

## PEACE BOAT GLOBAL UNIVERSITY 2019

Building Peaceful and Inclusive Societies Together 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 on board. 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.

## OVERVIEW

### OVERALL THEME & CONCEPT

#### *Building Peaceful and Inclusive Societies Together in Asia*

In 2015, the United Nations adopted the Sustainable Development Goals (SDGs), a set of 17 development goals to achieve by 2030. The SDGs call for all countries to stimulate prosperity, promote human rights, and protect the planet. Underpinning Peace Boat Global University this year was SDG 16, which urges world governments to “promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.” In different cities, participants listened to the accounts of those who have suffered from conflicts or other forms of violence. What does it mean to live under the threat of violence? How do people deal with trauma, fear, and social divisions that wars and conflicts leave behind? What is inclusive and accessible justice? Throughout the programme, participants learned from one another and discussed what it means to build peace for the people, with the people.



### DATES & ITINERARY

#### *Saturday, 3 August – Friday, 23 August, 2019 [21 days]*

Participants met in Osaka, Japan, on 3 August for a pre-voyage orientation. They then joined Peace Boat's [East Asia Voyage 2019](#), which set sail from the port of Osaka on 4 August. As they sailed, exposure programmes were held in four Japanese cities: Hiroshima, Nagasaki, Muroran, and Ishinomaki. Between 10 and 14 August, the group left the ship for five days of field work in Busan and Seoul in South Korea, as well as in Vladivostok in Russia. The programme ended on 23 August in Kobe.



### PARTICIPANTS

**35 participants of 8 nationalities**, between ages 18-35, gathered from across the Asia-Pacific.

TASHIRO Saki | Japan | Sophia University  
 IKEDA Honoka | Japan | Kwansei Gakuin University  
 KOBAYASHI Miharuru | Japan | Ehime University  
 CAI Shumin | China | TUFS\*  
 MATSUMOTO Ichika | Japan | TUFS  
 NAKASATOMI Kana | Japan | TUFS  
 NOMURA Yoshio | Japan | TUFS  
 LAOWCHAMROEN Purichaya | Thailand | TUFS  
 HU Chun-Yuan | Taiwan  
 LIN Yi | Taiwan  
 HUNG Hao-Wei | Taiwan  
 LIN Kan-Chuan | Taiwan | New Taipei City Government  
 HUANG Yu-Ru | Taiwan  
 YANG Chan-Hua | Taiwan | National Taiwan University  
 LEE Hochan | South Korea | Kyunghee University  
 HA Yeeun | South Korea | Kyunghee University  
 LEE Junghwan | South Korea | Kyunghee University  
 LEE Jiseon | South Korea | Kyunghee University  
 HAN Gyeongmin | South Korea | Kyunghee University  
 MOHD SUKRI Nursyahira Sabrina Binti | Malaysia |  
 Universiti Teknologi Malaysia  
 ALBANO Reynald Joshua Ciron | The Philippines | De La  
 Salle University

TOKUDA Tomohiro | Japan | Toyo University  
 LI Jaushin | Taiwan | Kansai University  
 SAKAI Rie | Japan | Toyo University  
 HARADA Kanan | Japan | Toyo University  
 SIE Yu-Jhe | Taiwan | National University of Kaohsiung  
 NOMURA Rieko | Japan | Toyo University  
 AUBIN Nicholas Edward | United States | James  
 Madison University  
 PIEMONTE Marissa Mary | United States | James  
 Madison University  
 DEL ROSARI Vittoria Maria Barut | The Philippines |  
 Miriam College  
 CHEN Chang-Lun | Taiwan | National Taipei University  
 TANG Andrea Pui San | Malaysia | Taylor's University  
 JITTIRANGSAN Phatta-Ek | Thailand | Srinakharinvirot  
 University  
 KU Chia-Yen | Taiwan | University of Nottingham  
 Ningbo China  
 WONG QI XUAN Amanda Dynah | Malaysia | Taylor's  
 University

\*TUFS = Tokyo University of Foreign Studies

## CHARACTERISTICS OF PEACE BOAT GLOBAL UNIVERSITY



## FACULTY MEMBERS

### NAVIGATORS

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

#### CRAIG SHEALY [UNITED STATES]

*Executive Director, the International Beliefs and Values Institute and Professor of Graduate Psychology at James Madison University (USA) / Clinical Psychologist*

Craig coordinates an array of scholarly, grant, educational, and service activities in the United States and internationally, including Cultivating the Globally Sustainable Self, a multi-year, multi-institution Summit Series. Craig's research on the Beliefs, Events, and Values Inventory (BEVI) has been featured in multiple forums, including *Making Sense of Beliefs and Values*, a recent volume with Springer Publishing.



#### AKIBAYASHI KOZUE [JAPAN]

*Professor, Graduate School of Global Studies, Doshisha University (Japan)*

Kozue's research and activism focuses on a feminist analysis of peace and security. She has worked with Okinawa Women Act Against Military Violence on the issue of sexual violence by US soldiers. Kozue has been an active member of the Women's International League for Peace and Freedom (WILPF) and served as International President from 2015 to 2018. She is on the Steering Committee of Women Cross DMZ and is among the 30 peace activists who crossed the DMZ on the Korean Peninsula in 2015.



#### ALEXIS DUDDEN [UNITED STATES]

*Professor of History, University of Connecticut (USA)*

Alexis publishes regularly about Japan and Northeast Asia, and her books include *Troubled Apologies Among Japan, Korea, and the United States* (2008) and *Japan's Colonization of Korea* (2005). She has lived and studied for extended periods of time in Japan and South Korea. She is currently completing a book for Oxford University Press about Japan's territorial contests with regional neighbors, and is an advisory council member of Harvard University's Reischauer Institute for Japanese Studies' Research Project on Constitutional Revision.



#### LEE ANSELMO [SOUTH KOREA]

*Founder and Senior Adviser to Asia Democracy Network and Asia Development Alliance; Adjunct Professor, Kyunghee University (South Korea)*

Anselmo was one of the founders of the Asia Democracy Network (ADN) and the Asia Development Alliance (ADA), regional networks of national CSO platforms on UN SDGs. He has engaged in human rights for almost two decades in various positions, including, Executive Director of the Korea Human Rights Foundation (KHRF), Director General in charge of Policy at the National Human Rights Commission of Korea (NHRCK), and Executive Director of Asian Forum for Human Rights and Development (FORUM-ASIA).



### COORDINATORS (PEACE BOAT)

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#### PROGRAM DIRECTOR

##### KAWASAKI Akira

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

#### ONBOARD COORDINATORS

HATAKEYAMA Sumiko, Louise SØRENSEN, Colton HARTON

## LIST OF PARTNERS AND PARTNER ORGANIZATIONS

### 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.
- ✓ KYUNGHEE UNIVERSITY [South Korea] adopted Global University as a credit course for their liberal arts programme known as Humanitas College.
- ✓ KANSAI UNIVERSITY and TOYO UNIVERSITY [Japan], secretariat university for the Institute for Innovative Global Education (IIGE) and University Mobility in Asia and the Pacific (UMAP) respectively, designated Peace Boat's Global University to be part of [UMAP-COIL Joint Honours Program](#).

#### SPONSORSHIP SCHEMES

- ✓ LUNG YINGTAI CULTURAL FOUNDATION [Taiwan] offered five full scholarships for participants from Taiwan. The five scholars were selected from over 100 applicants.

### LOCAL PARTNERS

#### HIROSHIMA, JAPAN

- ✓ LEE Jong Keun, Atomic-Bomb Survivor
- ✓ HIRAOKA Takashi, Former Mayor of Hiroshima
- ✓ FUKUOKA Nao, TAKAMURA Hideki

#### NAGASAKI, JAPAN

- ✓ ATSUTA Riho, KAN Uhou, NAKAHIRA Daiki, NAKASHIMA Taiki, OSAJIMA Aoi, TAKAMI Sunao, TOYAMA Yusuke, NAGAE Saki
- ✓ MORIGUCHI Mitsugi, Atomic-Bomb Survivor
- ✓ Oka Masaharu Memorial Peace Museum and Director General SAKIYAMA Noboru

#### BUSAN, SOUTH KOREA

- ✓ JOO Young-min, Head of the Department of Curatorial Research at the National Memorial Museum of Forced Mobilization under Japanese Occupation
- ✓ UN Memorial Cemetery
- ✓ HEO Misun

#### SEOUL, SOUTH KOREA

- ✓ PEACEMOMO
- ✓ Democracy and Human Rights Memorial Hall
- ✓ NANCEN Refugee Rights Center
- ✓ People's Solidarity for Participatory Democracy (PSPD)

#### VLADIVOSTOK, RUSSIA

- ✓ Maritime State University

#### MURORAN, JAPAN

- ✓ KIYOSUE Aisa, MATSUMOTO Toru
- ✓ Muroran City Hall
- ✓ Bolta Workshop
- ✓ Japan Steel Works, Ltd

#### ISHINOMAKI, JAPAN

- ✓ Peace Boat Disaster Relief (PBV)
- ✓ Rera and MURASHIMA Hiroko
- ✓ Ishinomaki Community and Information Center and Director Richard HALBERSTADT
- ✓ ISHINOMAKI 2.0
- ✓ ABE Kiyoko, ISE Chinako, TAGAMI Takuma, NAGANUMA Yuto, KATSU Kuniyoshi

### PROGRAM PARTNERS

- ✓ United Nations Regional Peace Centre for Peace and Disarmament in Asia and the Pacific

## PEACE & SECURITY IN ASIA: NATIONAL SECURITY, HUMAN SECURITY, AND COMMON SECURITY

Participants looked at the history of WWII and the Cold War, as well as the present tension in the region to understand the issues of peace and security. Does national security ensure human security? What is human security? Is it possible to create a vision for common security in Asia?

### ONBOARD SEMINARS

#### ATOMIC BOMBINGS FROM MULTIPLE PERSPECTIVES



The seminar was led by Honoka and Miharu from Hiroshima, who participated in the programme as “Youth Communicators for a Nuclear-Free World”. Honoka and Miharu introduced the background to the atomic bombings of Hiroshima and Nagasaki and the damage they have brought about. They also talked about various international frameworks established to achieve nuclear disarmament. Throughout the seminar, they asked several reflective questions such as, “what do you think about the current situation?” and “what can we do to abolish nuclear weapons?” to allow participants to exchange what they knew and had been taught.

#### POLICIES UNDER IMPERIAL JAPAN: FACING THE LEGACIES TODAY

In this seminar, AKIBAYASHI Kozue provided a historical review of Japan’s colonialism in Asia. Kozue then linked the past to present by introducing how legacies of such militarism persist today. She talked about the issue of comfort women, which continues to affect the relationship between South Korea and Japan. She emphasised that sexual violence is seen wherever the military has a strong presence. As the ship was sailing near Hashima Island, she also mentioned how the island became a World Heritage Site symbolising Japan’s modernisation, without being recognized as the site for forced labour during the war.



#### TERRITORIAL DISPUTES IN ASIA: WHERE DO WE GO?



Alexis DUDDEN led a seminar on territorial disputes, which she dubbed as “island problems”. Alexis introduced how in recent years, many governments are politicising uninhabited islands which had little importance previously. Often, the dispute is part of a larger national or international agenda. For instance, in the case of Japan, the Abe Cabinet uses the disputes to argue for the need to revise the Article 9 of the Japanese Constitution that prohibits Japan from having an army and to wage wars. Alexis also provided a detailed historical context for how different countries, including the United States, came to be involved in territorial disputes in Asia.

#### Participant’s Voice

*“When we arrived in South Korea, we saw posters calling for a boycott of Japanese products in various places in the downtown area, in train stations and in front of historical sites. I noticed participants from Japan struggling to understand. I wondered how to explain it to them and how to create a future with them.”*

– LEE Jung-Hwan (South Korea)



## HIROSHIMA EXPOSURE PROGRAMME (6 AUGUST)



The ship docked at the port of Hiroshima on 6 August, the day the atomic bomb was dropped on Hiroshima 74 years ago. Participants first visited the Hiroshima Peace Memorial Museum. Throughout the tour, they were able to witness the destruction and scars left by the atomic bombing. It was also crucial that the participants learned “how to think” rather than “what to think” when detailed historical context was provided and arranged in the exhibition. There was no winner in the war because there were unnecessary casualties no matter the country you were in.

In Hiroshima, participants met LEE Jongkeun, a Korean Hibakusha living in Japan, and HIRAOKA Takashi, former mayor of Hiroshima. Lee experienced the atomic bombing in Hiroshima when he was 16. He described what his life was like before and during the atomic explosion. He also shared that he had never talked about his experience until a few years ago. Hiraoka worked as a journalist before becoming the mayor. As a journalist, he interviewed hundreds of Hibakusha, including those who were not Japanese. He emphasised that looking at past events from a humanitarian perspective was important.



## NAGASAKI EXPOSURE PROGRAMME (9 AUGUST)



In Nagasaki, participants were welcomed by a group of local students working on peace education, who guided us around the city. Participants first visited a private museum called Oka Masaharu Memorial Nagasaki Museum. At the museum, Director General SAKIYAMA Noboru explained that the museum focuses its exhibition on Japan’s acts of aggression during WWII. Participants learned about the experience of Koreans and Chinese who were brought to Japan during the war. Aided by a wealth of documents and other evidence, participants were able to access information about issues that are not often discussed in national history education.

In small groups, participants did a walking tour of the Peace Park. The local students gave participants a detailed explanation of the meaning behind each monument and statue. Participants also saw remains of a church and the ground level at that time, and discussed how those remains can be powerful tools in telling the story of the sorrowful past. The day ended with a dialogue with Nagasaki survivor MORIGUCHI Mitsugi. After giving some factual information, Moriguchi used poetry to portray the horrors he experienced during the atomic bombing. It was eye-opening for participants to realise that there are different tools one can utilise to talk about past events.



### Participant’s Voice

*“A Korean Hibakusha Mr Lee ended his talk by saying ‘I hope you young people can stop this [wars and nuclear tension] because you are our only hope’. When he said that, it made me sad and I hope that I can do something about it.”*  
 – Amanda Dynah WONG QI XUAN (Malaysia)

## PROTECTING HUMAN DIGNITY: HUMAN RIGHTS AND JUSTICE

In order not to repeat the evils of conflict, violence, and injustice, it is important to promote human rights and address the issues of justice. What does justice look like to those who have suffered from violence, discrimination, and trauma? Is justice always necessary? What are other ways of achieving reconciliation and building peace?

### ONBOARD SEMINARS

#### CONFLICT-RELATED AND GENDER-BASED VIOLENCE: WOMEN SPEAK FOR HUMAN SECURITY

Kozue talked about how militarism and sexual violence are deeply connected with each other. International humanitarian law and other measures to protect human rights exist so that civilians are not harmed by armed conflicts. However women have been and are still exposed to the risk of rape and other forms of sexual violence. Things in fact look worse today, with sexual violence intentionally used as a weapon of war. Kozue also talked about what peace and security may look like from a feminist perspective, and introduced activities from different civil society groups she has been involved with that work towards achieving such a vision for peace and security.



#### AINU AND OKINAWA: JAPAN'S PERIPHERIES



Alexis talked about the northern and southern gate of Japan, Hokkaido and Okinawa. She explained that Hokkaido was the land of the Ainu until the Japanese government formally dispatched a mission to develop the region in 1869. As for Okinawa, formerly the Ryukyu Kingdom, she combed through how its destiny is intertwined with the strategic layout of the US military. Alexis talked about how indigenous peoples in both places had little right to make decisions on their own. The legacy is evident. Although the majority of Okinawa has voted against the establishment of new military bases, the central government has chosen to disregard the opposition.

#### GLOBAL FOOD CRISIS AND HUMANITARIAN AID

OSHIDARI Kenro came to the seminar as a guest lecturer. Kenro is the former regional director for Asia at the UN World Food Programme (WFP). He presented that across the world there are 821 million people - more than 1 in 9 of the world population - who do not get enough to eat. He also talked about how the understanding of “hunger” – the core of SDG2 – has shifted over time at WFP. He explained that in the past at WFP, people only thought of hunger in terms of the amount of calories needed daily. Today, WFP thinks of hunger more in terms of nutrition. That is, one should not only survive, but also live a healthy life.



#### Participant's Voice

*“By visiting various museums and talking with other participants, I realized how little wartime history I was taught in school or exposed to through mass media. Likewise, most of us Japanese people are unaware of the history of indigenous peoples in Japan, such as Ryukyu and Ainu people.”*

– NAKASATOMI Kana (Japan)



**OVERLAND EXPOSURE PROGRAMMES (10-14 AUGUST)****BUSAN (10 AUGUST)**

In Busan, participants visited the National Memorial Museum of Forced Mobilization Under Japanese Occupation. Guided by a curator, they learned about the history of forced mobilisation and forced labour the Japanese government was responsible for during the occupation. A wide range of artefacts spoke of the merciless nature of war and militarism. They then headed to the UN Memorial Cemetery, which was built to commemorate UN soldiers who lost their lives in the Korean War. Participants walked through the cemetery and realised the scale and intensity of the war. Participants kept asking themselves: what is the responsibility of the international community?

**SEOUL (11-13 AUGUST)**

The stay in Seoul started with a tour to the Demilitarised Zone (DMZ) between South Korea and North Korea. Initially, the touristic atmosphere of the area puzzled the participants. Yet, standing at the observatory deck and seeing the North Korean soldiers through binoculars, participants suddenly realised that the division is real, that the war has not officially ended, and that many families are still divided. Later in the day, participants had a chance to hear from Francis LEE of Sungkonghoe University, who gave a comprehensive presentation on the past and present of the Korean Peninsula. Francis discussed with participants how peace can be achieved in the peninsula.

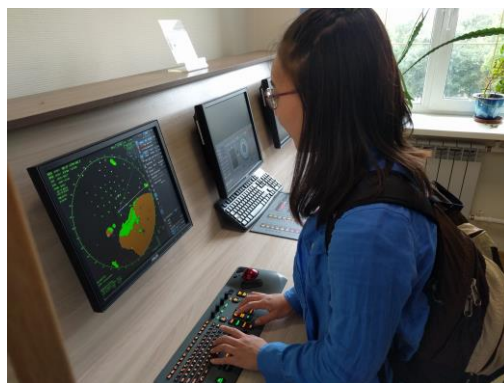


While in Seoul, participants visited several museums and participated in an exchange with people working for different organisations. At the War and Women's Human Rights Museum, participants immersed themselves in an interactive exhibition shedding light on the experience of comfort women during WWII. At the Democracy and Human Rights Memorial Hall, the former "Namyong-dong anti-communist room", participants thought and learned about the long fight for democracy in South Korea. Participants also met with members of NANCEN Refugee Rights Center and People's Solidarity for Participatory Democracy (PSPD) to discuss some of the current social and

political issues the country faces. Through these meetings, participants were inspired by the ways people were taking these issues into their own hands, trying to find solutions that can change the society for the better. The Seoul portion of the programme was coordinated by PEACEMOMO, an organisation working to provide peace education in South Korea.

**VLADIVOSTOK, RUSSIA (14 AUGUST)**

After flying from Seoul to Vladivostok, the group spent the afternoon visiting G.I. Nevelskoi Maritime State University (MSU). Participants spent some time in the university's exhibition space, learning about the history of the university, which is not unrelated to the Russo-Japanese War. At the simulation centre, participants were able to try the navigation system used to train students. The visit ended with an exchange session with students, including those who had come to MSU from abroad. MSU students and Peace Boat participants discussed international relations and geopolitics in the region.



## MEANS TO AFFECT CHANGE: INTERNATIONAL LAW, JUSTICE MECHANISMS, AND POLITICAL ACTIONS

Societies can change for the better. But how? Participants learned from the many initiatives that came from people committed to make the changes they want to see in the world. These initiatives ranged from small community-based initiatives for justice and reconciliation, to pushing for international laws that prohibit weapons with serious humanitarian consequences (e.g., landmines and nuclear weapons).

### ONBOARD SEMINARS

#### BANNING THE BOMB: THE ROLE OF CIVIL SOCIETY

Peace Boat's Sumiko HATAKEYAMA talked about different civil society initiatives in the nuclear disarmament field, with particular focus on Peace Boat's work with Hibakusha as a member organisation of ICAN (International Campaign to abolish Nuclear Weapons). Sumiko introduced several concrete actions and campaigns civil society has initiated and led, and how they contributed to the Treaty on the Prohibition of Nuclear Weapons as well as to ICAN's Nobel Peace Prize in 2017. Participants learned that there is a wide range of actions one can take, starting with small ones, such as signing a petition or talking about nuclear disarmament issues on social media.



#### TAKING ACTIONS, EFFECTING CHANGE

Several seminars were organised to equip participants with concrete skills that are necessary and useful when taking action.



Great ideas need to be communicated. In one seminar, Alexis took participants to the outside deck and helped them write an op-ed. She emphasised that it was important to attract the reader in the very first sentence. In another, Kenro organised a workshop where participants polished their presentation skills. He gave participants various practical tips, from how to make slides to what to take note of when speaking to an international audience.

Akira KAWASAKI of Peace Boat shared his extensive experience negotiating at various disarmament fora in the form of a role-play exercise. Participants were divided into different groups and each group was assigned to be a state representative or a civil society organisation. The groups were given different scenarios and asked to present their view towards a proposed treaty from their respective perspective. The discussion was lively and participants experienced what it was like to be involved in the treaty negotiation process.



Anselmo LEE worked with participants to think of creative ways to educate people about the SDGs. Participants engaged in a storytelling game where they came up with narratives linking all 17 goals to help people memorise the SDGs. In the process, they acted out the narrative, shared ideas, and watched video clips for inspiration. Anselmo also shared other online resources one can use in SDGs-related workshops. Participants found the series of exercises extremely fun and useful, and felt ready to organise something similar themselves.



## DEMOCRACY AND HUMAN RIGHTS IN ASIA



This seminar led by Anselmo, began with short presentations by four groups of participants, each of them presenting various case studies related to human rights or democracy: the ongoing protest in Hong Kong; sexual violence and the phenomenon of “marrying the assaulter”; extrajudicial killing in the Philippines; and freedom of expression in Thailand. After the presentations and discussion, Anselmo reminded participants of the importance of keeping their eyes open to what is going on, including things that do not get reported in the media. The SDGs are not flawless. He encouraged participants to keep asking “What is missing?” “What is not going right?”

## MURORAN EXPOSURE PROGRAMME (19 AUGUST)

In the first half of the 20<sup>th</sup> century, Japan went through an impressive process of modernisation. Iron and steel work became the key industry, and as the site for Japan Steel Works (JSW)’s main factories, the city of Muroran prospered. However, behind this prosperity were labourers, often from China, who were forced to work under harsh conditions. After the industry declined, the city today experiences a decreasing and ageing population. During the programme in Muroran, participants looked at the history of the city from various angles. Initially, participants visited JSW and learned how Muroran prospered making naval equipment during WWI and WWII and after 1945 making parts for nuclear power plants.



Participants then met KIYOSUE Aisa of Muroran Institute of Technology and visited the Memorial for Chinese Forced Labourers. Aisa, together with a retired high school teacher MATSUMOTO Toru, explained how there was a systematic discrimination towards and exploitation of Chinese labourers, resulting in an extremely high death rate of labours in Muroran. Although the stories told were heartbreaking, it was inspiring to learn how it was the initiative of the citizens in Muroran to build the memorial to commemorate the labourers’ death. Many have worked tirelessly to reconstruct the otherwise untold stories of Muroran’s past that should never be repeated.

At the city hall, participants had a chance to hear from the mayor, AOYAMA Takeshi. Takeshi talked about the challenges that lie ahead for Muroran and discussed with participants some of the initiatives he has led to tackle them. One of the ways to reinvigorate the city is to increase employment opportunities. At the city hall, participants also met SHIOZAWA Takashi of Bolta Workshop, a start-up that makes souvenir products from nuts and bolts. In the evening, participants welcomed local Muroran citizens on board the ship. Nearly one hundred people from the area came to the ship for an onboard concert and exchange with Global University participants.



### Participant’s Voice

*“People can be taught to hate. Nevertheless, people can also be taught to love and treat people kindly and fairly. More and more discriminatory laws and terms are being revoked and renamed because we gradually realize we were terribly ignorant and wrong.”*

– Chunyuan HU (Taiwan)



## SUSTAINABLE DEVELOPMENT GOALS BUILDING PEACEFUL AND INCLUSIVE SOCIETIES TOGETHER IN ASIA

Throughout the programme, participants deepened their understanding of the SDGs as well as of the philosophy behind them. What is Sustainable Development? What does it mean to leave no one behind? How can inclusiveness be a means to promote peace?

### ONBOARD SEMINARS

#### INTRODUCTION TO THE UN SDGS



Led by Peace Boat staff, the seminar provided a background and overview of the SDGs framework. Then, through a series of activities, participants examined each of the SDGs in depth by looking at targets and indicators and different national initiatives. In doing this, they were encouraged to ask some critical questions too, such as “Is hungry different from hunger?” “Can money buy you health?” and “Is access to clear water the problem of the so-called developing countries?” During this seminar, participants were also asked to make one-minute presentations, which aimed to train their ability to convey important points in a succinct manner.

#### “NO ONE LEFT BEHIND”: UNDERSTANDING BELIEFS AND VALUES

Underpinning the UN SDGs is the idea that no one should be left behind. To achieve this goal, mutual understanding is key. Craig SHEALY, Professor of Graduate Psychology at James Madison University, asked participants to write down one thing they associate with hope, and another they associate with fear. Participants learned from hearing others' opinions, and identified people with similar feelings and attitudes as them. At the same time, they learned that people associate very different things with concepts such as hope and fear, and that ensuring that people can work together despite these differences is essential.



#### ASIA 2019-2030: THE CHALLENGES TO COME



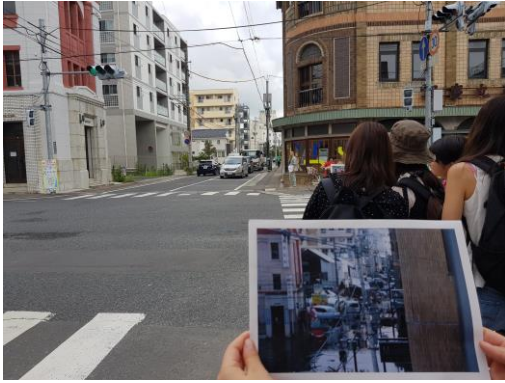
In the concluding seminar, participants discussed how Asia and the world will look like in the year 2030. In groups, they engaged in an exercise, where they picked a topic and came up with two newspaper headlines, one based on a very positive future scenario and one based on a very negative future scenario. Students chose topics such as gender discrimination, climate change, and inter-state nuclear wars. And finally, participants did a World Café-style workshop discussing what it means to “build peaceful and inclusive societies in Asia,” the overall theme of the program. The task did not seem easy, but several good ideas were born in the discussion.

#### Participant's Voice

*“This program has provided a miniature ‘inclusive society’, where all of us participants, from different backgrounds and nationalities, come together, learn together, and discuss together. It has provided an environment for people to interact about issues that would have normally been hard to talk about in the normal setting. When everyone’s opinions, regardless of age, background, nationality, gender, and other forms of categorisation, are properly heard and taken into consideration, a truly inclusive society is achieved.”*

— Reynald Joshua Albano (The Philippines)

## ISHINOMAKI EXPOSURE PROGRAMME (21 AUGUST)



In March 2011, a magnitude 9.0 earthquake struck off Japan's northeastern shore, generating enormous tsunami waves. The port city of Ishinomaki was one of the communities devastated by the disaster. More than 3,000 residents lost their lives. In Ishinomaki, participants learned about the extent of the devastation and the process of rebuilding the community and strengthening resilience. They began the day with a walking tour of the city with ABE Kiyoko. Kiyoko used photographs to show how it was like in the immediate aftermath of the event. She talked about how the community cooperated after the tsunami.

At Ishinomaki Community and Information Center, Director Richard HALBERSTADT gave a personal testimony of how he decided to remain in Ishinomaki after the disaster and came to be involved in the running of the Center. Participants also met MURASHIMA Hiroko of RERA, an NPO that provides free transportation service for elders. She explained that many of the existing social problems get amplified in disaster situations. ISE Chinako, whose daughter has severe disabilities, testified to the importance of ensuring that vulnerable people are not left out. She shared her family's experience at the evacuation shelter and emphasised the importance of building inclusive communities as a way of enhancing disaster resilience.



In the evening, participants visited IRORI, a café run by Ishinomaki 2.0. Ishinomaki 2.0 is a general incorporated association established right after the 3/11 tsunami with the goal of bringing an open, fresh, and sustainable future to Ishinomaki city. There, participants learned from three young people working to rebuild and revive the city. Their initiatives included more interactive management of temporary housing, transforming unused spaces into public spaces; and projects to record and pass down lessons from the disaster. Participants had very in-depth small group conversations with each of them.

### Participant's Voice

*"The speaker who impressed me most in Ishinomaki was the one who told us that one should not just be rebuilding houses but more importantly a community."*

– CAI Shumin (China)

*"The collective history being passed down emotionally through the local society can contradict the factual details of what happened. My personal experience that plays a hand in me realizing this was finding myself disregarding a participant's opinion purely based on the negative stereotypes I believed in about the country that he came from. At that time, I even laughed about it with my friends on how 'ignorant' and 'dumb' that opinion was. However, after I had thought about it, I realized that the 'ignorant' person was myself."*

– Purichaya LAOWCHAMROEN (Thailand)

*"We might surprisingly find that all human hearts are the same, either ours or theirs, who love to be accepted and hate to be disrespected. And 'hates' are generated just from misunderstanding and lack of dialogue."*

– LIN Kan-Chuan (Taiwan)

*"If I keep thinking that there is nothing I can do, nothing will happen."*

– Jiseon LEE (South Korea)



## SDGS ACTION CHALLENGES

On board, participants engaged in a series of activities called “SDGs Action Challenges,” which aimed to provide opportunities for participants to take action. They used the onboard environment to test their ideas and implement projects.

### ACTION 1: COMMUNICATING SDGS TO PEACE BOAT PASSENGERS

On 7 August, Global University participants organised an “Onboard SDGs Day.” Participants split into 17 groups, and each group were in charge of an SDG. Each group was given a booth to introduce the assigned SDG. Participants made posters with infographics, quizzes, storyboards, and small games to get other passengers on board interested in the SDGs. Onboard passengers were tasked to visit all 17 booths to collect stamps to complete their SDGs stamp rally.



### ACTION 2: TAKING “MY ACTION” TO ADVANCE THE SDGS

On 23 August, participants showcased the projects they had worked on as their final action for the SDGs Action Challenge. Their task was to come up with an action that they could implement on board, which made a small but concrete contribution to advancing the SDGs.

The process was entirely left to the participants, from forming groups and setting vision and target, to preparing necessary materials and actually implementing the project.

In 10 groups, participants organised a wide range of actions: a photo exhibition titled “borderless”; a voiced over presentation on gender discrimination in the workplace; a talk show on atomic bombings, comfort women and other historical issues in Asia; a lesson plan for an inclusive class environment for secondary school students; research and a poster exhibition on how the ship tackles the issue of food waste; and puppetry as a way to tell a hibakusha testimony.





## ASSIGNMENTS & ASSESSMENT

### PROGRAMME PREPARATION & ASSIGNMENTS

Before participants met for the programme, three online seminars were conducted to familiarise participants both with the programme scheme of Peace Boat's Global University and the key concepts of the programme. The seminars were led by Peace Boat staff and Jane E. LAWSON, Regional Peace and Disarmament Education Coordinator at the UN Regional Peace Centre for Peace and Disarmament in Asia and the Pacific. Participants were also provided with a list of suggested readings to prepare for the programme, as well as preparatory assignments for SDGs Action Challenges.

### POST-PROGRAMME ASSIGNMENT

After the programme ended, participants worked on a short essay (minimum 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 societies? In answering these questions, please refer to what you learned through the exposure programmes, onboard seminars and SDGs Action Challenge. If possible, please also consider how the SDGs may relate to these questions."



## 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 affecting 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)).





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