

Chapter  
2

# Executive Summary



# Executive Summary

## 1 Outline

As globalization progresses, cooperation, coordination, and negotiation beyond national borders are becoming inevitable in all areas. Next generation leaders who drive forward and provide direction on measures towards globalization are being required in society in the international, local, and other levels.

While inheriting the continuous achievements of the program since the “Ship for World Youth” program, and also responding to above-mentioned demands of the present time, the Next Generation Global Leaders Program 2015 “Ship for World Youth Leaders” was implemented with the purpose of developing youth who can demonstrate leadership in both international and local society to broadly contribute to society.

Therefore, with youth gathering from all over the world with diverse backgrounds to participate in a variety of activities including discussions, cultural exchange, seminars offered by experts, as well as voluntary activities and workshops initiated by Participating Youth, (hereinafter, PYs), this program has set three achievement goals: (1) to increase cross-cultural abilities and communication skills, (2) to improve leadership and management skills, and (3) to broaden PYs’ international perspective, nurture the spirit of international cooperation, and raise awareness to be involved in social contribution activities.

At the same time, the program also aims to deepen friendly relations between Japan and participating countries; to make international contribution through human resources development; and thus, carries a role in a diplomatic sense. Furthermore, the purpose of the program shall be further promoted by PYs creating a network after the program, and future developments can be looked forward.

In order to reach concrete achievement goals, the program is composed of Onshore Training Session, Onboard Training Session, and ports of call activities. In this fiscal year, as a result of being on an international route for the first time in four years, a certain amount of time for longer Onboard Training Session could be secured, which enabled the enrichment of the program.

In Onshore Training Session and Onboard Training Session, not only did youth from different backgrounds deepened their understanding on each other through

communal living, but they also took part in Course Discussion in six thematic groups (Community Development, Disaster Risk Reduction, Education, Environment, Information and Media, Youth Entrepreneurship) with the common theme of “Youth contribution in society.” In addition, experts’ seminars were offered that were in line with the three pillar themes of the program: Cross-Cultural Understanding, Leadership, and Project Management, with the aim of broadening PYs’ international perspectives, deepening understanding on social contribution activities, and developing the ability to plan and organize concrete action plan.

By being able to secure a longer amount of time for Onboard Training Session by reason of traveling on an international route, many activities to nurture PYs’ independence and ownership were employed. Specifically, much time was secured for voluntary activities, where PYs plan and organize diverse activities with their out-of-the-box ideas, such as PY Seminars, National Presentation, Club Activities, and committee activities, for PYs to act as the main body of organization. By incorporating activities where PYs not only participated in the provided official program but also conducted activities with greater ownership, they were enabled to enhance communication skills and gain experiences of demonstrating leadership, to further increase their awareness to be involved in social contribution activities, while also gaining executive ability.

During the ports of call activities, institutional visits took place according to the theme of each Course Discussion, in order to deepen understanding on efforts in different fields, as well as on local culture and history. Further, PYs promoted friendly relations through participating in official ceremonies, and learned diplomatic procedures.

In order to measure the achievements of the program, a questionnaire survey was conducted to all PYs after the completion of the program regarding their participation in the program. The numerical criteria for the questionnaire survey were based on the scale of 1-to-5 (where 1 is the lowest and 5 the highest).

Another survey was conducted to all PYs on their growth in 10 categories of skills as well as on their self-awareness where PYs compared themselves before and after the program in a self-evaluation. The numerical

criteria for the survey were based on the scale of 1-to-6 (where 1 is the lowest and 6 the highest). A survey was also conducted to compare how PYs' outlook on the future changed through the Trainings. The numerical criteria for the survey were based on the scale of 1-to-4 (where 1 is the lowest and 4 the highest).

In addition, for this year's program, IDI (Intercultural Development Inventory) survey was conducted for all Japanese Participating Youth (hereinafter, JPYs). (See Chapter 7, "Evaluation and Suggestions," for the results of questionnaire regarding PYs' evaluation of the program, outlook on the future, and self-awareness evaluation and the details on IDI for JPYs.)

## 2 Key Findings

### Level of Achievements of the Program Goals

#### 1. To enhance the ability to deal with different cultures and communication skills of the PYs

In order to assess the enhancement of ability to deal with different culture and communication skills of the PYs, the IDI (Intercultural Development Inventory) was conducted for the first time this year to all the PYs, and was used as part of the evaluation tool in addition to the questionnaire answered by the PYs. The IDI was developed based on the DMIS (Development Model of Intercultural Sensitivity) theory.

PYs were asked in the questionnaire "Do you think SWY contributes to your self-development?" and 96% of them marked 3 (Effective), 4 (Very effective), or 5 (Remarkably effective) for the item about the ability to respond to different cultures. In particular, 49% of the PYs marked 5 (Remarkably effective) to this question. For the communication aspect, 93% marked 3 or higher. These numbers are much higher than the program results last year (86% and 78% respectively.)

For the IDI, the average Developmental Orientation (DO) score of the JPYs was 89.62 before the program, and it was 92.25 after it. In accordance with the data from previous research on the Japanese undergraduate students studying in the university in the United States of America, this gain is estimated to be equivalent to that of 1.5 years of their study abroad experience. This shows that the program is very effective in short period of time.

The following are some examples of comments from the PYs to the question "What was the biggest learning from this program?" Some JPYs answered; "I learned the importance of being open minded when interacting with people from countries with different cultures and customs," "I learned that we share the feelings about peace, friendship, and the world even we live in different countries and have different beliefs." Some

Overseas Participating Youth (hereinafter, OPYs) answered; "I learned about the mutual understanding among people from different cultures. I realized that we have more common things than differences. The environment of this program forms an ideal world," "I learned that I shouldn't judge group of people by their cultural background but only by their actions," "I learned about communication with less prejudice."

#### 2. To enhance leadership and management skills of the PYs

For the item in the questionnaire "Do you think SWY contributes to your self-development?" 91% of the PYs marked 3 (Effective), 4 (Very effective), or 5 (Remarkably effective) about leadership skills. 79% marked 3 or higher about management skills.

For the leadership skills, the number of seminars by experts was increased this year to help PYs to understand the concept better and to further enhance their leadership skills. The evaluations about the seminars were higher with 86% of the PYs marking 4 (Good) or 5 (Excellent) compared to 78% last year.

Comments from the JPYs included "I could learn about my own leadership style, about self-management and about managing a group" and "Anyone can be a leader and everyone has different leadership style." Comments from the OPYs included "I could acquire skills to work with people from different backgrounds, and learned new concepts for leadership" and "I could reevaluate my life and think about my role as an enthusiastic leader."

#### 3. To widen international perspective, deepen mutual understanding, and cultivate spirit of international collaboration and to enhance willingness to participate in social contribution activities.

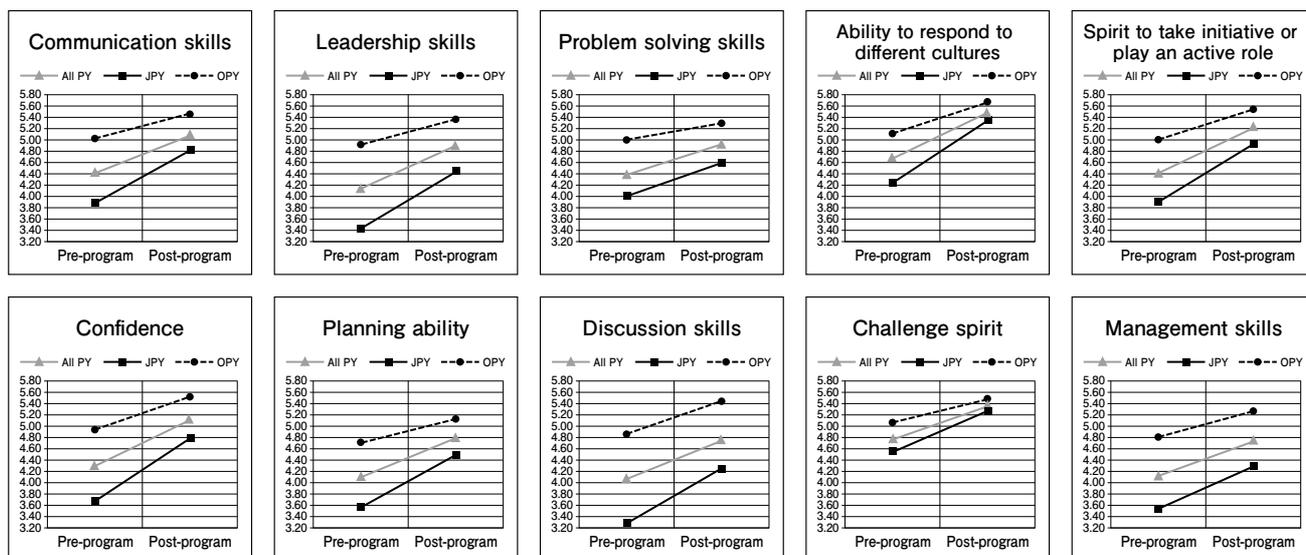
In the questionnaire the PYs were asked "Do you agree that this program contributes to promoting

mutual understanding between you and people from other countries?” More than 96% of the PYs marked 4 (Agree) or 5 (Strongly agree). This outcome indicates that the PYs value this program as the opportunity to deepen mutual understanding beyond national boundaries. As for the question “Do you agree that this program enhance your willingness to participate in social contribution activities?” 91% of them answered 4 (Agree) or 5 (Strongly agree.) It can be noted that 65% of the OPYs marked 5 (Strongly agree) for this item.

In the comparative survey on the thoughts about PYs’ future (reported in later sections), the numbers remarkably increased in the items “I want to engage in an international career or volunteer works” and “I want to contribute to society through my work or volunteer activities,” which also suggests that the willingness to participate in social contribution activities were duly enhanced.

These results show that the three objectives of the program are well achieved.

### Level of Satisfaction about the Program



As for the overall evaluation of the program, 83% of the PYs marked 4 (Good) or 5 (Excellent) whereas OPYs evaluation was remarkably high as 90%. To the Course Discussion, the main pillar of the program, 63% of the PYs marked 4 (Good) and 5 (Excellent), which was much the same figure as the previous year (65%)

The programs that gained the highest score were National Presentation and Club Activity. The PYs marked 4 or 5 reached to 97% and 91%, respectively. It indicates that the programs where PYs could exercise their creativity earn high satisfaction. Club Activities was implemented this year, and it was possible to secure sufficient time for them because of the longer program period. In addition, the questionnaire survey uncovered that PYs participated in the Club Activities with the expectation of cultural exchange, self-empowerment, and development of the international network. These motivations of PYs are considered as factors to contribute to the high satisfaction level.

In the questionnaire, the PYs were asked “Do you agree that your participation in this program has changed your perspectives towards the life and society?” and 88%

of them answered 4 (Agree) or 5 (Strongly agree). The positive impact of the program towards the PYs is well-described by the comments such as “I was able to define my life purpose and direction.” “I learnt a lot of things from this program. This program is a turning point in my life.” “The program enhanced my willingness to contribute to the society.” “It was inspiring and life-changing program.”

### Development of the PYs

#### 1. Improvement of skills

Comparative surveys were conducted for all the PYs on following 10 aspects before and after the program using 6-point scale evaluation; 6: Very skilled, 5: Skilled, 4: Basic, 3: Rather insufficient, 2: Insufficient, 1: Not at all.

Remarkable improvements were observed as average of all the PYs: in “Confidence” 0.9 point gain (4.3→5.1)(hereinafter, round-off to one decimal place); “Ability to respond to different cultures” 0.8 point gain (4.7→5.5); “Leadership skills” 0.8 point gain

(4.1→4.9); “Spirit to take initiative or play an active role” 0.8 point gain (4.4→5.2); “Discussion skills” 0.8 point (4.0→4.8.); “Problem solving skills” shows 0.6 point gain (4.4→4.9) which can also be considered relatively high improvement. The PYs are considered to develop their confidence and ability to respond to different cultures through interactions with their fellow youths with diverse backgrounds.

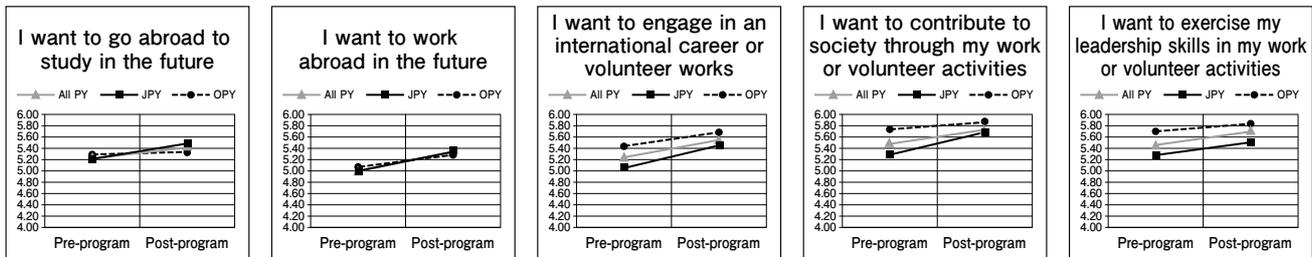
For the JPYs, “Leadership skills” had 1.1 point gain (3.4→4.6) and “Ability to respond to different cultures” 1.1 point gain (4.2→5.4). The improvements for these aspects of JPYs were observed in different activities during the program. The “Confidence” showed 1.1 point gain (3.7→4.8) while “Challenge spirit” had 0.7 point gain. The result suggests that the JPYs cultivated their confidence and willingness to aim at higher targets.

For the OPYs, “Confidence” showed the highest improvement with 0.7 point gain (4.9→5.6).

The OPYs had relatively high average scores at the beginning of the program, and the participation in this program enhanced their confidence even more.

Besides “Confidence,” The “Discussion skills” had 0.5 point gain (4.9→5.4), and “Spirit to take initiative or play an active role” showed 0.6 point gain (5.0→5.6), which indicates PYs’ active participation in the program.

“Ability to respond to different cultures” had 0.5 point gain (5.1→5.6). Since the original score was relatively high, the gain remained less than half of the one acquired by JPY (1.2) for this item, however, the results show that shared living environment with participants of various nationalities helped OPYs as well for their growth.



### 3. Evaluation on self-perception

For the evaluation on self-perception, comparative surveys were conducted on the items shown below using 4-point scale evaluation; 4: I agree, 3: I kind of agree, 2: I kind of disagree, 1: I disagree.

As the average for all the PYs, the item “I have my own unique strengths” showed the largest increase with 0.5 point gain (3.2→3.7), followed by “I am motivated to engage in things even if I am not sure they will turn out okay” with 0.4 point gain (3.1→3.4). Through communal living onboard, PYs are required to engage in common projects shared with fellow PYs from different countries. Such experiences allowed PYs to identify their strength and cultivate their willingness to engage in things with uncertain prospect.

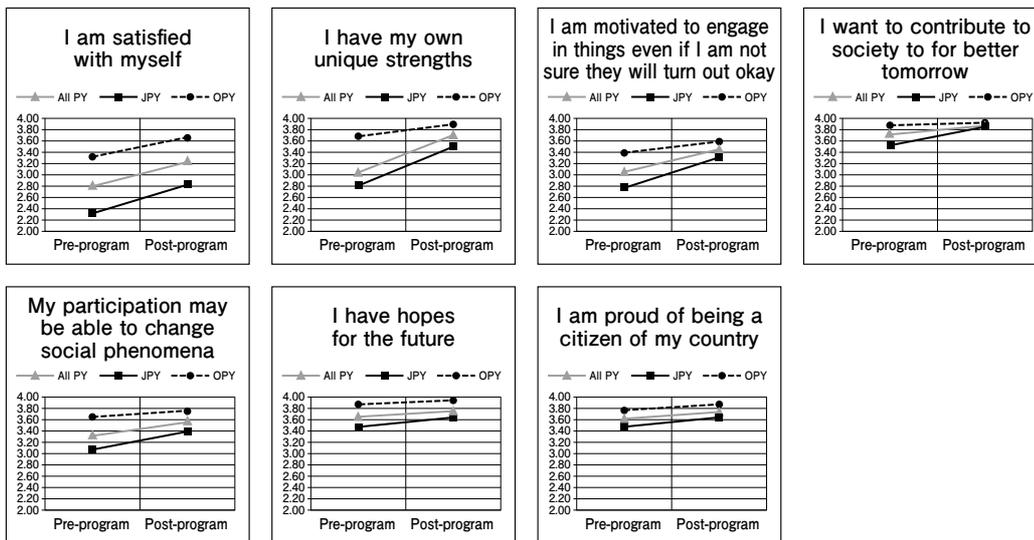
PYs gained stronger confidence about their unique strength by focusing more on the process of activities

rather than putting importance on the success of the results.

For the JPYs, the largest increase was observed in “I have my own unique strengths” with 0.7 point gain (2.8→3.5), followed by “I am motivated to engage in things even if I am not sure they will turn out okay” with 0.5 point gain (2.8→3.3), and “I am satisfied with myself” with 0.5 point gain (2.3→2.8).

As for the OPYs, the largest increase was observed in “I am satisfied with myself” with 0.4 point gain (3.3→3.7), followed by “I am motivated to engage in things even if I am not sure they will turn out okay” with 0.2 point gain (3.4→3.6), and “I have my own unique strengths” with 0.2 point gain (3.7→3.9)

These results show that the PYs not only gained knowledge and experiences in different areas, but also grew in their self-perception through the program.



### Voices from the countries for ports of calls

The program resumed voyage outside of Japan, and all the PYs enjoyed ports of call activities together. The host countries, India and Sri Lanka, regarded the visits very highly, the organizers understand.

In India, Minister for School Education of Tamil Nadu, a part of Chennai where the port of call activities took place, made a visit to the ship.

In Sri Lanka, H.E. President Maithripala Sirisena visited the ship, the second such visit to the ship by President of Sri Lanka after the occasion at the call during the 24th Ship for World Youth program. A lunch reception was held under the auspices of the Honorable Prime Minister Ranil Wickremesinghe and attended by the Minister of Law & Order and Southern Development, Mr. Sagala Ratnayake. There was a courtesy call to the State Minister of National Policies and Economic Affairs, Mr. Niroshan Perera.

### Voices from the participating countries, and increase in the OPYs' sense of affinity to Japan

This program also contributes for the human resource development of the participants from overseas, and is highly regarded not only by the NLs from participating countries, but also by respective governments and different diplomatic establishments abroad. It is strongly increasing the OPYs' sense of affinity to Japan as well.

When asked in the questionnaire "How did your impressions towards Japan change after participating in this program?" 91% of the OPYs answered 4 (Became better) or 5 (Became much better). For the question "How did you benefit from the program?" 76% of the OPYs said "I was able to deepen my understanding towards Japan." These show that the program strongly contributed to increase the OPYs' sense of affinity to Japan.

In addition, the OPYs had homestays during the local program in Japan, and 97% of them said the experience was 4 (Good), or 5 (Excellent) when asked "How did you think about the homestay experience?" Homestays provided very meaningful experiences for the OPYs to understand Japan and it helped very much in increasing the OPYs' sense of affinity to Japan.

OPYs made a presentation and/or submitted written report on the program outcomes to the Japanese Embassy in respective countries and other diplomatic establishments abroad. Many of those establishments reported that they found the program valuable in terms of PYs' learning experience.

For instance, there was a report from Tanzania that some Tanzanian PYs gave a lecture as guest speakers about the outcomes of the program to students of a local university.

### 3 Conclusion

As it is shown in the results of the questionnaire surveys, the three goals of the program targeting the PYs shall be considered fully achieved. The evaluation for the overall program was positive and that shows the program met the expectations of PYs. Moreover, as it received positive feedbacks from the participating countries, and as it helped enhance the OPYs' sense of affinity to Japan, the program can be evaluated as playing important roles in developing international friendship and in Japan's diplomacy. Turning back to the international route enhanced the positive impact of the program towards the concerned countries. In

addition, extended program period enriched the program in various ways, which largely contributed to the development of the PYs' learning. On the other hand, longer period of the program required in-depth communication among PYs and as a result, JPYs' limited English level turned out to be a visible challenge. To enhance the program impact, securing PYs' diversity through the selection process as well as improvement of PYs' English level for the duration of the pre-departure period needs to be undertaken with the utmost energy.