

## Global Café (#4) 『Sharing experience in the Philippines 』

*July 18*

After school, nine 5<sup>th</sup> graders & three 6<sup>th</sup> graders held the 4<sup>th</sup> Global Café at Media Center.

They reported what they felt and learned during the 6-day field work in the Philippines. Then all the participants of the Café looked back on each activity, acknowledged the status quo of the Philippine society and the children, discussed what Japanese students can do to support them.

<Comments by participants(students)>

‘I enjoyed taking part in this program, because I was able to know the specific activities and what to prepare for the field work.’ ‘The most critical point was not to go to the Philippines but to consider what we learn and how we let others know the experience no matter where we go.’

## SGH Overseas Training: University College London Japan Youth Challenge *July*

*21 to 31*

Three 5<sup>th</sup> grade students participated in SGH Overseas Training program held in Britain from 21<sup>st</sup> to 31<sup>st</sup> of July. The highlights of this program were taking part in the lectures by professors of UCL and holding presentations at workshops, discussions, and official symposiums. At Cambridge, students took part in the field work inside the city and lectures by professors of Cambridge University. There are 4 main themes mentioned by UCL: Global Health; Sustainable cities; Intercultural interaction; Human wellbeing. Under these themes, they focused on social entrepreneurship and held workshops and symposiums. This year one student of our school plays the role of a presenter at a symposium. He held a presentation in English about his own activities of his entrepreneurship. Special workshops and reception were held this year: about Soseki Natsume, who studied at UCL. Each student enthusiastically joined the discussion and the exchange program, and was inspired by participants with different viewpoints and backgrounds.

<Comments by participants(students)>

‘It was the Grand Challenge workshop that I enjoyed most during this program. I discussed some problems raised when it comes to start a business. We had a lot of interesting opinions from both British and Japanese students. This kind of occasion is, I think, essential to understand different culture. By meeting people with diverse cultural backgrounds face to face and exchanging ideas, we can contact their various ideas and ways of thinking physically.’

‘It was once in a lifetime experience for me to take part in the UCL Japan Youth Challenge. I enjoyed new environment and experience. I was happy because I could get to know Japanese participants. Moreover, I could get along with British students as I stayed with them all day long, talking to each other. I found again how fun it was to communicate with people. The only thing I can do now is to express gratitude toward many people who were involved in this program. To repay them for their kindness, I would like to make the best of this experience, contribute to the society through my future activities.’

### **Global Café (#5) & Fellowship with Kansai Univ. Senior High School    *July 26***

**D**uring the summer vacation, we have welcomed our friends three-years in a row: Friends from Kansai Univ. Senior High school, one of the Super Global High schools designated by the government. 16 students from Kansai, and 28 fourth and fifth graders of our school took part in this program. In the first half, we invited our graduate, Ms. Kaori Nakasa, who is currently working for International Organization for Migration (IOM). The subject of her lecture was ‘South Sudan now...how we can support refugees, and what IOM does for them.’ For all students, it was a stimulating experience to know what was going on in South Sudan, epidemic of Ebola virus. Highly motivated by listening to Ms. Nakasa, in the latter half, we altogether discussed the subject ‘What is essential to Human Security and peace? What and how can we do about it?’ It took a little while to break the ice, but by doing some questions and answers, they gradually became active,

and shared their own ideas. In the end, they went so far as criticizing United Nations. It was a big opportunity for students to step forward to the society once they considered what and how Japanese high schoolers can do.

**<Comments by participants(students)>**

‘We enjoyed this program so much, as we could think deeply about the issues such as refugee problems and provision of infrastructure in other countries. We seldom discuss these at school once we get used to spending time, doing usual work, so it was a stimulating opportunity that students with common interests got together and discussed those specific topics. On top of that, we discussed with external students we met for the first time, so it was a rather serious conversation. Personally, I enjoyed the different atmosphere.’ (5<sup>th</sup> grader) ‘

‘I received a lot of impacts through this exchange program. I was a bit overwhelmed by the skills of the conversation which Kansai friends have, then I worked hard and suggested useful ideas. I was with a biased idea, stemming from conflict that high school students might not be able to do anything to solve those problems in the world, but eventually I spent meaningful time fostering my hope of contributing to the society. What I can do is so small, but we want to be part of a big tide created by friends in the same generation from other areas. This tide will surely change the world and its problem.’ (4<sup>th</sup> grader)

‘We really appreciate Ms. Nasaka for sharing her experience in Africa. We are easy to forget about refugees as we live in a peaceful country. Her lecture enabled us to know the problem, and anybody could be a refugee under certain circumstances such as wars and pandemics. The proposals for solution that students made were splendid, but I feel it might take some time to put them into practice. It could be difficult to persuade other people to be involved, but I stop being an onlooker and I would like to be involved in the activities spontaneously to seek the solution. To begin with, I will stay alert to capture as much information as possible. (5<sup>th</sup> grader)