

PEACE BOAT GLOBAL UNIVERSITY 2018

Building Peace Together: Inclusive and Sustainable Societies in Asia



Peace Boat Global University

Peace Boat Global University is a short-term intensive education programme conducted in English. It offers a unique curriculum combining *exposure programmes* (field visits) in ports and workshops and seminars onboard. The programme addresses a range of global issues, including but not limited to peace, human rights and the environment. Peace Boat Global University aims to empower students to use knowledge as a tool, to take into account the voices of those directly affected by various problems, and to become leaders who can build solutions to global problems with empathy and passion.

CHARACTERISTICS OF PEACE BOAT GLOBAL UNIVERSITY

DIVERSITY

Participants come from across the Asia-Pacific. In addition, nearly 1,000 passengers of all ages and nationalities travel with them onboard Peace Boat, making the learning environment uniquely diverse.

EXPOSURE

Global University values students' exposure to different local realities and to voices of local people. Such exposure encourages participants to consider people-centred, context-driven solutions.

ACTION

"Think and Act" is the underlying philosophy of Global University. Throughout the programme, students try out their ideas by organising lectures, discussions, workshop, campaigns, and exhibitions.

GLOBAL ENGLISH

The entire programme is offered in English. At Global University, English is a tool. It is a tool to understand each other, to communicate with each other, and to collaborate with each other.

PARTICIPANTS

17 participants of **6 nationalities**, between 18 and 34 in age, gathered from across Asia.

Haji Abd Murad Amar Syahirah | YasBrunei (Youth Against Slavery) | Brunei Darussalam

Rahimin Abdulah | The Brunei Project | Brunei Darussalam

Shital Salonee | Jawaharlal Nehru University | India

Hoshino Aoi | TUFS | Japan

Imada Mio | TUFS | Japan

Kishimoto Narumi | TUFS | Japan

Masuda Kotone | TUFS | Japan

Mochizuki Kanami | TUFS | Japan

Takai Maki | TUFS | Japan

Ono Sayuri | Japan

Mohamad Fadzeela Binti | MyCARE | Malaysia

Chen Yu-Hao | University of California, Los Angeles | Taiwan

Cheng Min-Shu | Lung Yingtai Cultural Foundation | Taiwan

Chi Tzu-Yin | University of Heidelberg | Taiwan

Ko Anchen | Lung Yingtai Cultural Foundation | Taiwan

Lu Fang-Wen | National Taiwan University | Taiwan

da Costa Correia Eugenia Urania | Universidade Nacional Timor Lorosa'e (UNTL) | Timor Leste



**TUFS = Tokyo University of Foreign Studies*

INSTITUTIONAL PARTNERSHIPS

UNIVERSITY PARTNERSHIPS

- ✓ TOKYO UNIVERSITY OF FOREIGN STUDIES (TUFS) [Japan] offered Peace Boat's Global University as a two-credit course for their programme on conflict resilience.
- ✓ The GLP-GEFIL (Global Education for Innovation and Leadership) Program at THE UNIVERSITY OF TOKYO [Japan] designated Peace Boat's Global University as one of their study abroad programs.

SPONSORSHIP SCHEMES

- ✓ LUNG YINGTAI CULTURAL FOUNDATION [Taiwan] offered five full scholarships for participants from Taiwan. The five scholars were selected from over 100 applicants.
- ✓ THE BRUNEI PROJECT [Brunei Darussalam] offered one full scholarship and one travel scholarship for participants from Brunei Darussalam.
- ✓ GLOBAL PARTNERSHIP FOR THE PREVENTION OF ARMED CONFLICT (GPPAC) offered a partial scholarship to a participant from Timor-Leste.

FACULTY MEMBERS

NAVIGATORS

Three navigators guided the students' learning as resource persons, facilitators, and mentors.

JOHN GEE [SINGAPORE]

Freelance Writer / Founding Member, Transient Workers Count Too [TWC2]

John Gee moved to Singapore from Britain in 1999. He works as a freelance writer. He was a founding member of the migrant workers' rights group, Transient Workers Count Too (TWC2). He currently chairs the research sub-committee. He has edited TWC2's bi-monthly newsletter for over twelve years and, in the past, handled much of TWC2's media and outreach effort.



FAUZIAH MOHD HASAN [MALAYSIA]

Physician, humanitarian activist

Fauziah Mohd Hasan is a consultant obstetrician and gynaecologist at Ampang Puteri Specialist Hospital in Kuala Lumpur, Malaysia. Her involvement with medical humanitarian missions has included missions to Kosovo, the Moluccas Islands, Aceh, Afghanistan, Gaza, Syria, and Bangladesh. She is the advisor of Rose2Rose, an agency established under Humanitarian Care Malaysia (MyCARE).



ISEZAKI KENJI [JAPAN]

Professor, Tokyo University of Foreign Studies / Former Chief of DDR Section, UN Assistance Mission in Sierra Leone [UNAMSIL]

Isezaki Kenji has been asked by various governments and organizations like the United Nations to carry out resolution and peace building projects. He has led disarmament efforts in an armed organization with a membership of 60,000 people, and carried out reconstruction programs in Afghanistan for the Japanese government. His activities have also included conflict resolution in Sierra Leone (West Africa) and other regions.



COORDINATORS

KAWASAKI AKIRA

Executive Committee Member of Peace Boat / International Steering Group Member of International Campaign to Abolish Nuclear Weapons (ICAN)

Born in Japan. He lectures at Keisen University and Rikkyo University in Tokyo, while being an activist advocating for peace and disarmament. In 2009, he served as an NGO Advisor to Co-Chairs of the International Commission on Nuclear Non-Proliferation and Disarmament (ICNND). He writes and speaks widely on nuclear issues both in Japan and abroad.



HATAKEYAMA SUMIKO

International Coordinator, Peace Boat

Born in Japan. Attended the United World College of the Adriatic (UWCAd) in Italy and later the University of Cambridge, at which she received BA (Hons) in Politics, Psychology and Sociology. She is currently a Doctoral Candidate at the University of Pennsylvania in the History and Sociology of Science department. She has been involved in Peace Boat activities since 2008.



LIST OF PARTNERS AND PARTNER ORGANIZATIONS

JAPAN

- ✓ Hachidorisha (<https://hachidorisha.com/>)
- ✓ Fukuoka Nao, Miyazaki Sonoko, Abiko Erika
- ✓ *Hibakusha* (Atomic-Bomb Survivors) who shared their stories: Ogura Keiko, Takamura Hideki, Lee Jong Keun, Kodama Mitsuo

XIAMEN, CHINA

- ✓ Centers for Ocean Sciences Education Excellence (COSEE) China
- ✓ Xiamen University Dongshan Swire Marine Station

SINGAPORE

- ✓ Dignity Kitchen (www.projectdignity.sg)
- ✓ Transient Workers Count Too (TWC2) (<http://twc2.org.sg/>)

PHNOM PENH & SIEM REAP, CAMBODIA

- ✓ Centre For Peace & Conflict Studies (<http://www.centrepeaceconflictstudies.org/>)
- ✓ Preah Sihanouk Raja Buddhist University-Battambang Campus
- ✓ Cambodia Mine Action Center (CMAC) (<http://cmac.gov.kh/>)
- ✓ EXCEED (<http://www.exceed-worldwide.org/>)
- ✓ Hiroshima House (<https://hiroshimahouse.com/>)

GLOBAL

- ✓ Global Partnership for the Prevention of Armed Conflict (GPPAC) (<http://www.gppac.net/>)



ABOUT PEACE BOAT

Peace Boat is a Japan-based international non-governmental and non-profit organization founded in 1983 that works to promote peace, human rights, equal and sustainable development and respect for the environment. Peace Boat seeks to create awareness and action based on effecting positive social and political change in the world. We pursue this through the organization of global educational programmes, responsible travel, cooperative projects and advocacy. These activities are carried out on a partnership basis with other civil society organizations and communities in Japan, Northeast Asia, and around the world. (www.peaceboat.org/english)



PEACE • “NEVER AGAIN”: STANDING UP FOR FUTURE GENERATIONS

How do we ensure that war atrocities are not repeated? In 1945, 140,000 lives were lost in Hiroshima with a single atomic bomb. Those who survived have suffered greatly from both health effects and social discrimination. Out of the total devastation, Hiroshima rebuilt itself as the “City of Peace.” Survivors have courageously chosen to share their stories and work with other war victims, so that such inhumane violence is never again repeated. In Hiroshima, students met with atomic-bomb survivors and local civil society leaders. They then explored more deeply the issues related to peace through a series of onboard seminars.

EXPOSURE PROGRAMME IN HIROSHIMA (31 AUGUST - 1 SEPTEMBER 2018)

WALKING TOUR & PEACE MUSEUM WITH FUKUOKA NAO



The programme in Hiroshima began with a walking tour of the Peace Memorial Park. With the guide of FUKUOKA Nao, a young local activist and a third-generation hibakusha, students were introduced to key sites in the park, such as the Atomic-Bomb Dome and Children’s Peace Monument. Nao also showed the students some lesser-known monuments, including the Atomic Bomb Memorial Mound for Unidentified Remains and the Monument to Korean Victims and Survivors, and emphasised the importance of recognising these sites. Students then visited the Hiroshima Peace Memorial Museum and learned about past and ongoing efforts on nuclear disarmament at various levels.

HIBAKUSHA TESTIMONIES

In the afternoon, a Hiroshima survivor OGURA Keiko shared her story of surviving the bomb. She also talked about the discrimination she experienced as a survivor. Students were then split into three groups. The first group met with LEE Jong Keun, a Korean *hibakusha*, and learned about the implication of the atomic bombing in the larger context of the Japanese occupation of Korea during WWII. The second group visited Hiroshima Electric Railway to see the so-called atomic-bombed trams. The third group heard from KODAMA Mitsuo, who talked about the long-term health effects of radiation. The last group also visited the Radiation Effects Research Foundation (RERF).



WHAT WE CAN DO: EXCHANGE WITH CHANGEMAKERS IN HIROSHIMA



In the evening, students spent time with various changemakers in Hiroshima, each working in their own way to keep the message of peace alive and active. ABIKO Erika started a social book café near Peace Memorial Park with the aim of providing a platform where people can come and exchange opinions about social and political issues. MIYAZAKI Sonoko talked about her job as a national newspaper correspondent and her mission as a journalist to tell the stories of Hiroshima to the wider audience within Japan and beyond. Finally, Nao shared her determination to become a “mediator” between the atomic-bomb survivors and the younger generation.

Student’s Voice

“Before joining Global University, I thought having nuclear weapons was sometimes good for a country because they were good for deterrence. However, after listening to the testimonies by the hibakusha, I am no longer in favour of the possession of nuclear weapons because I think the weapons are just too terrible for any country to have.”

– Chen Yu Hao (Taiwan)

ONBOARD SEMINARS

ROLE PLAY: SHOULD WE OR SHOULD WE NOT PRESERVE THE ATOMIC-BOMB DOME?

As a way to reflect on the programme in Hiroshima, Peace Boat's HATAKEYAMA Sumiko led a role play exercise to debate whether the Atomic-Bomb Dome should be preserved. Students were divided into small groups and each group was assigned to be one of the followings: hibakusha with memories of the atomic bombing, hibakusha without memories, Korean hibakusha, anti-nuclear weapons organisations, Hiroshima city officials and U.S. government officials. Students played their roles well and considered a wide range of factors, including possibility of inducing trauma, implication for peace education, trade-off with economic development, and financial implication.



NUCLEAR WEAPONS: HUMANITARIAN APPROACH TO PROHIBIT AND ELIMINATE NUCLEAR WEAPONS



KAWASAKI Akira gave a lecture, giving an overview of the latest situation surrounding nuclear issues. Akira began by explaining the history of the nuclear age, from the Cold War nuclear arms race to the establishment of the Nuclear Non-Proliferation Treaty (NPT), as well as other treaties aiming for nuclear disarmament. He then talked about the recent focus on the humanitarian impact of nuclear weapons, the process that led to the conclusion of the Treaty on the Prohibition of Nuclear Weapons (TPNW) in 2017. He emphasised the significant role civil society has played in this process and the importance of putting the voices of nuclear victims at the centre.

INTERVENING FOR PEACE: NATIONAL SECURITY, HUMAN SECURITY, AND RESPONSIBILITY TO PROTECT

Through ISEZAKI Kenji's seminar, students learned some of the conceptual tools that have developed over the years in the realm of peace and conflict. Kenji went through key concepts, such as proportionality in war, individual self-defence, collective self-defence, and responsibility to protect (R2P), and explained these terms in relation to the larger frameworks of the UN Charter and international humanitarian law. He drew on the cases of Democratic Republic of Congo, South Sudan and Syria to consider the efficacy and difficulty of R2P. He ended with group work where students discussed cases from their own region to which R2P discourses could potentially be applied.



TEACHING CHILDREN PEACE AND CONFLICT: PEACE STARTS WITH CHILDREN



In onboard seminars, students considered how we can teach peace and conflict to children. In one of the seminars, Kenji talked about the peace education class he did with elementary school pupils. Based on this, students designed an 8-hour peace education programme targeting 12-year old children. Students also had an opportunity to meet with Association Montessori Internationale Certified Teacher FUKATSU Takako, who strongly believes that "peace starts with children." Takako invited students to the room where Peace Boat's onboard Montessori Programme takes place and showed how they help children grow to be intelligent, independent, and peaceful beings.

SUSTAINABILITY • CHANGING COURSE TO SUSTAINABLE DEVELOPMENT

Who are the primary victims of unsustainable development? Chinese cities have experienced rapid economic growth and urbanisation in recent decades. Environmental degradation and pollution have worsened accordingly, also impacting human health. Importantly, these negative effects of unsustainable development tend to affect people disproportionately: the young and poor are often more susceptible. In Xiamen, students explored different ways in which humans and nature are affected by unsustainable development policies. In onboard seminars, students considered the concept of sustainability more widely, from the perspectives of policies and also in relation to conflicts and poverty.

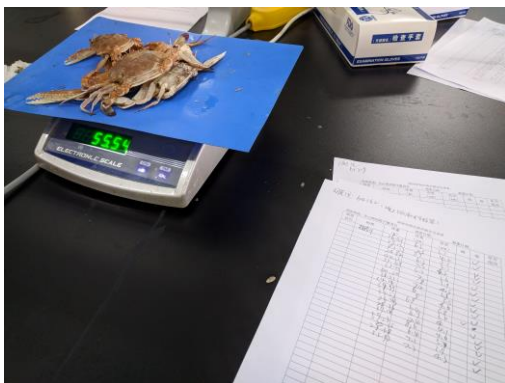
EXPOSURE PROGRAMME IN XIAMEN (6 SEPTEMBER 2018)

AQUACULTURE AS A SOLUTION FOR SUSTAINABILITY? VISIT TO AN ABALONE AQUACULTURE FARM

Students took a three-hour drive from the port of Xiamen to visit the area where several abalone aquaculture farms are located. Fujian province is currently the centre of abalone aquaculture in China, accounting for 80% of the national abalone production. At the farm, students learned about the historical and cultural significance of abalone and the recent importance of abalone aquaculture for Chinese economy as well as for food security. Students walked around the abalone ponds and witnessed the labour-intensive nature of the work. The farm staff also explained to the students the technologies that make the whole enterprise possible.



RESEARCH FOR SUSTAINABILITY: XIAMEN UNIVERSITY DONGSHAN SWIRE MARINE STATION



Students then visited the Dongshan Swire Marine Station of Xiamen University to learn about researchers' engagement with the issue of sustainability. The presentation highlighted the gravity of overfishing and the need for appropriate regulatory measures to solve the problem. Students were shocked to learn that as much as 40% of the total catch is usually what is called "the trash fish". Students later met with graduate students who engage in the laborious work of compiling data about small fish and shellfish, used to devise policies to lessen trash fish. Besides this work, researchers interview fishermen, and talk with local governments and factories to gather necessary data.

WHAT IS SUSTAINABILITY? DISCUSSION & LUNCH

During lunch, students enjoyed many different kinds of local seafood. In the meantime, Emily KING at the Center for Ocean Science Education Excellence (COSEE) China, who accompanied the programme in Xiamen, explained each seafood in detail, talking about how they are produced and where. Later, Emily facilitated the discussion session with the students, reflecting on what they saw and learned. She encouraged students to critically think about the term "sustainability" and the relationship between environmental sustainability and human sustainability, whether they are different or the same. Emily also urged students to take actions for the cause.



ONBOARD SEMINARS

ROLE PLAY: PROGRAMME TO END OVERFISHING



After learning about the situation of overfishing, students came back to the ship and engaged in a role play exercise led by Sumiko and Akira. Students were divided into small groups, each representing the government, a fishing company, local fishermen, urban consumers and journalists. The government came up with an initial proposal on how the country may end overfishing. Following the government presentation was a public hearing, where concerns regarding the proposal were raised by different stakeholders. This process encouraged students to consider different perspectives and also simulate the actual process of policymaking.

EFFECTS OF WAR ON ENVIRONMENT

Moving away from the issue of overfishing, participant from India Salonee SHITAL gave a lecture on environmental devastation wars and conflicts can cause. Salonee discussed several case studies, along with the international legal framework, international treaties and negotiations that surround this particular issue area. The effects on the environment of nuclear weapon testing, chemical and biological weapons, as well as conventional weapons were discussed. Many were surprised to know the extent of environmental damage and agreed that this issue needs to be given more attention.



WHY POVERTY?



In this seminar with a rather provocative title, Kenji tackled the issue of sustainability from the perspective of poverty reduction. He took up the case of Sierra Leone and talked about the “match pump” created by foreign business, private security companies and international aid. Sustained poverty eventually led to revolution and to the civil war. Students also engaged in group work to deepen their understanding of structural causes, trigger causes and prolonging causes. Kenji also talked about post-conflict nation building. What to reconstruct? What are we reintegrating the former soldiers into? Students learned about real and practical questions practitioners face in their work.

Students' Voice

“From exposure programmes to casual encounters with passengers onboard, Peace Boat Global University really provided us with a rare opportunity to learn about the diversity of Asia through first-hand experience as well as accounts from experts. The unique combination of survivor testimonies, on-site visits, and seminars together give us a well-rounded view of the working of peace, conflicts, and reconciliation. Of course, not all the questions can be answered by the end of the programme, but like most of the most impressionable (and meaningful) classes, this program sends off its participants with more questions because we have been stimulated and inspired to think more, in order to do more.”

— Chi Tzu-Yin (Taiwan)

“The programme not only broadened my view of the world, but it also changed me to be better for the world.”

— Rahimin Abdulah (Brunei Darussalam)

INCLUSIVENESS • BUILDING SOCIETY THAT LEAVES NO ONE BEHIND

How do we ensure that everyone—regardless of gender, ethnicity, age, or social status—is cherished as a valuable member of society, whose dignity matters? In Singapore, migrant workers constitute an indispensable labour force. Yet they are often forced to work under poor conditions, with little or no social protection. People who are not “fit” for “normal” labour are often marginalised. In Singapore, students met with migrant workers, people living with disabilities, and elderly people, and those who support them. Onboard seminars allowed students to explore different country cases, as well as regional and international frameworks to deal with the issues of migration and human trafficking.

SINGAPORE EXPOSURE PROGRAMME (11 SEPTEMBER 2018)

“COOK, BAKE & MAKAN” AT DIGNITY KITCHEN

Dignity Kitchen is Singapore’s first hawker training school for disabled and disadvantaged people. Students took part in their “Cook, Bake & Makan” programme and learned from their employees, disabled themselves, how to cook and bake Singapore local dishes (spicy chicken and moon cake). In the presentation founder KOH Seng Choon emphasised how we should not just be thinking of helping the disabled and disadvantaged but also of making simple changes to make societies more accommodating for them. Discussion with Dignity Kitchen staff focused on how business can help achieve societies that leave no one behind.



UP-CLOSE WITH MIGRANT WORKERS: “DAY SCHOOL” WITH TRANSIENT WORKERS COUNT TOO (TWC2)



In the evening, students took part in the Day School organised by Transient Workers Count too (TWC2). Debbie FORDYCE and her colleagues explained the situation of migrant workers in Singapore, who mainly come from Bangladesh, India, China and the Philippines to work in the service and construction industries. Students also had a chance to hear from migrant workers themselves, who shared their own personal experience. Taking a walk around Little India, where most of the workers gather, students witnessed that a lack of open spaces, heavy fines, and constant patrolling, along with hostility faced from local residents, make it very tough for migrants to survive there.

Navigators’ Voice

“With Peace Boat, a disparate group of students came together on the Global University programme to learn about live issues with which most previously had little familiarity - this time, grouped around themes of peace, justice and inclusivity. It was sometimes quite challenging. The students' active interest was inspiring and so was the commitment they showed in finding effective ways to share something of what they learned with the passengers on the ship. I'm sure that they will carry what they learned and experienced with them into their careers and studies in the years to come.” —John Gee, Freelance Writer / Founding Member, Transient Workers Count Too [TWC2]

“Students were exposed to areas and issues which they may not be familiar with as learning occurs through both small and large group interactions that encourage collaborative learning and discovery. This programme raises the participants’ capacity as Global Citizens. The bonds of human compassion and solidarity that unite us across the divides of race and religion, gender and geography. This is absolutely critical for a collective ambition for our world.”

—Fauziah Mohd Hasan, Physician / Humanitarian Activist



ONBOARD SEMINARS

INCLUSIVENESS CASE STUDY: MALAYSIA



Fauziah Mohd HASAN presented the case of Malaysia as a multi-ethnic, multicultural, and multireligious country. She presented many challenges the country faces especially in terms of ethnic relations. She presented different government policies that attempt to deal with the issue and their outcomes. She then introduced the kind of work she has done through her organisation Humanitarian Care Malaysia (MyCARE). With MyCARE, Fauziah is involved in various activities on the ground. She emphasised the importance of building resilience in societies by providing platforms that foster interracial and interreligious harmony.

INCLUSIVENESS CASE STUDY: SINGAPORE

John GEE presented Singapore's government policies and local realities from the perspective of inclusiveness. He discussed the plight of immigrant workers who come from various countries, such as Malaysia, Bangladesh, Indonesia, Philippines, India and Myanmar/Burma. The seminar focused on issues related to migrant workers, especially domestic workers and construction workers. Students asked many questions about how migrant workers are treated. In answering these questions and others, John also talked in detail about the organisation he is affiliated with, Transient Workers Count Too (TWC2), and about other support civil society organisations can provide.



INTERNATIONAL MIGRANTS AND INCLUSIVENESS: REFUGEES, ASYLUM SEEKERS AND MIGRANT WORKERS



John's ensuing seminar broadened the scope to the wider world and discussed the issues of refugees, asylum seekers and migrant workers. Today, there are 68.5 million people displaced worldwide according to the UNHCR. Presenting these figures, John asked students how much choice they think migrants have when they face things like climate change and conflicts. Students were shocked to learn that 57% of refugees come from three countries in conflict, namely Syria, Afghanistan and South Sudan. John then explained the distinctions between immigrants, refugees and migrant workers and considered each group of people.

SPECIAL SESSION

INCLUSIVENESS WORKSHOP: IF THE WORLD WERE A VILLAGE OF 100

Students interacted with the wider onboard community, especially other young participants and volunteer staff, to think about inclusiveness together. In this session, Peace Boat's Sumiko and NAKATA Noriko led a workshop called "If the World Were a Village of 100" to discuss inequalities that exist in the world. In the second half of the session, individuals presented on cases of discrimination, injustice, and inequality that they themselves have witnessed or experienced. Participants discussed a wide range of issues, from racial discrimination, education for disabled children, to LGBT issues.



JUSTICE • REBUILDING TRUST

What does justice look like in a country recovering from an ideology-driven conflict in which 21% of the country's population was lost? In Cambodia, legacies of the genocide and violence abound. Unexploded landmines continue to injure and sometimes even kill innocent people. A lack of sufficient skilled professionals slows down the rebuilding of necessary institutions. In Siem Reap and Phnom Penh, students met with landmine survivors and other victims of the civil war, as well as those who working to rebuild the society. In onboard seminars, students also considered other cases, namely those of the Rohingya, Timor-Leste, and Palestine, from a justice perspective.

ONBOARD SEMINARS

GIRLS NOT BRIDES! (JUSTICE CASE STUDY: ROHINGYA)

In this seminar, Fauziah began by presenting some “true stories” of child marriage. She introduced several girls she has encountered through her work, one of whom became a wife at as young as 13 years-old. Child marriage most often limits one's education opportunities and hampers gender equity. She then contextualised the issue by talking about the human rights deprivation the Rohingya population has been facing. Also linking the issue to eight of the SDGs, Fauziah strongly advocated for the need to end child marriage. She introduced many ways in which people can contribute to the cause, and particularly highlighted the role of education as game changer.



PEACE BUILDING IN TIMOR-LESTE



A participant from Timor-Leste Eugenia Urania DA COSTA CORREIA (Zenny) presented on her own country's situation. Her presentation focused on peacebuilding efforts in Timor-Leste since its independence in 2002 and introduced the active roles civil society organisations have played in this process. Introducing the case of Oecusse, a special region designated as a model for development, she also highlighted some challenges that the country faces, such as the tension between different stakeholders and environmental damage. Her emphasis on the critical role women have played in peacebuilding impressed and inspired many students and led to a discussion on gender.

WHAT IS JUSTICE? THE CASE OF PALESTINE

Fauziah and John jointly led the seminar on Palestine. In the first half, John gave an overview of the issue. He explained some key historical events, presented some figures of where Palestinians live today, and introduced the main debates that need attention. After students grasped the background to the issue, Fauziah then talked about her recent trip to Gaza as a part of the Freedom Flotilla Coalition (FFC) mission. She talked about the dire situation in Gaza, where even basic needs are not met, and the war is harming and killing the most innocent people including children. In the discussion, students asked many questions about what can potentially be done to solve this difficult problem.



EXPOSURE PROGRAMME IN SIEM REAP AND PHNOM PENH (12-18 SEPTEMBER 2018)

UNDERSTANDING THE POL POT REGIME AND ITS LEGACIES

In Siem Reap and Phnom Penh, students visited various sites that speak of the tragic history during the Pol Pot regime. In both places, the so-called Killing Fields too vividly demonstrated to the students the scale of massacre that took place during the Pol Pot regime. In Phnom Penh, students visited the Toul Sleng Genocide Museum. There, one of the survivors of the prison, Chum MEY, shared his story with the students. Chum encouraged students to think of ways to ensure the kind of atrocity he had to experience would not be repeated. At the Cambodia Peace Museum in Battambang, students saw the effort of preserving and telling the history of this dark past so that it is indeed never repeated.



REMOVING LANDMINES: THE WORK OF THE CAMBODIA MINE ACTION CENTER (CMAC)



Twenty years after the civil war, landmines remain buried across the country and continue to pose danger to people. At the Cambodia Landmine Museum, students were shocked to learn how many landmines and unexploded ordnances still exist. Students worked with the Cambodia Mine Action Center (CMAC) to experience first-hand the demining activities that still take place on a daily basis. CMAC staff also took the students to Sna Phae and Koh Keh Villages to see how communities rebuild after the removal of landmines. Particularly in Sna Phae, students interacted with school pupils who can finally go to school that was built after the land was cleared of landmines.

SEEDS OF HOPE: ANGKOR ASSOCIATION FOR THE DISABLED AND EXCEED

Throughout the programme, students encountered many individuals and groups that are working tirelessly to rebuild society. Students visited the Angkor Association for the Disabled (AAD), where landmine victims receive vocational training to become independent. They also visited EXCEED, an organisation that supports people with disabilities living in poverty by providing free Prosthetic and Orthotic (P&O) services. It was inspirational that EXCEED also provides training for young people from all over the world to become experts in P&O. At Preah Sihanouk Raja Buddhist University, students learned about how religious leaders are working on reconciliation.



THE RESPONSIBILITY OF THE INTERNATIONAL SOCIETY: HIROSHIMA HOUSE CAMBODIA AND BEYOND



How should the international society support justice, reconciliation, and rebuilding of a post-conflict country? The presence of international aid groups, government support and private donors was apparent in many places students visited in Cambodia. At Hiroshima House Cambodia, students learned about how people in Hiroshima have helped a small school for orphans in Phnom Penh. The case of Hiroshima House also presented to students the difficulty of balancing foreign aid and local ownership and leadership. On many occasions students also discussed the potential economic and political interests donors may have in the projects they are funding.

ONBOARD CHALLENGE

As part of the solution- and action-oriented approach to achieving inclusive and sustainable societies, students engaged in an “Onboard Challenge.”



In small groups, students identified an issue they wanted to address, discussed concrete goals and targets to be achieved, and came up with actions that they then implemented on the ship. The Onboard Challenge was done in three steps. In Step 1, students came up with the vision of the future they wanted to see in relation to their identified issue. In Step 2, they set goals and targets for 2030 based on their ideas of the changes needed to realise their future vision. Finally, in Step 3, they discussed an action that they can carry out on the ship and implemented it.

All final actions were well-thought and well-implemented. One group worked on the issue of gender, encouraging the audience to think critically about gender roles and gender stereotypes. Another group organised a workshop on discrimination, where the audience learned about many kinds of discrimination we experience on a daily basis through interactive exercises. The group that took up the issue of food waste presented their findings based on interviews conducted with passengers and crew members. Finally, a poster exhibition was put up by a group that worked on migration.



In the feedback session, students reflected on their own learning, discussed the group’s experiences, and gave feedback on each other’s project. Many students found it challenging and yet enjoyable to come up with their own plan of action and implement it. The Onboard Challenge gave students an opportunity to work as a team, coordinate each member’s strengths and weaknesses, and find ways to engage the audience in the cause they want to advocate. Throughout the process, Peace Boat staff and navigators worked as mentors and advised students.

Navigator’s Voice

“Wherever you go, whichever organization you belong to, remember to:

1. exhaustively analyse the causes;
2. critically analyse what others have done to address the causes; and
3. sexily propose yourself.

Live jazzily!”

—Isezaki Kenji, Professor, Tokyo University of Foreign Studies / Former Chief of DDR Section, UN Assistance Mission in Sierra Leone [UNAMSIL]



ASSIGNMENTS & ASSESSMENT

PROGRAMME PREPARATION & ASSIGNMENTS

Before participants met for the programme, three online sessions were conducted to familiarise students both with the programme scheme of Peace Boat’s Global University and with the key concepts of the programme. The sessions were led by Peace Boat staff and Mallika JOSEPH from the Global Partnership for the Prevention of Armed Conflict (GPPAC). Students were also provided with a list of suggested readings to prepare for the programme, as well as a small preparatory assignment.

POST-PROGRAMME ASSIGNMENT



After the programme ended, participants worked on a short essay (maximum 1000 words) based on the lessons they learned throughout the programme.

Essay Prompt

What are the key elements in building peace together in Asia? How would you define inclusive & sustainable societies? In answering these questions, please refer to what you learned through the exposure programmes and onboard seminars/challenge. If possible, please also consider how the SDGs may relate to these questions.

POST-PROGRAMME INITIATIVES

Students have continued to “take actions,” even after the programme has ended. While more spin-off initiatives are yet to come, here are some initial activities students have organised in their own communities.

IN TOKYO...

On 28 November, 2018, IMADA Mio, MASUDA Kotone, and TAKAI Maki, participants from the Tokyo University of Foreign Affairs (TUFS), gave a debriefing session at the Peace Boat Center in Tokyo. The session focused on the exposure programme in Cambodia, talking about the history of Cambodia during the Pol Pot regime, the issue of landmines, and efforts to rebuild societies. It also included a role play workshop, where participants came up with different ideas to raise funds and contribute to peacebuilding in Cambodia. Approximately 20 people attended, and their participation fee will be donated to the Cambodia Mine Action Center (CMAC).



IN TAIWANESE MEDIA



The five students who took part in Peace Boat’s Global University programme with the support of the Lung Yingtai Cultural Foundation each contributed an article to The News Lens upon their return to Taiwan. The News Lens is an online news media that publishes news, analysis, views and deep reporting from Greater China and Southeast Asia. Each of the students’ articles reflects the profound learning they experienced during the programme and demonstrates the value of experiential learning. The articles are published in Chinese and can be accessed online (goo.gl/uYvjyH).





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