

## PEACE BOAT SPECIAL GLOBAL UNIVERSITY PROGRAMME 2015

### Re-Defining Security: Is Common Human Security Possible in Asia?



#### Peace Boat's Global University

Global University is a peace education programme that takes place at sea during Peace Boat's Global Voyages. It offers a unique curriculum that combines exposure programmes (field visits) in ports with workshops and seminars onboard Peace Boat's ship, and addresses a range of global issues that includes peace, human rights and the environment. The Special Global University Programme is a short-term intensive course under the Global University scheme, offered entirely in English and is led by prominent experts (aka "navigators"). It aims to nurture future leaders that can affect change in the world, by equipping them with the knowledge, means and experiences necessary to actively engage in the third sector, such as non-government organizations, international bodies and local activism.

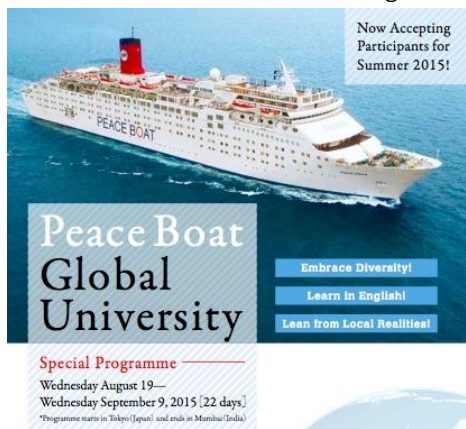
## OVERVIEW

### OVERALL THEME

Re-Defining Security: Is Common Human Security Possible in Asia?

### CONCEPT AND AIMS

The Asia-Pacific region faces a range of pressing issues today. On the one hand, there are international tensions and environmental degradation, which require global solutions and actions. On the other hand, domestic issues, such as internal conflicts and poverty, also prevail. Security today can no longer be understood simply as the absence of armed conflict, but must encompass personal, community, political, environmental, health, food, water and economic security—what the UN has defined as “human security”. The notion of “common security” is equally important—a concept originally proposed as the guiding principle to ease international tensions and eventually overcome the Cold War. In this programme, Peace Boat invited young talented future leaders of the Asia-Pacific to engage in examining how these two concepts on security may be combined, tailored to local contexts, and applied to overcome today’s national, regional and global issues.



### DATES & ITINERARY

Wednesday 19 August to Wednesday 9 September 2015 (22 days)

Participants met in Tokyo (Japan) on Wednesday 19 August. After the exposure programme in Tokyo, they set sail from Yokohama (Japan) on Friday 21 August. On the way the group visited Cebu (The Philippines) and Singapore. The programme ended on Wednesday 9 September in Mumbai (India).



### PROGRAMME OVERVIEW

The programme consisted of **online preparatory sessions**, **onboard seminars** (90 minutes each) and **exposure programmes** (field visits) in Tokyo, Cebu, Singapore and Mumbai. **Guest lectures** were arranged to complement the seminars. Four main topics covered in the programme were: State Security, Human Security and Common Security; State Stability and the Conflict Cycle; Migration, Refugees and Human Security; and Human Security in Rapidly Developing Economies.

To conclude, participants put together the **Action Plan** “Towards Common Human Security in the Asia-Pacific”. Following their return home, they were also asked to complete a post-programme assignment.

### PARTICIPANTS

Fifteen participants from five countries, namely China, India, Japan, Nepal and South Korea. Their age ranged between 18 and 22. (See Appendix 1 for the full list.)

### UNIVERSITY PARTNERSHIPS

**THE UNIVERSITY OF TOKYO** [Japan] designated Peace Boat’s Global University as one of their official 2015 Summer Study Abroad Programmes. Two students took part in the programme with partial scholarships from the university.

Three students from the **TOKYO UNIVERSITY OF FOREIGN STUDIES (TUFS)** [Japan] took part as part of the university’s programme on conflict resilience. The three students received financial subsidies and two university credits for their participation.

**HANSHIN UNIVERSITY** [South Korea] and **CHINA FOREIGN AFFAIRS UNIVERSITY** [China] promoted the programme and encouraged and supported their students’ participation. Four students came from the former and three from the latter.



## CHARACTERISTICS OF THE SPECIAL GLOBAL UNIVERSITY PROGRAMME

### EMBRACE DIVERSITY

Global University's students gathered from **countries across East and South Asia**. By being exposed to the diverse perspectives and opinions of people of different backgrounds, participants learned to consider issues from various viewpoints, before proposing solutions.



### LEARN FROM LOCAL REALITIES

The **exposure programmes** offered students opportunities to learn from communities and explore people-centred, context-driven solutions to local realities. Getting out of the classrooms, students explored practical applications of the theoretical knowledge they gained.

### LEARN IN ENGLISH

The entire programme was offered in English, enabling an effective means to communicate ideas and to learn from others. Students experienced authentic **global communication** by engaging in discussion with participants from a wide range of cultural and linguistic backgrounds.

## NAVIGATORS

Throughout the programme, **navigators** guided the learning experience of the students by acting as resource persons, prompting participants with key questions and facilitating discussions and other interactive sessions.



### PROF. KIM KYUNGMOOK

*Professor of Peace Studies, Chukyo University (Japan)*

Born in Tokyo, raised both in Tokyo and in Seoul. In addition to being a professor, he serves as a board member for both the Japan International Volunteer Center (JVC) and Oxfam Japan. His research interests are in the role of transnational NGO networks. Professor Kim has a PhD from the University of Tokyo (International and Advanced Studies, 2006).



### PROF. YI KIHO

*Professor, King Jeongjo College of Liberal Arts, Hanshin University*

Kiho previously worked as Secretary General of the Korea Peace Forum, focusing on peace and cooperation issues between North and South Korea in the context of Northeast Asian cooperation. He also served as an advisory member of the Presidential Committee of the Northeast Asia Initiative. From 1999 to 2002, Kiho was a visiting scholar at Waseda University in Japan, looking at the local/transnational civil movement and its links to peace in East Asia.



### MS LALITA RAMDAS

*Peace, Human Rights, and anti-nuclear educator and activist*

Lalita has been involved with the women's movement and peace movement in India over many decades. Influenced by liberation theology and the imperative of justice for all, she examines economic, social and ecological issues within a human rights framework. Her belief in non-violent direct action has led her into areas of activism such as the anti-nuclear movement, climate change and clean energy. She was one of the founding members of Greenpeace India, and part of the gender policy group of AAP—a new political party in India.

## UNIT 1 STATE SECURITY, HUMAN SECURITY AND COMMON SECURITY

### UNIT OVERVIEW

This first unit aimed to provide an analytical framework and familiarise students with the main concepts of state security, human security and common security. Students were exposed to practices of human and common security in Asia-Pacific countries and encouraged to question the definition, practicality, and scope of these concepts as tools to tackle common threats such as global warming, poverty and nuclear issues. The level of complementarity between state and human security was explored throughout the unit.

### EXPOSURE PROGRAMME IN TOKYO (20 AUGUST 2015)

Tokyo is known for its unique youth culture and advanced technologies. However, even in this seemingly privileged city, there are people who suffer from poverty. In a day-long programme in Sanya and other areas, students witnessed the hidden aspect of urban life in Tokyo.

### FIELDWORK IN SANYA WITH PROFESSOR TOM GILL

Guided by Professor Tom GILL, Meiji Gakuin University



The Sanya district of eastern Tokyo has a long history of accommodating the single men who form the underclass of Japanese society. In this field work, students first learned how it all began—Sanya as the main venue for public executions. Prof. Gill then took students to some key places in understanding the second phase of Sanya as the centre for day labour, supplying industry with cheap, flexible manpower. Students also heard from a local organization the current issues pressing the area: many men who previously worked as day labourers have aged, and are in need of support. Finally, students visited Tatekawa Park to hear directly from those living in the park as day

labourers.

### LECTURE AND DISCUSSION ON “POVERTY IN WEALTHY JAPAN”

Mr OHNISHI Ren (Chairperson, Moyai Support Centre for Independent Living)

In the evening, Mr Ohnishi helped students contextualise their experience of the field work. He introduced the concepts of absolute and relative poverty, and explained different kinds of homelessness, including the increasing cases of so-called “Internet Café Refugees”. Throughout the presentation, he emphasised the invisibility of certain types of poverty. The discussion that followed reflected students’ different cultural backgrounds, and the various perceptions and expectations they have of government, social security and economic independence.



### REFLECTION AND WORKSHOP

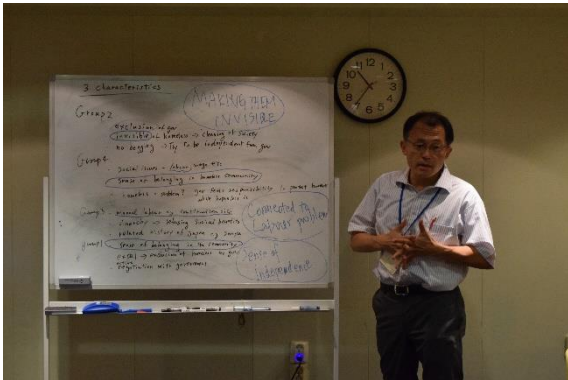


In post-fieldwork discussions, students identified key characteristics of the homelessness issue in Tokyo: including the government’s attempt to make the homeless invisible, connection to labour issues, and the strong sense of independence valued by the homeless. In a role playing workshop that followed, students were assigned different roles in a hypothetical city undergoing a construction boom. Each stakeholder—local government, jobless with home, homeless, company/employers and local residents—identified three problems and their causes, and came up with three solutions.



## ONBOARD SEMINARS

### SESSION 1-1: SECURITY FOR WHOM?



Unit 1 began with a lecture by Mr Kawasaki Akira on common security, human security and state security in the Asian region. He explained the national and regional security implications of the peace clause in Japan’s Constitution, and challenged students to consider whose security current changes to this policy cater to. Akira also talked about the presence of US military bases in Okinawa, Japan. Continuing the idea of security and the question of “whose security?”, Akira also talked about nuclear energy and the Fukushima nuclear disaster of March 2011.

### SESSION 1-2: WHAT ARE WE SECURING?

Prof. Yi Kiho started this session by introducing the impact of World War II on international relations in the Asian region. Kiho explored with the students how the post-war era of nation states created boundaries in people’s minds, with the utilisation of national media and other exercises aiming at building patriotism. Prof. Kim Kyungmook then took the conversation further by asking the students to consider the importance of reinterpretation and retelling of history and think, for instance, of the role of museums. The question of whether a “civic state” or governance led by cities would be possible was raised and discussed.



### SESSION 1-3: SCENARIO WORKSHOP “REFLECTING 70 YEARS, DREAMING 30 YEARS”



To conclude Unit 1, Kiho led two sessions conducting a scenario workshop. Students were split into four groups and brainstormed uncertainty drivers that might lead to change in the future. Students then built on these drivers and worked on future scenarios. Each group came up with 10 news headlines from 2015 to 2045. Some of the headlines students presented alluded to the end of the nation-state system or the United Nations, or to the possibility of interstate wars in the Asian region. Others forecasted the implications of new technologies for agriculture and other sectors.

### YMCA MEMBERS ONBOARD

Coinciding with Peace Boat’s Special Global University, the World Alliance of YMCAs (YMCA World) conducted a 12-day Change Agents Programme onboard. In this programme, 150 young people from 60 countries talked, thought and learned about how to create big change, one community at a time. Their ultimate goal was a global strategy for empowering and motivating young people: how to present themselves as Change Agents, how to engage and positively influence youth, and how to focus YMCA efforts on young people. Global University students also interacted with the YMCA members, such opportunities making them further aware of the rich diversity of the global community.



## UNIT 2 STATE STABILITY AND THE CONFLICT CYCLE

### UNIT OVERVIEW

In the Philippines, while some of the population benefits from economic growth, a great many people cannot escape the poverty trap. Stability also appears fragile, as demonstrated by conflicts such as that in Mindanao. In this unit, the relationship between “stability” and “development” was explored, looking at how social, economic and political grievances can become the root causes of conflict.

### ONBOARD SEMINARS

#### SESSION 2-1: STATE AND NON-STATE ACTORS IN ARMED CONFLICTS



Prof. Mushakoji Kinhide highlighted key theories that underlie any security debates. He introduced the Westphalian system, whose fundamental principle is nation-states being the security guarantors, and how recent conflicts and non-state terrorism pose significant challenges to this system. By doing so, he underlined the contingent nature of peace and security and urged students to think beyond the concept of nation-states for the purpose of preventing armed conflicts and achieving human security. This was followed by heated discussion, where new phenomena such as cyber terrorism were raised.

#### SESSION 2-2: CAUSES OF CONFLICT AND THE CONFLICT CYCLE

Kyungmook opened the seminar by prompting students to discuss the type of society they see as ideal. Students explored what a fair, just or meritocratic society means in practice and what kind of social systems can help achieve such a societal vision. The seminar then focused on the conflict cycle. He talked about different post-conflict models, including the cases of Cambodia, Palestine, Somalia and Rwanda, and discussed humanitarian intervention and the responsibility to protect. Emphasis was placed on the importance of connecting large ideas of development and democratization to post-disaster or post-conflict management, rather than just looking at immediate relief and rehabilitation.



#### SESSION 2-3: PEACEBUILDING AND RESILIENCE FOR ALL AND BY ALL



In the last session under Unit 2, Kyungmook took up the case of North Korean defectors to talk about peacebuilding and potential roles and limitations of stakeholders involved. Using past cases as examples, he highlighted how interstate relationships can influence individuals’ quality of life. The roles media and NGOs can play were also featured in the discussion. He also raised post-migration issues for North Korean defectors, which illuminate whether simply granting refugee status can guarantee happiness or peace.

#### NISHCHHAL KHARAL ON THE 2015 EARTHQUAKE IN NEPAL

As a part of this unit, Nishchhal Kharal, a Nepali student participating in the programme, made a presentation on the Nepali experience of the April 2015 earthquake. He outlined the scale of the disaster and explained relief efforts conducted by different groups. After presenting challenges for the future, he ended by introducing ‘We’ for CHANGE, the organization in which he is actively involved.





## GUEST LECTURE

PROF. MUSHAKOJI KINHIDE AND PROF. HANOCHI SEIKO

*Prof. Mushakoji is the Former Vice-Rector, United Nations University*

*Prof. Hanochi is Professor of International Relations, Chubu University*

The seminar featured Human Security and Sustainable Development. Prof. Mushakoji talked about human security and in doing so encouraged students to think beyond nation-states and explore notions of ecological regions or bioregions. Prof. Hanochi then introduced the Sustainable Development Goals (SDGs) and initiatives on Education for Sustainable Development (ESD). Together, this session allowed students to connect theories and practice, including how the concepts of human security and sustainable development can be taught in schools thereby fostering public awareness.



## EXPOSURE PROGRAMME IN CEBU (26 & 27 AUGUST 2015)

In 2013, Typhoon Yolanda (Haiyan) hit the Philippines and caused severe damage to the Cebu area. Students visited Cambuhawi, the northern part of the Cebu Island, and heard from local officers and members of the NGO Options, which continues to support the victims.

### VISIT TO THE DAANBANTAYAN MUNICIPALITY



Students greeted the Mayor of Daanbantayan and learned how a local government's initiatives can have real impact. Local Disaster Risk Reduction Officer Mr Rizal Bimatiro explained about Typhoon Yolanda, its effects, and the evacuation process. He then talked about post-typhoon legal and procedural modifications both at the national and local level. Disaster prevention and preparation are of particular focus and local residents now take part in regular drills, as well as being trained with disaster management kits. Students were impressed to learn that there were no casualty in Daanbantayan during Typhoon Ruby in 2014.

### FIELD WORK IN SITO CAMBUHAWI WITH NGO OPTIONS

With the guidance of Edward Vargas from the NGO Options, students' experience was focused around three main activities. Firstly, they learned about what Options does, through Edward's talk as well as through actually staying in shelters made for people affected by Yolanda. The houses were constructed by the survivors themselves, and students heard directly from these people their pride in these houses, and the pros and cons of their current living situation. Students then interacted with the residents of Barangay Talisay, Sito Cambuhawi. There, students heard directly from Yolanda survivors about the difficulties and the psychological trauma they went through after the typhoon. They talked in detail about what government, international and local NGOs and other support groups could and could not do, which exposed students to the realities of the post-disaster capacity of various entities involved. Finally, some students experienced fishermen's activities, such as clearing the coast, painting boats and fishing, while others explored the village and interacted with children and other villagers. The interaction certainly added human aspects to their understanding of disaster.



## UNIT 3 MIGRATION, REFUGEES AND HUMAN SECURITY

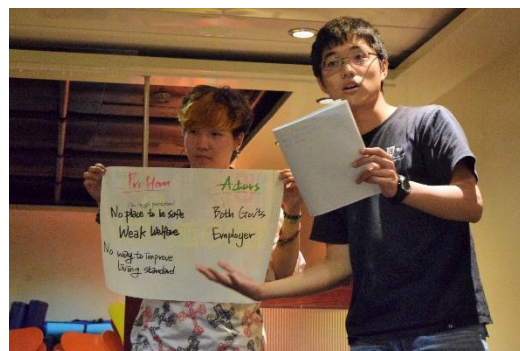
### UNIT OVERVIEW

Singapore is receiving new migrants from countries such as Bangladesh, China and the Philippines. With such a trend, housing and language policies, employment practices, integration schemes, national identity and race relations are all being re-examined. How can Singapore preserve its national identity while continuing to incorporate new migrants in a spirit of multiculturalism? How to navigate the balance between global mobility, social cohesion and security will be an important question that challenges the entire region.

### ONBOARD SEMINARS

#### SESSION 3-1 EMBRACING MULTIETHNICITY AND DIVERSITY

In this session, Kyungmook introduced various case materials to foster intercultural understanding. Students first used the cases to discuss complex but prevalent issues, such as racial identities, and then developed their own cases for similar education purposes. Students divided into two groups and each came up with a scenario involving identity conflicts and clash of perspectives. Lastly, they engaged in a case of a migrant worker in Singapore, to prepare for the exposure programme.



#### SESSION 3-2: MISSING BOUNDARIES? MIGRATION FOR FILIPINOS



*Lecture by Carmelita G. Nuqui, Executive Director of DAWN (Development Action for Women Network)*

Ms Nuqui talked in detail about the migration of Filipinos to overseas countries: push and pull factors, destinations, and problems migrants face. Ms Nuqui also gave students a broader picture, such as the fact that migrants' remittance accounts for 10% to the total GDP of the Philippines. Students thus discussed with Ms Nuqui the role of both sending and receiving countries' governments. Students learned that migrant issues need to be viewed holistically and that inter-state cooperation is a must.

#### SESSION 3-3: CHANGE TIDES

Ms Lalita Ramdas worked with the students to think about social movements. She first introduced three major resistance movements in India. Students then presented some movements that they can recall or in which they have participated. Each student reflected on their own country's past and identified relevant social movements. Discussions elucidated the prevalence of people standing up to voice their opinions, and how such brave actions have often had real impact. Students discussed the motivations behind these social movements, potential consequences, and challenges faced.





## GUEST LECTURE

MS HOSOKAWA KAYOKO

*Chairperson, NPO "Wings of Courage" Inclusion 2015  
Honorary President, Special Olympics Nippon*

Also the wife of former Japanese Prime Minister Hosokawa Morihiro, Ms Hosokawa's belief in the Special Olympics—the world's largest sports organization for children and adults with intellectual disabilities—is very strong. Over the past 20 years, she has been travelling across Japan to promote the Special Olympics, as a way to facilitate a more appropriate public understanding of disability, and recognition of each individual's hard work. The discussion that followed focused on social inclusion and embracement of diversity.



## EXPOSURE PROGRAMME IN SINGAPORE (31 AUGUST 2015)

Students took part in the Day School organised by Transient Workers Count Too (TWC2), an organization supporting migrant workers in Singapore. It included a tour of the area where many foreign workers gather and an introduction to their food programme for destitute migrant workers. There was then a symposium on migration issues held in conjunction with the Lee Kuan Yew School of Public Policy (National University of Singapore).

### UP CLOSE WITH MIGRANT WORKERS

“Day School” with Transient Workers Count Too (TWC2)

Students took part in the Day School organised by Transient Workers Count too (TWC2). Ms Christine Pelly and Ms Debbie Fordyce explained the situation of migrant workers in Singapore, who come mainly from Bangladesh, India, China and the Philippines to work in the service and construction industries. Taking a walk around Little India where most of the workers gather, students witnessed that a lack of open spaces, heavy fines, constant patrolling along with the hostility that they faced from local residents, make it very tough for migrants to survive there. Students were able to compare and contrast these issues with those faced by day labourers in Tokyo.



### GLOBAL MOBILISATION AND SOCIAL COHESION

Symposium hosted by Lee Kuan Yew School of Public Policy



In the evening, Peace Boat and the Lee Kuan Yew School of Public Policy (LKYSPP) co-organised a symposium on the LKYSPP's premises. Kyungmook and Lalita from Peace Boat's Global University were joined by Debbie Fordyce and John Gee of TWC 2, and the four of them discussed migration issues from their own perspectives, taking the discussion from national, regional and global levels. Mr LEE Kwang Boon, Vice President of the UN Association of Singapore, also joined the symposium. Concluding the symposium, Akira emphasised how social cohesion has become an important concept to focus on the dignity and quality of life for migrants.

## UNIT 4 HUMAN SECURITY IN RAPIDLY DEVELOPING ECONOMIES

### UNIT OVERVIEW

Both domestically and internationally, there is a rush to leverage India's booming economy and to facilitate further economic growth. Yet, it has become clear that economic growth does not guarantee sustainable development, leaving a large segment of the population in poverty. Human security offers a framework to incorporate human rights, health, food, the environment, social justice and other important dimensions as indicators of development.

### ONBOARD SEMINARS

#### 4-1: SECURITY AND SUSTAINABILITY—CLIMATE CHANGE FROM HUMAN SECURITY PERSPECTIVE



Lalita Ramdas began by introducing students to two academic articles, one talking about climate change and war and the other linking climate, culture and women's rights. The students then did a role-playing exercise, divided into three groups. Group A represented people fleeing from a country sinking as a result of global warming; Group B represented a country unwilling to accept Group A; and the third group represented an international jury tasked with giving judgment on the matter. Debates and discussions that followed demonstrated the difficulty of reconciling different perspectives.

#### 4-2: SECURITY AND SUSTAINABILITY—A NUCLEAR PERSPECTIVE

This session took up nuclear issues to think about the link between security and sustainability. Specifically, the challenges nuclear power poses to sustainable development were raised. As a part of this session, Prerna Gupta, Global University student from India, talked about her interest and involvement in the nuclear debate, and how she sees the issues elucidating the link between national security and human security. Lalita and Akira then commented on nuclearization in Japan and India and the myths of clean, green and cheap power associated with nuclear power. This led to a discussion on various energy options.



#### 4-3: REINTRODUCING THE HUMAN SECURITY DEBATE IN SOUTH ASIA



In this final session, Lalita asked the students to reflect upon and answer several questions related to the terms "common" and "human" security. Should the definition of national security be different for you and your relationship with common and human security? Most students felt that national security and human security seem to be at conflict, and sacrifice of individual's interests is required to maintain national security. Lalita concluded the session by saying that the state works by conditioning people to think in a certain way, and that questioning such a framework is the first step towards the journey towards human or common security. The important role of education was also highlighted



## GUEST LECTURE

### MS ELA GHANDI

*Peace Activist / Former Member of the South African Parliament / Granddaughter of Mahatma Gandhi*

Ms Ela Gandhi shared with the students the South African experience of colonialism. She explained the colonial history, the resistance movement, and also Nelson Mandela's achievement of nuclear disarmament based on the commitment to non-violence. Students learned how ideas can become powerful tools to facilitate political actions. In addition, a session featuring comprehensive discussion between Ms Gandhi, Prof. Mushakoji and Lalita was held on the theme of human security. The outcome document of this discussion has been published and disseminated as "[Peaceful Waters for Our Future](#)".



## EXPOSURE PROGRAMME (8 & 9 SEPTEMBER 2015)

Participants disembarked at Mumbai on September 8 and spent a day and a half exploring what security means for a large segment of Mumbai's population, including access to water, security of housing, communal tensions, class identity and caste discrimination. The programme was hosted by URBZ—a platform for experimental action-research on urban development. URBZ is engaged in communities in various parts of the world, where it facilitates the production and exchange of information, knowledge, ideas and practices towards grassroots involvement and ground-up development.

### VISIT TO SOME OF MUMBAI'S INFORMAL NEIGHBORHOODS

*Discussion with Bhau KORDE, life-long social activist and prominent figure in Dharavi*



Participants visited three neighborhoods to explore concepts of mobility, capacity building, community empowerment and participatory development. They learned about the 1991-1992 riots between Hindus and Muslims and how they affected the different communities in Dharavi, an informal neighbourhood with a multi-religious, multi-ethnic, diverse population. Mr Khorde described how he organized inter-communal discussions to put an end to the religious and ethnic tensions that were plaguing Dharavi. Today, this communal harmony initiative based on dialogue, understanding and trust continues to play an important role in mitigating tensions when they erupt and in maintaining peace among Dharavi's communities.

### CASTE, IDENTITY AND EQUALITY

*Visit of B.D.D. Chawls*

The B.D.D. Chawls are part of a group of colonies built in the 1920s to accommodate mill workers. Modelled on army barracks with small flats along a corridor with common basic facilities, they represent a colonial vision of working class needs. Today, different communities live in the chawls, including many Buddhist-Dalit (once socially designated as 'untouchable', according to the Indian caste-based ideology). Participants visited one of the chawls, met residents and had exchange with their families.

*Discussion with Mr Vijay WAGH, a local resident and lawyer fighting against caste discrimination*

Although formally abolished by the constitution, the caste system still persists in India and continues to perpetuate social stigma and discrimination. Participants discussed caste issues with Mr Wagh, and learned how many Dalit are followers of Dr B. R. Ambedkar, the visionary behind the constitution of free democratic India. Like him, many converted to Buddhism as a way to free themselves from their caste identity and aspire to social progress.

## UNIT 5 ACTION PLAN “TOWARDS COMMON HUMAN SECURITY IN THE ASIA-PACIFIC”

### UNIT OVERVIEW

The ship creates a neutral space that facilitates free dialogue and creative thinking. Throughout the programme, five sessions were organised where students split into two groups, social and environment, and discussed action plans towards common human security in the Asia-Pacific. The groups deepened their thoughts through a series of team discussions and interim presentations. They reflected on what they learned in the countries visited together and the discussions held onboard, and translated their thoughts, findings and ideas into action plans. The social group took up the issue of migrant workers. Mainly based on their experience in Singapore, students elaborated three sets of policy recommendations on labour unions, employment contracts and education reform. The environment group focused on disaster risk reduction, particularly on three aspects: resilience of houses, evacuation systems and cooperation with local communities. The final outcome was presented to the other passengers onboard in a public session.



### PRE- AND POST-PROGRAMME ASSIGNMENT & ASSESSMENT

#### PROGRAMME PREPARATION

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 the key concepts. The sessions were led by Peace Boat staff and Ms Jenny Aulin from the Global Partnership for the Prevention of Armed Conflict (GPPAC). Students were also provided with the list of suggested readings to prepare for the programme.

#### POST-PROGRAMME ASSIGNMENT

After the programme ended, participants were asked to submit a short essay (minimum of 1000 words), based on the lessons they have learned throughout the programme.

Essay Title: Critical analysis and evaluation of the programme outcome Action Plan “Toward Common Human Security in the Asia-Pacific”

### MEDIA

Upon returning to their home country, two students wrote about their experience and their piece was published in local news media.

#### “피스보트(Peace Boat)로부터의 통신”

OhMyNews | 11 September 2015

<http://goo.gl/yuNGRF>

(Written by Kanghoon Yi, participant from South Korea)

#### “One common goal: Peace and Prosperity

The Peace Boat Special Global University Programme changed my perspective”

The Kathmandu Post | 28 September 2015

<http://goo.gl/7aecvw>

(Written by Nishchhal Kharal, participant from Nepal)





## NAVIGATOR'S VOICES

*'Participants visit multiple field and learn and compare related agenda. They also meet various passengers who are from different generations and cultures. I believe this is one of the best ways to experience today's globalizing world. Throughout the programme, coordinators and navigators intensively facilitated the discussions and workshops at all times. I could say that I had never experienced this kind of unique pedagogical experience nor any comparably rich educational environment.'*

—Kim Kyungmook, Professor at Chukyo University (Japan)

*'As a navigator, my greatest delight was to see how they responded to being challenged to deal with slightly unorthodox pedagogic approaches beyond set piece textbook lectures. They demonstrated their ability and willingness to move beyond nationalist responses into thoughtful and humane individual and team solutions – be it on migration, poverty, or climate change. Delightful in every way – and kudos to Peace Boat for this initiative.'*

—Lalita Ramdas, Peace, Human Rights, and anti-nuclear educator and activist (India)



*'In this Special Global University Programme, there were ambitious youths, who are very much curious about the global future for which they are willing to take accountability. It was quite impressive to learn how the collective imagination by multi-national youths could design various futures with bravery and creativity, for a secure world for all. I believe that they could make some bridges among themselves with sharing visions for future and cementing friendships among themselves'*

—Yi Kiho, Professor at Hanshin University (South Korea)

## PARTICIPANTS' VOICES

*'This programme made me realize that my contribution matters the most in society. Peace Boat Special Global University Programme is an amazing platform for young people to build a network, experience a multicultural environment and most importantly, understand life from different perspectives'*

—Nishchhal Kharal (Nepal)

*'We saw the actual places and learned how different it is between the real world and the textbook which we daily read in school. I got a lot of motivation now to act directly to change the world.'*

—Kanghoon Yi (South Korea)



*'The Peace Boat Special Global University Programme gave me the chance to consider human security as a personal issue. There are those who suffer human insecurity around the world, and we, as global citizens, have the responsibility to tackle the problems.'*

—Ikarashi Seira (Japan)



*'The ship at large itself which included YMCA members, travellers and staff from all over the world created a unique international community floating on international waters, that was able to reflect on world history from various perspectives.'*

—Prerna Gupta (India)

## COORDINATORS

### DIRECTOR

Mr KAWASAKI Akira

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

Born in Japan. Lectures at Keisen University and Rikkyo University, while being an activist advocating for peace and disarmament. In 2009-2010, 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.

### COORDINATOR

Mr TAKEUCHI Norikazu

*International Coordinator, Peace Boat*

Born in Japan. He studied international development and international relations and politics, earning a BA from the University of East Anglia and an MA from University of London (SOAS). His interest lies in understanding how society is transformed by both hard and soft power and also critically analysing the role of intellectuals.

### PLANNING SUPPORT

Ms Jasna BASTIC, Ms HATAKEYAMA Sumiko, and Ms Celine NAHORY

## LIST OF PARTNER ORGANIZATIONS

### JAPAN

Professor Tom Gill, Meiji Gakuin University  
[East Japan Buraku Liberation Research Institute](#)  
[Sanyukai](#)

Sanya Welfare Center for Day-Laborers' Association  
[Moyai Support Centre for Independent Living](#)

### CEBU

[OPTIONS](#)

### SINGAPORE

[Transient Workers Count Too \(TWC2\)](#)  
[Lee Kuan Yew School of Public Policy](#), National University of Singapore

### INDIA

[URBZ](#)

### GLOBAL

[Global Partnership for the Prevention of Armed Conflict \(GPPAC\)](#)

## 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](http://www.peaceboat.org/english))





APPENDICES

APPENDIX 1 LIST OF PARTICIPANTS

Perna GUPTA	(Delhi University, India)
HORIBUCHI Gai	(Tokyo University of Foreign Studies, Japan)
IKARASHI Seira	(University of Tokyo, Japan)
Nischhal KHARAL	(Centre for Social Change/Tribhuvan University, Nepal)
KIM Gu Jin	(Hanshin University, South Korea)
KIM Ah Hyeon	(Hanshin University, South Korea)
KWON Se Eun	(Hanshin University, South Korea)
LEE Hasun	(Hanshin University, South Korea)
Weishan LIU	(China Foreign Affairs University, China)
OHASHI Hayato	(Tokyo University of Foreign Studies, Japan)
TONOMURA Saori	(Tokyo University of Foreign Studies, Japan)
Tian WANG	(China Foreign Affairs University, China)
YANAI Yuya	(University of Tokyo, Japan)
YI Kanghoon	(South Korea)
Yuqi ZHANG	(China Foreign Affairs University, China)

APPENDIX 2 TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
			19-Aug-15	20-Aug-15	21-Aug-15	22-Aug-15	23-Aug-15	
Morning 1				Exposure Programme (Tokyo)	Transfer to Yokohama and Embark the Ocean Dream	9:45-11:15 GU Orientation @Seminar Room	9:45-11:15 Unit 1-2 @Seminar Room	
Morning 2			Participants to Meet in Takadanobaba, Tokyo		11:15-12:15 Emergency drill@			
Afternoon			Orientation @Japan Grace		13:00 Departure@Yokohama	13:30-15:00 Tokyo Exposure Reflection @Seminar Room	13:30-15:00 Unit 1-3 A @Seminar Room	
Evening					14:30-15:45 Orientation to Life Onboard@7F BW	17:30-19:00 Unit 1-1 @Seminar Room	17:30-19:00 Public presentation 1 Preparation	
Night					20:15 Celebrate Departure Night! @9F Lido	20:00-20:40 Welcome Party@BW	20:30-21:30 YMCA International Chat@SL	
	24-Aug-15	25-Aug-15	26-Aug-15	27-Aug-15	28-Aug-15	29-Aug-15	30-Aug-15	
Morning 1	9:45-11:15 Unit 1-3 B @Seminar Room	9:45-11:15 Cebu Exposure Briefing @Seminar Room		Exposure Programme (Cebu)	9:45-11:15 Unit 2-2 @Seminar Room	11:45-12:45 Kim@BW	9:45-11:00 Unit 3-1 @Seminar Room	
Morning 2	11:45-12:45 Public Presentation1 What is Special	13:30-15:00 Unit 2-1 @Seminar Room	Exposure Programme (Cebu)				14:00-15:15 Hanochi x Mushakoji@BW	13:30-15:00 Singapore Exposure Briefing
Afternoon	15:00-16:00 GU x SGU @7F rear	16:00-17:15 Kawasaki x Yi x Kim x Hanochi Panel			17:00-18:30 Cebu Exposure Reflection	16:00-18:00 YMCA@8F Agora/An	16:00-16:30 Nishchal @Seminar room	17:30-19:00 Public Session 2 Preparation
Evening	18:00-19:00 Port Orientation@BW	17:30-19:00 Introduction to Unit 5 @Seminar Room				19:15-20:15 Yi Kiho SK students @SL	17:30-19:00 Unit 2-3 @Seminar Room	18:30-19:45 Chubu Uni on SDGs@SL
Night	20:00-21:00 Guest Lecture 1 Mushakoji x Hanochi	20:30-22:00 Peace Planet@SL				20:30-22:00 Unit 5-1 (Team Meeting) @Seminar Room		
	31-Aug-15	1-Sep-15		2-Sep-15	3-Sep-15	4-Sep-15	5-Sep-15	6-Sep-15
Morning 1		9:45-11:15 Singapore Exposure Reflection	9:45-11:15 Unit 3-3 @Seminar Room	9:45-11:15 Unit 4-1 @Seminar Room	9:45-11:15 Unit 4-2 @Seminar Room	9:45-11:15 Unit 5-5 (Final Meeting)	9:45-11:15 Unit 4-3 @Seminar Room	
Morning 2	Exposure Programme (Singapore)			13:30-14:30 Guest Lecture 3 Ela Gandhi	13:30-15:00 Unit 5-3 (Interim Reporting)	13:30-15:00 Public Presentation 2 Preparation		
Afternoon		13:30-15:00 Unit 5-2 (Team Meeting) @Seminar Room	13:30-14:30 Guest Lecture 2 Kayoko Hosokawa			16:00-17:15 Lalita x Kawasaki x Prerna@BW	14:00-15:15 Kawasaki@BW	
Evening		17:30-18:30 Unit 3-2 @Seminar Room	15:45-17:15 Kawasaki@BW		17:30-19:00 Unit 5-4 (Team Meeting) @Seminar Room	18:30-19:30 Ela Gandhi, Lalita, Musha @Seminar Room	17:00-18:00 Mumbai Exposure Briefing@Seminar	
Night								
		7-Sep-15	8-Sep-15	9-Sep-15	10-Sep-15	11-Sep-15	12-Sep-15	13-Sep-15
Morning 1	9:45-10:45 Mumbai Exposure Briefing@Seminar	Exposure Programme (Mumbai)	Exposure Programme (Mumbai)					
Morning 2								
Afternoon	13:30-14:30 Public Presentation 2 "Youth Action Plan"@SL							
Evening	18:30-19:30 Peaceful Waters@BW							
Night								



Peace Boat 2015

TEXT: Prerna GUPTA, HATAKEYAMA Sumiko, Celine NAHORY

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