsustainable. They also discussed innovation that emerged to deal with the pandemic.

Outcomes

- a. PYs learned that when the soft and hard infrastructure were not resilient, it negatively impacted their quality of life when disasters occurred.
- b. PYs learned that it was necessary and important to build resilient and sustainable infrastructure.

Course Discussion Session 3

Goals and Objectives

- a. To provide knowledge of a resilient and sustainable city and how it will improve the well-being of all inhabitants and have less negative impact on the environment
- b. To have PYs think analytically of why a resilient infrastructure, promoting inclusive and sustainable industrialization and fostering innovation are good for them and the environment
- c. To have PYs discuss the innovations that promote the development of a resilient and sustainable city

Activities

- a. Introduction on SDG11 and the concept of resilient and sustainable city
- b. PYs shared their opinions on the relation between SDG9 and 11 and how a resilient and sustainable city can help promote and stimulate their economies.
- c. PYs brainstormed about new innovations that promoted resilient and sustainable cities.

Outcomes

PYs learned about SDG11 and the concept of resilient and sustainable cities and that a sustainable city could help promote economic growth.

B. Program Onboard

Course Discussion Session 1

Goals and Objectives

To make PYs learn from good practices by observing the city of Tokyo and what they find attractive and unattractive

Activities

- a. PYs discussed the attractiveness and unattractiveness in Tokyo and came up with solutions and ideas of what to do to make the city more attractive to residents and tourists.
- b. PYs discussed the infrastructure, industry, and innovation in Tokyo and compared them to their home countries.

Outcomes

- a. PYs became aware of the causes and impacts of resilient infrastructure, industry, and innovation.
- b. PYs learned that to build an attractive community,

people must be public-minded and have social responsibility.

Course Discussion Session 2

Goals and Objectives

- a. To equip PYs with the skills to turn ideas into actions
- b. To empower PYs to take action and bring out their potential to make positive changes to their communities

Activities

- a. PYs discussed the targets and goals of SDG9 and 11.
- b. PYs discussed the unattractiveness in their communities and actions that they could take to make changes.

Outcomes

- a. PYs understood that to create a resilient and sustainable city (SDG11), it is important to create resilient and sustainable infrastructure, industry, and innovation.
- b. PYs became aware of their potential and power that they could bring to make changes to their communities.

Course Discussion Session 3

Goals and Objectives

- a. To make PYs learn how to identify strength and weakness in each community / city
- b. To equip PYs with the skills to turn weakness / crises into an opportunity and find constructive solutions

Activities

- a. PYs shared their experience and observation about the strength (attractiveness) and weakness (unattractiveness) of each city in Kyoto Prefecture that they visited.
- b. PYs discussed ways and ideas to create a city that is more attractive to its residents and visitors.

Outcomes

- a. PYs were able to identify strength and weakness in a community that they visited.
- b. PYs became aware that there was always an opportunity in a crisis and how to find constructive solutions to all challenges.

Course Discussion Session 4

Goals and Objectives

- a. To help PYs develop presentation and advocating skills
- b. To empower PYs to take actions and solve problems in their communities and to encourage PYs to cooperate with one another to tackle social issues in their communities / cities

Activities

- a. Each PY gave a presentation about the attractiveness of the city that they lived and worked in.

- b. PYs worked together as a team to come up with ideas to make their communities attractive by linking their passion, dreams, and careers to all 17 SDGs to create an attractive community.

Outcomes

- a. PYs learned ways to present and advocate their ideas to get others to cooperate on the positive changes that they would make to their communities while respecting others' ideas and learned to be open-minded and listen to others' opinions.
- b. PYs were able to come up with all the ideas and action plans that they would pursue when returning to their countries to make their communities more attractive and meet all 17 SDGs.

(4) Summary Forum (Presentation of the Discussion Results)

PYs presented the outcome of their learning from all the Course Discussion sessions (online and onboard). The presentation combined their knowledge gained from participating in the Course Discussion sessions and observation of each city that they visited in each Port of Call. They presented their learning by telling a story reflecting their ideas and solutions that would help develop attractive communities.

(5) Self-Evaluation (PYs' Feedback)

PYs shared their thoughts and plans of what they would do after they returned to their home countries. They shared what they learned from the Course Discussion sessions, their visits in each Port of Call, and how they would apply what they learned and the experience they gained from the CD and the overall SWY to their careers to develop an attractive community that is based on all 17 SDGs.

(6) Facilitator's Comments

All PYs understood the goals and objectives of the CD. They learned to respect each other's opinion and difference. Strong unity was born within the CD through mutual understanding, respect, and friendship.

PYs had their views and perspectives broadened and the overall CD and the CD's objectives and goals were successfully achieved.

The combination of online and onboard discussion sessions, Local Visit Program in Kyoto and Hyogo (Awaji Island) Prefectures, and Local Practical Program in Kochi Prefecture, which PYs could eventually apply their learning through the CD to help the locals solve their social issues, provided an extremely fruitful and meaningful CD.

The structure of the CD allowed PYs to learn first the necessary knowledge, develop skills, and finally apply the

knowledge, skill, and positive mindset to constructively solve social issues.

CD-07 Disaster Prevention Education and Tourism

Facilitator: Ms. Samantha Javier

(1) Discussion Goals and Objectives

- a. Global Leader:
Develop attitude and skills expected of a global citizen who respects diversity and empowers others.
- b. Intercultural Communicator:
 - Articulate an insightful and interesting concept and project for raising disaster prevention awareness.
 - Use communication and media in a creative and effective way to represent and address a chosen topic.
- c. Service-driven Citizen:
Demonstrate awareness of sensitivity to local and global disaster issues.

(2) Pre-Program Assignments

- a. PYs were asked to do a reflective exercise on the most memorable disaster they have experienced in their lives thus far.
- b. Hits too close to home: Gather media about the most memorable crisis, emergency, or disaster PYs have encountered or read about

(3) Proceedings

A. Online Exchange

Course Discussion Session 1

Goals and Objectives

- a. Course and learning style introduction
- b. Step 1: Reflection on what's happening
- c. Define basic terms

Activities

- a. Energizer
- b. Nature versus Humans, an online quiz on baseline knowledge of hazards
- c. Getting to know
- d. Expectations check
- e. Unpacking of big words
- f. Breakouts for Hits Too Close to Home
- g. Input lecture on alignment of SWY2024 outcomes to the SDGs
- h. Assignment for online session 2: Think of a unique nickname related to the environment

Outcomes

- a. PYs' expectations from the content, facilitator and fellow PYs included the following:
 - Content and skills expectations: improvement of communication skills; and exposure to emergency and disasters in other SWY2024 participating countries
 - Facilitator and fellow PYs: Make lifelong friendships; create an enabling work environment; and be able to share their own views on how to reduce risks among vulnerable populations
- b. Initial impressions on big words that received highest frequencies:
 - Disaster: "no food, no water"
 - Hazard: "map"
 - Resilience: "hope" and "strength"

Course Discussion Session 2

Goals and Objectives

- a. Step 2: Input on "what should-be-happening"
- b. Identification of key stakeholders for disaster prevention

Activities

- a. Energizer
- b. Input: Definition and types of hazards, disasters, risk, and disaster risk reduction, and disaster management perspectives
- c. Breakouts for Hitting Problems at Their Core, a problem tree exercise
- d. Assignment: Collage of good practices on disaster prevention in own community

Outcomes

- a. Group A core problems:
 - (1) Vulnerability of buildings in Türkiye
 - (2) Fire vulnerability in a non-specific community
- b. Group B core problems:
 - (1) Ineffective earthquake recovery response
 - (2) Vulnerability of SWY2024 PYs to COVID-19
- c. Through the rapid problem tree analysis, PYs were able to critically think about the immediate consequences or effects and the causes of the problems various communities in the world face.

Course Discussion Session 3

Goals and Objectives

- a. Step 3: Action planning on “how do we get there?”
- b. Sharing of good practices as source of inspiration

Activities

- a. Energizer dance
- b. Appreciative Inquiry exercise for building resilient communities, an approach borrowed from the organizational development field
 - (1) Define stage: This stage was designed to answer the question: What are we going to talk about today and in the coming months for SWY CD-07? The facilitator also provided inputs on good practices on disaster education as well as snippets from her book chapter on disaster literacy for school-age children.
 - (2) Dream stage: Imagine you wake up and it’s 2030. What does your community look like in terms of resilience and disaster prevention education and tourism?
 - (3) Design stage: How can we make this future a reality? Share your ideas for action, process, or system for addressing disaster issues in your community. Who is with us on this journey? Name some champions or stakeholders.
 - (4) Destiny or delivery stage: What is your personal commitment to the creation of disaster-resilient communities across the world?
- c. Sharing of good practices from PYs’ home countries

Outcomes

During the Design Stage, PYs proposed the following actions for creating more resilient communities:

- a. Personal capacity-building for disaster response
- b. Local hazard mapping
- c. Disaster education among children
- d. International mutual aid for countries affected
- e. Sustainable tourism plans for disaster-stricken communities
- f. Government investment on better infrastructure
- g. Heritage conservation amid disaster risk

B. Program Onboard

Course Discussion Session 1

Goals and Objectives

- a. Reflect on personal risks and plans
- b. Mapping hazards locally

Activities

- a. Tower Challenge to emphasize concept of resilience on a personal, community, and social level
- b. Pulse Check: Timeline of My Life (parallelism between

personal goals and disaster risk reduction)

- c. Assignment: Hazard mapping onboard M/S Nippon Maru

Outcomes

After disclosing their personal timelines of highs and lows, PYs have identified some coping mechanisms that help them get by low moments in their lives. These may be classified into the following themes: (1) physical, (2) virtual, (3) psychological, (4) support systems, (5) education, (6) good governance, and (7) healthy ecosystem.

Course Discussion Session 2

Goals and Objectives

Answer the question: How can we contribute to community resilience?

Activities

- a. Energizer
- b. Sharing of results of hazard mapping exercise
- c. Emergency Exit Simulation Game (by Christian Aid)

Outcomes

- a. Hazards identified by PYs in the ship were: (1) fire (natural); (2) accidents due to narrow staircases; and (3) COVID-19 outbreak (human-induced).
- b. PYs have also identified issues that need to be solved through social and behavior change communication while they are onboard, e.g., keeping everyone safe.

Course Discussion Session 3

Goals and Objectives

- a. Learn the importance of changing behaviors through little and simple steps
- b. Realize the power of communication for disaster prevention

Activities

- a. Media Mindfulness: Harnessing Critical Thinking in a Digital World and Social and Behavior Change Communication Overview
- b. Audience analysis exercise

Outcomes

PYs came up with an audience analysis avatar and a draft communication material (i.e., poster) for each of the following audience segments in preparation for Local Practical Program in Kochi Prefecture: (1) Older persons; (2) Persons with Disabilities (PWDs); and (3) Foreigners who cannot speak or understand Japanese. The analysis covered their behaviors, motivations, and sources of information.

Course Discussion Session 4

Goals and Objectives

Answer the question: How can we change the mindset of “giving up” towards zero casualty and zero abandonment goal?

Activities

- a. Energizer
- b. Division into learning teams for the special project in Kochi Prefecture
- c. Kochi Prefecture’s Risk Overview
- d. Disaster Prevention Tourism Overview in Kuroshio Town
- e. Overview of the Schedule of Local Practical Program in Kochi Prefecture

Outcomes

- a. JPYs from CD-08 have initiated a sharing of the risk overview of Kochi Prefecture so that all PYs in CD-07 and CD-08 were able to highly familiar with the local context.
- b. PYs gave constructive feedback on the draft communication materials the other group produced.
- c. PYs have proposed three specific tourism itinerary plans for the audience segments assigned to them:
 - Older persons: A seminar series for looking back at the lessons of past disasters
 - PWDs: Addition of Braille in evacuation signages for locals and tourists
 - Foreigners: Night evacuation drill in full Japanese for non-Japanese speaking tourists

(4) Summary Forum (Presentation of the Discussion Results)

During the summary forum, PYs opened their bit with the question: “Is there such a thing as natural disasters?” to emphasize that the evolution of disaster perspectives has shifted to the role humans play in mitigating risks or preventing disasters. After this, they summarized their online and onshore activities that took place via Zoom and while onboard.

PYs have also proposed a framework that integrates disaster education and disaster tourism under disaster management. To them, disaster education is essential for

disaster preparedness which, on the other hand, supports disaster tourism for the boosting of local economies.

They closed their presentation by reviewing the four SDGs covered by CD-07 (SDG4, 8, 12, and 13) and how each PY could help create more resilient communities in their own countries.

(5) Self-Evaluation (PYs’ Feedback)

To facilitate the evaluation session, PYs were asked to answer two questions: (a) What went right? (b) What needs to be improved?

a. What went right?

- Evacuation drill in Kuroshio Town, Kochi Prefecture
- Interaction with Local Youths
- Group dynamics (e.g., energizers and games)
- Disaster prevention tourism planning and feedback session
- Visits to institutions in Kochi Prefecture
- Sharing of their experiences with disasters and learning from others

b. What needs to be improved?

- Visit to a center specializing specifically in disaster management
- Possible division of CD-07 topic into two, (i.e., education separated from tourism)
- Schedule CD session refresher before field visit

(6) Facilitator’s Comments

SWY2024 CD-07, to me, was a great success as PYs belonging in this group played their roles well. The online exchange served as a springboard to level the knowledge of those with and without prior experience in learning disaster management the formal way. The foundational concepts they learned online informed better their onboard sessions, which more practical in nature.

Lastly, the Local Practical Program in Kochi Prefecture capped the best experience PYs in CD-07 could ever ask for -all activities and visits were carefully selected so that they would get exposure to both the “hardware (infrastructure)” and “software (disaster education)” sides of the course.

CD-08 Disaster Prevention Measures

Facilitator: Mr. Gerardo Castañeda Garza

(1) Discussion Goals and Objectives

- a. Fundamentals of Disaster Risk Reduction (DRR)
 - Learn the key concepts associated with disaster risk reduction.
 - Recognize frameworks and organizations that promote DRR in different contexts: SDGs (global), Sendai Framework (DRR), and ESG (business).
- b. Learn the Disaster Management Cycle (PREMI-ER-RE)
 - Preparedness, Mitigation, Emergency / Response, and Recovery
 - Identify the applied stages in disaster scenarios related to students.
- c. Disaster Prevention Measures
 - Different stakeholders, different actions: Individual, family, community, business, NGOs, and government
 - Frameworks for action: National Disaster Risk Reduction (DRR), Climate Change Adaptation (CCA), and Environment, Societal and Government (ESG) Frameworks
 - Learning from past experiences: Building Back Better

(2) Pre-Program Assignments

- a. Read “Preparedness 101: Zombie Pandemic” from the Center for Disease Control and Prevention (CDC) to understand why disaster management strategies are important in a fun way.
- b. Prepare your kit for the travel by thinking “What I will need during my participation in Japan?”
- c. In an emergency, identify your previous experience with disasters and your desired role.

(3) Proceedings

A. Online Exchange

Course Discussion Session 1

Goals and Objectives

- a. Engage in ice breaking activities.
- b. Talk about the reasons why we are interested in disaster risk reduction, as a way to empathize with other members.

Activities

- a. Presentation: Ice breaking activity, where everyone was invited to present themselves, by saying their

- name, country, and their interest on the topic of DRR
- b. By reading “Preparedness 101: Zombie Pandemic”, PYs recognized in a fun way many of the elements that they will require in an emergency.

Outcomes

- a. PYs who were beginners in the topic had the opportunity to gain a foundation of the theme of CD-08.
- b. PYs got the chance to know about the members of their CD.

Course Discussion Session 2

Goals and Objectives

- a. Recognize common concepts used in disaster risk reduction.
- b. Learn about the Disaster Management Cycle (DMC).
- c. Identify how everyone may participate in DMC by a presentation of distinct roles (e.g. medic reporters, military, volunteers, public servants, business owners).

Activities

- a. Presentation: Fundamentals of DRR
- b. Presentation: DMC
- c. Workshop: How can I help? To reflect in how participants could get involved in disasters issues

Outcomes

PYs presented a slide with guidelines provided by the facilitator with ideas of how to develop a project by themselves by considering SDGs and the Sendai Framework for DRR.

Course Discussion Session 3

Goals and Objectives

The goal of the last online session focused on team bonding and solving questions that participants may have providing time for the purpose of learning more about each other.

Activities

- a. Discussion: Are we really prepared? Engagement with PYs in talks about simple issues that must be reviewed before arriving in Japan
- b. Forum: Expectations for ships activities

Outcomes

- a. By reviewing the travel plans, PYs noticed needs that they considered for granted (e.g. informing the facilitator and PY supporters about allergies, or unexpected issues with luggage).

- b. All these issues were put in the context of disasters as analogies of the value of preparedness.

B. Program Onboard

Course Discussion Session 1

Goals and Objectives

- a. Perform an evacuation drill while imagining hazardous conditions in the sea.
- b. Be able to perform a full evacuation of 5 people in 5 minutes.

Activities

- a. Planning sessions for 4 teams to design a strategy for evacuation
- b. Evacuation drill in the ship

Outcomes

All teams increased their awareness of the complexity of evacuations, and the complexities of performing them under stress.

Course Discussion Session 2

Goals and Objectives

- a. Perform an evacuation drill with more challenging conditions, such as language barriers or accessibility concerns (movement or sight impairment).
- b. Be able to coordinate an evacuation of 10 people under challenging conditions.

Activities

- a. Perform a full evacuation of 10 people in 5 min., considering challenges as having a person with sight impairment (by using a face mask) and mobility impairment (by immobilizing a leg with cardboard), while having only English as a forbidden language for communication, but being able to communicate in any other languages (e.g. Japanese, Spanish, Turkish, Arabic etc.).
- b. Another half of the team would perform a distribution of the team members who would evacuate by choosing different places in which they should be located at the beginning of the drill - “choosing where you are in a disaster is not something that you can do.”

Outcomes

- a. PYs had the opportunity to learn about challenges related to communication, leadership, roles, and cultural differences in decision-making.
- b. The best time achieved was 5 minutes and 20 seconds.
- c. PYs focused on finding everyone and not leaving anyone behind and reflecting about how to improve their strategies in real-life scenarios.

Course Discussion Session 3

Goals and Objectives

Learn from the testimony of real interactions focused on humanitarian assistance in human and natural hazards scenarios.

Activities

- a. Discuss with the experience and testimony of an invited expert in events such as Ukraine and Gaza conflicts.

Outcomes

- a. PYs enjoyed having an opportunity to discuss current issues that concern them around the globe, being able to share between the ones in Japan and overseas.
- b. PYs realized how volunteering may have an impact outside and inside of affected areas and how preparedness and response to the disaster are key concerns around these issues.

Course Discussion Session 4

Goals and Objectives

- a. Provide a common background about Kochi Prefecture by JPYs.
- b. Share experiences between common CD (CD-07 and CD-08).

Activities

- a. Presentation by JPYs of CD-08 about the current context for Kuroshio Town and Tosashimizu City (e.g. demographics, geology, previous disasters, and preparedness plans).
- b. Discussion between PYs of CD-07 and CD-08 to share learnings related to disaster prevention.

Outcomes

- a. PYs increased their awareness about the current concerns in Kuroshio Town and Tosashimizu City, as well as the main proposals made for disaster prevention (e.g. preparedness plans, tsunami evacuation towers, relocation of buildings).
- b. Both CDs shared concerns about elderly people, people with disabilities and foreign people - similar to the scenarios in the Course Discussion sessions 1 and 2.

(4) Summary Forum (Presentation of the Discussion Results)

PYs reflected on the learnings acquired since the online sessions, summarizing their experiences in the activity that required them to design a project including SDGs, Sendai Framework, and potential collaborations. In physical, the activities of the drills provided them the opportunity to feel in their skin the stress and challenges that one day, other people might face. These learnings were linked with

those experienced in Kochi City, where children of Urado Elementary School exhibited how to evacuate the school in 3 minutes by themselves, taking care of themselves in case of an earthquake, tsunami, and with tools as emergency preparedness bottles. Similarly, they learned how locals were taught about John Mung Spirit (Never give up, Try new challenges, and Don't blame others) as a way to face adversity and learn to be brave, by adapting.

In this sense, human qualities focused on peace were a concern of CD-08, giving value to response skills in man-made disasters as the ones occurring in Gaza and Ukraine. Lastly, PYs learned that while some countries have low perceived risks, everyone can contribute to others in difficult times, therefore, disaster prevention education could be useful if introduced as a topic from a young age. As a conclusion, Bosai narrative (imagining a disaster) is believed to help prepare students, both physically and emotionally.

(5) Self-Evaluation (PYs' Feedback)

Three main challenges of the course were the following:

- (a) selected Course Discussion, (b) different levels of expertise, and (c) English communication skills among PYs.
- a. At the beginning, more than a half of PYs recognized that CD-08 was not their main option, so their interest was low in the topic. Their interest changed considerably after performing the drills and after the drill experience with Urado Elementary School children and firefighters.

- b. Different levels of expertise summed to initial lack of interest to the CD with a few PYs believing that their careers would not be useful at all for DRR. These beliefs were challenged and some learned how business initiatives, laws, and international collaboration may serve in ways that they weren't aware before.
- c. English communication was a key challenge for non-native English speakers and a main concern for some JPYs. Constant reassurance was provided with confidence to them providing them opportunities to collaborate with Kochi Committee members as interpreters between local community and OPYs. These actions, when voluntarily, were confirmed as an opportunity to acquire confidence and reassure their own skills.

(6) Facilitator's Comment

While facing common challenges (e.g. clear communication in English), PYs gained a new outlook of how to prepare, mitigate, and live their own lives while at risk of disaster. I hope that the training they received in CD-08 will be useful for them, while expecting they will never put it into practice.

Nonetheless, all these efforts would not be possible without the amazing work of all Local Committee members, but especially, the one of Kochi Prefecture, whose community inspired them the most as they expressed in the Summary Forum.

CD-09 Environmental Conservation and Tourism

Facilitator: Mr. Maximiliano Montoya González

(1) Discussion Goals and Objectives

Goals:

Empower PYs with the knowledge, skills, and tools necessary to contribute to sustainable development and promote environmental conservation in their communities. By the end of the course, PYs are able to:

- a. Understand the relationship between tourism and the environment.
- b. Identify challenges and opportunities in sustainable tourism development.
- c. Develop strategies for promoting sustainable tourism and environmental conservation in their communities.
- d. Formulate action plans for implementing sustainable tourism practices and environmental conservation

initiatives.

Objectives:

Throughout the sessions in this course, PYs cultivate and acquire tangible skills, knowledge, and experience related to environmental conservation and sustainable tourism. Specifically, they:

- a. Develop comprehensive understanding of the impacts of tourism on the environment and local communities.
- b. Learn about best practices and initiatives for sustainable tourism development, including eco-tourism, community-based tourism, and responsible tourism.
- c. Acquire practical skills for planning and implementing sustainable tourism initiatives, such as stakeholder engagement, project management, and marketing.

- d. Explore innovative approaches to environmental conservation including sustainable tourism practices, waste management, and renewable energy.
- e. Collaborate with PYs from different countries and backgrounds to exchange ideas and experiences, broaden their perspectives, and build networks for future collaborations.

(2) Pre-Program Assignments

- a. Research and Analysis: PYs researched and analyzed the tourism industry in their home country, with a focus on environmental impacts of tourism and the challenges and opportunities in sustainable tourism development.
- b. Reflection and Discussion: PYs reflected on their own experiences with tourism and environmental conservation. Considered question: What are some challenges and opportunities in promoting environmental conservation and tourism in your community?

(3) Proceedings

A. Online Exchange

Course Discussion Session 1

Goals and Objectives

Understand the concepts of sustainable tourism and its importance for environmental conservation.

Activities

- a. Opening exercise: “Understanding nature”
- b. Discussion on learning experience: Active participation
- c. Icebreaker activity: “One, One hundred and a thousand.” Getting to know each other through active listening
- d. Expectation Web Activity: PYs sharing their expectations for the course and identify common interests
- e. Keynote session on Introduction to Environmental Conservation and Sustainable Tourism
- f. Pre-assignment activity debrief: Destinations and Environmental Impacts
- g. Workshop activity: Problem Tree Framework applied to different destinations selected by PYs

Outcomes

PYs identified the environmental impacts of tourism in different regions and explored strategies and best practices for promoting sustainable tourism and environmental conservation.

Course Discussion Session 2

Goals and Objectives

Understand the role of community engagement and

collaboration in promoting sustainable tourism and environmental conservation.

Activities

- a. Energizer: Mindful Stretch & High Five to boost motivation and concentration
- b. Assignment debriefs: Documentary and Case Study “Fyre Festival Unveiled”
- c. Keynote session on Community Engagement and Collaboration in Promoting Sustainable Tourism and Environmental Conservation
- d. Discussion: Core problem and Cause Analysis for destinations

Outcomes

- a. PYs learned the importance of effective communication and collaboration for engaging with local stakeholders in sustainable tourism development.
- b. PYs developed practical strategies and action plans for engaging and collaborating with local communities.

Course Discussion Session 3

Goals and Objectives

Empower PYs to take leadership roles in promoting sustainable tourism and environmental conservation in their communities as they develop leadership skills and knowledge in sustainable tourism development.

Activities

- a. Energizer: “Sustainable Snapshot.” Participants were instructed to find one item around them that symbolizes sustainability.
- b. Assignment debriefs: Raising awareness on Environmental Conservation and Youth Empowerment by watching “The Lorax” by Dr. Seuss
- c. Discussion: “Destinations Show and Tell”
- d. Final activity: Problem Tree Framework
- e. Keynote session on Youth Empowerment and Leadership
- f. Wrap-up Activity: “My Sustainable Pledge” PYs were instructed to make a personal commitment championing for the CD’s topic.

Outcomes

PYs were able to develop action plans and initiatives for promoting sustainable tourism and environmental conservation in their communities as they prepared for the Program Onboard.

B. Program Onboard

Course Discussion Session 1

Goals and Objectives

Introduce PYs to intersection of environmental

conservation and tourism through interactive and engaging activities.

Activities

- a. Icebreaker activity: “Jikoshoukai” (Introducing yourself)
- b. Energizer activity: “Chicken Run” for PYs’ concentration by making a dynamic competition
- c. Discussion activity: “Privilege Walk” adapted to focus on sustainable tourism and environmental conservation
- d. Discussion: Current state of tourism in participating countries
- e. Presentation on sustainable tourism practices and environmental impacts
- f. Group discussion in promoting responsible tourism in their own countries: My impact and environmental basics
- g. Workshop activity: “Green Pledge Poster” by applying the Problem Tree Framework to Case Studies about entertainment industry to promote solutions for sustainable tourism

Outcomes

- a. PYs understood the importance of environmental conservation in tourism industry in participating countries.
- b. The main seven challenges in environmental conservation and tourism were identified and addressed.
- c. PYs learned about sustainable tourism practices in Japan and their home countries and explored ways to promote responsible tourism as they worked in specific case studies related the tourism and entertainment industry.

Course Discussion Session 2

Goals and Objectives

Explore the relationship among renewable energy, climate change, and sustainable tourism.

Activities

- a. Energizer: “Making a line” for promoting team building
- b. Introduction to the topic and the discussion on the importance of renewable energy in combating climate change
- c. Presentation on the current state and potential of renewable energy: “What is the role of renewable energies in this Course Discussion?”
- d. Workshop activity to identify and discuss the challenges in promoting the use of renewable energy in their own countries: Energy Showdown. PYs explored the importance of renewable energies in combating climate change, understand the current state, and recognize the

potential of different renewable energy sources.

- e. Group activity: “My Fishing Business” Learning about resource management through a fishing game for sustainable tourism awareness

Outcomes

- a. PYs understood the importance of renewable energy in combating climate change and learned about the current state and potential of renewable energies in different current contexts.
- b. Ways to promote the use of renewable energies in their own countries were explored and discussed
- c. PYs learned the importance of resources managements and the impact that poor management practices can have in different economic activities.

Course Discussion Session 3

Goals and Objectives

Explore the challenges of waste management in urban settings and its implications for sustainable tourism.

Activities

- a. Energizer activity: “Untied the Knot” for team building
- b. Discussion on current state of waste management in urban areas
- c. Presentation on best practices and innovative solutions in waste management: Case Study in waste sorting
- d. Group discussion on challenges in promoting sustainable waste management practices in their own communities. Workshop: “How can we promote sustainable waste management practices?”
- e. Activity: “Waste Audit” for the understanding of waste management in urban settings and implications for sustainable tourism

Outcomes

- a. PYs discussed and understood the current issues related to waste management in urban areas.
- b. PYs learned about best practices and innovative solutions in waste management.
- c. PYs explored ways to promote sustainable waste management practices in their countries and began a local initiative on raising awareness about food waste generated in the program.

Course Discussion Session 4

Goals and Objectives

Connect youth empowerment with the global sustainability agenda.

Activities

- a. Energizer activity: “Dance Master” for leadership
- b. Discussion on importance of SDGs in achieving a

sustainable future

- c. Group discussion to identify challenges in promoting youth empowerment in their countries
- d. Activity: “Sustainable City Building Challenges.” Collaboratively construct a sustainable city, integrating key principles from the CD on responsible tourism. This interactive city-building challenge brings the sustainable city concept to life. It allows PYs to engage not only mentally but also physically, fostering teamwork and practical application of sustainable principles.
- e. Wrap-up and orientation for Kochi Prefecture Program: Challenges to Sustainable Tourism

Outcomes

- a. PYs understood and discussed the importance of SDGs in achieving a sustainable future.
- b. PYs were able to apply the acquired knowledge and leadership skills as they took the task of building a physical representation of a sustainable city with focus on the tourism industry.
- c. PYs explored ways to promote youth empowerment in their own communities.

(4) Summary Forum (Presentation of the Discussion Results)

PYs showcased a profound grasp of the topic, eloquently sharing insights gained from our course, blending online, onboard, and experiences in Kochi Prefecture. Their presentations reflected not only knowledge but ignited initiatives sparking enthusiasm for environmental

conservation and sustainable tourism.

(5) Self-Evaluation (PYs' Feedback)

- a. I was able to understand the mechanism why over-tourism is occurring and what consequences are. - Japan.
- b. Generally, people are not aware about what they are doing with their community. That's why this course was really touching for me. - India.
- c. I had hardly considered sustainable tourism. My perspective about nature changed dramatically after the Course Discussion. Now, I want to do a job to contribute to environmental conservation and protect nature. -Solomon Islands.

(6) Facilitator's Comments

I am delighted to express my gratitude to the incredible PYs of this Course Discussion. The objectives were not just met but exceeded, all thanks to the outstanding disposition, eagerness to learn, and genuine interest displayed by each PY. Despite the diversity in cultural and professional backgrounds, the course outline found a harmonious balance. Both seasoned PYs and those approaching the topic for the first time not only enjoyed the discussion but also continued to learn and develop critical thinking skills. Witnessing the group's growth and dedication was truly inspiring. Together, we've taken a significant step towards addressing the challenges of environmental conservation and tourism.

CD-10 Living Close to Nature

Facilitator: Mr. Ivan Vichr Nisida

(1) Discussion Goals and Objectives

Goals:

- a. Providing theoretical knowledge and stimulate reflections regarding human coexistence with nature
- b. Tools for empowerment and expression for PYs to be able to develop their own projects locally through future Post Program Activity (PPA)

Objectives:

- a. Key concepts about SDG6, 7, and 12, environmental philosophy/sciences, and indigenous knowledge
- b. Project design / design thinking / entrepreneurship tools
- c. Self-expression skills (creative writing, drawing, presentations, and group dynamics).

(2) Pre-Program Assignments

- a. Research about SDG6, 7 and 12
- b. Research about a model project / organization / personality in respective home countries.

(3) Proceedings

A. Online Exchange

Course Discussion Session 1

Goals and Objectives

- a. Safe and fertile environment to connect
- b. Promoting individual and collective reflection about connection to nature

Activities

- a. Welcome note

- b. Introduction to CD-10
- c. Key ideas, collective agreements
- d. Self-introduction
- e. Ice-breaker
- f. Creative writing

Outcomes

- a. Meaningful exchanges and creation of a safe and stimulation environment
- b. Construction of theoretical background

Course Discussion Session 2

Goals and Objectives

- a. Safe and fertile environment to connect
- b. Increasing knowledge about SDGs and related topics

Activities

- a. Presentation about SDGs
- b. Discussions: what is nature? How does my culture relate to nature? How do I relate to nature?
- c. Presentation: Rights of Nature (Part 1)
- d. Creative writing workshop

Outcomes

- a. Collective perception of multicultural perspectives about the concept of nature
- b. Deeper understanding about CD’s key issues and tools to analyze the environmental crisis

Course Discussion Session 3

Goals and Objectives

- a. Safe and fertile environment
- b. Map challenges and possible solutions

Activities

- a. Brainstorming sessions about challenges and solutions of the environmental crisis (jamboard)
- b. Conversations in pairs / groups
- c. Preparation for Program Onboard

Outcomes

- a. Enabling critical thinking and acquiring deeper understanding about the environmental crisis
- b. Strengthening of the group cohesion by creating smaller spaces of dialogue

B. Program Onboard

Course Discussion Session 1

Goals and Objectives

- a. Recapitulating key concepts from online sessions
- b. Deepening the theoretical background, presenting concrete cases and mentioning the importance of PPAs
- c. Reinforcing the bond between PYs

Activities

- a. Presentation: Rights of Nature (Part 2), concept of Anthropocene, Pacha Mama, ecovillages
- b. Exchange in pairs / groups
- c. Creative writing workshop

Outcomes

- a. Providing tools, inputs, and concrete examples to analyze our relationships with nature
- b. Formation of four Action Groups
- c. Tools for self-expression through creative writing
- d. Reinforced group cohesion

Course Discussion Session 2

Goals and Objectives

- a. Promoting consistent reflection on environmental ethics
- b. Demonstrating the power of storytelling
- c. Fostering project development, teamwork, and a PPA mindset

Activities

- a. Storytelling: the story of a PY from New Zealand who lives in a nature reserve
- b. Activity: “True, False or Undecided”, PYs received assertive statements and were asked to position themselves in the room according to their point of view. Then, they were invited to explain their opinion.
- c. Project Design: creation of a short-term project by Action Groups to impact SWY2024 batch (to be delivered between sessions 2 and 3)

Outcomes

- a. Connection with an inspiring PY story
- b. Deeper understanding about main dilemmas regarding environmental ethics and developing critical thinking
- c. Safe space to freely exchange opinions
- d. Practical experience working as a group in a short-term project

Course Discussion Session 3

Goals and Objectives

- a. Presenting the projects developed by the four Action Groups
- b. Introducing the concept of value in environmental ethics

Activities

- a. Storytelling: the story of a PY from UAE who participated in the COP28 (Dubai, 2023) as an artist
- b. Project presentations by Action Group and Q and A (three groups carried out interviews with the SWY Community and the fourth one designed a newsletter to

foster debate about our CD topic.)

- c. Game: “Who should we save?” PYs were asked to invest fictitious money in the preservation of animal species or ecosystems while negotiating with other members of the group.

Outcomes

- a. Experience with project implementation as a group
- b. Deepening the understanding on how to value nature and the challenges to make a collective decision with multiple layers of impact
- c. Increase of group cohesion and experience in teamwork
- d. Development of a “PPA Spirit”

Course Discussion Session 4

Goals and Objectives

- a. Synthesis of the previous sessions
- b. Finalizing the session’s cycles

Activities

- a. Individual synthesis and sharing session
- b. Creation of CD-10 Manifest

Outcomes

- a. Individual summary of the CD-10 journeys after seven sessions
- b. CD-10 Manifest (collective document that summarizes the main lessons)
- c. Experience in teamwork (20 PYs building a manifest in 30 min)

(4) Summary Forum (Presentation of the Discussion Results)

The Summary Forum was divided in two parts and was built with the participation of all CD-10 PYs. The first part concentrated on the main lessons concerning the CD content itself. The core message was solidly voiced: human beings are part of nature. PYs discussed the implications of this statement when developing new projects and policies, as well as the challenges to promote proper change in our relationship towards (the rest of) nature. PYs also realized that this principle is rarely seen in daily life as there is a disconnection between humanity and the rest of the biosphere. Nature is often perceived as a symbolic space distant from the priorities of human life and mostly associated with amusement. On the other hand, the visits to remarkable sites in Kochi Prefecture, such as the Makino Botanical Garden and the Yokogurayama Natural Forest Museum, lifted our spirits as they provided alternatives of coexistence and showed us the vital importance of science to better understand nature – and our dependence on it. Overall, according to the CD-10, the

path to a more harmonic relationship to nature could lie in education, more precisely through a solid philosophy curriculum (environmental ethics), especially regarding younger generations. Other promising ideas consisted of creating international exchanges to learn and connect to nature, intergenerational mentorships to reinforce social bonds, and investments in young entrepreneurs as “nature ambassadors” in order to revitalize rural areas.

The second part of the Summary Forum focused on the SWY experience more broadly. PYs defined three dimensions to explain the impacts in their lives: (1) access to new cultures and perspectives, (2) self-growth, and (3) the value of connections. To illustrate the power of SWY, testimonials from CD-10 PYs were shared on stage.

Finally, PYs acknowledged that the next steps might still be unclear, but pointed out the skills, empowerment and self-growth that will accompany them in any path they decide to follow.

(5) Self-Evaluation (PYs’ Feedback)

PYs provided very positive feedback. They appreciated the combination of theoretical elements, practical activities (games and group dynamics) and a project-based approach. They highlighted the importance of a safe and comfortable environment to share and create.

- a. Learning how others perceive nature made me rethink why it is important in our life. Also, the theory and different cases made me realize the value of nature.
- b. I learned that we all have different ways to connect to nature depending on our culture, our family, and our habits. We all have a sensibility about nature inside us because it is part of us.
- c. I learned that living close to nature can be done within yourself and not necessarily in a natural place like a forest.
- d. Being close to nature is not a state, but a mindset.

(6) Facilitator’s Comments

It has been a great honor and delight to facilitate the journey of CD-10. Since the beginning, PYs were open to embark on the suggested activities and responded generously by giving back to the group with their knowledge and creativity.

I believe the core objectives were achieved. We were able to ignite powerful reflections about humankind and nature as well as open new windows for deeper research. These exchanges amplified their perspectives regarding environmental issues and can hopefully enable more holistic / long-term approaches in their home countries.

I would like to highlight the cohesion level that the group has reached, based on trust, kindness, and respect. This safe environment allowed PYs to express their opinions, despite reluctances and language barriers, and to display considerable growth.

In this process, as an ex-PY, I understood that each member of CD-10 had her / his own journey to trail. Therefore, I dedicated my energy to supporting them individually and collectively. At the same time, they taught me precious lessons about how we relate to nature and the art of facilitation.

I hope CD-10 will enable these 20 PYs to pursue the PPA Spirit after SWY2024 and to keep impacting more lives.

To finalize, I would like to express my deepest gratitude to the Cabinet Office of Japan, all members of IYEO, CENTERYE and Local Practical Program in Kochi Prefecture for their remarkable work and for this precious opportunity to join the SWY Family again. This program continues to empower youth and transform countless lives - including mine. Thank you so much!

1.2. Local Practical Program

Purpose of Local Practical Program in Kochi Prefecture

The Local Practical Program is a new program added from this year’s program, which aims to implement projects to solve social issues faced by locals based on the knowledge and information PYs have learned in the online and face-to-face exchanges. This activity involves a series of collaborative work processes from project planning to the actual implementation of projects in the field, in

cooperation with local NPOs, schools, companies, and other organizations working on social issues such as SDGs.

The Local Practical Program is not only discussions, but also is conducted to cultivate problem-solving skills. Local Committee members interviewed people involved in various organizations such as companies, schools, and NPOs in advance about local problems, and set issues to be addressed in the community practice activities.

Schedule of the Local Practical Program in Kochi Prefecture

Date	Time	Program
Feb. 10 (Sat.)	9:45-10:00	Port Call Ceremony <ul style="list-style-type: none"> • Welcome Speech from Kochi Prefecture by Mr. OKAMURA Shoichi, Director General of Department of Culture, Community and Sports, Kochi Prefectural Government • Welcome Speech from Kochi City by Mr. TANIWAKI Yoshihito, Deputy-Director for Administration Office • Speech by YL of Zambia • Gift Exchange • Photo Session
	10:15-11:15	Orientation
	11:45-13:15	Lunch
	13:30-15:30	Open Ship
	14:00-15:10	Hello SWY <ul style="list-style-type: none"> • Opening • Cultural Presentation by Delegation • Yosakoi Dance Performance • Closing
Feb. 11 (Sun.)	8:30-9:00 AM-PM 16:00	Departure from the Ship Institutional Visit and Activities by CD Return to the Ship

Date	Time	Program
Feb. 12 (Mon.)	8:30-9:00 AM-PM 16:00	Departure from the Ship Forum <ul style="list-style-type: none"> • CD-01 and CD-02 at Kochi Gender Equality Center • CD-03 and CD-04 at Otepia • CD-05 and CD-06 at Otepia • CD-07 and CD-08 at Kochi-city Culture Plaza Cul-port • CD-09 and CD-10 at Makino Botanical Garden Return to the Ship
Feb. 13 (Tue.)	8:30-9:00 AM-PM 16:00	Departure from the Ship Institutional Visit and Activities by CD Return to the Ship *CD-07 stays at Tosa Utopia Country Club
Feb. 14 (Wed.)	8:30-9:00 AM-PM 16:00	Departure from the Ship Institutional Visit and Activities by CD Return to the Ship *CD-08 stays at Tosa Utopia Country Club *CD-09 stays at Toyo Shirahama Resort Hotel
Feb. 15 (Thu.)	8:30-9:00 AM-PM 16:00	Departure from the Ship Institutional Visit and Activities by CD Return to the Ship
Feb. 16 (Fri.)	AM 11:45 13:00 13:30-16:20 17:00	Preparation for the Presentation Lunch Departure from the Ship Free Time at AEON MALL KOCHI Return to the Ship
Feb. 17 (Sat.)	9:30-11:45 11:45 13:30-15:30	Rehearsal of the Presentation Lunch The Result of the Program in Kochi Prefecture <ul style="list-style-type: none"> • Opening • Summary Presentations by CD • Yosakoi Dance Performance by PY representatives • Message from Local Committee members • Speech by Mr. KUWANA Ryugo, Mayor of Kochi City • Speech by Ms. SUGIO Tomoko, Representative of the Local Committee • Closing Departure for Tokyo

Reports from PYs

<CD-01>

CD-01 focused on the theme of “Gender Equality” and examined various challenges in Kochi Prefecture from the perspective of gender equality.

On February 11, PYs visited Harimaya Bridge, which is famous as a disappointing landmark, Kochi Yosakoi Museum, Sunday Market, and Kochi Castle. At Kochi Castle, PYs experienced explanations about firearms and trying on armor. Many PYs liked the bonito (Katsuo) which they ate at Hirome Market at lunch time.

On February 12, along with CD-02, PYs visited Kochi Gender Equality Center “Sore.” A forum was held with the morning session covering “Gender Equality” and the afternoon session focused on the theme of “Realization of

Cohesive Society.” Local junior and high school students participated in discussions, with JPYs acting as interpreters.

On February 13, PYs visited Kochi University of Technology and paid a courtesy call on the Mayor of Kami City. After lunch at Bunzo, a discussion session was held at “Kamiru” Kochi City Library. Divided into five groups, each PY presented solutions to gender inequality issues in Kochi Prefecture in both English and Japanese.

On February 14, PYs went to “Otepia” for discussions. After lunch, they visited Makino Botanical Garden, where they watched videos showcasing the garden’s changing seasons and observed the blooming cherry blossoms. The greenhouse’s plants were particularly impressive.

On February 15, after concluding a courtesy call to the Mayor of Konan City, PYs visited Yasu Junior School.

Divided into several groups, they shared information with junior high school students through interpretation by JPYs about gender equality situations in their respective countries. Later, they had lunch with the students and enjoyed badminton and basketball. In the afternoon, they visited Katsurahama Aquarium. Due to CD-01's theme of "Gender Equality," the portrayal of the aquarium's character "Otodochan" was discussed among PYs the previous day and a request was made to the local committee members to provide the option of not visiting the aquarium. As a result, only nine JPYs and three OPYs visited the aquarium. During the visit, Q&A session with Director Ms. AKIZAWA Shina was held, where they shared the background for the creation of "Otodochan, issues, and alternative suggestions."

<CD-02>

In CD-02, PYs visited several schools and a forestry association in Kochi Prefecture to contemplate what is necessary for achieving social cohesion.

Firstly, PYs visited Kochi Prefectural Yamada Special Support School in Kami City. This school mainly caters to individuals with intellectual disabilities and encompasses elementary, junior high, and high school levels. PYs were divided into three groups and experienced various classes such as art, physical education, and mathematics. They also toured the school building, dormitories, and vocational training facilities. The vocational training facilities included workshops for industries like manufacturing and pottery, provided a tangible sense of social inclusion for the realization of social cohesion by extending students' strengths in tasks they excel at, particularly targeting high school students for their post-graduation social participation.

Next, PYs visited Yusuhara Town. They toured the Yusuhara Municipal Government Building, designed by the renowned architect Mr. KUMA Kengo, and the town library. The open design of the library served as a space for community interaction, contributing to social cohesion. Then, they visited the Yusuhara Forestry Association. Yusuhara Town engages in industries utilizing abundant forest resources. Here, they discussed what the forestry association needs to further develop its industries, proposing the introduction of new products and the necessity of reducing gender disparities among workers. PYs learned that providing comprehensive employment opportunities contributes to social mobility in a cohesive society.

Lastly, PYs visited Nagasawa Elementary School in

Ino Town. With only six students, it is a small-scale school where children with various characteristics are respected for their individual learning and living. PYs ate lunch together and interacted with the students during recess by jumping rope. Additionally, Nagasawa Elementary School inherits a traditional dance called Hongawa Kagura, which has been passed down in the region for 500 years. All students practice this performance. In the afternoon, PYs visited the Hongawa Kagura Museum next to the school. After that, they watched the students' Hongawa Kagura performance. Experiencing the continuity of culture brings people together, contributing to social capital in a cohesive society. These experiences provided insights into the elements necessary for achieving social cohesion.

<CD-03>

During the Local Practical Program in Kochi Prefecture, discussions in English and interactions with the local community provided invaluable insights into education and youth empowerment. Notably, discussions at Otepia, where residents participated, offered key learnings about delivering quality education. Initial discussions highlighted the necessity for diversity and flexibility in education, considering participants' diverse cultures and backgrounds. To address the varied English proficiency of residents, JPYs worked as interpreters, while OPYs spoke clear and understandable English, showcasing cooperation and adaptability.

Subsequently, the visit to Omiya Elementary School in Kami City underscored the effectiveness of hands-on learning through traditional culture and local activities. This provided real insights that theoretical knowledge alone cannot offer, emphasizing that education goes beyond transmitting knowledge to deepening understanding through practical experiences.

The visit to Kochi Kokusai Junior High and High School made PYs deepen their understandings of IB education, emphasizing the importance of recognizing and respecting the curiosity and individuality of each student. This highlighted the effectiveness of a student-centered approach in delivering quality education.

In the forum on the last day, the Q&A session with the local community stressed the importance of understanding students' motivations and aspirations. PYs affirmed that education should not only facilitate knowledge acquisition but also help students discover and pursue their dreams and goals.

Through these experiences, PYs realized that quality education respects individual differences, deepens through

practical experiences, and emphasizes the necessity of creating an environment in the community—a learning haven for students—allowing them to grow and contribute as active participants.

<CD-04>

CD-04 went to various activity centers in Kochi Prefecture under the theme of “Youth Empowerment.” First, groups were formed with Kochi people of various ages, from junior high school students to working adults, and discussions were held. The discussions included questions such as: “What does Youth Empowerment mean to us?” “What can we do as JPY in the post-program activities of the SWY?” The discussion also provided an opportunity to hear about Youth Empowerment from an elementary school student who works as a children’s guide at Makino Botanical Garden and two students from Kochi Prefecture, and to think about what Youth Empowerment means to them.

They defined Youth Empowerment as “empowering young people to work towards their goals” and learned the importance of becoming glocal leaders who have a global perspective and can focus on local issues. From their comments, three elements might be needed to become a glocal leader: the first one is to be goal oriented. This was necessary from the strength and persistence to face adversity and the ability to keep dreaming that Dr. MAKINO Tomitaro had, which were felt in visiting the Makino Botanical Garden. In addition, these are also needed to form the passion to tackle things and be ready to seize opportunities, which were felt in visiting local schools. The second one is to pass on traditions and cultures. PYs considered it necessary from visiting Kochi Castle and the castle town to learn about the culture and traditions, learning through the introduction and practice of “Yosakoi Dance” and “Mai-Kagura”, and passing them on to the next generation. The last one is the importance of community. In the school visits, there were teachers who were always supportive and the support of local people for the students’ research; Dr. MAKINO Tomitaro’s family included his wife and grandmother who supported his research; an example of colleagues and friends was the strong support of KATSU Kaishu for SAKAMOTO Ryoma.

Thus, through the activities in Kochi Prefecture, PYs learned the importance of supporting community to ensure that young people have access to traditional and cultural sources and providing them with the essential support that they need to move towards their goals.

<CD-05>

CD-05 focused on the theme of “Succession of Local Traditions and History” and visited various activity bases related to the culture and history of Kochi Prefecture.

First, PYs visited Oko Castle, which was the residence of the Chosokabe clan during the Sengoku-era (Warring States period) and experienced a tour of the mountain castle that utilized the terrain and a samurai armor experience. By wearing samurai armor and listening to the volunteer guide’s explanations while touring the mountain castle, PYs could experience firsthand how the castle’s defenses and attacks were conducted in the past. The volunteers assisted PYs with putting on the armor and preparing the family crest flags used in the mountain castle’s battle demonstrations, which left a deep impression on all PYs.

Next, in collaboration with CD-06, a forum with junior high and high school students from Kochi Prefecture was held. Presenters discussed the issues facing Kochi Prefecture and presented successful case studies of problem-solving, followed by group discussions on topics related to each issue. Subsequently, both PYs and locals revisited the issue of how to utilize vacant land near Otepia in Kochi City through further discussions and suggestions.

After that, to deepen their understandings of Kochi Prefecture’s culture and history, PYs visited various locations; Kochi Castle, Kochi Castle Museum of History, Katsurahama, and the Katsurahama Aquarium. From these institutional visits, they learned about the great figures closely related to Kochi Prefecture’s history, such as the YAMAUCHI family and SAKAMOTO Ryoma.

The following day, PYs keenly felt the importance of young people inheriting the region’s history and culture in the visits of the Makino Botanical Garden.

Then, another forum was held with CD-06. PYs discussed and shared their opinions among them on the theme of urban development that would make everyone want to live there, and what each of us could do in the future while utilizing what PYs had learned and felt during the Local Practical Program.

Finally, PYs visited Yusuhara Town and learned about the architecture of the famous architect Mr. KUMA Kengo and heard from young forestry professionals who had migrated there. Yusuhara Town has a culture of accepting others due to geographical and historical reasons, and PYs were able to see how the traditional forestry industry is being inherited by the younger generation while incorporating modern ideas, providing a direct learning experience related to the theme of CD.

<CD-06>

CD-06, under the theme of “Development of Attractive Community,” visited various activity sites in Kochi Prefecture. The forum with CD-05 began with a discussion, including junior and high school students from Kochi Prefecture, on the theme of how to utilize vacant land that has been an issue in the Kochi region for many years. The focus was “what kind of town anyone would want to live in,” and “what is needed and wanted.” There was a sense of tension as one of the team’s ideas presented would be submitted to the Governor of Kochi Prefecture.

One PY said “since I believe that the issues in Kochi Prefecture can be said to be true for any region in Japan today, it gave me a chance to think about it as my matter so that I can take the next action.”

PYs also visited Katsurahama Aquarium and Makino Botanical Garden, where they were able to see some of Kochi’s tourist attractions. The Makino Botanical Garden was particularly popular with visitors, despite its location deep in the mountains, and we felt the garden itself was very active and dedicated.

At Atomu, a certified childcare center, children welcomed PYs with singing and drama. PYs were encouraged by the children trying their best to communicate with them. There are teachers who are native English speakers, so the children were able to experience the native pronunciation. When PYs appeared on the stage, not a single child cried, rather, they were very curious about PYs. From their attraction, PYs felt that English education and cross-cultural exchanges from an early age help children acquire a sense of the value of diversity. During the final playtime in the school yard, all PYs felt like children again, interacting with the children.

In Motoyama Town, the ryokan tour allowed PYs to enter a valuable traditional Japanese building. At Kochi Prefectural Reihoku High School, they discussed the use of the ryokan, including its target audience, and proposed modifications. It was a good discussion even in the limited time while surveying the needs of the local high school students in their real voices. PYs also enjoyed a candy shop, which is hard to find left nowadays. There is a children’s cafeteria next door, and hearing that the residents are deeply connected and cherish their small town made us understand the significance of each facility. From the town brochure, PYs learned that the town is famous and active in outdoor activities, so they wish they can experience some activities during the good season. Although the weather was unfavorable, they were able to experience the kindness of the people and the warmth of the town.

<CD-07>

CD-07 embarked on visits to various activity bases in Kochi Prefecture with the theme of “Disaster Prevention Education and Tourism.” Initially, discussions were held with local junior high and high school students in Kochi Prefecture, focusing on disaster prevention, a current issue in the region, through forums. Each team discussed “Disaster Prevention × Opportunities,” exchanging opinions with the youth to explore new approaches to disaster prevention.

Subsequently, PYs stayed overnight in Kuroshio Town, a coastal town in Kochi Prefecture. Kuroshio Town is actively engaged in disaster prevention efforts, particularly in preparation for the Nankai Trough Mega Earthquake. PYs learned about practical examples while walking through the town with a local NPO staff. Furthermore, an evacuation drill was conducted with high school students in the town, simulating earthquake scenarios. The actual evacuation drill posed challenges for OPYs due to the absence of signage in languages other than Japanese and the lack of accurate maps. This drill provided an opportunity to experience how individuals who do not speak Japanese or are unfamiliar with Kuroshio Town’s geography would fare during evacuation.

Later, at Kochi University, PYs studied the seismic cycle starting from geography. They learned to interpret the movement of strata through reading geological layers. They visited warehouses storing some of the world’s leading geological layers, studying the formation of the Earth from a geographical perspective. Additionally, they visited a company that manufactures machines equipped with new technologies for digging strata pioneered by individuals from Kochi Prefecture. This provided us with the opportunity to view disaster prevention from various perspectives, including high school students, residents, researchers, and company engineers.

During the Results of the Program in Kochi Prefecture, PYs shared their experiences in disaster prevention learned in Kochi Prefecture, emphasized the importance of preparedness, and proposed suggestions from the youth’s perspective for the future of Kochi Prefecture. Among the proposals, there was the establishment of a museum utilizing a disaster prevention tower that garnered the highest interest from local high school students, which would contribute to the future development of Kochi Prefecture. This Local Practical Program provided an opportunity to learn and understand disaster prevention from diverse perspectives. OPYs also sensed Japan’s unique geography and awareness of disaster prevention,

gaining insights into new aspects of Japan.

<CD-08>

On February 12, discussions were held at Kochi City Culture Plaza “Calport,” a community center in Kochi City, on two themes in the morning and afternoon. About 40 PYs from 14 countries, including Japan, and students from junior high school to university with ties to Kochi Prefecture participated in the discussions, and lively discussions took place throughout the day. The morning discussion focused on the integration of disaster prevention and tourism in Kuroshio Town, while the afternoon discussion focused on “Three Spirits from the Life of John Mung,” taking challenges, making decisions for yourself, and never giving up.”

Next, on February 13, PYs visited Urado Elementary School in Kochi City before 9:00 a.m. and received a warm welcome from all students in the school. There were 49 students in total, and the first and second graders gave them a class on “Yosakoi Dance” and “Kendama,” followed by a walk around the surrounding vacant house area to see the reality of depopulation in the area.

Starting from Urado Elementary School, PYs returned to the school through the vacant house area, Katsurahama Beach, and the evacuation route via high ground, where they learned how the evacuation route was maintained, tasted emergency food, and practiced evacuation drills. The evacuation time was 3 minutes and 25 seconds, which was not within the target of 3 minutes, but it could be a reminder of the rapid arrival time of tsunami and the difficulty of disaster prevention. Finally, the day’s activities ended with a postcard from the children introducing themselves.

On February 14, the group visited Kochi Prefectural Shimizu High School and had a lunch break for exchange. In the afternoon, after a lecture on John Mung, PYs visited places associated with John Mung and shared their findings and impressions. Subsequent afternoon activities including a quiz on their country by a French PY, a report on local activities, and a presentation by the students on their free research were done. PYs also visited the John Mung Museum to learn about his history and achievements.

Finally, on February 15, PYs visited Ashizurimisaki Elementary School in Tosashimizu City in the morning, where they listened to a presentation on the charms of Ashizurimisaki and the protection activities for the declining camellia population, and finally listened to a recorder performance. In the afternoon, they visited Shimizu Junior High School in Tosashimizu City and deepened exchanges with local students. The Shimizu Junior High School

students acted as hosts in English, followed by a speech by the mayor of Tosashimizu City, a lecture on Tsunami and John Mung, and a speech in English by a representative student. During the event, Shimizu Elementary School students from Tosashimizu City gave a presentation and asked questions in English, and PYs interacted with the students in English.

<CD-09>

As the CD-09, PYs focused on the theme of “Environmental Conservation and Tourism” and visited some places and facilities in Kochi Prefecture that combine its natural environment and tourism industry.

Firstly, the Youth Forum was held with CD-10, whose theme is “Living Close to Nature”, and PYs of CD-09 and CD-10 discussed their course themes with local high school students. The venue was the Makino Botanical Garden, where they explored the rich exhibits in the museum and wandered through the botanical garden. It was fascinating the life of MAKINO Tomitaro, a botanist from Kochi Prefecture, and the world of plants he passionately explored.

Then, PYs visited the limestone cave called Ryugado in Kami City. It’s one of the three major limestone caves in Japan and a designated national historic site and natural monument. Many PYs experienced being inside a limestone cave for the first time. While they enjoyed various enhancements like light up of the limestones, they also found some challenges in terms of the tourism industry, such as the lack of English signage on bulletin boards and insufficient explanations regarding safety and environmental conservation.

PYs moved to Muroto City, about a 2-hour bus ride from Kochi City, located on the eastern edge of the prefecture. With guidance from the high school students in the city, PYs explored the Muroto UNESCO Global Geopark. they fully enjoyed the unique plants, beautiful rock formations, and the calm surface of the Pacific Ocean while interacting with the students.

Finally, PYs visited Muroto Haiko Aquarium, a combination of an aquarium renovated from an abandoned school and a facility for researching sea turtles. They learned a lot about the background of its foundation, its concept, and the positive effects on local revitalization from the lecture by the director. PYs found that the local community has tried hard to maintain their fishing industry which is really important for them, and the aquarium has had some positive impacts on attracting tourists from both within and outside Kochi Prefecture. On the other hand,

some concerns about the way of exhibition of and the information about the fish were raised, but it was a good opportunity to have a deep discussion about finding an appropriate balance among animal ethics, environmental conservation, and regional revitalization.

<CD-10>

On the second day of the program in Kochi Prefecture, PYs visited the Makino Botanical Garden. In the afternoon, they had discussions with local students. One impressive moment was when PYs discussed the causes and solutions of the issue that young people become disconnected from Kochi Prefecture, which was raised by a local student in their presentation. While many expected causes were mentioned, such as the lack of entertainment compared to urban areas and fewer opportunities for higher education, it was a fresh discovery that the fundamental issue was the lack of an environment in Kochi Prefecture itself that young people find attractive. Having facilities where people from the region, tourists, and people of various ages could gather, might make Kochi Prefecture itself a more attractive place. Therefore, utilizing places like the meeting room attached to Makino Botanical Garden could be effective.

On the third day, PYs went to Yusuhara Town and experienced the architecture of Mr. KUMA Kengo. PYs encountered the phrase “Losing Architecture” for the first time, and they thought it aptly describes his architecture. Indeed, his architecture is absorbed into the natural background, devoid of visual assertiveness. However, one PY felt that the philosophical statements underlying his architecture surpass those of any other building. When PYs can find his architecture beautiful, they should also be able to find living with nature beautiful. This made them feel very close to CD.

On the fifth day, PYs visited Noichi Zoological Park of Kochi Prefecture with local students. One PY personally had doubts about the existence of zoos, so there were some emotionally difficult moments. The students seemed to be having fun, so it was difficult to steer the conversation towards serious topics. However, one question came up within PY’s mind: “Are the animals in the zoo truly happy?” One PY asked the students if they wanted to talk about the zoo, and students expressed their willingness. Having this experience made them realize the importance of being open to discussing even serious topics with the younger generation.

1.3. Summary Forum

Summary Forum is a place to present what PYs have learned through Course Discussion, from online exchange to onboard program, and what they will do after the program by each Course Discussion.

It became a time for PYs to express their gratitude and share their learnings throughout the program. The forum started with the formal greetings in 14 languages, which reflected the diversity of this program, followed by the presentation by each CD.

CD-01 “Gender Equality” reported the possible measures to promote gender equality in the three pillars of politics, decent work, and education based on the initiatives in each country. Actual examples from the Port of Call Activities were collected, and good examples and points to be improved were shared.

CD-02 “Realization of a Cohesive Society” gave a presentation on a society where people can respect each other regardless of their origins or physical characteristics and delivered messages about what actions can be taken as youth.

CD-03 “Quality Education” created a group project

based on the UNESCO case studies and shared the results of discussion on future education.

CD-04 “Youth Empowerment” presented the results of discussion on social issues related to youth, and how the definition of “Youth Empowerment” changed as a team.

CD-05 “Succession of Local Traditions and Histories” reported the significance and challenges of inheritance, and solutions. Original term “Cultureful” was introduced.

CD-06 “Development of Attractive Community” introduced what is needed to create a sustainable and attractive town, as well as the lessons learned through discussions based on the findings from the Port of Call Activities by role-play.

CD-07 “Disaster Prevention Education and Tourism” shared their experience of an evacuation drill and discussions on evacuation routes with students from Kuroshio Town.

CD-08 “Disaster Prevention Measures” presented how to take effective disaster prevention measures while creating a sense of ownership in anticipated disasters, which were based on the evacuation drills and interactions

with elementary, junior high, and high school students in Tosashimizu City.

CD-09 “Environmental Conservation and Tourism” aimed to balance the environment and over tourism, and presented the results of discussion on the importance of tourism protection and the ideal form of tourism which supports the region.

CD-10 “Living Close to Nature” shared the knowledge and perspectives gained through discussions and activities at Port of Call Activities, such as the attitude people should have when interacting with nature and how to bring nature closer to our modern lives.

Between presentations by CD-05 and CD-06, “Special Event” was conducted, starting with a presentation of a banner with the handprints of PYs. After that, a video looking back on the program journey was shown. Memories from just a month ago seemed like a long time ago and made PYs feel the intensity of the time spent with

fellow PYs, as well as the strength of the bonds that had been built.

The forum concluded with PYs singing “We are the World.” The song is one of the highlighted songs of this year’s program as it was sung at music festivals in VA and during departures from Kochi Prefecture. One PY from each delegation got on the stage with a microphone, and everyone sang the chorus with enthusiasm. In the background, a slideshow of “What is SWY for you” collected from PYs was played. Responses such as “Family,” “Once-in-a-lifetime chance,” “Best choice in life,” etc. proved how meaningful the experience of this program was for the PYs. The venue was filled with a sense of unity and the Summary Forum closed with great success. Despite the limited time, PYs were able to demonstrate that the combined knowledge, absorption, and imagination of participants with diverse backgrounds from around the world could be a great strength.

2 Local Visit Program

(1) Kyoto Prefecture

From February 1 to 3, after completing the 4-day onshore program and 4-day onboard program, a 3-day Local Visit Program in Kyoto Prefecture was conducted for all PYs. For the activity, PYs were divided into seven groups:

Maizuru City (Kyoto-1), Fukuchiyama City (Kyoto-2), Ayabe City (Kyoto-3), Miyazu City (Kyoto-4), Kyotango City (Kyoto-5), Ine Town (Kyoto-6), and Yosano Town (Kyoto-7).

Schedule of Local Visit Program in Kyoto Prefecture

Date	Time	Program
Feb. 1 (Thu.)	9:30-10:20 10:30-11:30 11:45 13:15-16:30 17:00	Port Call Ceremony <ul style="list-style-type: none"> • Welcome Movie about seven Cities and Towns • Welcome Speech by Ms. TAKAYA Naoko, Director, Chutan Promotion Administration Office, Kyoto Prefecture • Speech by NL of France • Gift Exchange • Photo Session Group Orientation by each City and Town Lunch Free Time Return to the Ship
Feb. 2 (Fri.)	9:00 AM-PM 17:00	Departure from the Ship Institutional Visit and Activities by Kyoto-1 to 7 Return to the Ship
Feb. 3 (Sat.)	9:00 AM-PM 17:00	Departure from the Ship Institutional Visit and Activities by Kyoto-1 to 7 Return to the Ship Departure for Hyogo Prefecture

Reports from PYs

<Kyoto-1: Maizuru City>

First, at the Maizuru Repatriation Memorial Museum, PYs learned the historical facts of the repatriation by seeing with their own eyes the cruel and tragic conditions of the people who experienced the tragedy, and the efforts made to repatriate the people. Through lectures and discussions with the lecturers, all PYs reaffirmed the richness of energy that a peaceful world possesses, and through dialogue with the mayor of Maizuru City, they shared the importance of the next generation of youth like themselves proactively communicating the importance of peace and a transnational vision for a better future. In addition, through workshops, PYs experienced making Kamaboko (fish cake) and Tempura, both of which are well-known specialties of Maizuru City, providing a valuable opportunity for OPYs to experience Japanese culture.

<Kyoto-2: Fukuchiyama City>

In Fukuchiyama City, PYs visited Fukuchiyama Castle. Fukuchiyama City was developed as the home of AKECHI Mitsuhide. Both JPYs and OPYs deepened their understandings of Japanese history by learning visually through various exhibits about AKECHI Mitsuhide from his levelling of the city to his downfall and the subsequent development. They also visited Fukuchiyama Railway Museum to learn about the history of Fukuchiyama City in the modern era. Fukuchiyama City has developed along with the railroad, and they deepened their understandings of the process of evolution of the railroad and Fukuchiyama City as it has transformed with the times. The new tourist facility, which opened in 2023, is a new sightseeing facility. The purpose of the facility is to help both children and adults understand the development of Fukuchiyama City in an enjoyable way, and to experience a hands-on educational program that is a learning experience for all generations.

<Kyoto-3: Ayabe City>

In Ayabe City, PYs received a lecture on nature conservation and tourism development from a person who operates a guesthouse that takes advantage of the richness of nature. PYs learned how to develop a living environment by making use of disused old houses. PYs also learned how to utilize them as tourist attractions where they can enjoy the countryside in unique ways, such as shoveling snow and taking nature walks, and learned that things and matters that they normally see without thinking about them could be the subject of tourism.

In addition, as a part of the Setsubun experience, Kyoto committee members put on ogre masks and PYs threw beans at the ogres, giving OPYs a chance to experience the Japanese event of Setsubun. During the workshop, PYs also experienced Japanese tea tasting, and for lunch, they enjoyed vegetarian dishes made with foods produced in Ayabe City while taking in the Japanese culture.

During a courtesy call on the mayor, PYs asked a variety of questions, including the problems the city faces in terms of population decline, how to make the most of the city's natural wealth for the tourism industry, and how to increase the number of tourists to Ayabe City by taking advantage of its convenient transportation access from urban areas in Kyoto and Osaka Prefectures. A productive time was had by all, with new ideas and solutions that generating as a result of the broad range of perspectives brought to the discussion.

<Kyoto-4: Miyazu City>

In Miyazu City, PYs received a lecture from the Amanohashidate Ecotourism Guide Federation on environmental protection and ecotourism for the protection of Amanohashidate, deepening their understandings of nature conservation activities in Amanohashidate. For example, fresh shellfish can be obtained near Amanohashidate, but if too many prawns, which are served as food for the shellfish, are harvested, there will be no more food for them. The demand for shellfish is so great that fishermen are willing to take shellfish. Hunting is well controlled with the consent of fishermen so as not to lose the fish that serve as food.

PYs learned the importance of working with local people to conserve the environment. For example, a fisherman owns his own restaurant and tells customers the story behind the fish they just ate. This situation helps them learn about the importance of fish by listening to the story of the shrimp they casually eat. Through these lectures and discussions with the mayor, PYs learned the importance of environmental protection and eco-tourism, as well as how people with different opinions can finally reach a consensus. This way of thinking was especially linked to CD-09 and CD-10's Course Discussion topic on the environment.

<Kyoto-5: Kyotango City>

In Kyotango City, PYs visited the Tango Textile Industrial Association, a trade association that manufactures various types of textiles, especially silk fabrics, and observed the technology of Kyotango crepe manufacturing,

which has been refined for over 1,300 years. PYs deepened their understandings of the manufacturing process of silk, a familiar yet profound fabric, by seeing and experiencing it with their own eyes. After the representatives of PYs expressed their gratitude to the Tango Textile Industrial Association, they went to Kotohikihama, which is registered as a San'in Kaigan UNESCO Global Geopark. PYs learned about the Singing Sands, which exist only under very limited conditions and environments, and understood the approaches to their preservation. The visit was a great opportunity for PYs to learn about the Singing Sands.

<Kyoto-6: Ine Town>

In Ine Town, PYs visited Kaizo-ji Temple to experience a Japanese meditation method “Zen” and deepened their understandings of Japanese culture. At the same time, PYs received a lecture from a Buddhist priest and deepened their understandings of Buddhist spiritual unification and facing their problems. For lunch, PYs enjoyed local cuisine made from fish in Ine Town.

Later, PYs boarded a ferry for a panoramic view of the boathouse town of Ine Town from the sea, and PYs were overwhelmed by the beautiful landscapes and views. They also participated in the boathouse tour and observed the unique architecture of Ine’s boathouses, with the landing

area on the first floor and living quarters on the second floor. In addition, PYs experienced the making of fisherman’s glass float, a local specialty of the Ine area, and deepened their friendships by working together among them. PYs received a lecture on the problems caused by overtourism in Ine Town, deepening their awareness of tourism issues and exchanging opinions on how to solve them.

<Kyoto-7: Yosano Town>

In Yosano Town, PYs toured the Crape Road called “Chirimen Kaido,” a historically important road, and observed a Crape machine. PYs also took a tour of the former BITO Family House, a historical building and one of the most important architectural structures and experienced the architectural techniques of integrating Japanese and Western styles.

PYs also participated in a workshop where they made misanga bracelet and coasters using silk, which is a popular material produced in Yosano Town. PYs used a machine called a “Kumi-himo-dai” to make them and were able to experience the unique way of making them in the town of silk. They also had a discussion on the town’s challenge of attracting tourists. They proposed ideas using examples from home countries of OPYs to convey the charms of the town through PR and exchanged opinions with the local people.



(2) Hyogo Prefecture

From February 6 to 8, a 3-day Local Visit Program in Hyogo Prefecture was conducted for all PYs. For the Activities in Hyogo Prefecture, PYs were divided into seven groups.

The theme of the Port of Call Activity in Awaji Island, Hyogo Prefecture, was “Origin”. Awaji Island is located in the eastern part of the Seto Inland Sea and consists of three

cities: Awaji City, Sumoto City, and Minami Awaji City. This time, PYs were exposed to a variety of origins through experiences unique to Awaji Island, which is where Japan began, and through dialogue with people active in the region. The Port of Call Activity was also initiated with the aim of discovering our own origins and seeking hints for how to live their lives in the future.

Schedule of Local Visit Program in Hyogo Prefecture

Date	Time	Program
Feb. 6 (Tue.)	9:30-10:30 AM-PM After 16:00	Departure from the Ship Institutional Visit and Activities by Hyogo-1 to 7 Return to the Ship
Feb. 7 (Wed.)	9:30-10:30 AM-PM 16:00	Departure from the Ship Institutional Visit and Activities by Hyogo-1 to 7 Return to the Ship

Date	Time	Program
Feb. 8 (Thu.)	9:00 10:30-12:30	Departure from the Ship AWAJI Global Gathering at Awaji Yumebutai International Conference Center event hall <ul style="list-style-type: none"> • Opening Remarks by Mr. YAMANAKA Masayuki, Local Committee • Welcome Speech by Mr. KITA Morihito, Director of Gender and Youth Division, Public Affairs Department, Hyogo Prefecture • Gift Presentation to Hyogo Prefecture by Mr. NAKADA Masakazu, Administrator of SWY • Welcome Speech by Mr. KADO Yasuhiko, Mayor of Awaji City • Speech by YL of Argentina • Photo Session • AWAJI Global Gathering (Workshop) • Closing Speech by Ms. MIYACHI Akane, Local Committee
	13:00-16:00 17:00	Lunch and Free Time at Michi-no-Eki Awaji Return to the Ship Departure for Kochi Prefecture

Reports from PYs

On February 6, PYs arrived in Awaji Island, Hyogo Prefecture, PYs were divided into seven bus groups, each of which carried out their own activities, and on the third day, PYs shared how their activities on Awaji Island changed their values and ways of thinking.

Day 1 was divided into a first half and a second half. The first half of the day was spent at Izanagi Shrine, which is famous for the myth of the birth of the nation.

At first, the priests told PYs about the torii gate and explained about the stone monument. There are two torii gates at Izanagi Shrine, and the outer one is larger than the inner one because it makes the gods seem farther away when visitors enter the grounds. Izanagi Shrine is located in the approximate center of Japan, with major shrines to the east, west, north, and south, such as IzumoTaisha and Ise Jingu Shrine, located on diagonal lines. It is hard to believe that this is a coincidence, and that the Japanese people have known for 2000 years that the earth is round. One of the most impressive facts is that the author of Kimigayo, which is Japanese National Anthem, is unknown and that it is still loved by the Japanese people as their national identity. Especially, JPYs were surprised to learn that the “Kimi” in Kimigayo comes from the feeling of thinking of others, which was a fresh interpretation for them as they had never paid attention to the origin of a nation before.

After a guided tour of the shrine, they participated in a Shinto ritual. Although OPYs did not understand the meaning of the Kagura, they seemed to be moved by it and felt it was fresh. Few JPYs had participated in Shinto rituals before, and it was frustrating that they could not answer questions from OPYs about the meaning of the rituals. PYs realized once again that Japanese people are keen to know the meaning of Shinto rituals and shrines,

which they take for granted and do not often think about, but for those from overseas, they are very special and want to know the meaning. PYs felt that it would be a good idea to obtain prior knowledge in advance about the places PYs were going to, for example through preliminary study. Many OPYs could not participate in Shinto rituals due to religious precepts. Although JPYs were exposed to religion in their daily lives at events such as Hatsumode and Shichi-Go-San, they were not that aware of religion in their daily lives, so it was an opportunity for them to think about religion again. Many PYs had positive comments about the traditions that have been handed down for thousands of years, the way shrines are in harmony with nature, and the hospitality shown by the people who guided around them.

In the second half of the tour, each group went to (1) Parche Kaorinoyakata Kaorinoyu (Aroma Museum), (2) Nojima Fault Preservation Museum (3) Awaji Ningyoza (Puppet Theatre). (1) PYs received a lecture on Japanese history, mainly from the perspective of archaeology. They experienced first-hand the history of Japan by touching fossils such as the Naumann elephant and using tools such as the bellows, a device used to blow air to increase firepower. PYs also learned about the history of incense and other fragrances and were surprised to learn that Awaji Island is a production center of incense sticks. Museum staffs not only introduced the old history, but also engaged in activities to promote the culture of incense sticks. (2) PYs visited a facility that preserves the Nojima Fault, the cause of the Great Hanshin-Awaji Earthquake. The power of the fault was astonishing. PYs learned the importance of daily preparations for a major earthquake which would be likely to happen one day. In the exhibition, PYs also saw photographs of people’s lives after the earthquake, leaning houses and dishes scattered on the ground as a

result of the violent shaking. The exhibition also described how residents helped each other during the earthquake, and the need for communities to be able to cope with disasters. Some PYs who had actually experienced major earthquakes, such as from New Zealand and Türkiye, expressed their awareness of the importance of educational facilities. On the other hand, there was a lack of English explanations, so it is needed for multilingual support in educational facilities. Some PYs recalled their fears of earthquakes in the facilities. There is also a need to check the intentions of visitors to facilities related to disasters and war beforehand as they may cause trauma. For those who have not experienced a disaster, it is difficult to infer the image of the actual disaster and the psychological impact it had on people from the exhibits alone, so it would be good to incorporate testimonies from disaster victims. (3) PYs watched Awaji Ningyo Joruri (Puppet Theatre). Although it was difficult for OPYs to understand exactly what was being performed, they were impressed by how the three persons moved one puppet and expressed the emotion, and how the puppets looked like real people. OPYs learned about traditional culture even if they did not understand Japanese. Additionally, PYs wish that more people, both domestic and overseas, watch Ningyo Joruri.

On the second day, PYs were divided into seven groups.

<Hyogo-1>

PYs visited the Soil Museum SHIDO. PYs expanded their knowledge of clay walls, a traditional building method that has been utilized in Awaji Island for a long time. After listening to the history and performance of mud walls and examples of their use in Japan, they tried to make a large piece of art using soil as a raw material. Four large artworks, each piece as tall as a person, were created. Each piece expressed the current feelings of PYs, such as “Coexistence with the Earth”, “SWY and us” and “Our journey”. It was inspiring to be able to complete one work together. In the second half, PYs faced the challenges that a company operating a museum has and came up with ideas on what could be combined with the soil to create a new type of tourism. From the perspective of architecture, PYs were able to broaden their perspectives to various angles, such as on coexistence with nature and what should be preserved and what should be changed in the course of time.

<Hyogo-2>

PYs visited an apparel complex “ei-to” where they reuse a closed elementary school by renovating it. The facility

not only sells tote bags and art flowers made from recycled materials, but also provides a gallery and a workshop to encourage young designers in Awaji Island to create their own works, with the aim of creating a recycling-oriented society rather than a disposable one. PYs had a silk-screen printing workshop at the facility, where each team was given a silk-screen printing experience. By creating their own designs, they learned to use a piece of clothing for a long time and to enjoy the pleasure of making things. It was impressive that people work to reduce waste. There is also potential for working this area. PYs also deepened their understandings of the history of incense sticks, a local specialty, and the protection of white plovers, which the people of Awaji Island are working on, through the exhibition.

<Hyogo-3>

PYs made Takoyaki (octopus dumplings) and experienced ink-dyeing together with people with disabilities. Through their involvement with people with disabilities, PYs thought about a society in which everyone can live happily. Among some OPYs, especially the Muslims said that this was the first time they had eaten Takoyaki, and it was a joy to see them so moved and happy. In the group discussions, PYs shared their experiences of noticing that they were different from others and discussed how a cohesive society could be achieved. Some of the groups referred not only to their disabilities, but also to the differences they felt from others in their group life on this program. Many groups also referred to the need for education and the response of the adults around them in their childhood in order to realize a cohesive society. Although it is difficult to create a society where everyone can live happily, regardless of whether they have a disability, PYs realized the importance of thinking the way of it and taking action.

<Hyogo-4>

PYs went to Myosho-ji Temple and Onokoro-Ai where PYs experienced indigo dyeing. They felt a strong desire to revitalize the local community. At the temple, PYs learned what the sutras said about the world and the meaning of the instruments used in the sutras. PYs learned that some aspects that they had not paid attention to before were felt special from other PYs’ point of view and reminded that there are people close to them who are making efforts to preserve local and religious traditions.

<Hyogo-5>

PYs listened to a craftsman talk about the history of ceramics and roof tiles. It was surprising to learn that roof tiles made in Awaji Island are widely used in Japan and abroad. PYs heard about the values and way of life of the ceramic artists and thought that it was important to have curiosity and creativity to learn about familiar things, even if the final output does not look like an imitation.

<Hyogo-6>

PYs learned about the happiness created through contact with horses and non-verbal communication. PYs also considered the usefulness and harm of language through non-verbal communication with horses. For PYs, it was the first time they had seen a horse. Seeing their lively expressions and bright eyes as they interacted with the horses on the hill, they realized that there was indeed a richness that could be fostered in communication with horses.

<Hyogo-7>

PYs went to a farming studio to experience and feel the nature in Sumoto City. Farmers explained how they run their farms and promote the agriculture. Then, PYs ate strawberries grown with special fertilizers and had lunch with vegetables from Awaji Island. The locals were very cooperative and kindness.

On the final day, PYs shared what they had learned in their respective group activities at the Awaji Global Gathering.

First, PYs reflected on how their values had changed after two days of the Port of Call Activities and shared them

with other members of the group, with comments from the OPY praising Japan's efforts to connect its traditions and disaster experiences to the next generation, as well as the positive efforts of Awaji City to create a symbiotic society. PYs also expressed the impressions they received in response in one word, which they wrote on sticky notes and handed to other PYs. The messages from each PY were special because they brought new values which they have not realized before. Finally, each PY wrote on a piece of colored paper about the changes before and after coming to Awaji Island and received a message from one PY of the group they had discussed. In the messages, there were also comments back on what had been discussed, which helped PYs to reflect on their learnings in Hyogo Prefecture even after the program was over.

During the 3 day-activity in Awaji Island, PYs were exposed to a variety of Origins and were able to rethink their own values and ways of thinking. Working together with the OPYs, JPYs were touched by their moments of pure emotion and felt again a sense of pride in Japanese culture. In addition, being exposed to the enthusiasm and hospitality of the people of Awaji Island, who are energetically trying to improve their own community, made PYs realize once again that one of the things needed to improve the community is the attractiveness of the people in the community. It is grateful to the local people and all those who coordinated the Port of Call Activities. Each PY will not forget what they experienced and thought about Awaji Island. Lastly, each PY will tell their families and friends about the learning and will come back to Awaji Island again someday.

3 Committee

During the program, PYs plan and conduct various events and activities spontaneously. This aims not only to nurture PY's independence but also to promote mutual understanding and build good relationships among PYs from different cultures or backgrounds by creating activities. In order to conduct activities, PYs should belong to one of the following six committees.

1. All-PY Seminar Committee

This committee takes initiative to organize All-PY Seminar. All-PY Seminar is a seminar which all PYs

join. While most activities are group-based, this All-PY Seminar is the only seminar with all PYs together. There were two All-PY Seminars onboard program. The first seminar is about an icebreaker. This seminar aims to get to know each other because PYs do not have much time for icebreaking sessions or team building activities during the onshore program. The second seminar is about reflection. This seminar aims to reflect what PYs have learned from whole program from online exchange to onboard program. PYs also think about Post Program Activities which are about what they want to do after the program from

learning outcomes of this program. Other than the theme of the seminar, nothing was set in stone, so the committee members had responsibility to decide on the specific content, use of time, and format of the seminar.

2. Discussion Committee

This committee is expected to design Summary Forum. The Summary Forum is a place to present what PYs have learned through CD, from online exchange to onboard program, and what they will do after the program by each CD. In this Summary Forum, the committee members are expected to not only have presentation by CD but also consider and plan a special content that will bring listeners together to participate in.

3. Peer-Learning Seminar Committee

This committee takes initiative in venue allocation, time allocation, and other necessary support for organizers of the PLS. PLS is a seminar organized by PYs. This seminar focuses on sharing and discussing organizers' knowledge and experiences with a relatively small number of participants in the peer learning style. Every PY should be involved in all the slots of the PLS either as an organizer or a participant.

4. Port of Call Activity Committee

This committee has two main roles. First role is to coordinate activity groups in Local Visit Program in Kyoto and Hyogo Prefectures. During Port of Call Activity in Kyoto and Hyogo Prefectures, PYs are divided into seven different groups. In online exchange program, Local Committee members explained each group's activity, and the committee members created groups based on PYs' preferences or interests. Second role is to take initiative of the presentation of the results in Local Practical Program in Kochi Prefecture. During eight-day of Local Practical

Program, each CD visited institutions based on their discussion topics in order to understand the topics deeply and know issues in Kochi Prefecture. In the presentation of results, PYs presented what they had learned from each activity and proposed solutions facing Kochi Prefecture.

5. Press Committee

This committee has two main roles. Firstly, committee members asked PYs, who were in charge of taking initiative of activities based on other committees, to write official reports, and the committee compile these articles. In order to include PYs perspective in the report as much as possible, each committee member was asked to write articles with describing what they have prepared and organized and what the outcomes were. Therefore, ADM asked for the committee's cooperation for writing some of the articles. Secondly, the committee members provide support for announcements of PLS and VA in collaboration with the PLS committee and VA committee. During face-to-face program, some activities happened in different venues at the same time. Thus, in order to know which activities are organized at which venue easily and for PYs to be able to easily plan or participate in events, the committee members support for announcements with using bulletin board on the ship.

6. Voluntary Activity Committee

This committee takes initiative in venue allocation, time allocation, and other necessary support for organizers of VA. VA is held spontaneously from PY's creative ideas. VA may be planned by a group of PYs who have similar interest or individuals. Every PY can freely join VA either as an organizer or a participant. Similar to PLS, several VA can be organized in the same slot, so VA committee has responsibility for venue allocation and time allocation.

3.1. All-PY Seminar Committee

All-PY Seminar Committee has responsible for two seminars - opening and closing where both seminars are 2 hours long. Committee members gathered 5 times online before the onboard program to ensure they were prepared particularly for the opening seminar.

The opening seminar is a time for PYs to connect and get to know each other. In the first meeting, the committee got to know each other and started brainstorming some ideas. The committee wanted to make sure to collect every

PY's perspective even though not all PYs could attend the meeting due to time difference even if they were unable to make the meeting due to time difference, so a questionnaire through Google Forms was created. The committee asked each member to come up with the ideas for any of the activities and asked about appropriate meeting times. Based on this questionnaire, the committee decided the structure and timeline for both seminars to give us a guide on what our agenda was and how long each section was

needed. Then, another questionnaire was created in order to vote for which activities were needed and also which section each PY wanted to lead and contribute to.

Using these results, the committee members were divided into small teams where each group was going to coordinate one section of either opening or closing seminar. The teams are formed with mix of JPYs and OPYs. Each group met together independently to decide details on activities and resources. Once the content of the activities was determined, the committee created a Google Slides where every group could insert the content they need for their section. These slides were then formatted and designed using Canva.

Opening Seminar

Firstly, during onshore program, the committee had their first meeting in which the committee members gathered and introduced each other. Then, they presented the activities done during the online program in accordance with the schedule of the Opening Seminar in small groups. The second day was for deciding the activities that will be presented for the Opening Seminar in detail. During the session, the committee members decided on the materials that they needed and required and double-checked the last version of the presentation for that day with other committee members. After the onshore program, the committee had the previous session before the Opening Seminar. In this session, we did a brainstorming of the Closing Seminar because every preparation was done for the Opening Seminar.

In the Opening Seminar, it started with meditation for everyone to relax before the main activities with calm music. After that, as an ice-breaker activity, PYs played initial game and name tags so that they could get to know each other better. During this activity, PYs could only use gestures and mimics so PYs who were struggling with the language barrier could also engage in the activity without difficulty.

Next the committee applied bingo game, which included some information sheets for them to find PYs matching traits. This activity allowed PYs to get more general information about others.

Then, PYs played a game called “this or that,” which divided the venue into two areas. In this game, PYs chose

their answers from two different options according to their thoughts and preferences. Later, the committee arranged a speed dating, in order to make fellow PYs to connect with more PYs personally. Each session had two minutes to find a PY they had never talked to and had small conversation. In this way, the committee aimed for PYs to start a friendship. So far, we employed activities for PYs to get some general information. Moving to the main activities, the committee wanted everyone to work in groups. Therefore, we formed several groups of ten PYs and required them to play some small games to work with their groups.

At the first game, they needed to come up with three statements among which one should be wrong information about themselves, and the other members needed to find out which one is lie. Moving to the second game, PYs were asked to imagine if there was a zombie apocalypse, what would they do to survive and fight with zombies based on their talents or creativity. For the last one, they were required to come up with a scene from a place, fairy tale, movie etc. Without talking or acting, they had to demonstrate one scene from what they decided on and let others to guess.

In the end of the Opening Seminar, all PYs are required to write a letter for themselves to read it on the Closing Seminar in which they would write their goals and expectations during the program.

Closing Seminar

In the beginning of the Closing Seminar, the committee members organized some icebreaker games such as rock paper scissors and musical chairs, and then started a reflection time for PYs.

In the Opening Seminar, they wrote letters to themselves, to read by the end of this program. During the reflection time, they read these letters and wrote themselves other letters to read in 1 year after this year’s program.

After that, the committee gave PYs some time to create a “Memory Wall” where they post their memories about anything happened during the program in every Port of Call, during onshore program, or onboard program.

Lastly, they gave PYs some time to show their appreciation to their friends in the program, by writing letters to each other. That concluded the Closing Seminar.

3.2. Discussion Committee

The Discussion Committee was primarily responsible for organizing the Summary Forum. It consisted of four teams: the Opening Ceremonies team, the Course Discussion Presentation team, the Special Events team, and the Singing team. From the time of embarkation to the day of the Summary Forum, these four teams put efforts for the success of the Summary Forum.

The Opening Ceremony team was involved in the organization of the Opening Ceremony and put emphasis on making it appropriate for the last formal event that PYs would be organizing. Considering that PYs came from 14 different countries, the members focused on “diversity” as a key theme of the Opening Ceremony. The team also made a point of expressing gratitude for the opportunity to be part of the SWY. With a full understanding of the energy that words can hold, the team composed the remarks.

Since CD presentations were the main elements of the summary forum, the Course Discussion Presentation team was prepared for the logistics of the day. The team especially paid special attention to both making PYs give a presentation about our fulfilled learning and precious experiences and running the event smoothly. They also made multiple announcements and managed the schedule,

working with the Administrative staff members and the Facilitators.

The Special Events team’s theme was to bring together all the activities of the program. The team focused on getting not only committee members but also other PYs involved in the creation of the event as much as possible. The special event had two parts. The first part was to create a piece of art using the ink of Ebru, a traditional art form of Turkish marbling which had been performed at the event organized by the Turkish delegation during the program. The second part was to make a movie by compiling videos and photos collected from PYs.

The Singing team worked to unite PYs with sounds and lyrics that showed the bonds fostered by this project because the singing part was the last part of the event. Although it seemed challenging to choose the song that all PYs from 14 different countries were familiar with, they found the appropriate song that PYs had sung several times during the program. Also, for the guests to be able to understand each PY’s learning and experience, the committee asked for PYs to share the keyword, and made the slideshow. They successfully received messages from all PYs.

3.3. Peer-Learning Seminar Committee

◆Summary

Peer-Learning Seminar (PLS) is a seminar of 60 minutes organized by PYs. There are a total of 4 slots for the PLS.

Every PY is involved in all the slots of the PLS either as an organizer or a participant. Each PY (except organizers) shall decide which PLS he/she would like to join. PLS shall be operated by the Peer-Learning Seminar Committee.

PLS focuses on sharing and discussing organizers’ knowledge and experiences with a relatively small number of participants in the peer learning style, and are designed for the following purposes:

[Organizers]

- To develop presentation skills through telling own ideas and experiences to others
- To develop project management skills through experiencing a series of processes of project design, implementation, and feedback from participants

[Participants]

- To get to know the backgrounds of the organizers

through sharing their knowledge and experiences with others

- To learn effective methodologies of workshops, lectures, and discussions from how the organizers manage and organize their sessions

◆Peer-Learning Seminar Committee

The Peer-Learning Seminar Committee (PLS Committee) is in charge of the entire PLS. This committee discusses how to manage the overall schedule and operation.

The PLS Committee collaborated with the Voluntary Activity (VA) Committee during the preparation. Both committees set the application guidelines, recruited the applicants from all PYs, and confirmed the project’s content, including equipment management and coordination of the location and time of the event. They also discussed beforehand with the organizers if it’s necessary. On each date of PLS, there was a help desk that supported all the

organizers in an emergency. This year, 23 seminars were held in total.

◆ **The planning examples of PLS**

《Topic 1》 “How do we live? How do we die?”

《Goals/Introduction》

The death is always around us. As healthcare workers, death is a constant part of our day-to-day work. Although death is something that happens to everyone, it is often considered taboo to talk about among people in Japan. Therefore, when you realize you are very close to your own death, most of the time, you are not sure how to deal with the fact. But isn't it too late? By thinking about the death in our PLS, organizers would like you to consider how PYs want to live your own life. What kind of life do they want to lead until the end? The purpose of this PLS is to encourage participants to ask questions about “life” and “death” and to reflect on the values and thoughts on their lives.

《Outline》

PYs discussed the common perspectives of death and the current situation in the medical field in Japan. The audience was asked some questions based on the discussion topic and encouraged to do self-reflection. After discussing their opinion in the small groups, they shared their thoughts with the whole group. Once PLS is over, organizers put the discussion poster on a bulletin board so that others can also think about this topic.

These are the following detailed questions asked in PLS.

1. What is your perspective towards “death”? What does it mean to you? End or Start? Why?
2. If you will die in 3 hours, What do you want to do? How do you end your life? Before I die, I want to_____.

《Evaluation》

The theme was a sensitive one, and participants' reactions varied depending on their experience and other factors. However, the fact that the choice of planning was left to the participants was a good thing.

Participants also reflected that the event provided an opportunity for them to think about their own individual lives, values, and thoughts. One PY commented, “In my daily life, I do not have the opportunity to feel death close to me, and although I understand that death comes to everyone, even if it is unpredictable, I have somehow kept my own death at a distance, so the time to face my own death again was very valuable. I was very grateful for the time I had to face my death again.”

《Topic2》 The History of Turkish UCAVs

《Goals/Introduction》

The development of Unmanned Combat Aerial Vehicles (UCAVs) has been a significant milestone in the evolution of modern warfare and defense strategies. In recent years, Türkiye has emerged as a leading nation in the design, development, and operational deployment of these cutting-edge technologies. This PLS delves into the historical progression, technological innovations, and pivotal achievements of Turkish UCAVs, with a particular focus on Baykar's contributions to the field. Through an analytical lens, this study aims to provide a comprehensive understanding of Türkiye's role in advancing unmanned aerial systems (UAS) on a global scale.

《Contents》

The primary objectives of this report are to:

- Chronicle the Development: Outline the historical timeline of Turkish UCAVs, tracing their inception to their current state.
- Highlight Innovations: Detail the technological breakthroughs and innovations introduced by Türkiye in the realm of UCAVs.
- Assess Achievements: Evaluate the impact and achievements of Turkish UCAVs, with a focus on their application in both national defense and international arenas.
- Illuminate on Türkiye's Technological Ambitions: Through the lens of the event and related activities, explore Türkiye's broader ambitions in technology and innovation, as exemplified by its prominence in the TEKNOFEST.

《Outline》

1. Historical Evolution of Turkish UCAVs
 - Early Developments and Conceptualization
 - Milestones in Technological Advancement
 - The Role of Baykar and Other Key Contributors
2. Technological Innovations and Breakthroughs
 - Design and Engineering Innovations
 - Operational Capabilities and Enhancements
 - Integration with National Defense Systems
3. Achievements and Global Impact
 - Contributions to National Security and Defense
 - International Collaborations and Export Successes
 - Recognition in Global Defense Communities
4. The Cultural and Technological Context:
 - TEKNOFEST
 - Overview of TEKNOFEST and Its Objectives
 - The Role of UCAVs in Promoting Türkiye's Technological Image

• Educational and Inspirational Impact on the Youth
《Evaluation》

The evaluation of Turkish UCAVs' history and impact is based on several criteria:

- Technological Prowess: Assessment of the advanced technologies developed and implemented in Turkish UCAVs.
- Operational Efficacy: Analysis of the effectiveness of Turkish UCAVs in various operational scenarios.
- Contribution to National and Global Security: Evaluation of the role of Turkish UCAVs in enhancing Türkiye's defense capabilities and their contribution to global security dynamics.

Turkish UCAVs represent a remarkable synthesis of innovation, technology, and strategic foresight. Baykar, alongside other contributors, has positioned Türkiye at the forefront of UAS development, embodying the nation's ambitions and capabilities in the realm of advanced technologies. The historical evolution, achievements, and technological innovations of Turkish UCAVs underscore

Türkiye's rising prominence in the global defense industry. Furthermore, events like TEKNOFEST play a crucial role in showcasing Türkiye's technological advancements and inspiring the next generation of innovators and thinkers.

◆Comments from PLS committee

Throughout the PLS organized by dedicated PYs, it offered a great platform for all PYs to exchange knowledge and deepen their understandings of different cultures. All the topics were unique and exciting to explore more. For example, in the PLS "Indigenous New Zealand (Māori) Chants and Songs" from the New Zealand delegation, all the participants sang some songs and danced together. By knowing the culture, it brought us closer together, regardless of our country of origin. In another PLS, "Gender sexual diversities and intersectionality" by one PY from Mexico, it was a place where we all felt united by sharing our deepest and true colors together. Overall, PLS symbolized the spirit of this year's program and promoted dialogue and collaboration among global youth.

[List of PLS]

Organizer	Name of PL Seminar	Contents
(Japan)	Studying and Working Abroad	Sharing experiences of studying abroad in South Africa and working abroad in the US
(Japan)	Gender representation in advertising	Learning how people's consciousness of gender is reflected in the media
(Japan)	What is your ideal lodging & travel??	Finding the elements of value that people seek in travel
(Japan) (Mexico)	SWY35 EXPO	Showcasing the diverse culture from some delegations through presentations and booths
(Mexico)	I have a question: what is depression and anxiety?	Identifying and learning about anxiety and depression in everyday life
(Japan)	SWY Yosai Team	Dancing and learning about the history of Yosakoi dance in Kochi Prefecture
(Japan)	Association for Sustainable Food	Collecting and eating Japanese specialties, and thinking about sustainable food
(Mexico)	Visions of Death in Mexico	Discussing the visions of Death that other PYs have in their countries and also giving an introduction to folkloric celebrations in Mexico.
(Türkiye)	Self Defense for Everyone	Teaching what the self-defense is and how to get out of sticky situations
(Japan)	Attractive Japan 47	Showcasing unique and attractive Japanese culture by presentations and booth

Organizer	Name of PL Seminar	Contents
(Argentina)	Education for All: The Public Commitment of Universities in Argentina	Explaining university systems in Argentina and engaging PYs in discussions on different types of university's systems all around the world
(Türkiye)	Islamic Architecture	Making PYs familiar sacred places and improving cross-cultural understanding
(New Zealand)	Indigenous New Zealand (Māori) Chants and Songs	Sharing New Zealand's traditional culture, such as chants and songs, with PYs
(Japan)	Let's learn about religions! -What do religions mean to you & your country?	Acquiring knowledge about the real religious situation in each country and understanding each other's values deeply through in-depth dialogue on religious views
(Japan)	How do we live? How do we die?	Giving PYs the chance to reflect upon their own life and death and encouraging PYs to consider what they value the most in life
(Japan)	Trading Game - Let's think about inequity! -	Understanding of the basic structure of the global economy, with a focus on trade and think about how international cooperation should be and what each of us should do to solve the North-South gap and environmental problems
(Türkiye)	The History of Turkish UCAV's	Introducing Türkiye's world-famous aerial vehicles to PYs who are interested in innovation, technology, and unmanned aerial vehicles
(Japan)	Silent Witnesses	Presenting and having a conversation on the experience and things related to the atomic bomb dropped at Hiroshima Prefecture on August 6, 1945
(Japan)	A seminar on Work-Life Balance	Discussing the balance between work and parenting and sharing PY's worries and concerns about career and parenting
(Japan)	SWY Japanese club	Teaching basic Japanese to help OPYs communicate with Japanese people
(Japan)	Damage of Earthquake and Tips Report about the on-site observation of Tohoku and Ishikawa.	Sharing hints on how to protect our life and live after disaster learned from the great east Japan earthquake and discussing what good disaster support is
(Mexico)	Voices of Tehuacán: on the popular opinion of residents of a Mexican natural reserve	Discussing academic's influence in the popular opinion regarding biological conservation and how we as humans, are responsible for our planet
(Mexico)	Gender-Sexual Diversities and Intersectionality	Discussing and reflecting on gender-sexual diversities and intersectionality

3.4. Port of Call Activity Committee

The purpose of the Port of Call Activity (POC) Committee is to promote a willingness to learn and to rediscover the attractiveness of the region and to raise awareness of issues that Port of Calls have. POC Committee members were divided into three groups, Kyoto group, Hyogo group, and Kochi group, and proceeded their activities.

<Kyoto group>

The purpose of the Kyoto group is to arrange activity groups and make a presentation to deepen their understandings of Kyoto Prefecture so that the POC would be more meaningful. Since all PYs were divided into seven groups during the POC, grouping of PYs to the group had been done before the Face-to-face program. While listening to the wishes of PYs as many as possible, the committee members discussed with each other to determine where each PY would visit, taking the number of people to be accommodated at each Port of Call and including at least one PY from each delegation into consideration.

After the embarkation, the committee had two meetings, including the official program, to ensure that PYs could engage in meaningful activities. Since this was the first time for OPYs and JPYs to meet face-to-face together, the committee members first introduced themselves to start getting to know each other. This created a relationship and atmosphere in which all committee members could feel free to express their ideas and opinions.

As of the committee activity during onboard program, the committee did a presentation about Kyoto Prefecture at the day before the POC was started. The presentation consisted of three parts, which were Origami, Information about the POC, and Quiz.

At the beginning of the presentation, as an icebreaker, the committee showed how to make Kabuto (Japanese warrior's helmet) as a part of the Origami activity. Some of PYs struggled in folding the origami, but PYs helped each other and worked together. That created an opportunity to deepen mutual exchange. The presentation on the POC in Kyoto Prefecture was to introduce a "lesser-known Kyoto" surrounded by sea and forests, rather than "the urban Kyoto" famously known by many people. Additionally, to help PYs not forget what would be introduced during the POC, the committee created a choice-type quiz and presented a game-style presentation in which PYs enjoyed solving the quiz.

Since PYs came from diverse backgrounds, the committee members found an environment where many different opinions were exchanged in the preparation for the presentation. Therefore, it took much time to put them all together in one presentation. They learned how difficult it is to bring everyone's opinions to a consensus while respecting each other's values and differing opinions.

Some PYs struggled with English due to the fact that English was the common language in the program. However, they could prepare the POC respecting each other's sense of value and the different opinions while they were confused sometimes about the cultural difference.

<Hyogo group>

The same as Kyoto group, Hyogo group took an initiative of grouping which PYs were divided into seven groups before the program.

In addition, this group had a responsibility to make a presentation about Awaji Island as a preparation activity at the day before POC in Hyogo Prefecture. In December, the committee members had online meetings and discussed contents of the presentation. Moreover, during the committee meeting and other time of the program, contents were discussed and decided. The contents were a quiz and "Tornado Game", which was an original game made by the committee. Each committee member made and discussed a quiz about Awaji Island. After that, slides of the quiz were made. Also, they decided that PYs would make groups for answering the quiz in the "Tornado Game" while imaging whirlpool of Naruko.

On the presentation day, which is the day before POC in Hyogo Prefecture, PYs made a whirlpool by them moving, and that created an opportunity for PYs to have conversations with other PYs who they had not talked with by engaging in the quiz with a different group from LG and CD. At the end of the presentation, one movie about Awaji Island was shown so that PYs could have more pictures of the POC starting from the following day.

<Kochi Group>

To enhance their understandings of Kochi Prefecture, various activities, such as creating presentations, managing POC preparation, and organizing the "Hello SWY" event, as well as preparing and running the Result of the Program in Kochi Prefecture were conducted.

The Committee played a significant role, particularly

in the “Hello SWY”, which is an event to invite local people to the ship, and the Result of the Program in Kochi Prefecture. Hello SWY was attended by Officials from Kochi Prefecture and City, Local Committee members, local kindergarten children, and students from elementary to high school. The event featured creative initiatives, such as a ship tour and cultural presentations, aiming to entertain the local community. Each delegation had 3-minute presentation and 13 representatives of PYs performed Yosakoi Dance. For all people to understand the contents,

PYs introduced their own cultures by dancing, creating videos and so on during the presentation.

The Result of the Program was held as a platform to present the outcomes of 8-day activities. Each CD delivered an 8-minute presentation on the learnings related to each theme, gained through the program in Kochi Prefecture. The Committee worked tirelessly to express their gratitude to the people in Kochi Prefecture who kept “worthy of the name of SWY” in their mind and prepared and cooperated with the program.

3.5. Press Committee

The Press Committee devised guidelines for the dissemination of information regarding PY-sponsored activities during the onshore and onboard program to ensure smooth and accurate information sharing among PYs.

In the initial stages between the Pre-Program Training for JPYs at the end of August and the start of Online Exchange in November, JPYs in the Press Committee formulated guidelines for information dissemination on online pre-activities to be held before the start of the onboard program.

JPYs began brainstorming details for the onboard program, such as methods of advertising PLS and VA to be held on board, standards for postings on the bulletin board, guidelines for the use of the bulletin board, and information regarding how to check postings by the Press Committee. JPYs also prepared necessary equipments to conduct their press-related activities for the onboard program.

In addition, the Press Committee set up an Instagram account for SWY2024 participants and conducted a countdown event in cooperation with PYs from all delegations to provide the opportunities for PYs to connect with each other online before the onboard program.

Once the onboard program started, the Press Committee

was divided into four teams: Announcements, Postings, Reports, and Instagram. Each group discussed the activity plans and conducted the actual activities. Since the environment onboard was unique with little or no internet connection, through a trial and error, the committee mainly made use of announcements at morning assembly and the bulletin board to communicate rather than using social media.

The Press Committee needed to be flexible and adapt to unexpected circumstances such as limited time available and an unexpected volume of announcements, requiring a revision of the rules midway through the program.

As the program progressed, the report team asked each committee to nominate their members to write a report summarizing the activities carried out. They regularly checked in and offered assistance to ensure that the reports were delivered on time.

Overall, OPYs and JPYs in the Press Committee cooperated very well with each other and were able to proceed in a flexible manner, forming a very effective and positive team experience.

The Instagram team will take the lead in sharing memories after the program to ensure the legacy of this year’s program lives on.

3.6. Voluntary Activity Committee

Voluntary Activity (VA) committee takes an initiative in the venue allocation, time allocation, and other necessary support for organizers of VA.

VA was a selection of events held both in onshore program and onboard program. These events were hosted by PYs for fellow PYs to learn from each other.

There was a massive variety of VA this year, with

the general theme being to learn about the cultures of the world, and to have fun doing it. PYs learned music, art, history, trivia, and much more - even tasting samples of some countries’ favorite foods!

The committee played a pivotal role in shaping the experiences and interactions of PYs. This committee is entrusted with the responsibility of organizing a diverse

array of activities, fostering cultural exchange, and creating an inclusive environment that celebrates the rich tapestry of global diversity.

The primary responsibility of the VA committee is to curate a comprehensive schedule that goes beyond mere entertainment. It aims to facilitate meaningful connections among PYs, providing them with opportunities to learn about different cultures, share their own traditions, and develop a global perspective. The committee became the driving force behind the success of the exchange program, ensuring that PYs not only engage in educational pursuits but also form lasting connections that transcend borders.

Event planning within a multinational exchange program requires a delicate balance of cultural sensitivity, creativity, and logistical acumen. The committee must consider the various backgrounds, interests, and preferences of PYs from different countries. By incorporating a mix of activities, the committee aimed to cater to diverse tastes and create an environment where everyone felt included.

Cultural exchange was at the heart of the committee's mission. Through carefully curated events such as international food festivals, traditional dance performances, language exchange programs, and interactive workshops, PYs enjoyed chances to immerse themselves in the rich diversity of their peers. These experiences not only broadened their cultural horizons but also succeeded in mutual understanding, breaking down stereotypes, and building bridges between nations.

The committee served as a catalyst for collaboration and cooperation among PYs. Team-building exercises, group projects, and collaborative initiatives were incorporated into the program to encourage interaction and forge bonds. These activities not only enhanced PY's interpersonal skills but also contributed to the creation of a supportive community where individuals from different backgrounds can work together towards common goals.

In addition to cultural enrichment, the committee focused on personal and professional development. Workshops and seminars covering topics like leadership, communication skills, and global issues were integrated into the VA. Inviting speakers and experts from various fields adds an educational dimension, this committee could provide PYs with insights that go beyond the traditional classroom setting. This emphasis on holistic development ensured that PYs not only gained academic knowledge but also acquired practical skills that are invaluable in a globalized world.

Flexibility and adaptability were crucial attributes of the VA committee. Recognizing the dynamic nature of

multinational exchange programs, the committee must be prepared to adjust plans based on participants' feedback, unforeseen circumstances, and emerging trends. Regular communication channels, such as feedback sessions and participant surveys, helped the committee stay attuned to the evolving needs and expectations of the diverse group it serves.

The committee also played a vital role in addressing the emotional well-being of PYs. Being away from home and navigating a new cultural environment could be challenging. Therefore, the committee organized activities that promote wellness, mindfulness, and stress relief. Support systems, including counseling services and peer mentorship programs, were established to ensure that PYs have the resources they need to navigate the emotional aspects of their exchange experience.

Creating a sense of belonging was a key focus for the VA committee. Social events, networking opportunities, and informal gatherings were organized to facilitate organic interactions among PYs. By fostering a sense of community, the committee contributed to the creation of a home away from home, where individuals felt supported, valued, and connected to their fellow PYs.

The success of the VA committee relies on the effective communication and collaboration. Regular meetings ensured that everyone is on the same page. Transparent communication channels, such as newsletters, social media groups, and online forums, kept PYs informed about upcoming events and provided a platform for sharing their thoughts and experiences.

In conclusion, the VA committee within a multinational exchange program served as the linchpin that transforms a diverse group of individuals into a close-knit community. Through thoughtful event planning, cultural exchange initiatives, and a focus on personal and professional development, the committee contributed to the creation of an immersive and enriching experience for PYs. By fostering connections, breaking down cultural barriers, and promoting holistic growth, the VA committee played a pivotal role in ensuring that the multinational exchange program becomes a transformative journey that transcends borders and leaves a lasting impact on all involved.

It was the duty of the VA committee to ensure all of these events were properly organized, which consisted of keeping a shared document containing each of VA. The committee also ensured each event had "staff" - which meant there were at least 2 members of the VA committee present at every activity. Since many requests were made during the VA, some activities slipped through the

committee’s checks and were carried out without using the proper channels of communication. Although VA on the official slots ended in the first half of the program, various activities were conducted even after.

Fortunately, there were no major issues at an VA over the course of this trip - and any issues that occurred were resolved before the event was set to start.

A standout event was most definitely the Mexican Night. PYs from Mexican delegation hosted a party for everyone that wanted to attend. They had snacks from their home country, music, their favorite drinks, salsa tasting, Mexican dancing and even a Lucha Libre performance! Everybody had an absolute blast, and the night went down

as unequivocal success!

Another standout event was the Irish “Pub Quiz.” The Irish delegation transformed the onboard space into a local pub, and hosted a large number of PYs. With teams consisting of people from various countries, tables were adorned with various snacks (or “Pub Grub,” as the Irish called it) and we were given the chance to sample classic Irish drinks! Questions covered a lot about Ireland, from its music to its history, and even its “slang.”

These are just two examples of a wide number of VAs. But each and every VA gave PYs the opportunity to broaden their minds, learn about the world around them, and have an absolute blast doing so.

[List of VAs]

Organizer Representative	Name of VA	Contents
(Japan)	Meditation ×art	I had a workshop where we move our bodies while playing music, meditate, and express what we felt with drawing.
(Türkiye)	Turkish Language Club	I taught Turkish language to other participants who is interested in learning Turkish language.
(Japan)	World Drink Journey	This is a hands-on event designed to deepen understanding of each country's food culture through the introduction and tasting of beverages consumed in each country.
(Argentina)	Argentina Food Tour	We introduced various regional foods from Argentina (Cuyo, Pampas, Litoral, Northwestern Argentina, and Patagonia). We aim to showcase our country's unique flavors and invite everyone to explore our cuisine.
(Japan)	SUMO TOURNAMENT on the Ship	I introduced about SUMO (short brief). After that, tournament style games were held, divided into 16 players.
(Argentina)	“¿Qué mirá, bobo?” - The Ultimate Argentine Gestures Game	PYs engaged in a lighthearted quiz, where they guess the meanings behind Argentine gestures, navigating through the amusing landscape of Argentine non-verbal communication.
(Japan)	Japanese drum lesson	We performed Japanese drum with playing “Uminari”. After that, we taught OPYs how to play it.
(Japan)	Music Festival	We performed music with classical instruments, bands, and choirs.
(Türkiye)	Echos of the Past: Turkish Traditional Art Workshop	We demonstrated the essence of our traditional art by holding a workshop on Turkish marbling- art and Turkish Wood-Block Printing art. We provided an opportunity for PYs to experience Turkish art and create their own artwork.
(Japan)	LET'S DANCE	Participating members created and performed a 6-minute dance production consisting of three songs. Before presenting the production, teach the dance to the non-VA members in the audience PY and have them dance the third song together.
(Japan)	Traditional Japanese dance -Soran Bushi-	JPYs performed Soran Bushi. After that, they taught the dance and tried to perform together.

Organizer Representative	Name of VA	Contents
(Argentina)	Argentine Games	We explained how to play different types of Argentine card games.
(Mexico)	Mexican Night	We merged traditional parts of Mexican party and carnival such as a disco/DJ stand, dancing floor, etc.
(Jordan)	Treasure Hunt: Finding The One Piece.	Each delegation made a riddle out of their culture, hidden in separate places on the ship, with a hint paper for each thing and its place, the target is to be one of the top 3 who finishes the treasure hunt first.
(Japan)	Japanese festival	To introduce Japanese tradition, JPYs had performances such as Karate, Ota-gei, and Japanese drum. PYs also could experience Japanese calligraphy and tea ceremony.
(France)	Chandeleur / Crêpe party	We ate crepes for crepe day (chandeleur).
(Argentina)	Spanish Class and “Lunfardo”	We gave a Spanish class with a little twist, teach you Lunfardo, this is a type of slang we talk here in Argentina. Our intentions were that some members of the Mexican delegation can help us to demonstrate that even though we both speak Spanish, we have a way to say things in a different way.
(Ireland)	Irish Pub Quiz	The Irish delegation transformed the onboard space into a local pub. With teams, tables were adorned with various snacks, and we were given the chance to sample classic Irish drinks! Questions covered a lot about Ireland, from its music to its history, and even its ‘slang.
(Türkiye)	Echos of the Past_ Anatolian Rock Night	We played and sang Turkish rock songs, and then performed a folklore dance show and did karaoke with the participants.
(Japan)	Attractive Japan 47	Introduction to regions throughout Japan. Presentations about Japan.
(Jordan)	Traditional Dance	Jordanian Dabke: In which we all taught PYs the Jordanian Dance with a brief explanation and a background and lots of training and joy!

4 Message by the Prime Minister of Japan

I am KISHIDA Fumio, Prime Minister of Japan. I would like to extend a heartfelt welcome to the representatives of the participating countries of the Ship for World Youth program.

The SWY program is designed to bring together young people from diverse backgrounds to enhance their cross-cultural competence and communication skills through discussions and other activities, and to develop young people who can demonstrate leadership and contribute to society in various fields where globalization and diversification are progressing. Many young people have participated in the program to date and have been very active in various fields around the world building on their experiences.

I am sure that while living together for a month in a special environment on the ship, making port of calls in various parts of Japan, experiencing the charms of each

region through exchanges with local youth and cultural experiences, you must have engaged in heated discussions about solutions to actual problems faced by these regions.

I believe that you learned a great deal from spending time with and exchanging opinions with participants who have different histories, cultures, and values. This experience will be an invaluable asset for you as future leaders in your respective countries and regions.

In closing, I express my sincere hope that you will use your experience gained in this program to play an active role as bridges between Japan and your country, as well as between the participating countries.

February 20, 2024

Courtesy Call

At the Office of Prime Minister