

2018年度 中部大学春日丘高等学校 SGH事業報告会 <資料>

Connecting in person.



国境を越えて考えよう、つながろう! 「SDGs春日丘環太平洋グローバルミーティング」

# HARUHIGAOKA GLOBAL MEETING

2018.12/15sat ●場所: 不言実行館(中部大学内)

SUSTAINABLE  
DEVELOPMENT GOALS  
17 GOALS TO TRANSFORM OUR WORLD



○テーマ 「Partnerships for the SDGs : 国境を越えて考えよう、つながろう!」

○日時 12月15日(土) 9:00~12:40

○会場 不言実行館1F「アクティブホール」

○海外参加校

- ・ SMAK 1 BPK PENABUR JAKARTA (ジャカルタ・BPKプナブール高等学校、インドネシア)
- ・ SMA N 2 TANGERANG SELATAN (南タンゲラン国立第2高等学校、インドネシア)
- ・ FOREIGN LANGUAGE SPECIALIZED SCHOOL THE VNU-ULIS HIGH SCHOOL
- ・ FOR THE GIFTED (ハノイ国家大学附属外国語英才高等学校、ベトナム)
- ・ GLENROSA MIDDLE SCHOOL (グレンローザ・ミドルスクール、カナダ)
- ・ TOOWOOMBA GRAMMAR SCHOOL (トゥーウーンバグラマースクール、オーストラリア)
- ・ FAIRHOLME COLLEGE (フェアホルムカレッジ、オーストラリア)
- ・ BENJAMARACHUTIT SCHOOL(ベンジャマラシュティットスクール、タイ)
- ・ CHEONGJU FOREIGN LANGUAGE HIGH SCHOOL (清州外国語高等学校、韓国)

○後援 春日井市教育委員会、JICA中部、中日新聞社

Haruhigaoka Global Meeting 2018 Agenda

(日程)

次第(Procedure)	時間(Time)	場所(Place)	担当者(Person in charge) / 発表者 (Presenter)
生徒 ST(Meeting time)	8:30	不言実行館	クラス担任・学年団
来賓受付(reception)	8:40～	ホール入口	事務局
開会宣言(Opening) 管理機関・校長挨拶 (Greeting)	9:00～9:06	不言実行館 1F ホール	司会(Moderator) Zen Sato、Mahiro Akatsuka Osamu Ishihara(University President) Hiraki Futamura (Principal)
第1部： 研究発表1 *発表 8分 *質疑応答 3分  <Presentation 1> *Allotted time for one presentation is 8 minutes. *Question & answer 3minutes	9:06～11:10 途中休憩含む (including break time)		①CHUBU UNIVERSITY HARUHIGAOKA HIGH SCHOOL <u>Hiroaki Kato &amp; Ui Kumada (啓明コース2年)</u> ②GLENROSA MIDDLE SCHOOL (カナダ) <u>Bella Cotton &amp; Aiyana Bremner</u> ③SMAN 2 TANGERANG SELATAN (インドネシア) <u>Cheryl Annisa Paramesti &amp; Siti Fathimah Az/Zahra</u> ④ FOREIGN LANGUAGE SPECIALIZED SCHOOL THE VNU-ULIS HIGH SCHOOL FOR THE GIFTED (ベトナム) <u>Dinh Minh Thu &amp; Nguyen Hong Ngan</u> ⑤BENJAMARACHUTIT SCHOOL (タイ) <u>Kanid Harnchai &amp; Aksiporn Pattarakiatjaroen</u> *休憩 7分 ⑥SMAK 1 BPK PENABUR JAKARTA (インドネシア) <u>Nicole Angelique &amp; Isolde Violetta</u> ⑦TOOWOOMBA GRAMMAR SCHOOL (オーストラリア) <u>Xavier Schubert</u> ⑧FAIRHOLME COLLEGE (オーストラリア) <u>Alex Grimmett</u> ⑨CHEONGJU FOREIGN LANGUAGE HIGH SCHOOL(韓国) <u>Jang Ye Won &amp; Choi Su Bin</u> ⑩ CHUBU UNIVERSITY HARUHIGAOKA HIGH SCHOOL <u>Kazuma Sato, Mahiro Akatsuka, Yoshino Kato, Rena Suzuki,</u> <u>Sakura Mizuno (国際コース2年)</u> *休憩 7分
第2部： 研究発表2 *プレゼンテーション *発表 5分 質疑応答含め 8分	11:10～11:35	不言実行館 1F ホール	①アクションプラン1 (Action Plan1) ②アクションプラン2 (Action Plan 2) ③アクションプラン3 (Action Plan 3)
第3部： 研究発表3 *ポスターセッション	11:40～12:25	不言実行館 1F 玄関 ホール	国際・啓明コース1年生徒 15班 × 2ローテ (20分ずつ発表)
講評(Review)	12:30～12:40	不言実行館 1F ホール	愛知教育大学(Aichi University of Education) 戸田茂教授(Professor Shigeru Toda)
閉会宣言(Closing) アンケート(Questionnaire)	12:40～		司会
片付け *運営指導委員会	12:40～ 12:50～13:30	不言実行館 5F	SGH 部員、生徒 (国際・啓明コース1、2年) 外部評価委員、SGH 運営委員は PS ホールへ移動

\*下校バス 13:30

SDGs Haruhigaoka Global Meeting 2018 <Presentaors>

1	Country	Japan(日本)
	School	Chubu University Haruhigaoka High School (中部大学春日丘高等学校)
	Student(s)	Hiroaki Kato & Ui Kumada
	Title (SDGs Number)	Affordable and clean energy(SDGs 7 エネルギーをみんなにそしてクリーンに) Climate action(SDGs 13 気候変動に具体的な対策を)
2	Country	Canada(カナダ)
	School	GLENROSA MIDDLE SCHOOL(グレンローザミドルスクール)
	Student(s)	Bella Cotton & Aiyana Bremner
	Title (SDGs Number)	Ensure availability and sustainable management of water and sanitation for all (SDGs 6 清潔な水と衛生) Sustainable Cities and Communities (SDGs 11 持続可能な市、地域社会) Responsible consumption and production (SDGs12 責任のある消費と生産)
3	Country	Indonesia(インドネシア)
	School	SMAN 2 TANGERANG SELATAN(南タンゲラン国立第2高等学校)
	Name	Cheryl Annisa Paramesti & Siti Fathimah Az'Zahra
	Title (SDGs Number)	Sustainable Cities and Communities (SDGs 11 持続可能な市、地域社会)
4	Country	Vietnam(ベトナム)
	School	Foreign Language Specialized School (ハノイ国家大学附属外国語高等学校)
	Student(s)	Dinh Minh Thu & Nguyen Hong Ngan
	Title (SDGs Number)	Quality Education (SDGs4 質の高い教育)
5	Country	Thailand(タイ)
	School	Benjamarachutit School(ベンジャマラシュティットスクール)
	Student(s)	Kanid Harnchai & Aksiporn Pattarakiatjaroen
	Title (SDGs Number)	Downsizing Inequality (SDGs 10 不平等を減らすこと)
6	Country	Indonesia(インドネシア)
	School	SMAK 1 BPK PENABUR JAKARTA(ジャカルタ・BPKプナブール高等学校)
	Name	Nicole Angelique & Isolde Violetta
	Title (SDGs Number)	Ensure availability and sustainable management of water and sanitation for all, (SDGs 6 清潔な水と衛生)
7	Country	Australia(オーストラリア)
	School	TOOWOOMBA GRAMMAR SCHOOL(トゥーウーンバ グラマースクール)
	Student(s)	Xavier Schubert
	Title (SDGs Number)	Quality Education(SDGs 4: 質の高い教育) Downsizing Inequality (SDGs 10: 不平等を減らすこと)
8	Country	Australia(オーストラリア)
	School	FAIRHOLME COLLEGE(フェアホルムカレッジ)
	Student(s)	Alex Grimmett
	Title (SDGs Number)	Responsible production and consumption (SDGs 12 責任のある消費と生産)
9	Country	South Korea(韓国)
	School	CHEONGJU FOREIGN LANGUAGE HIGH SCHOOL 清州(チョンジュ)外国語高等学校
	Student(s)	Jang Ye Won & Choi Su Bin
	Title (SDGs Number)	Responsible consumption and production (SDGs12 責任のある消費と生産)
10	Country	Japan(日本)
	School	Chubu University Haruhigaoka High School (中部大学春日丘高等学校)
	Student(s)	Kazuma Sato, Mahiro Akatsuka, Yoshino Kato, Rena Suzuki, Sakura Mizuno
	Title (SDGs Number)	World Security (SDG's 11 : 住み続けられるまちづくりを)

# About the Sustainable Development Goals

**Sustainable Development Goals (SDGs)** are a collection of 17 global goals set by the United Nations General Assembly in 2015. The SDGs cover social and economic development issues including poverty, hunger, health, education, global warming, gender equality, water, sanitation, energy, urbanization, environment and social justice.

持続開発目標(Sustainable Development Goals、SDGs(エスディージーズ))とは、「持続可能な開発」のための17のグローバル目標からなる国連の開発目標です。SDGsは、「貧困」、「飢え」、「健康」、「教育」、「温暖化」、「男女平等」、「水」、「衛生」、「エネルギー」、「都市化」、「環境」、「社会正義」を含む社会経済における開発問題に及んでいます。







The UNESCO Associated Schools Project Network, or ASPNet for short, is a programme established in 1953 to encourage schools worldwide to educate students on issues related to UNESCO's "overarching goal of promoting peace and international understanding". As of 2017, it includes over ten thousand educational institutions in over 180 countries. Haruhigaoka High School is affiliated with Chubu University, which is positioned as a base of ESD (Education of Sustainable Development) in Chubu District, and one of The UNESCO Associated Schools. ESD is also driven forward by Ministry of Education, Culture, Sports, Science and Technology in Japan.

ユネスコ・スクールは、ユネスコ憲章に示されたユネスコの理念を実現するため、平和や国際的な連携を実践する学校であり、ASPnet(UNESCO Associated Schools Project Network)に加盟が承認された学校です。文部科学省及び日本ユネスコ国内委員会では、ユネスコスクールをESD(持続可能な開発のための教育)の推進拠点として位置付けています。ユネスコスクールは、そのグローバルなネットワークを活用し、世界中の学校(2017年現在、180か国、10,000以上)と交流し、生徒間・教師間で情報や体験を分かち合い、地球規模の諸問題に若者が対処できるような新しい教育内容や手法の開発、発展を目指しています。中部大学は中部ESD拠点となっており、本校もユネスコスクールとしてESDを実践しています。



In 2015, our project proposal for Super Global High School (SGH) which are conducted by Ministry of Education, Culture, Sports, Science and Technology, Japan, was adopted as one of 123 Super Global High School in whole Japan. Our SGH project, namely "Development of human resources to support the globalization of Central Japan" is five years project and focused on opening our student's eyes to global issues. 'Haruh Global Meeting' is one of the activities based on SGH project of Haruhigaoka High School.

2015年に文部科学省のSGH事業に本校のSGHプロジェクト案が採択されました。全国で123校がSGH事業に採択され、独自の事業を展開しています。事業期間は5年間です。本校のSGH事業案は「中部圏のグローバル化を支える人材開発」であり、グローバルな社会課題に目を向ける学習活動をしています。「春日丘グローバルミーティング2018」は本校のSGH事業、並びにユネスコスクールとしての活動のひとつです。

### SDGs Haruhigaoka Global Meeting 2018

<b>Country</b>	Japan(日本)
<b>School</b>	Chubu University Haruhigaoka High School (中部大学春日丘高等学校)
<b>Student(s)</b>	Hiroaki Kato & Ui Kumada
<b>Title (SDGs Number)</b>	Affordable and clean energy(SDGs 7 エネルギーをみんなにそしてクリーンに) Climate action(SDGs 13 気候変動に具体的な対策を)

#### The summary of your presentaion (English)

In this research, we collected information about a hydrogen fuel cell vehicle which is now produced by TOYOTA in Japan. We studied about whether the vehicle can be a solution for a sustainable world from a perspective of SDGs the 7th, which is "AFFORDABLE AND CLEAN ENERGY", and SDGs the 13th, which is "CLIMATE ACTION"

A Hydrogen fuel cell vehicle is gathering attention from the world for its characteristic, "a vehicle that does not emit CO2 while driving". This characteristic has a massive hope to solve the problem of the amount of CO2 emitted by common vehicles. However, there are problems to solve for a prevalence of hydrogen fuel cell vehicles. We collected and calculated data from the Internet, and valued the performance of the vehicle from the following 4 points.

- Whether it meets the current demand,
  - Whether the hydrogen fuel station will reach the adequate number,
  - Whether there is a way to produce hydrogen without emitting CO2
  - Whether there is a way to make its price low enough for people to buy it as a family car. Compactly the technological problems now are heading to solution, but the financial problems do remain.
- We will make a presentation on the potential for a prevalence of Hydrogen fuel cell vehicles.

この研究では、私たちはこの国日本のトヨタで開発された水素燃料自動車についての情報を集めた。SDGs NO7「エネルギーをみんなに。そしてクリーンに」とSDGs NO13「気候変動に具体的な対策を」の観点から、水素燃料自動車が持続可能な世界のための解決策として実現するのかを検証した。

水素燃料自動車は「CO2を排出しない自動車」として世界から注目を集めている。この特徴は現在の自動車によるCO2の排出量の問題の解決に大きな期待が持てる。しかし、水素燃料自動車の普及を阻んでいる問題点がある。私たちはインターネットから情報を集め、計算し、以下の4つの観点から水素燃料自動車の性能について評価した。

- ・水素燃料自動車は現在の需要を満たしているか
  - ・水素燃料の補給所が十分な数に達するのか
  - ・CO2を排出しない水素生成方法はあるのか
  - ・一般の人々に手が届くまでに水素燃料自動車の価格を下げるのが可能か
- 技術面の問題は今後の解決が望めそうである。しかしそれに比べて経済的な問題は……。一般的に普及すれば、エネルギー面でも環境面でも持続性に優れる水素自動車について発表します。

<Slides> Chubu University Haruhigaoka High School (中部大学春日丘高等学校)

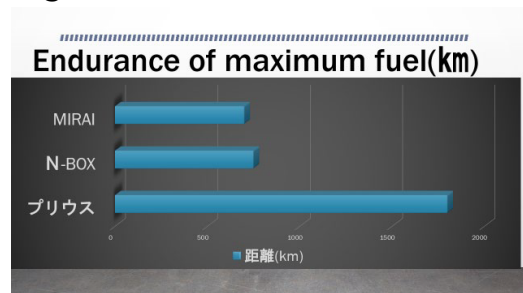
**The Spread of Hydrogen Fuel Cell Cars in Japan**

Ui Kumada  
Hiroaki Kato  
Chubu University  
Haruhigaoka High School

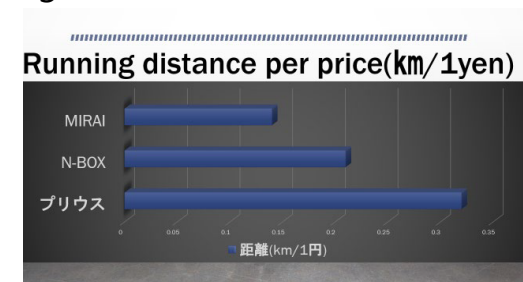
1

**Viewpoint ①**  
Does the performance meet the current demand?

3



5



7

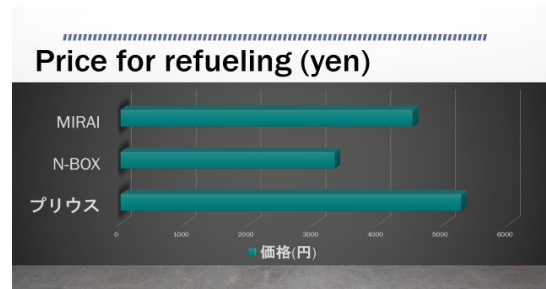
**For the spread of hydrogen fuel cell cars**  
<Question>  
Is it possible to spread hydrogen cars?  
What are the problems?

2

**Comparing Prius, N-BOX, and MIRAI**

Prius      N-BOX      MIRAI

4



6

**Conclusion of viewpoint ①**  
Worse cost performance than a standard car

8

Viewpoint②

Will the fuel station reach the adequate number?

9

The density of gas station

Total 31,000 stations



The ideal number of hydrogen stations?

10

Problems of Hydrogen fuel Stations

- Costs about 4~5 billion yen
- ☐ Gas station ×5~6

Station may increase depending on the spread of hydrogen car.

- Very difficult management

11

Conclusion of viewpoint②

There is a huge financial problem for an adequate number.

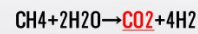
12

Viewpoint③

Is there a way to produce hydrogen without emitting CO2?

13

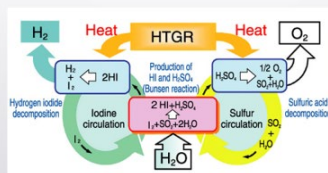
How are hydrogen produced now?



Concept "A Car which does not emit CO2"

14

A way to produce hydrogen without emitting CO2  
☐ IS process



15

Conclusion of viewpoint③

A way to produce hydrogen without emitting CO2 exists

DEVELOPING NOW FOR ACTUAL USE

16

Viewpoint④

Is there a way to make the price low enough for people to buy it as cheap as normal car?

17

Subsidy

CEV subsidy

government grant  
→ <price of car × 2/3>

19

Conclusion of viewpoint④

The subsidy isn't enough for an affordable price

21

Solution

Reinforcement of subsidy from the government.

Technological advancement which makes the cost lower.

23

How expensive is MIRAI ?

Recommended retail price □ 7.24million yen



18

How much will MIRAI be?

Recommended retail price - subsidy = ?

7.24million yen - 2.02million yen  
= 5.02million yen

Became cheaper ← Still not affordable

20

Conclusion

Technological problem ○ ↔ Financial problem ×

Especially the cost of the fuel station is extremely high.

Possibility of spread  
Very low

22

Thank you for listening.



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## SDGs Haruhigaoka Global Meeting 2018

<b>Country</b>	Canada(カナダ)
<b>School</b>	GLENROSA MIDDLE SCHOOL(グレンローザミドルスクール)
<b>Student(s)</b>	Bella Cotton & Aiyana Bremner
<b>Title (SDGs Number)</b>	Ensure availability and sustainable management of water and sanitation for all (SDGs 6 清潔な水と衛生) Sustainable Cities and Communities (SDGs 11 持続可能な市、地域社会) Responsible consumption and production (SDGs12 責任のある消費と生産)

### The summary of your presentation (English)

At Glenrosa Middle School, we have a Sustainability Club where we examine issues that affect our school and our community. This year we have two main goals:

- We are fundraising to improve clean water sources for our school that minimize the need for disposable containers. This aligns with SDG 6 (Clean Water and Sanitation).
- We are also working on a project to reuse old books that have been thrown away. This aligns with SDG 11 (Sustainable Cities and Communities) and SDG 12 (Responsible Consumption and Production).

We are collecting recycled drink containers and raising money for the new refrigerated, filtered water fountain. This new fountain encourages people to bring their own reusable water containers. Students bring their own reusable drink containers to fill, rather than creating more single-use containers that need to be recycled. This is our way of reducing the need for single-use water bottles, thus reducing the amount of plastic that needs to be recycled at the school.

So many books are being thrown out or being just given away to thrift shops, while there are many people in our community and world that don't even have access to books. We are taking used books that people are getting rid of, and sorting them so that we can reuse them. This gives them a second chance to be used.

Sharing books allows us to provide access to education to people who may not have it. Education helps us understand the world around us. It can change our point of view and take us to new places. Equality comes from being educated, as does literacy, sanitation and healthy lifestyles, and equality between sexes.

In our project, we are collecting used books that have been given to the recycling depot, and we are sorting them so that unusable books can be recycled, while useful books can be re-sold or given to schools. Any useful books that we cannot sell will be sent to developing countries. Books that arrive at the recycling depot must be manually sorted, and this is not efficient for the business. With our help, the unusable books can be taken away and put to good use, and the unusable ones can be put into a machine that cuts off the bindings and cover. These parts of the books can't be recycled because of the glue that is on them. Once the glue is separated, the paper will be turned back into pulp to be reused again.

We would like to grow our partnership with the recycling depot to include plastic and car battery drives, and are looking to include other schools in this project. A plastic drive would keep plastic out of our communities, landfills and oceans, and a car battery drive would allow for the batteries to be processed safely in a proper facility so that the metals and plastics inside can be recycled.

We want to improve our school and community by recycling, reusing, and being more responsible citizens.

We believe that our partnership with Planet Earth Recycling can help us achieve these goals, and help us leave the world in a better place for future generations.

グレンローザミドルスクールでは「持続可能性クラブ」があり、私たちの学校や社会に影響を与える問題を調べています。今年は2つの主な目標があります。

- ペットボトルなどの使い捨て容器の需要を減らすために、資金を集めて飲料水の供給源を改善する。これはSDGs NO6(清潔な水と衛生)に沿うものです。

- 使い捨ての古本を再利用するプロジェクトに取り組む。

これはSDGs11(持続可能な市、地域)、SDGs12(責任のある消費と生産)に沿うものです。

私たちは、リサイクル容器を集めて、冷却浄水器を購入する資金を集めています。この浄水器によって再利用できる容器を持つようになりました。何度も同じ容器を使って水を入れるので、一度しか使わない容器が減り、学校でリサイクルの必要のあるペットボトルの量が減りました。

多くの本は捨てられるか、ただ中古品店へ処分されますが、一方で私たちのコミュニティでは本を利用できない人がたくさんいます。私たちは、人々が処分しようとしている中古本を集め、再利用できるように分別し、その

本が再び読まれるように地域の人々のために再利用しています。本を共有することで本を持たない人々へ教育の機会を提供できます。教育は世界を知る手助けとなります。教育は私たちの世界観を変え、知らない世界へと導いてくれます。読み書き、健康的な暮らし、男女平等など、平等は教育から生まれます。

私たちのプロジェクトでは、古本を集めてリサイクル収集場へ持っていきます。それらを分別して、使えない本はリサイクルし、使えるものは販売したり、学校で使います。また、売れなくても有益な本は発展途上国へ送ります。リサイクル収集場にやってきた本は、手作業で分別しなければならず、これは業者でやってくれません。私たちの手作業で、使えない本が有効利用されます。使えない本は装丁を外す機械に入れられます。接着材がついているとリサイクルできないので、接着剤のついていない部分をパルプにして再利用します。私たちはリサイクル収集場との連携を深めて、リサイクルの対象をプラスチックや自動車バッテリーへと広げるつもりです。そしてこのプロジェクトで他の学校も巻き込みたいと考えています。プラスチック運動で地域、埋め立て地、海からゴミプラスチックが一扫され、自動車のバッテリーは適切な場所で加工され、中にある金属やプラスチックはリサイクルできます。私たちはリサイクル、再利用すること、そして責任ある市民になることによって私たちの学校や地域を良くしたいと思えます。

私たちは、Planet Earth Recycling との連携がこの目標の実現を可能にし、未来の世代により良い場所を残すことができると信じています。

### <Slides> GLENROSA MIDDLE SCHOOL (グレンローザミドルスクール)



1



2



3

We have many different projects going on at our school this year. For example:

- We are fundraising to get more clean water sources for our school. This is SDG number 6, clean water and sanitation.
- We are also working on a project to reuse old books that have been thrown away. This is SDG 11 and 12.



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We have many different projects going on at our school this year. For example:

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5

#### Refrigerated Water Fountain

Students are collecting recycled drink containers and raising money for the new fountain.

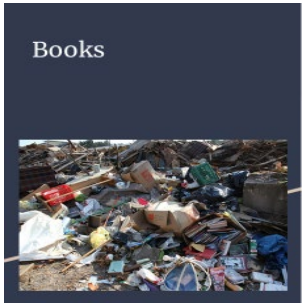
This new fountain would be different because it would encourage people to bring their own water bottles. Students bring their own reusable drink containers to fill, rather than creating more single-use containers that need to be recycled. This is our way of helping produce less waste to help our world.



6







## Books

So many books are being thrown out or being just given away to thrift shops, while there are some people in our community and world that don't even have access to books. We are taking used books that people are getting rid of, and sorting them so that we can reuse them. This gives them a second chance to be used.

7



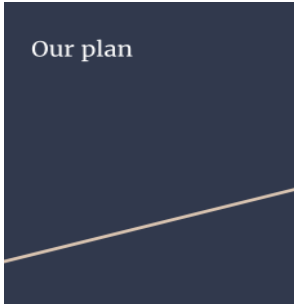
## The Importance of Education

Education gives us a perspective and knowledge on the world around us. It can change our point of view and take us to new places.

Education gets people ahead and can get you a high paying job. It also helps to establish a stable lifestyle.

Equality comes from being educated too.

8



## Our plan

In our project we are collecting used books that have been given to the recycling depot, and we are sorting them so that the bad books can be recycled, and the good books can be re-sold or given to schools.

The good books that we cannot sell will be shipped off to other countries where they will be sold online to places all over the world.

9



## Our Partnership with Planet Earth Recycling

With this partnership we could also get other schools to join and do even more drive and things. Like a plastic drive and a car battery drive.

We could also maybe get other schools to help us out with this project.

A plastic drive would keep plastic out of landfills and oceans.

A car battery drive would help because the batteries are always going to landfills where they will take years to decompose. If we collected them they would be taken from our drive to a special warehouse where they would be properly taken care of.

10



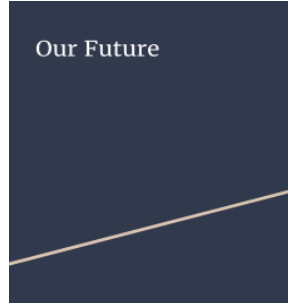
## What happens to the books that get recycled?

While recycling books does work, it is not an efficient way to do things. In the recycling depot, people need to sort out the books that are not damaged and that can be resold, from the books that are bad. This takes a lot of time and can't be done by a machine.

The good books are then sent off to a company that will try to sell them, while the bad books need to be manually put into a machine that cuts off the bindings and cover.

These parts of the books can't be recycled because of the glue that is on them. Once the glue is separated, the paper will be turned back into pulp to be reused again.

11



## Our Future

We want to improve our school and community by recycling, reusing, and being more responsible citizens.

We believe that our partnership with Planet Earth can last and expand over time. We could do more for them and the Earth.

We hope to leave a good impression on the people around us, and help our world become a better place to live.

12

# SDGs Haruhigaoka Global Meeting 2018

<b>Country</b>	Indonesia (インドネシア)
<b>School</b>	SMAN 2 TANGERANG SELATAN (南タンゲラン国立第2高等学校)
<b>Name</b>	Cheryl Annisa Paramesti & Siti Fathimah Az'Zahra
<b>Title (SDGs Number)</b>	Sustainable Cities and Communities (SDGs 11 持続可能な市、地域社会)

## The summary of presentation

This team put an interest of choosing the theme on SDGs number 11 (Sustainable Cities and Communities) since it is closely relevant to everyday life as residents of the city. Another interesting fact is that the goal covers various aspects including social, economic, culture, and of course environment. The research was conducted to find out the challenges and the biggest problem exist in South Tangerang City and the strategies that have been taken by the government. After doing literature study and some interview with the Governmental Board on City Planning and Development, it was found that the proper management on the city's waste becomes one of the crucial issues to deal with. This research recommends the strategies to be taken by the government and the non-governmental parties, as well as actions the students can do to reduce the environmental impact of the city.

私たちはSDGsの目標NO11(持続可能な市、地域社会)に興味を持ち選択しました。このテーマは、市の住民として私たちの日々の暮らしに密接に関連しています。そしてさらに興味深いのは、この目標NO11は、社会、経済、文化、そしてもちろん環境を含めて様々な側面に及んでいます。私たちは、私たちが暮らす南タンゲラン市で見られる現在の大きな問題や今後の課題、そしてそれらに対して政府が実施している政策を発見するために実地調査をしました。いくつか文献を読み、市民政策課の役人さんにインタビューをした後、市の廃棄物処理に対する適切な運営が深刻な問題のひとつだと判明しました。私たちは、廃棄物処理が私たちの環境への悪影響を減らすために、政府及び非政府団体がとるべき今後の戦略、そして生徒ができる行動を提案します。

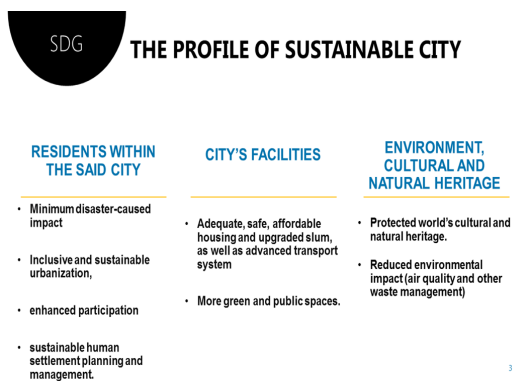
## <Slides> SMAN 2 TANGERANG SELATAN (南タンゲラン国立第2高等学校)



1



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# FACT

The highest property growth in Indonesia occurred in South Tangerang City in recent years. The growth reaches 50-60 percent per year. | RESEARCH.

12 NOVEMBER 2018

5



# FACTORS

<b>SOCIAL:</b> 1. Population 2. Human Settlement 3. Life Style 4. Urbanization 5. Migration	<b>ENVIRONMENT:</b> 1. Waste 2. Pollution 3. Green Area
<b>INFRASTRUCTURE:</b> 1. Adequate Housing 2. Public Transport 3. Public Facilities	<b>AUTHORITY AND PROGRAMMES</b>

6

## CHALLENGES THAT OUR CITY FACES

Population Growth	Waste Management	Constructions	Natural Disasters
Higher change of early overpopulation: From 900,000 residents (2008) to 1,600,000 residents (2018)	<ul style="list-style-type: none"> <li>Struggles to sort garbage</li> <li>Accumulated garbage comes from other regions</li> </ul>	<ul style="list-style-type: none"> <li>Growing need for adequate housing</li> <li>Demanding more sustainable public facilities and transportation</li> </ul>	<ul style="list-style-type: none"> <li>Mainly caused by mishandled waste</li> <li>Flood caused by unstable water absorption due to limited drainage and lack of green space</li> </ul>

7

## WITH ALL GROWTH IN POPULATION AND INFRASTRUCTURES IN THIS CITY, COMES ONE GREATEST CHALLENGE:

# WASTE MANAGEMENT

8



## STEPS HAD BEEN TAKEN BY SOUTH TANGERANG GOVERNMENT

- ✓ Having a shared landfill with other cities in the same region: Tangerang City and Kabupaten Tangerang
- ✓ Trash Bank Program and its Socialization

9

## RECOMMENDED STEPS FOR THE GOVERNMENT

- Facilitating more participation from all stakeholders
- Partnership programs with businesses, industries, educational board, and local communities
- Making Policies related to less waste choices
- Supporting sustainable businesses and industries

10

## THE STEPS

that can be taken by non-government parties in handling waste

- 1 Socializing the importance of managing waste and ways to do it
- 2 Socializing circular economy as an alternative solution to tackle waste problem (example: trash bank, mall of trash, trash-based health insurance, etc.)
- 3 Campaigning projects or 5R lifestyle (Refuse, Reduce, Reuse, Recycle, Rot)

11



## WHAT CAN WE DO AS STUDENTS?

Simple things we do helps, and it starts from ourselves

12



**The Steps We Can Do as Students**



- Start living the less waste lifestyle (Refuse, Reduce, Reuse, Recycle, Rot)
- Joining Students Union and promoting less-waste programs or events in school (or between schools)
- Participating in school program related to waste management (example: School Trash Bank)
- Following social media accounts which promote less-waste lifestyle and spreading the awareness on less-waste lifestyle

13

**THANK YOU FOR LISTENING!**  
May the future be brighter

Real Creator | click & Learn more

15

WE WON'T HAVE A SOCIETY  
IF WE  
**KEEP DESTROYING THE ENVIORMENT**

—Margaret Mead

14

**SDGs Haruhigaoka Global Meeting 2018**

<b>Country</b>	Vietnam(ベトナム)
<b>School</b>	Foreign Language Specialized School (ハノイ国家大学附属外国語高等学校)
<b>Student(s)</b>	Dinh Minh Thu & Nguyen Hong Ngan
<b>Title (SDGs Number)</b>	Quality Education ( SDGs4 質の高い教育 )
<b>The summary of your presentaion (English)</b>	
<p>In my opinion, “Quality education” is a fascinating topic that should be of primary concern to everybody. Education is the key to a nation’s prosperous development. I chose this topic with the longing to not only understand more about the global educational environment but also identify and bring in a multifaceted view on what can be considered a quality education.</p> <p>After conducting research in the education system of different nations, we have learned valuable lessons on operating, managing and making effective use of a capital system. We will, with all the insights and experiences from this program, definitely benefit our home country by joining in the force to transform Vietnamese education and making it comparable to every other nation’s.</p> <p>Since education plays an important role in the development of every country, we should enhance the quality of education. And here are some of my ideas in how to achieve a quality education:</p> <ul style="list-style-type: none"> <li>Provide better technology in schools</li> <li>Provide proper learning environments</li> <li>Enhance the critical thinking skills</li> <li>Emphasis on relevant skills</li> <li>Change the education model</li> <li>Provide intensive teacher training (to ensure teacher’s qualification)</li> </ul>	

私にとって「質の高い教育」はとても魅力的な話題であり、みなさんにとっても主要な話題と思われます。教育は国家の繁栄の発展の鍵です。私は世界の教育環境についてより理解を深めるだけでなく、質の高い教育と考えられることに関して多面的な見解を特定化し吸収したいと思っています。

様々な国の教育制度を調査した後、私たちは資本制度の効果的な利用を学習しました。このプログラムを通じた経験と洞察から、私たちはベトナムの教育改革に加わり、他国に匹敵するものにして、必ず母国に恩恵を与えたいと思っています。

教育はどの国の発展にも重要な役割を果たしています。質の高い教育を実現するいくつかの考えは以下の通りです。

- ・学校に科学技術を取り入れる
- ・適切な学習環境を与える
- ・批判的思考力を高める
- ・重要性をもつスキルを重視する
- ・教育モデルを変える
- ・集中的な教員研修を行い、教師の質を保証する

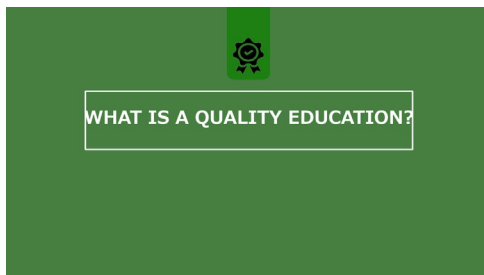
### <Slides> Foreign Language Specialized School (ハノイ国家大学附属外国語高等学校)



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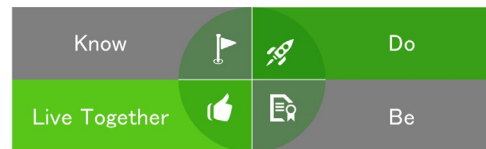
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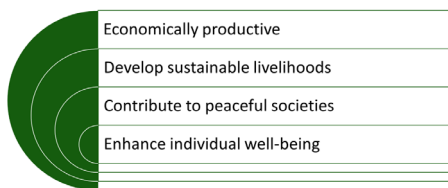
#### WHAT IS A QUALITY EDUCATION?

4 Pillars of Education



4

#### WHAT IS A QUALITY EDUCATION?



5



6

EDUCATION SYSTEM IN FINLAND

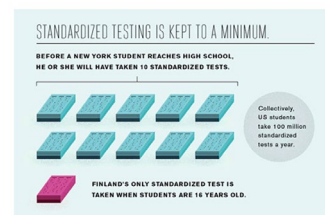
MOST EFFICIENT EDUCATION SYSTEMS		EFFICIENCY SCORES	PISA RANK (2012 Maths)
1	FINLAND	87,8	5
2	KOREA	86,7	1
3	CZECH REPUBLIC	84,4	14
4	HUNGARY	84,1	24
5	JAPAN	83,9	2
6	NEW ZEALAND	83,3	12
7	SLOVENIA	83,3	10
8	AUSTRALIA	81,2	9
9	SWEDEN	80,6	23
10	ICELAND	79,4	17

Source: GEMS Education Solutions

7

#### EDUCATION SYSTEM IN FINLAND

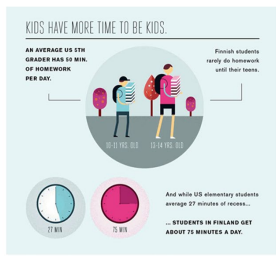
##### NO STANDARDIZED TESTING



8

**EDUCATION SYSTEM IN FINLAND**

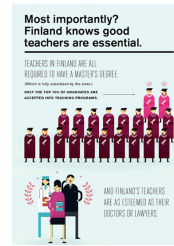
**STARTING SCHOOL AT AN OLDER AGE**



9

**EDUCATION SYSTEM IN FINLAND**

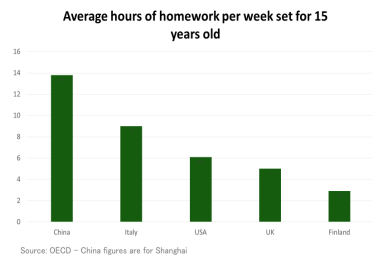
**TOP-NOTCH TEACHERS WITH EXTENSIVE TRAINING**



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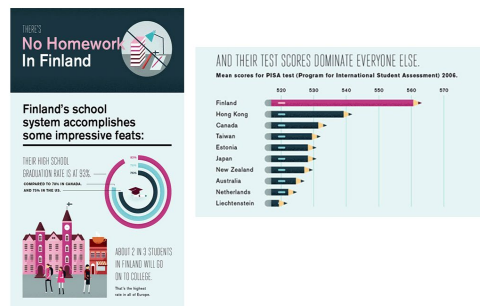
**EDUCATION SYSTEM IN FINLAND**

**LESS HOMEWORK AND OUTSIDE WORK REQUIRED**



11

**EDUCATION SYSTEM IN FINLAND**



12

**EDUCATION SYSTEM IN FINLAND**

**FINNS WAKE UP LATE**

Students in Finland usually start school anywhere from 9:00 - 9:45 AM



13

**EDUCATION SYSTEM IN FINLAND**



**Finland**

GDP \$239 B

As of December 2017

**At a Glance**  
 GDP Growth: 1.9%  
 GDP per Capita: \$43,100  
 Trade Balance/GDP: -1.1%  
 Population: 5.5M  
 Public Debt/GDP: 64%  
 Unemployment: 8.8%  
 Inflation: 0.4%

Forbes Lists  
 #14 Best Countries for Business

14



15

**EDUCATION SYSTEM IN VIETNAM**

**SCHOOL DAY STARTS TOO EARLY:  
7:00 IN THE MORNING**



16



EDUCATION SYSTEM IN VIETNAM

SOLUTIONS

Set a fixed bedtime



Adjust the start and end times of the school day



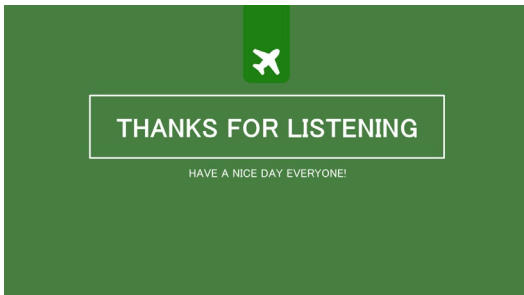
17

EDUCATION SYSTEM IN VIETNAM

SOLUTIONS

- Give high school students two hours of homework a night.
- Homework should be tailored to each individual's needs, whenever possible.
- Give a particular topic to analyze or to discuss with friends.

19



21

EDUCATION SYSTEM IN VIETNAM

TOO MUCH HOMEWORK

Greater stress



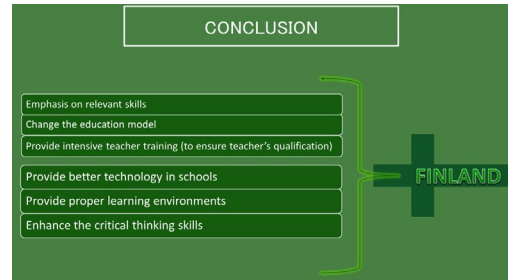
Reductions in health



Less time for friends, family and extracurricular pursuits



18

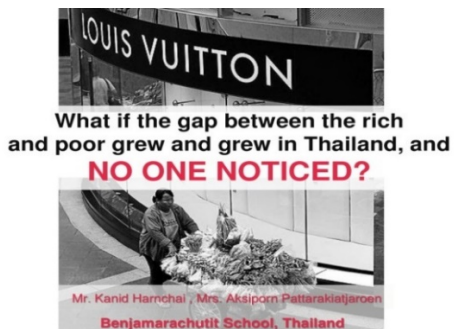


20

## SDGs Haruhigaoka Global Meeting 2018

<b>Country</b>	Thailand (タイ)
<b>School</b>	Benjamarachutit School (ベンジャマラシュティットスクール)
<b>Student(s)</b>	Kanid Harnchai & Aksiporn Pattarakiatjaroen
<b>Title (SDGs Number)</b>	Downsizing Inequality (SDGs 10 不平等を減らすこと)
<b>The summary of your presentaion (English)</b>	
<p>The gap between rich and poor people is growing bigger and bigger in Thailand. However, it is ignored because we might be used to it. The majority of people in Thailand are farmer as we are full with natural resources. However, they are often referred as low income people. Money problem can result in many consequences such as not enough food, health issue, poor treatment and, limit education. The unequal education is the problem we can see clearly. These forced us to think what happen to our farmers?</p> <p>After collecting information, we came up with three possible answers. First, the changing of weather pattern, that is severely happening, causes products damage before harvesting. Second, un-plan work causes product oversupply. Third, farmers rely too much on middleman, so, they are forced to sell products at lower price than usual. We have studied more on the third reason and decided to work as a coordinator for connecting seller and buyer together. By this role, the products price can be determined equitably.</p> <p>We are planning to do a contract between food shops and local farmers so that farmers can sell products to school canteen directly without passing through middleman. We call it “Downsizing inequality project”, which aims to raise money for farmers and reduce the gap between poor and rich people. According to the plan, we have been collecting the information of local farmers around the school and other poor families that can be our sellers. Then, the first round of project will be started by January 2019. After that, satisfaction survey will be used to evaluate the project for re-planning the project for second round. The project aim is to raise money income for local farmers. With enough money they can spend on essential needs then make their life become better. Hopefully, from the beginning of this project in a small group of people around our school, it can be known widely and useful for Thais one day.</p>	
<p>タイの貧富の差はますます大きくなっているが、私たちはそれに慣れてしまい、その事実を無視している。天然資源に恵まれているのでタイの人々の大多数は農夫である。しかしながら彼らはしばしば低所得者層とみなされる。金銭の問題が、食糧不足、健康問題、貧困者の扱い、教育の制限といった多くの結果をもたらしている。教育の不平等は明らかな問題であり、これによる農夫の問題を考えざるをえなくなっている。情報収集の後、私たちは3つの克服すべき課題を見出した。</p> <p>(課題1) 深刻な天候の変化により、収穫前の農作物に大きな損害を与えている。</p> <p>(課題2) 無計画な農作により過剰供給が生じている。</p> <p>(課題3) 仲買人に頼りすぎており、通常価格より安く売らざるをえない状況である。</p> <p>私たちは(課題3)に焦点を充て、売り手と買い手をつないでつなぐ調停役に取り組むことにした。これにより生産価格を平等に決めることができるだろう。私たちは食品店と地方農家の直接契約を計画し、仲買人を介さずに直接学校の食堂に農作物を売られるようにする。私たちはこの計画を「不平等縮小プロジェクト」と名付け、農夫のために資金を集め、貧富の差を減らすことを目指す。この計画に従って、私たちは地元農家と売り手となる貧しい家族の情報を集めている。第一ラウンドは2019年の1月までに始める。その後、満足度調査を行い、第2ラウンドに向けて再計画をたてる予定である。このプロジェクトは地元農家の収入を集めることである。十分なお金があれば、彼らは生活必需品にお金を費やし、生活が向上するだろう。私たちの学校という小さな集団から始まり、それがいつかタイ中に広く知れ渡り、国全体に役立させたいと思う。</p>	

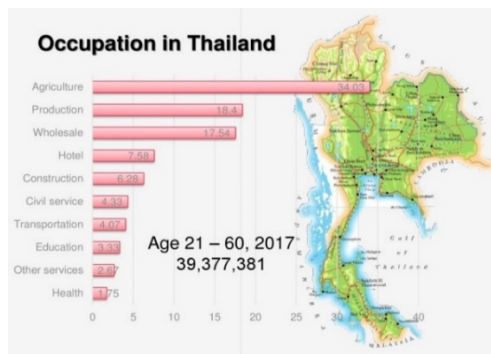
<Slides> Benjamarachutit School (ベンジャマラシュティットスクール)



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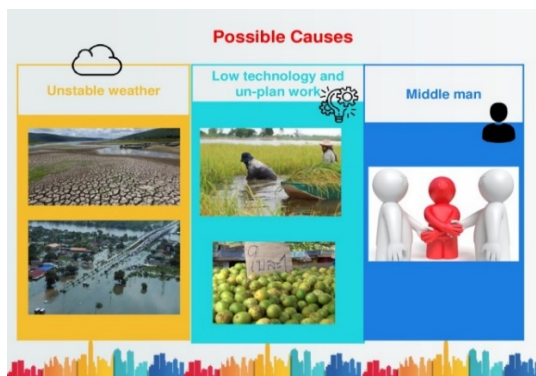
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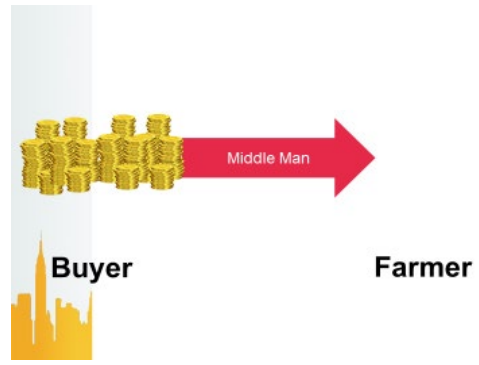
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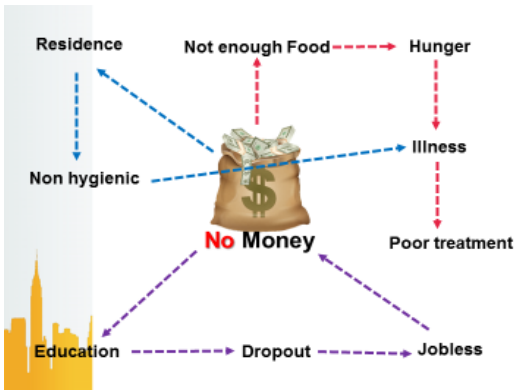
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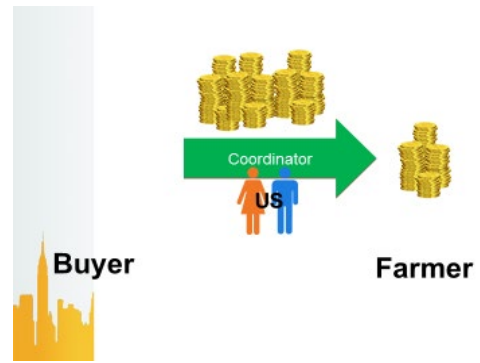
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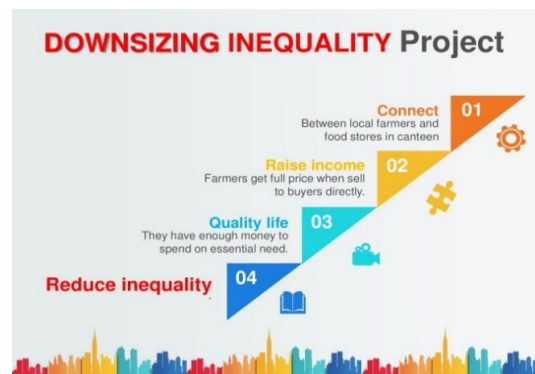
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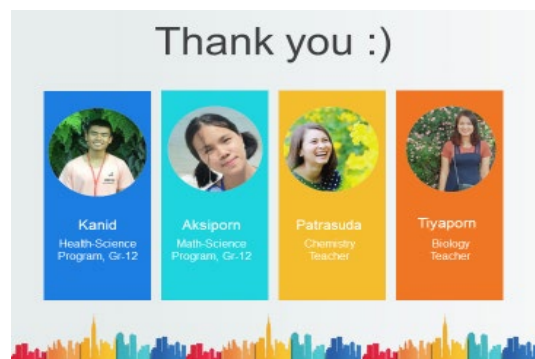


14

**Action Plan**

- 01** Price survey (November, 2018) :  
Survey the price of the product in our local agricultural cooperative
- 02** Present to school board (Late November, 2018) :  
Discuss about the advantage and disadvantage of this project.
- 03** Do the deal. (December 2018 – January 2019) :  
Meeting between Sellers, Buyers, and Coordinator.
- 04** Check list. (February 2019) :  
Check about ingredients between agricultural cooperative and food shops.
- 05** Progress February – March 2019
- 06** Satisfaction survey. (April 2019) :  
Survey about satisfaction of agricultural cooperative and food shops.

15



16



## SDGs Haruhigaoka Global Meeting 2018

<b>Country</b>	Indonesia (インドネシア)
<b>School</b>	SMAK 1 BPK PENABUR JAKARTA (ジャカルタ・BPKプナブール高等学校)
<b>Name</b>	Nicole Angelique & Isolde Violetta
<b>Title (SDGs Number)</b>	Ensure availability and sustainable management of water and sanitation for all, (SDGs 6 清潔な水と衛生)

### The summary of presentation

In accordance with SDG number 6, *Ensure availability and sustainable management of water and sanitation for all*, we are determined on finding a way to improve overall sanitation, especially hand- which are quite efficient in improving hand sanitation. However, it has also been proven that these commercial sanitizers have some components in them that can actually give harm to people. These types of chemical-based sanitizers may also be unavailable in deep-rooted places and not cheapenough to be accessed by less-fortunate people, who would rather use money to buy food rather than buying a sanitizer because the price is not worth the service given. Fortunately, we have found a research that implicitly states about the antibacterial properties of an organic fruit easily found in tropical countries like Indonesia, *Garcinia mangostana* or more commonly known as mangosteen, or more specifically, the pericarp of mangosteen.

After this discovery, we ran an experiment in which we observe the growth of bacteria with agar as a media. We powderized the mangosteen carp as smooth as possible. Then using agar as a media, we essentially bred bacteria. We used 1 control sample with no agar and 5 samples with different amounts of mangosteen powder mixed in it. We observed the growth of the microorganism for a period of 7 days. In that period of time, we have proved that bacteria did not grow on the media with mangosteen powder. We hope that by conducting this project, we can support the idea of using mangosteen carp as an organic alternative for making sanitizers, and thus boosting the overall sanitation of people. Not only that, we can also make good use of mangosteen peels that would have only been an organic waste

国連のSDGs NO6 「清潔な水と衛生」に沿って、私たちは公衆衛生を改善する方法、とりわけ、より効果的で経済的負担がかからない「手の衛生」を改善する方法を発見しようと決意しました。

多くの会社が「手の消毒製品」を開発し、衛生の改善にとっても効果を生んでいます。しかしながら、この「手の消毒製品」は、実際に人々に害を与えるいくつかの化学物質を中に含んでいることも分かっています。また、こうした化学薬品に基づいた衛生商品は、不衛生が根深い場所には利用されていません。その商品価値にお金を払うよりも食べ物を買いたい「恵まれない人々」には、衛生商品の値段は安くはないのです。幸運にも私たちは、インドネシアのような熱帯地方の国々で容易に手に入るフルーツ、Garcinia mangostana, いわゆる「マンゴスチン」の持つ「バクテリアの抗体性」についての研究を見つけました。特に言えば、「マンゴスチンの果皮」についての研究です。

この発見の後、私たちは「かんでん」を媒体としたバクテリアの成長を観察する実験をしています。できるだけなめらかに「マンゴスチンの果皮」を粉末状に塗り、媒体として「かんでん」を使いながらバクテリアを培養しました。私たちは、「かんでんのない標本」をひとつ作り、「果皮の混合量の異なる5つの標本」を作りました。そして1週間、微生物の成長を観察しました。その期間、バクテリアは、マンゴスチンの粉末のついた媒体では成長しませんでした。この実験結果によって、私たちはマンゴスチンの果皮を消毒する有機代替物として使用するアイデアを提案し、公衆衛生を改善したいと考えています。また、有機的廃棄物でしかなかったマンゴスチンの果皮の今後の有効利用にもつながると考えています。

### <Slides> SMAK 1 BPK PENABUR JAKARTA (ジャカルタ・BPKプナブール高等学校)



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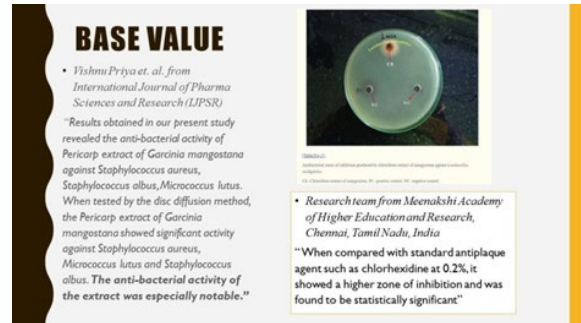
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## Tools & Ingredients

Tools	Ingredients	Tools	Ingredients
A food processor 5 small beaker glasses A knife A cutting pad	mangosteen	6 pairs of petri dishes An autoclave An oven A stove A pan A spatula A toothpick A ladle	Mangosteen powder 50 gr of Sprouts Aluminium foil A packet of Agar

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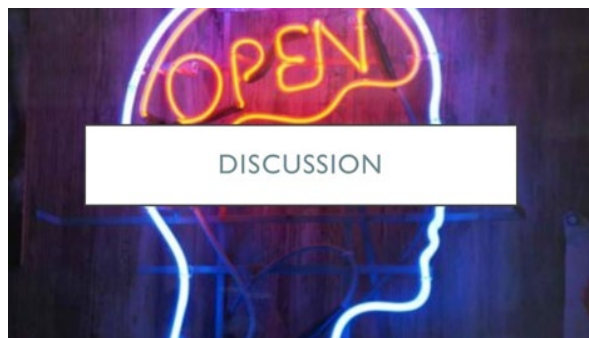
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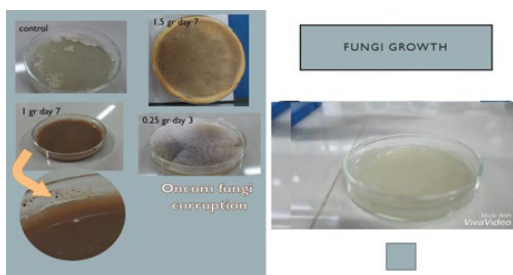
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## SDGs Haruhigaoka Global Meeting 2018

<b>Country</b>	Australia(オーストラリア)
<b>School</b>	TOOWOOMBA GRAMMAR SCHOOL(トゥーウンバ グラマースクール)
<b>Student(s)</b>	Xavier Schubert
<b>Title (SDGs Number)</b>	Quality Education(SDGs 4: 質の高い教育) Downsizing Inequality (SDGs 10: 不平等を減らすこと)
<b>The summary of your presentaion (English)</b>	
<p>Toowoomba is one of 3 cities in Queensland, Australia that has been named a Refugee Welcome Zone and since 2013 a large number of refugee families have come to live in Toowoomba. The RWZ program also includes a special pilot program for Women at Risk. This means families that have been affected by violence or religious persecution can received special support. But raising children is difficult for anyone who is moving to a new home without support of a family. Various community groups in Toowoomba decided to develop a support program for our new refugees. It is called T.R.A.M.S. (Toowoomba Refugee And Migrant Support). The program offers English classes, internet access, and assistance with health, accommodation and other services.</p> <p>The Toowoomba Grammar School Interact Club, together with some teachers, decided that they wanted to help with this program. They thought about what they could do now that would help new refugees connect with their new community. Many of the youngest refugees did not speak English so we decided to create a "Homework Club" to help children with their school work and to create connections in our community. At the SDG Global Meeting, I will be talking about this program and the benefits it has, not just for the refugee children but for us too.</p>	
<p>トゥーウンバは、オーストラリア、クイーンズランド州の3つの都市のひとつで、難民歓迎区域と名づけられ2013年以来、たくさんの難民家族がトゥーウンバで暮らすようになっています。難民歓迎プログラム(The RWZ program)は、Women at Risk (人権擁護の非営利団体)の特別なパイロットプログラムでもあり、このプログラムは「暴力や宗教的迫害の影響を受けている家族の特別支援」を目的としています。</p> <p>しかし、育児は、家族の支援もなく新しい土地で家庭生活を始める人には難しいです。そこで、トゥーウンバで暮らす様々な地域社会のグループが、新しい難民のための支援プログラムを開発することにしました。それは「T.R.A.M.S.」(Toowoomba Refugee And Migrant Support: トゥーウンバ 難民移民支援)と呼ばれています。そのプログラムでは、英語の授業、インターネットのアクセス、公衆衛生、宿泊などのサービスを提供しています。</p> <p>トゥーウンバグラマースクール・インターアクトクラブは、何人かの先生たちと力を合わせて、このプログラムの支援をしたいと思っています。クラブは、新しい難民家族が新しい地域社会とつながる手助けをするために、自分たちが今何ができるかを考えました。若い難民の多くは英語が話せません。ですから私たちは「宿題クラブ」を創り、子供たちが宿題をするのを手伝い、彼らと私たちの社会とのつながりを創ろうとしています。今回の「SDGsグローバルミーティング」では、このプログラムとその恩恵について発表します。難民の子供たちだけのためでなく、私たち自身のために。</p>	



<Slides> TOOWOOMBA GRAMMAR SCHOOL (トゥーウンバ グラマースクール)

**SUSTAINABLE DEVELOPMENT GOALS PRESENTATION**

Xavier Schubert ゼイビア・シューバート  
Toowoomba Grammar School トゥーウンバ・グラマースクール

1

Hello. I am Xavier Schubert. I am 16 years old and in the second grade of high school.

I am a member of the school Interact Club.

Interact Club members discuss ideas and work with other students in volunteer activities.


I think programs like this are very important for TGS students.



2

**Toowoomba Refugee and Migrant Service (T.R.A.M.S.)**

Goals 4, and 10: Education and Reduced Inequalities



3

Recently, many refugees have moved to Toowoomba.

In order to help them, TGS students are participating in a new program. The program is called T.R.A.M.S.



4

For the program, high school students assist foreign students with their homework after school.

We also do things such as play board games and talk with them.



5

Because the students come from many different countries, there are many students that are not very skilled at English.


Therefore, we help them with English homework.



6

Because math is a very important subject, we also help them with maths homework.

Sometimes, when the students don't understand what we are saying, it becomes difficult to do homework with them.



7

For us, it is important to speak slowly and be patient.

We can also make friends with the students and teach them about the Australian lifestyle.



8

This program helps make Toowoomba a sustainable city and friendly community.

I think it is important that other schools in Australia and other countries do similar activities to T.R.A.M.S.



9



Thank You  
(ありがとうございました)

10

SDGs Haruhigaoka Global Meeting 2018	
Country	Australia (オーストラリア)
School	FAIRHOLME COLLEGE (フェアフォルムカレッジ)
Student(s)	Alex Grimmett
Title (SDGs Number)	Responsible production and consumption (SDGs 12 責任のある消費と生産)
<b>The summary of your presentaion (English)</b>	
<p>In order to protect the environment, it is vital that everyone takes part in managing our world's 'rubbish problem'. Although recycling is beneficial, reducing the amount of rubbish produced in the first place is a much more effective solution. There are many ways in which everyone can help reduce rubbish. If we all try to make a change in our daily lives, it will help preserve our environment for the future.</p> <p>I am interested in this theme because I have always been fascinated by the natural world, particularly our ocean and the creatures living in it, and want to encourage people to protect it. I believe rubbish reduction is a simple, yet effective, way to help preserve the environment.</p> <p>環境を保護するためには、世界中の人々がごみ問題に取り組む必要がある。リサイクルは有効だが、まず第一にゴミの量を減らすことがさらに効果的である。だれもがゴミの削減に貢献できる方法はたくさんある。もし私たちが日常生活に変化を起こせば、将来の環境保全に役立つだろう。</p> <p>私は自然の世界、とりわけ海と海洋生物に常に魅了されているので、このテーマに興味があり、人々がそれを守るように促したい。ゴミの削減は、環境保全に役立つ単純だがより効果的な方法だと思う。</p>	

<Slides> FAIRHOLME COLLEGE (フェアフォルムカレッジ)



ごみの問題

1



Goal 12: Responsible Production and Consumption

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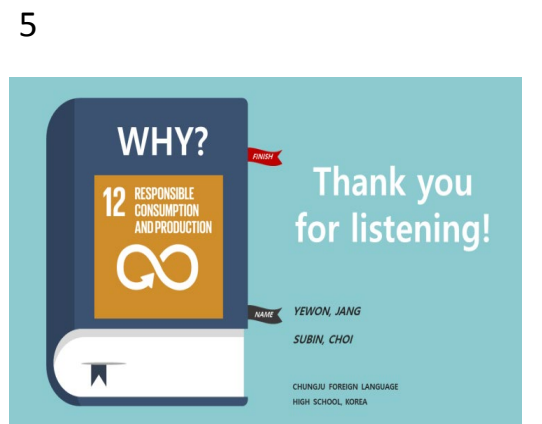
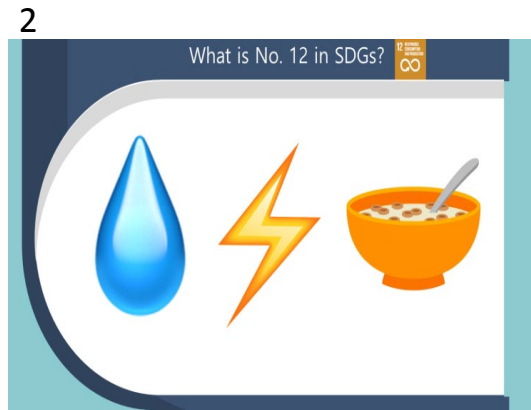
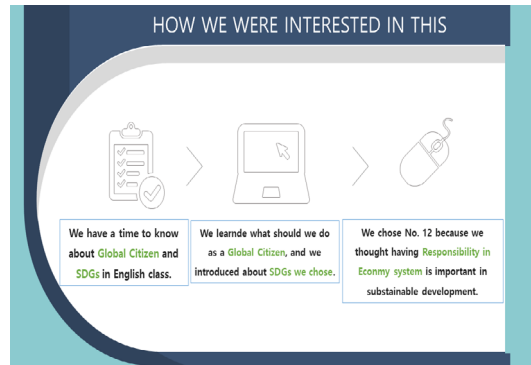
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## SDGs Haruhigaoka Global Meeting 2018

Country	South Korea(韓国)
School	CHEONGJU FOREIGN LANGUAGE HIGH SCHOOL 清州(チョンジュ)外国語高等学校
Student(s)	Jang Ye Won & Choi Su Bin
Title (SDGs Number)	Responsible consumption and production (SDGs12 責任のある消費と生産)
The summary of your presentaion (English)	
<p>Our topic is 'responsible consumption and production'. We would like to introduce the reason why we selected this topic, the contents of SDG published by UN and the social enterprise 'Neul Som Gil', which we made, based on UN SDG.</p> <p>For one year, we have been attending 'English 2' classes and exploring about what global citizens are. We defined the global society as a society in which all of us are living together. Also, We have defined global citizens who strive for continuous development and symbiosis around the world. Based on these ideas, when we studied UN SDG, we became interested in the topic of 'responsible consumption and production' between consumers and sellers and broadly between exporting and importing countries. That's why we've chosen this topic.</p> <p>The 'Responsible Consumption and Production' published by UN SDG is as follows.</p> <p>First, this is about promoting sustainable infrastructure, and providing decent jobs and a better quality of life for all. Implementing this can help we achieve our development plans, reduce our economic, environmental, and social costs in the future, strengthen our economic competitiveness and eliminate poverty.</p> <p>Second is that 'sustainable consumption and production' aims to do more at less cost while promoting a net of wealth from economic activity resulting from the consumption, decline, and daily pollution of resources.</p> <p>We would like to carry out the 'Neul Som Gil' project based on the UN SDG. This project is to choose 'Laos' and help to develop the industrial and tourism market in Laos based on financial and educational support of enterprises.</p> <p>'Neul Som Gil' is a word made by combining Korean words. Neul Som means good workmanship and Gil means roads. As Laos is a country where handicrafts have developed, various tourist products such as bags have been developed and there are many contents that you can enjoy like the street food. However, that merchants do not have enough market to sell, there is no big representative product, and the condition of the night market block Laos to develop. To solve these problems and develop the tourism and market in Laos, we have come up with the social enterprise called 'Neul Som Gil'.</p>	
<p>私たちのテーマは、SDGsのNO12、「責任のある消費と生産」です。このテーマを選んだ理由と私たちがそのテーマに基づいて作った社会的事業、「Neul Som Gil」について紹介したいと思います。</p> <p>この1年間、私たちは「英語Ⅱの授業に参加し、「グローバル人材」について探究してきました。私たちは「グローバル社会」を「私たちみんなが一緒に暮らす社会」と定義しました。そして「グローバル人材」を「世界の持続的な発展と共生に努力する人」と定義しました。この考えに基づいて、私たちが国連のSDGsを勉強した時、私たちは、消費者と売り手、輸入国と輸出国の間に存在する、SDGsNO12の、「責任のある消費と生産」に興味を持ちました。国連のSDGsによって定義される「責任のある消費と生産」の内容は以下の通りです。</p> <ol style="list-style-type: none"> <li>1. 持続的なインフラを促進し、すべての人々にまともな仕事を与え、生活の質を向上する。この実現に向けて開発計画を立て、将来の私たちの経済的、環境的、そして社会的なコストを削減し、経済的な競争を強め、貧困を減らす。</li> <li>2. 「持続的な消費と生産」とは、消費、不景気、日常の資源汚染から生まれる経済活動から幸福を生み出しながら費用を減らす。</li> </ol> <p>私たちはSDGsNO12に基づいた「Neul Som Gil」を実行します。このプロジェクトでは「ラオス」を選び、企業の財政、教育支援に基づいて、ラオスの産業と観光業を開発する手助けをしています。「Neul Som Gil」は韓国の単語を組み合わせた言葉です。「Neul Som」は「優れた職人技術」を意味し、「Gil」は「道」を意味します。ラオスは工芸品が発達している国で、バッグのような様々な観光製品が開発されており露店食のように楽しめるものがたくさんあります。しかし、そのような商人たちには物を売る十分な市場、代表的な製品がなく、そして夜市(やじ)の条件がその発展を妨げています。ラオスのこうした問題を解決し、観光業や市場を発展させるために、私たちは「Neul Som Gil」と呼ばれる社会事業を考案しました。</p>	





7

## SDGs Haruhigaoka Global Meeting 2018

<b>Country</b>	Japan (日本)
<b>School</b>	Chubu University Haruhigaoka High School (中部大学春日丘高等学校)
<b>Student(s)</b>	Kazuma Sato, Mahiro Akatsuka, Yoshino Kato, Rena Suzuki, Sakura Mizuno
<b>Title (SDGs Number)</b>	World Security (SDG's 11 : 住み続けられるまちづくりを)
<b>The summary of your presentaion (English)</b>	
<p>We researched about world security, mainly on door intercoms. For comparison, we focused on Australia as a developed country and Indonesia and Vietnam as developing countries. Our goals of this project is to spread Japanese security technology to the world, to improve developing countries' security and to make the world more safe and peaceful. Issues we looked at are why intercom use doesn't increase even though other countries are more dangerous than Japan, why people don't have crime awareness and why other forms of security technology haven't spread to developing countries. Potential solutions to those problems are to bring up a case that happened in Japan, to invent original intercoms and to request Japanese companies to advertise intercoms. Best solutions we came up with is inventing original intercoms for each countries, asking Japanese companies in Australia, Indonesia, and Vietnam to manufacture original intercoms for each countries and encouraging an intercom advertisement. In conclusion, from the points we've introduced, using intercoms as a security technology could connect to a safer world. In addition, we could ask other countries to make original intercoms for each country.</p>	
<p>私たちは、世界の防犯、特にインターホンについて調べました。日本との比較対象国は先進国としてオーストラリア、発展途上国としてインドネシアとベトナムとしました。この研究の目的は、世界に日本の防犯技術を広めること、発展途上国の防犯技術の向上させること、そして世界の安全と治安の向上させることです。私たちが注目した問題点は、他国は日本よりも危険であるにもかかわらず、なぜインターホンの使用が広まらないのか、なぜ人々は防犯意識を持たないのか、なぜ発展途上国に防犯技術が普及しないのかです。私たちが考えた解決策(仮説)は、日本の事例を持っていくこと、国独自のインターホンを発明すること、日本の企業にインターホンの宣伝を依頼することです。真の解決策としては、各国に合わせたインターホンの発明、オーストラリア、ベトナム、インドネシアにある日本企業の向上にインターホンの作成の依頼、インターホンの宣伝の促進です。この研究の結論として、防犯技術としてインターホンを使うことで、安全な世界を作ることができます。そして、それぞれの国に合わせて独自のインターホンを作るという結論に至りました。</p>	

### <Slides> Chubu University Haruhigaoka High School (中部大学春日丘高等学校)



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## GPI (Global Peace Index)

Country	2018 Rank	2017 Rank
Japan	9	10
Australia	13	12
Indonesia	55	52
Vietnam	60	59

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## Goals

1. Spreading Japanese security technology to the world

2. Improving developing countries' security

3. Making the world more safe and peaceful



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## Goals

1. Spreading Japanese security technology to the world

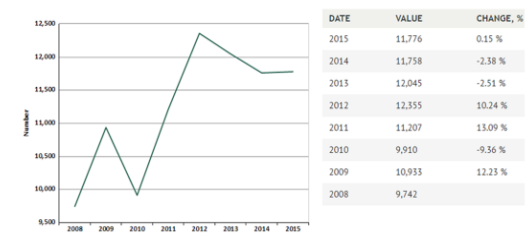
2. Improving developing countries' security

3. Making the world more safe and peaceful



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## Indonesia's Burglary Rate



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## Goals

1. Spreading Japanese security technology to the world

2. Improving developing countries' security

3. Making the world more safe and peaceful



7

## Issues

1. Why doesn't the intercoms use increase?

2. Why aren't people aware of crimes?

3. Why haven't the security technology spread to the world?



8

## Potential solutions

1. Bringing up a case from Japan

2. Inventing original intercoms

3. Making a request to advertise



9

1. Bringing up a case from Japan



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2. Inventing original intercoms

11



3. Making a request to advertise

12

## Our Best Solutions

1. Inventing original intercoms
2. Asking Japanese companies in Australia, Indonesia and Vietnam for manufacturing
3. Advertise about intercoms



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1. Inventing original intercoms

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2. Asking Japanese companies for manufacturing

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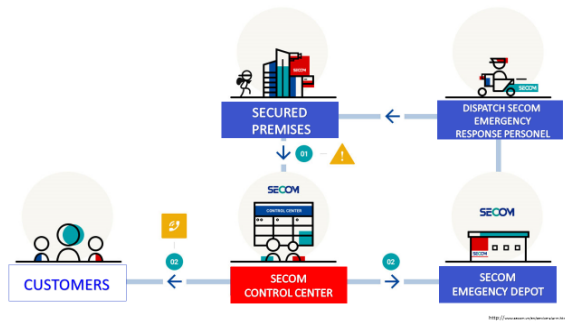


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<Gratitude>

This is the first time to invite foreign students and have the opportunity to exchange the results of studies based on SDGs goals (Education for Sustainability of Development). While editing the summary and slides of participants' studies, we felt great respect for their dedication to their studies and also strongly feel the opportunity of learning social issues beyond the border like this is very precious.

Hearing the current news in the world, everybody should feel SDGs might be difficult to realize. However, SDGs remind us of respect for sustainability of community, society, country, and the world, which can be landmarks for responsible citizenship.

Hopefully, we will have a global meeting based on SDGs again next year. Thank you very much for your cooperation.

<お礼>

今回初めて海外から生徒を招き、SDGs(ESD:持続可能な開発のための教育)に基づいた課題探究学習の成果発表会を行いました。参加者の研究要旨とスライドを編集しながら、参加者の献身的な取組に敬意を覚るとともに、貴重な学びの機会であることを強く感じました。

現在の世界のニュースを耳にすると、だれもがSDGsを実現することは難しいと感じるはずですが。しかしSDGsは「地域社会、国、世界の持続性に対する敬意」を喚起し、責任感のある市民を育てる道しるべとなります。来年またSDGsに基づいたグローバルミーティングを開催できればと思います。ご協力ありがとうございました。