

Finding Solutions to Human Security Challenges



Peace Boat's Global University

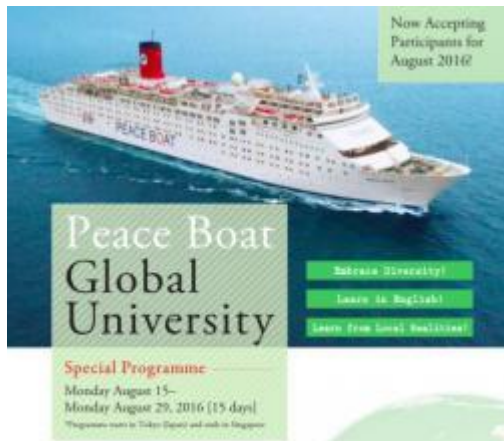
Global University is a peace education programme which takes place during Peace Boat's Global Voyages. In the two- to three-week long intensive programmes offered in English, Global University combines "exposure" programmes (field visits) in ports and seminars onboard to address a range of global issues, such as peace, human rights, and the environment. In the exposure programmes, students witness first-hand what the consequences of global issues are for the people, countries and communities. Onboard, students engage in various workshops and role plays to deepen their learning and exchange opinions. Students also discuss concrete action plans to affect change in the region and the world. Nurturing future leaders is what Global University aims for; by equipping them with the knowledge, means and experience to actively engage in the third sector such as non-government organizations, international bodies and local activism.

OVERVIEW

OVERALL THEME

Finding Solutions to Human Security Challenges

CONCEPT AND AIMS



The security challenges confronting Asia today go beyond the traditional dimensions of national security and are more diverse than the region has ever known before. In recent years alone, there have been many examples of such human security challenges, including natural disasters, pandemics, and migration. These issues, together with others such as climate change, financial crises, and nuclear issues, are increasingly being treated as pressing concerns with serious security implications. Globalisation and technological progress only amplify their effects. Elimination of all risks is impossible. However, there are many measures and practices that can prevent or reduce the extent or severity of such conflicts, instabilities, and disasters. By focusing on uncovering the

mechanisms that cause threats to become more volatile and more intense, to escalate faster and to be more contagious, this programme will facilitate solution-oriented dialogues—solutions that are people-based, multilateral, and multi-sectoral.

DATES & ITINERARY

Monday 15 August to Monday 29 August 2016 (15 days)

Participants met in Tokyo (Japan) on Monday 15 August. After the two-day exposure programme in Tokyo, they set sail from Yokohama (Japan) on Thursday 18 August. On the way the group visited Keelung in Taiwan. The programme ended on Monday 29 August in Singapore.



PROGRAMME OVERVIEW

The programme consisted of **online preparatory sessions**, **onboard seminars** (90 minutes each) and **exposure programmes** (field visits) in Tokyo, Keelung, and Singapore. **Navigators** facilitated the onboard seminars. Additionally, **Guest lectures** were arranged to complement the seminars.

The curriculum consisted of two parts: Defining Human Security Challenges and Actualities of Human Security Challenges. In the second part, specific cases, namely disaster risks, pandemics, and refugee issues, were taken up. Students also engaged in an **Onboard Challenge**, where they discussed potential ways to make the ship environment more welcoming of diversity, and presented their own action plans. Following their return home, they completed an essay summarising their learning outcomes.

PARTICIPANTS

Twelve participants from five countries, namely China, Japan, South Korea, Sri Lanka, and Thailand. Their age ranged between 19 and 28. (See Appendix 1 for the full list.)

UNIVERSITY PARTNERSHIPS

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

Similarly, **KYUNGHEE UNIVERSITY** [South Korea] had five students participate in the Global University programme as credit course for its liberal arts program (Humanitas College). This was done through a partnership established with the abovementioned Tokyo University of Foreign Studies.

CHARACTERISTICS OF PEACE BOAT'S GLOBAL UNIVERSITY

EMBRACE DIVERSITY

Global University's students gathered from **countries across East, Southeast, 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

Exposure programmes offered students opportunities to learn from communities and explore people-centred, context-driven solutions to local realities. Getting out of the classroom, 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, Waseda 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).

MR OSHIDARI KENRO

Former United Nations World Food Programme (WFP) Regional Director for Asia

Worked at the UN for over 30 years, and was involved in various humanitarian assistance and development efforts. At the WFP, he led many large-scale emergency relief works in Bosnia, Kosovo, Cambodia and Sudan. From 2009 to 2014, Kenro was the WFP Regional Director for Asia and was responsible for aid projects in fourteen Asian countries.



Guest navigators included:

MS KONDO MAKIKO

Councilor of Development Education Association and Resource Center (DEAR), Japan.

PROF. LYNDA-ANN BLANCHARD

Honorary Associate / Lecturer and Postgraduate Research Coordinator at the Centre for Peace and Conflict Studies, University of Sydney and at the Centre for Human Rights Education, Curtin University, Australia.

ONBOARD SEMINARS PART I: DEFINING HUMAN SECURITY CHALLENGES

DECONSTRUCTING HUMAN SECURITY CHALLENGES

Any political or social process that brings about security benefits may come at the expense of some others' security. How do we balance progress and equality, economic growth and democracy? Students engaged in thinking about conditions that constitute human security and human insecurity.

HUMAN INSECURITY PICTURES



Prior to coming onboard, students were asked to find one picture that they think exemplify human insecurity in their respective country. As such, the first onboard seminar began with each student presenting their own choice. Students chose topics such as air pollution in China, the campaign to abolish nuclear weapons, and poverty among young people, among others. Starting from these pictures, students and navigators discussed what “risks” and “benefits” are assessed in societies and how alternative options may become visible and feasible. There was a particularly live discussion on nuclear energy.

HUMAN SECURITY THROUGH FOOD SECURITY, FOOD SECURITY THROUGH HUMAN SECURITY

With Kenro's facilitation, students examined the concepts of “hunger” and “food security.” Students learned that hunger is both lack of food and lack of access to food. As for food security, students were presented with some statistics which suggest that more people died from hunger than from disease, and discussed how the food problem is related to human rights issues. Kenro also emphasised the importance of seeing food security issues as embedded and interrelated to other issues, such as access to clean water, education, and agriculture. Finally, Kenro explained the main tasks of the WFP: to supply food and lobby governments.



STUDENT PRESENTATIONS

Students presented issues from their own country/region that they consider important in thinking about human security:



Unemployment and Poverty among the Young Generation in South Korea

Two students from Korea presented on the unemployment issue currently prevalent among the young generation. Starting with the rapidly worsening unemployment rate, the presentation exposed how people get trapped into a vicious cycle of (un)education, low-paid jobs, inability to envision having a family and isolation from society. Discussion focused on identifying the structural forces behind and possible solutions.

Patani: Armed Conflict in Southern Thailand

A student from Thailand presented on the armed conflict in Patani, in Southern Thailand. The presentation provided an overview of the conflict and its root causes. Students then discussed how the conflict can be seen as a human security issue, paying particular attention to the use of violence, legal aspects, as well as other social problems that became prevalent in the course of the conflict.

LEARNING FROM THE PAST, CONNECTING TO THE PRESENT, AND IMAGINING THE FUTURE

Connecting past, present, and future is essential. Having explored some current issues, students were asked to imagine the future they want, while also examining cases in history that are profoundly linked to the idea of human security.

FUTURE SCENARIO WORKSHOP



Kyungmook led a scenario workshop to explore different possibilities for the future. Students were split into small groups and decided a topic/theme they wanted to focus on. They then discussed best and worst scenarios for the time period between 2020 and 2050. Scenarios touched upon cyber security and democracy, climate change and international cooperation, and global order sustained by a multi-polar system. Examples for the worst case scenarios foresaw outbreaks of wars and refugee crises, while the best case scenarios depicted cooperation between states and among peoples beyond borders.

GUEST SESSION WITH ISHIKAWA KIYOSHI ON “THE WORLD WE LIVE IN: JAPAN, ASIA, AND BEYOND”

In this session, Mr Ishikawa Kiyoshi reflected on his own experiences of working with developing countries. He shared with the students how he came to be involved in the issues of poverty and development. In particular, he told students what he learned through living in a slum in the Philippines. He advised the students not to go to the communities with preconceptions on what it means to be “wealthy,” “poor,” or “happy,” but to try to engage in conversations with local people to find out what these terms mean to them. Widening social gaps within a country and between countries was something discussed by students in the conversation that followed.



A Global University Family: Culture of Peaceful Dialogues

The unique environment that the ship creates—what we call a *floating village*—allows for a nurturing of strong bonds among students, between students, and navigators/staff that are unlike any other educational programme. Many students who have participated in the Global University programme reflect on their experience and say, “I now have a new family.” Navigators contribute much to this atmosphere. This year, in addition to having **Oshidari Kenro** and **Kim Kyungmook** as the navigators, two guest navigators, **Kondo Makiko** (Development Education Association & Resource Center) and **Lynda-Ann Blanchard** (University of Sydney), joined many parts of the programme. Both Makiko and Lynda have extensive experience in facilitating discussions and dialogues, and thus contributed much to creating an environment where students feel safe to exchange their honest opinions. Students learned experientially what it means to listen to people with different views, what it means to engage in constructive dialogue, and how to build peace starting at the personal level.



PEACE AND HUMAN SECURITY: A STRUCTURAL PERSPECTIVE

This set of sessions was designed to discuss the structures of peace and (in)security, and the concrete steps one can take to break away from the cycle.

STRUCTURAL VIOLENCE AND PEACE

Lynda introduced key concepts and theories in peace and conflict studies, in particular the concepts of peace and structural violence, to let students think critically about the connection between peace and human security. Students also engaged in a small-group discussion about the relationship between conflict and violence, the root causes of both, and potential solutions to them, such as microfinance. She emphasised that there is no one-fit-all solution to violence and/or conflict and that one has to nurture ways to identify root causes for each case.



GUEST SESSION WITH FUKATSU TAKAKO ON “PEACE STARTS WITH CHILDREN”



A guest lecture was given by Ms Fukatsu Takako, Association Montessori Internationale Certified Teacher. For many years, Ms Fukatsu has worked with children, and she believes that “peace starts with children.” Ms Fukatsu introduced three ideas that underlie the concept of independence, which is key to Montessori education: physical independence, psychological independence, and intellectual independence. Montessori teachers aid children in nurturing these three types of independence. She told students: “You never know what colour a tulip is until it blooms. It is the same with children. So we assist so that they can develop their potential in full.”

GUEST SESSION WITH ATOMIC-BOMB SURVIVORS ON “ADVOCATING FOR PEACE”

Hiroshima Survivor Morikawa Takaaki shared with the students his experience of the atomic-bombing. His family members were killed in the Hiroshima bombing that took place on 6 August 1945. In this session, Mr Morikawa explained to the students the different kinds of suffering he has gone through since the a-bombing: short-term and long-term, as well as psychological and physical. He ended his story by emphasising his wish to see a world without nuclear weapons. This direct testimony left a strong impression on all the students, leading them to think deeply about how they can attend to personal stories while addressing international and global issues.



EXPOSURE PROGRAMMES

TOKYO (16-17 AUGUST 2016)

MAKING INVISIBLE VISIBLE: POVERTY IN METROPOLITAN TOKYO

Tokyo is known for its unique popular culture and advanced technologies. However, even in this seemingly privileged city, there are people who suffer from poverty and discrimination. In the two-day programme, students learned to look at the otherwise invisible, hidden aspects of urban life in Tokyo.

CONSTRUCTING POVERTY AND DISCRIMINATION: PAST AND PRESENT

Sanya Fieldwork with Professor Tom Gill of 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. 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 heard from activists working on protecting the rights of homeless people.

POVERTY IN WEALTHY JAPAN

Shinjuku Night Patrol with Mr Ohnishi Ren (Chairperson, Moyai Support Centre for Independent Living)

In the evening, Mr Ohnishi helped students contextualise their experience of the field work earlier in the day. He introduced the concepts of absolute and relative poverty, and explained that relative poverty in Japan is increasing in the recent years. The presentation was followed by a night patrol in Shinjuku, where large parks and underground passages provide homeless people places to spend nights. Together with Mr Ohnishi, the students spent several hours walking around Shinjuku station, giving out leaflets about medical consultation services. Many students were surprised by the number of homeless people in the area and the sharp contrast to their impression of Shinjuku as modern cosmopolitan city.



BURAKU: UNDERSTANDING THE SYSTEM OF DISCRIMINATION

On the second day, students explored an area in Tokyo that has long experienced discrimination. The area is one of several in Japan that are referred to as *buraku*, communities that have historically been associated with “outcaste” people. The area has been known for, and still hosts, many tanning work places that process pig leather coming from the slaughter house in Shinagawa. The leather processed here is of very high quality,



and in fact often used by major international leather brands. However, the labour and smell involved in the tanning process have been the reason for the community to be locked into the cycle of discrimination: Because of the discrimination, the *buraku* people have been forced to work for this industry; but because of this industry, they are exposed to perpetual discrimination. The students also learned that foreign workers are recently increasing in number in these workplaces. How the domestic system of discrimination interacts with global mobility was an interesting question that caught students’ attention.

KEELUNG (22 AUGUST 2016)

UNDERSTANDING THE COSTS: HUMAN (IN)SECURITY THROUGH TAIPEI'S URBANIZATION



In Keelung, students visited the Saowac area, where an estimate of 100,000 indigenous people live. Amis is one of the various indigenous groups that are based in the area. Amis' history is a history of constant displacement. As early as the period of Japanese rule (1895-1945), some Amis people had resettled to urban Taipei. Following the development of the deep sea fishery industry in the 1960s, many Amis left their hometowns for Keelung, Taipei and Kaohsiung. But when deep sea fishery declined, many of these Amis began moving around different cities to work on construction sites. Nowadays, Amis people are spread throughout large cities. Some of them have built new communities.

Today, some Amis still keep their traditional way of living. They live in harmony with nature and cherish their gathering culture. They grow and collect herbs and vegetables for their own consumption, and they live in houses made of wood. Preservation of culture and identity is one of the issues Amis people are most concerned with. More and more Amis people have decided to replace their Chinese names with Amis names in recent years. They have also increased their devotion to their traditional material culture and dance, established Amis language certification, restored the age-set system, and revived their Harvest Festival.



During our stay, Amis people taught students some words in their own language. Spending hours with the community brought the community members and students very close. Towards the end of the stay, the Amis people let students wear their traditional dress and organised a ceremony with traditional dance involved. Students became part of the community, experiencing what it is like to live in such community, and how it is to preserve the tradition and cultural identity long cherished.

REFLECTION

In a reflection session, each student identified a concept or theme s/he considered to be key in thinking about the experiences of the Amis group. The discussion elucidated how each student learned different lessons from the same experience. Life stories from the time of Japanese colonial rule seemed to have left particularly strong impression on students from Japan and Korea. Highlighted in the reflection was issues of forgiveness as well as legacies of colonialism. Students also discussed how to effectively address the past with respect, and how to imagine others' perspectives.



SINGAPORE (28-29 AUGUST 2016)

BORDERLESS PROBLEMS, BORDERLESS SOLUTIONS: A REGIONAL & MULTI-STAKEHOLDER APPROACH

Global threats, such as environmental pollution, pandemics and migration, cross national borders easily. If problems are borderless, solutions too cannot be confined within national borders. In Singapore, students spent two days learning about various cross-national issues, such as migration and migrant workers, pandemics, and climate change. Students worked with the local organization Transient Workers Count Too (TWC2) to examine the transnational nature of migrant worker related issues. At the Asia-Europe Foundation (ASEF), students engaged in a simulation exercise to learn about forms of regional and/or multi-stakeholder approaches that have been employed to transnational issues in the region, especially the recent international efforts toward the Sustainable Development Goals (SDGs).

ARE YOU A GLOBAL CITIZEN?

Global Competency Workshop with Singapore Institute of Management (SIM)



At the Singapore Institute of Management (SIM) students took part in a workshop on global competency. What does it mean to work with people from different social, ethnic, and religious backgrounds? What small things can we do to facilitate international, intercultural, and interfaith dialogues? Through various exercises, students learned to see the world through multi-cultural “global” lenses and gained insights into the core principles of global competence. The workshop was joined by students at SIM, who shared their own experience of living and studying in a multi-ethnic city like 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 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, and constant patrolling, along with hostility 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.



TOWARDS A SUSTAINABLE WORLD

Presentations and SDG Workshop at the Asia-Europe Foundation (ASEF)



At the Asia-Europe Foundation (ASEF), students were welcomed by staff who work on various transregional issues, such as pandemics, migration, human rights, and climate change. After hearing about the wide range of topics ASEF covers and the inter-regional multi-stakeholder approach they value in those projects, students took part in an interactive workshop on the Sustainable Development Goals (SDGs). The workshop was based on the training ASEF offers to ASEAN officials, and students were asked to think deeply on the process of translating the SDGS to nationally achievable targets.

ONBOARD SEMINARS PART B: ACTUALITIES OF HUMAN SECURITY CHALLENGES

REDUCING DISASTER RISKS

Natural hazards cannot be eliminated, but their risks and damage may be reduced. Effective preparedness and responses at local, national, and international level are indispensable. What kind of preparedness will help build resilience, or in other words, reduce the vulnerability of people and property? Students introduced cases that they are familiar with, and engaged in discussions and simulation workshops led by the navigators.

STUDENT PRESENTATIONS

On the Great East Japan Earthquake and the Fukushima Nuclear Disaster

Students from Japan presented on the Earthquake and Tsunami in March 2011 and the subsequent Nuclear Disaster that occurred in Fukushima. The five students took turns to explain the unprecedented scale of the disaster and the multiple dimensions it entailed. The presentation also touched upon the history of natural disasters in Japan, and the mechanisms through which earthquakes and tsunami occur. The students emphasised the natural and man-made nature of the disaster, and actions that need to be taken. Discussion that followed centred on nuclear energy.



On the Nepal Earthquake



Two students from Korea with experience of disaster relief in post-earthquake Nepal in 2015 shared their views. They highlighted that while devastating, the disaster itself was not the main problem. What they saw as the more fundamental problem was how government aid and humanitarian assistance did not reach certain parts and certain populations of Nepal. The two students also presented on the fundraising campaign they started to support the Earthquake refugees. They demonstrated how young people can engage concretely with issues that pertain to human security.

PREPARING FOR THE NEXT PANDEMIC

In Asia, the memory of SARS and H5NI (bird flu) is still vivid, and pandemic preparedness remains a high priority. Students discussed how to approach pandemics from a human security perspective.

STUDENT PRESENTATION: “MERS OUTBREAK IN SOUTH KOREA”

Students from Korea presented the case study of the MERS outbreak in Korea in 2015. After setting up the definition and symptoms, they talked about the route of infection, highlighting how human interactions are so complex and fast today. Students then highlighted what kind of economic and social consequences were manifested in the aftermath of the MERS outbreak. Finally, a comparison was made between the government responses to SARS and MERS, which led to discussion on the roles of government at times of pandemic.



CONFLICT, DISPLACEMENT, AND REFUGEE CRISIS

Refugee crises require regional and international solutions. Policymakers have to balance efforts to maintain national sovereignty to control their borders while sustaining international security. How can we address the issue of displacement before it becomes a crisis? In addition to the recent migration crises in Southeast Asia, refugee issues in the Middle East region were discussed.

GETTING OUT OF THE CYCLE? CONFLICT, DISPLACEMENT AND REFUGEE CRISIS



In this seminar, different cases of conflict were discussed: Cambodia, Rwanda, Afghanistan, and Sudan. For each case, both cause and solution are different and there is no one-fit-all model for conflict resolution. In terms of displacement that occurs directly or indirectly from conflicts, students talked about four different categories: asylum seekers, refugees, internally displaced people, and economic migrants. The number of people displaced for various reasons amount to 59.5 million, and the role of international organizations such as the UN will be more and more important in the coming years.

STUDENT PRESENTATION ON “CONFLICT IN SRI LANKA”

A student from Sri Lanka presented on the conflict in his own country, which lasted until very recently in 2009. He gave a comprehensive overview of how conflict unfolded, starting from 1948 when Sri Lanka became independent from Britain and following different policies and events that gradually intensified the conflict. Language and ethnicity played key roles in the conflict, and many post-war events and controversies highlight that these are still ongoing issues. In recent years, Sri Lanka is witnessing the rise of Buddhist extremism and students discussed how this story in Sri Lanka can be seen in light of other fundamentalist trends in the world.



GUEST SESSION WITH TAKAHASHI KAZUO ON “REFUGEE ISSUES IN THE MIDDLE EAST”



Students welcomed Prof. Takahashi Kazuo, an expert on the Middle East to talk about the current situations regarding the conflict in Syria and ISIS. More specifically, he focused on sharing information that is not necessarily covered in mainstream media, and letting students think about various aspects of these issues. In terms of the Syrian conflict, he talked extensively about the dynamics within Arab society as it relates to the conflict. Regarding ISIS, Mr Takahashi discussed the reason why many young people from Europe travel to join ISIS, and what structural forces underlie such trends.

ACQUIRING AND DEVELOPING SKILLS

Coming up with solutions is never enough. Practitioners must work with sponsors and donors, journalists, and many other stakeholders to spread ideas and implement projects. Throughout the programme, there was a strong focus on learning these important practical skills necessary for bringing about real change to the world. Students engaged in various practice-oriented activities with the facilitation of the navigators. In addition, several workshops were devoted to such practical skills.

COMMUNICATING IDEAS



Kenro led the session on communication and focused on presentation skills. Drawing on various memos, reports, and presentations that he himself produced during his time at the WFP, he advised students on how to structure arguments and how to create presentation materials. He also introduced different ways of presenting data, not just in simple graphs but also infographics. Finally, he also emphasised the importance of speaking effectively. To that end, students practised reading scripts based on various tips Kenro gave, and understood how different styles have different effects on the audience.

SIMULATION WORKSHOPS ON “COORDINATION” AND “NEGOTIATION”

Kenro led two simulation workshops based on the assistance WFP offered to the Philippines in the aftermath of Typhoon Haiyan in November 2013. He explained how coordination and negotiation were crucial at various levels: logistical coordination among UN agencies, civil-military coordination, and coordination with national governments and regional organizations. Students were then split into groups and assigned roles such as an international NGO, the UN, the government, and a local NGO. They were tasked to negotiate and coordinate their “common interest” and “bottom line.”



PUBLIC LECTURES

Onboard Peace Boat were nearly 1000 passengers who had joined the Global Voyage. While Global University students were onboard, a lecture on “Global Education” was organised as a way to introduce the Global University programme to the wider audience onboard. The coordinators, navigators, and participants discussed what global education may mean and highlighted the unique nature of Global University in that context. Another public lecture on “Peace Tourism” was led by Lynda. In this, all students joined her and shared their experience of visiting the indigenous community in Taiwan.



ONBOARD CHALLENGE

In parallel to the seminars, students engaged in an “Onboard Challenge.” In this exercise, students were asked to apply their learning throughout the programme to analyse the ship environment that they are part of. Specifically, students were divided into three groups and discussed in what ways the environment onboard Peace Boat is or is not inclusive, and what can be done so that it can embrace diversity better. Students used four sessions for research, discussion, and presentation. The students’ proposals included being sensitive to people’s different food preference and dietary requirements, organising social events, and securing private and quiet space.



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 a 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"

NAVIGATORS' VOICES

'Global University offers a unique platform and opportunity for students to engage in global issues. The workshops are thoughtfully practical and encourage teamwork in a multi-cultural setting. Students also have the opportunity to learn and mix with the entire passenger community traveling on the Peace Boat. This is delightful educational experience that combines intensive international learning with so much fun.'

—Oshidari Kenro, Former U.N. World Food Programme Regional Director for Asia

'Participants visit multiple fields 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 and new 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 Waseda University (Japan)

PARTICIPANTS' VOICES

'...something [I know for] sure is that now I have some friends who are also struggling and will be struggling with their own fighting [to make the world a better place]. This makes me feel I am not alone....'

—Hirose Nairu (Japan)

'In Tokyo, we went to areas that face poverty...I would not have stepped into that kind of area if I hadn't taken part in this programme. In Taiwan, I had a chance to hear the voices of Amis people, I was so touched to know about their daily life, how did they negotiated with the government, and the history of Taiwan and Japan..'

—Qiu Jinglan (China)



'Through Peace Boat Global University, the notion of human security changed from something abstract to something actually existing in our society...I also learned the structural and global aspects of human security.'

— Kim Seung Hye (South Korea)

'...like other young people in Japan, I was pretty pessimistic about the future scenario before getting on the ship. But that changed. For example, I was thinking it was almost impossible to prevent acts of terrorism, since they are closely related to one's belief. But I now think there definitely are ways to tackle them for instance through education, communication, legal measures and so forth. Don from Thailand shared his experiences of tackling a conflict through negotiation. That was inspiring.'

—Ikeda Yusuke (Japan)

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

Ms Terachi Ami

International Coordinator, Peace Boat

Born in Japan. Studied Latin American Studies, Education and Anthropology, earning a BA from Mount Holyoke College in Massachusetts, USA. Her interest lies in postcolonialism and critical pedagogies, and how to put alternative teaching philosophies into practice.

COORDINATING & PLANNING SUPPORT

Ms Hatakeyama Sumiko

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](#)

KEELUNG

Green Formosa Front Taiwan

SINGAPORE

[Singapore Institute of Management](#)
[Transient Workers Count Too \(TWC2\)](#)
[The Asia-Europe Foundation \(ASEF\)](#)

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)



APPENDICES

APPENDIX 1 LIST OF PARTICIPANTS (NAME, AFFILIATION, AND NATIONALITY)

Don TAJAROENSUK (People Empowerment Foundation, Thailand)
 HIROSE Nairu (Tokyo University of Foreign Studies, Japan)
 MORI Nanami (Tokyo University of Foreign Studies, Japan)
 QIU Jinglan (Tokyo University of Foreign Studies, China)
 IKEDA Yusuke (Tokyo University of Foreign Studies, Japan)
 AKIZUKI Haruno (Tokyo University of Foreign Studies, Japan)
 JEONG Ho Jeong (Kyunghee University, South Korea)
 KWON O Yeon (Kyunghee University, South Korea)
 CHOE Seung Jee (Kyunghee University, South Korea)
 KIM Nayeon (Kyunghee University, South Korea)
 KIM Seung Hye (Kyunghee University, South Korea)
 Zaid CAREEM (Sri Lanka Unites, Sri Lanka)

APPENDIX 2 TIMETABLE

Day	15-Aug	16-Aug	17-Aug	18-Aug	19-Aug	20-Aug	21-Aug	22-Aug	23-Aug	24-Aug	25-Aug	26-Aug	27-Aug	28-Aug	29-Aug
9:00							8:30-10:00 Port Orientation								
10:00				Morning Transfer to Yokohama and Embark the Ocean Dream		9:30-11:00 Food Security			10:00-11:30 Reflection on Taiwan Exposure	10:00-11:30 Workshop: Coordination	10:00-11:30 Student Presentations: Conflict and Refugee	10:00-11:30 Onboard Challenge 4			
11:00					10:00-11:30 Reflection on Tokyo Exposure	11:00-12:00 How to Enjoy Peace Boat	10:30-12:00 Structural Violence and Peace						10:45-12:00 Japan and Asia (Ishikawa Kiyoshi)		
12:00				11:30-12:30 Emergency Drill											
13:00				13:00 Departure from Yokohama		11:00-12:30 Guest Educators Introduction			13:00-14:15 What Is Global Education?			13:30-15:00 Peace Tourism (Lyndia Blanchard)			
14:00					14:00-15:00 Immigration Procedure	14:30-15:30 Presentation Workshop	14:00-15:30 Children and Peace (Fukatsu Takako)		14:30-16:00 Student Presentations: Disaster Risks	14:30-16:00 Student Presentations: Pandemic	14:30-16:00 Simulation Workshop: Negotiation			14:30-16:00 Solutions to Human Security	
15:00		Exposure Programme (Tokyo)	Exposure Programme (Tokyo)	14:30-16:15 Human Insecurity Pictures		15:30-17:00 Future Scenario Workshop	16:15-17:30 Food Security (Oshidari Kenro)		16:30-17:30 Student Presentations: Challenge 1	16:15-17:30 Nuclear Issues (Kawasaki Akira)	16:15-17:30 Japan-Korea Relationship (Kim Kyungmook)	16:00-17:20 Testimony by A-Bomb Survivor (Morikawa Takaaki)		16:15-17:30 UN and SDGs (Oshidari Kenro)	
16:00								Exposure Programme (Keelung)							
17:00	17:00 Meet at Takadanobaba Programme Orientation			17:30-18:45 Mandatory Orientation to Life Onboard	18:00 Departure from Kobe	17:30-18:00 Welcome Party	17:45-18:45 Cross-Cultural Communication			17:45-19:00 What Is Leadership (Oshidari Kenro)	17:45-19:15 Workshop on Development (Kondo Makiko)	17:30-18:00 Port Orientation			
18:00												18:30-19:45 Project in Nepal			
19:00				19:30-20:30 Welcome Dinner		19:30-20:30 Welcome Dinner	20:30-21:30 Preparation for Taiwan						18:30-19:30 Preparation for Singapore		
20:00					20:30-22:00 Student Presentations: Human Security						20:30-21:30 International Chat	20:30-22:00 Refugees in Middle East (Takahashi Kazuo)		19:30- Farewell Dinner and Party	
21:00				20:30-22:00 Celebration of Departure					21:15-22:30 Onboard Challenge 2	21:30-22:30 Onboard Challenge 3					
22:00															
23:00															



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