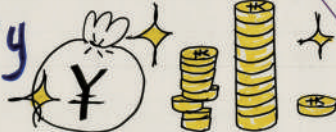




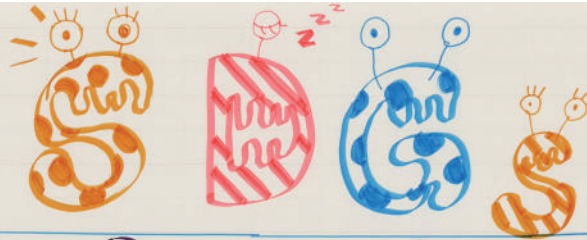
## unemployment

- ★ insufficient of highly demanded job.
- ★ Reluctance in working in a sector that they don't want.

## ★ Bribery

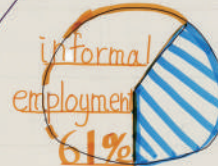


- ★ Discrimination against foreign worker.



Decent work & economic growth

## Problems

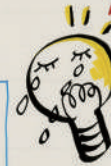


Human Trafficking

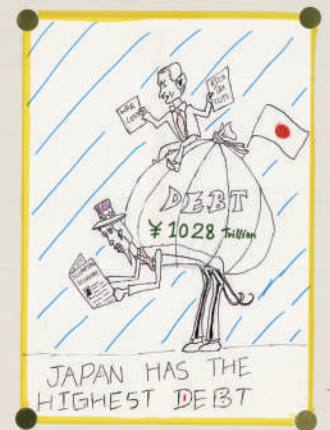
★ child labor

## EDUCATION

- ★ lacking of ideas
- ★ lacking of interest

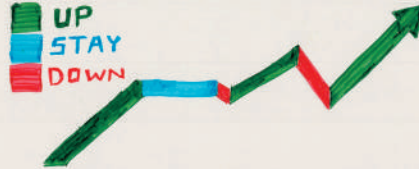


among students





**unemployment**  
 ★ exchange of labor  
 ★ make a better working environment  
 ★ tougher law



Decent & Work  
 Economic & Growth

Education

2019

SOLUTIONS

2030

Bill Gates  
 (9 children)



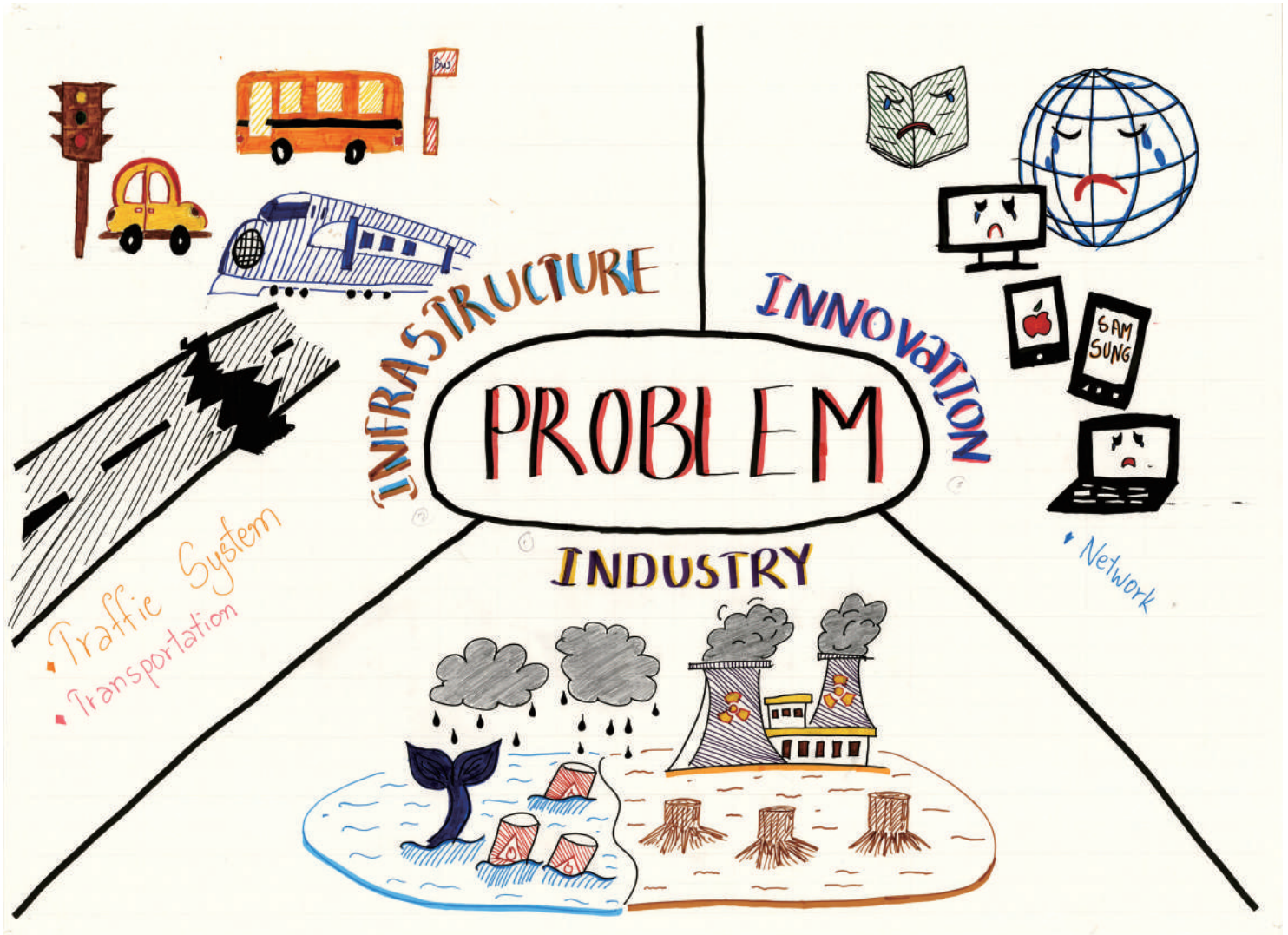
- ★ Skilled teachers
- ★ Campaigns
- ★ Inspiration

- ★ LINN
- ★ MITSUKI
- ★ YURIKO
- ★ SREE
- ★ NOINA
- ★ SOFIE
- ★ BAILEY
- ★ FANY

Human Trafficking

- ★ Introduce new policies
- ★ Cooperation between NGO & government









Group 10

# Reduce inequality



**Definition:** **Reduce** is to decrease or lessen  
**Inequality** the unfair situation  
 society when some people have more opportunities than other people

## Problem: Discrimination

- 1) Employment
- 2) University Entrance
- 3) Conflicts and division



## Causes 1 Unfamiliar with other races

Ms Farsai 2 Stereotyping and Judging with the limited knowledge  
 Ms Tofu  
 Ms Ona Ms Punch they have Ms Ayumi  
 Ms Manaka

## Solution

Cultural exchange programs  
 Exchange student programs  
 Campaigns  
 Mr Hai Mr Si  
 Transparency and no biasness  
 Bring inclusive policy  
 Mr Vincy Mr Abi  
 Proportional representation





# BETTER WORLD IN 2030

Provide more public transportations and produce more eco-cars



Increases the price of cars



Use more bicycle

Bring your own bottle to reduce the usage of plastic bottle



make a law to control factory pollution

## ② TRAFFIC



make more linear road

## ① AIR POLLUTIONS & WATER POLLUTIONS

## ③ Population

- Increase education level in rural areas
- New policies to restrict births
- Foreign workers



→ migration (policies) → Japan



## ⑥ SAFETY

Life-sentence + cost money



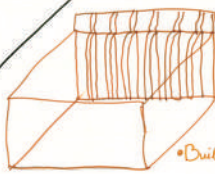
increase patrols



## EDUCATION

SHOULD BE FREE / ↓ costs

## ⑤ Natural Disaster



• Build more dams in the city



- Store foods
- Disasters risk reduction plans from government
- Disaster trainings in schools/companies/local communities.

## ④ garbage classification

Raise awareness among citizens



Education from elementary schools

VIEJAY

スーパ

クロー

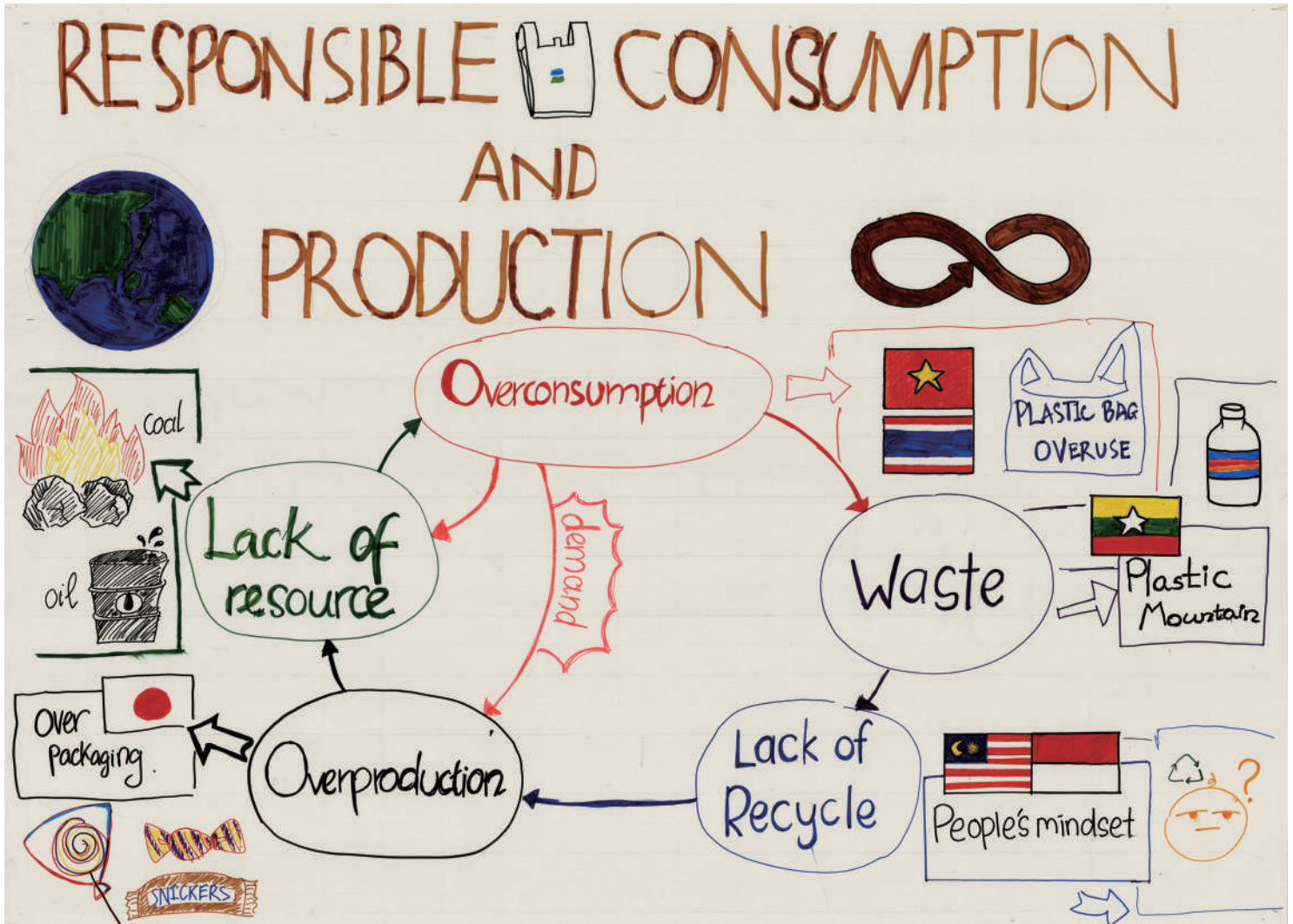
7ア

サト

トイ

エミ







# SOLUTION





Nawfal - MAS  
 Boat - THA  
 Honami - JAPAN  
 Kayo - VIE  
 Noel - VIE  
 Maru - INA

# CLIMATE CHANGE

- HUMAN ACTIVITIES -

## NATURAL DISASTERS

CAUSES

- Agricultural activities
- Deforestation
- Lack of crop rotation
- Drought

## AIR POLLUTION

CAUSES:

- CO<sub>2</sub> emission from cars ...
- Oil spill pollution
- Wild fire
- Etc.

## SEA LEVEL RISES

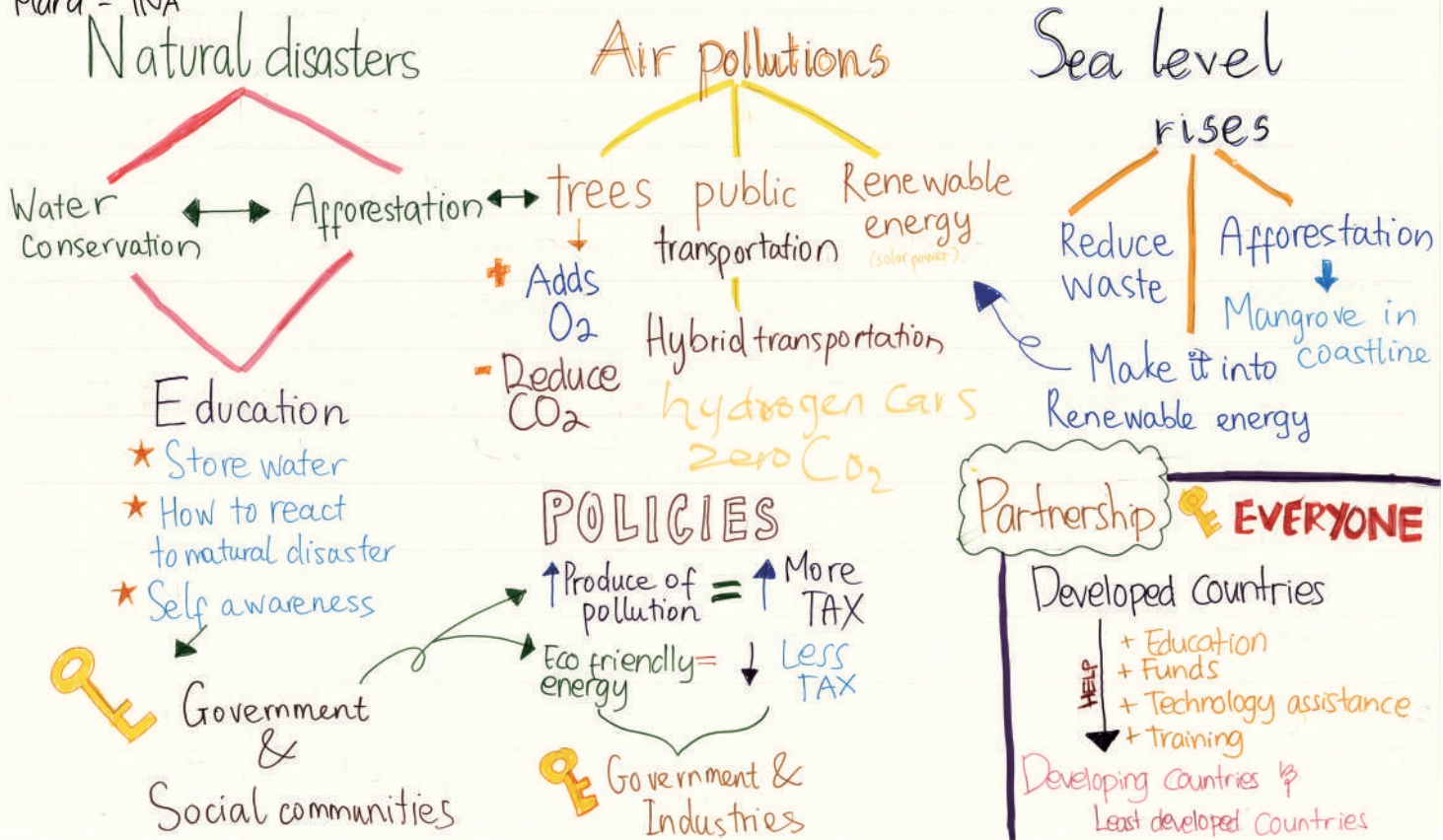
CAUSES: - Marine crude oil pollution

- Waste dumping
- Heat wave
- Destruction of Coral reefs

↳ Leads to flooding

Honami - JPN  
 Mitsuaki - JPN  
 Kayo - VIE  
 Noel - VIE  
 Maru - INA

# Solutions





ナウワル-MAS  
 ホート-THA  
 ホナミ-JPN  
 カヨ-VIE  
 ノイン-VIE  
 ズル-INA

# 2030 GOALS

## Natural disasters

Mechanism devised  
 to reduce natural  
 disaster

Developing countries  
 have the necessary skill  
 to combat  
 "climate change"  
 Impacts

## Education on

Climate is implemented  
 in primary, Secondary  
 & tertiary Schools

## ALL Countries are

able to implement  
 risk management plan  
 to help adapt to  
 natural disaster

Funds are being mobilized  
 by all countries

Combat Climate Change  
 \$ 1 billion → TAXES

Government partners with  
 relevant stakeholders to implement  
 sustainable development goals  
 NGOs, Industries, Society  
 and local governments.



# 14 LIFE BELOW WATER

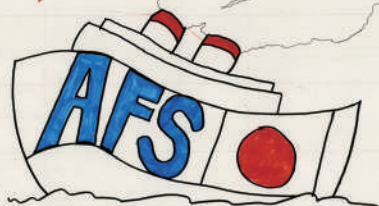


1. Phibert
2. Engyin
3. Tesa
4. Jani
5. Taiki
6. Sae
7. Ayaka
8. Jan
9. Jose
10. Maria

## Problems

## SOLUTIONS

POLLUTION

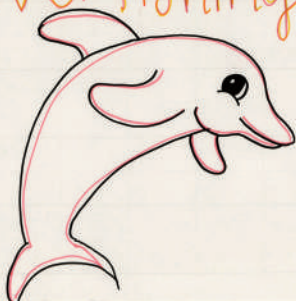


- Plastic waste
- Industrial waste
- Rapid developing (tourism)
- Oil spill/chemicals

(3R) Reduce Reuse Recycle

Safety measures  
Implement laws

Overfishing



- Lack of knowledge
- Overpopulation
- Weak fishing management system

Control fishing tech

Aquaculture





# #What can we DO as a STUDENT?

- ▶ Social media
- ▶ Raise awareness
- ▶ Take matters into our own hands
- ▶ "Walk the talk"
- \* Eco-friendly Campaigns in school.
- \* Talk with family and friends
- \* Choose Eco-friendly products



RAISING AWARENESS  
FOR A SUSTAINABLE  
LIFE BELOW WATER

15

LIFE  
ON LAND



BREAKING

NEWS



Silviculture

Education

SOLUTIONS



Limit the  
use of paper

Encourage  
people to buy from  
licensed and  
certified sellers.

2030



A GREENER WORLD  
FOR THE NEEDS

... Ayesha Duy Farzana Leo Syifa Tae ...

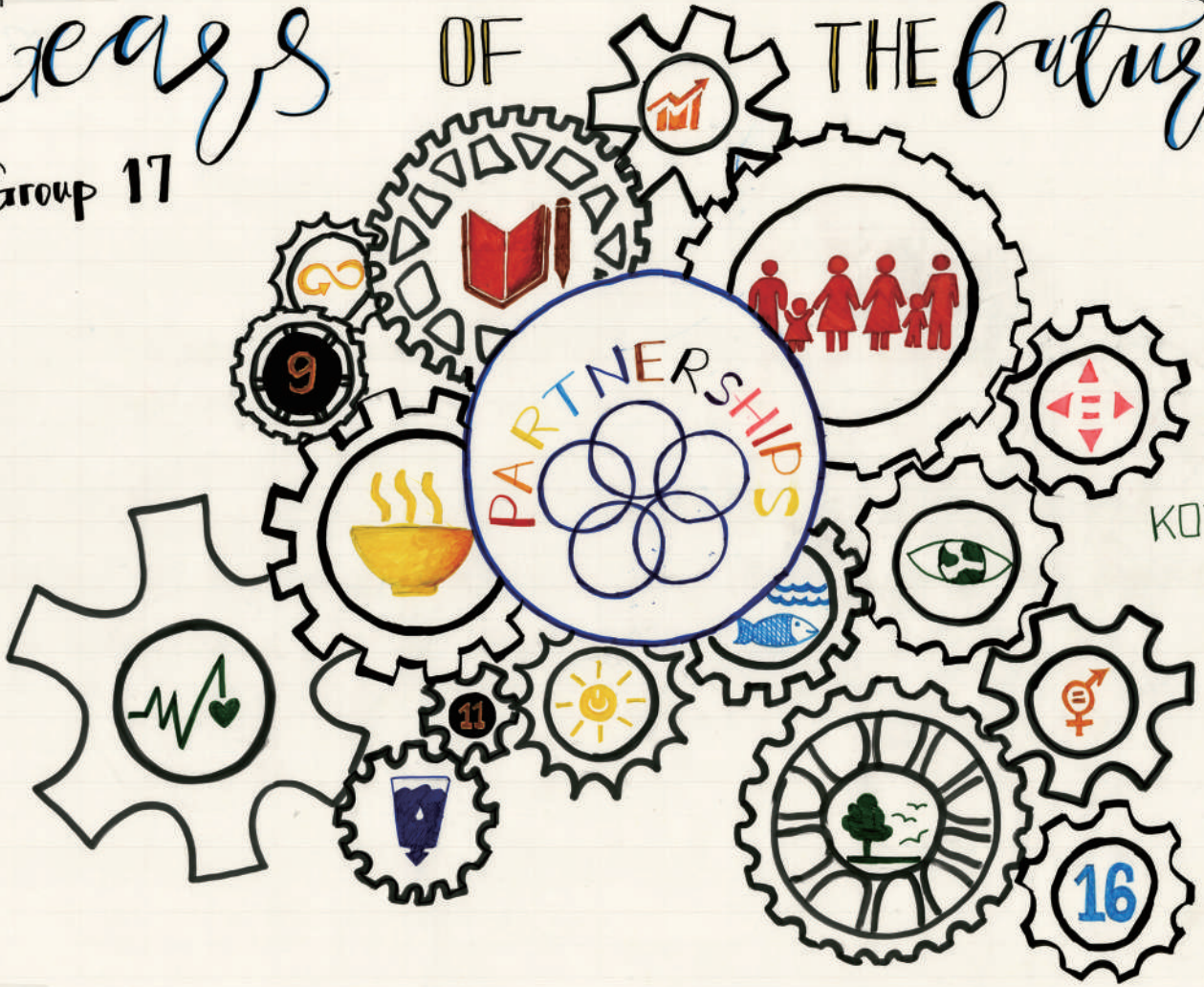






# Gears OF THE Future

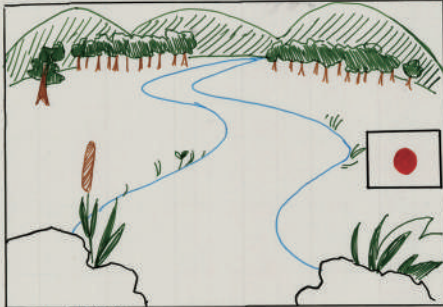
Group 17



IRA  
RIND  
MUIZ  
NA  
FLO  
TAO  
KIRA  
KOTONO



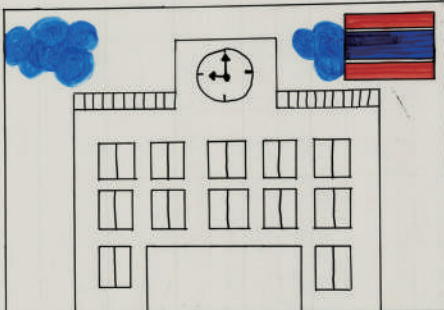
# Real life Examples



- WEPA
- Aims to improve water environment in Asia - Providing knowledge



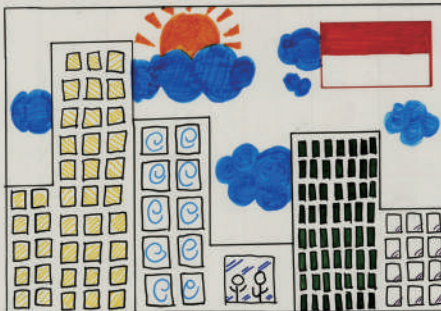
- VEPG
- To strengthen exchange of knowledge in sector



- Australian-Thailand Bridge school Partnership program.



- ASEAN
- Form a market similar to the European Union.



- IA-CEPA (Indonesia Australia Comprehensive Economic Partnership agreement)



- NATO's partnership for peace
- Develop military capabilities - meet needs of national defense.







## Concluding Remarks

DOI, Yasuhiro  
Presidential Advisor  
Professor at Graduate School of Economics  
Nagoya University

At first, I would like to express my sincere gratitude and deep respect for the organizing team and participants to create and contribute such a successful international event for high school students. The performances of participants were much more than I expected. Through a groupwork, students from Asian countries and Japan could discuss their common social problems and tried to find out unique resolutions. Even it was not so easy to exchange opinions and conclude their discussion as a group, most of the students could overcome the difficulties such as language barriers, diversity in culture, and different educational backgrounds. All the presentations from each group were reasonable, accessible, cheerful and hopeful.

However, there are some remaining issues. As I have introduced in my lecture, “Trade Off” is one of the key concepts to discuss social problems like the topics regarding SDGs. In order to discuss our social problems, we need to recognize most of the key players in the situation. It means that we should not try to find a resolution only to support victims and aggrieved party. We need to find out how such a situation arises and who had what kind of decision to make.

I hope that all of the participants could learn skills of communication and discussion. This event is just a beginning of the higher education and you have a lot of time to study further. Please keep learning and try to be a person who can manage and/or lead our society in the future.



## Concluding Remarks

Hiroaki Sankoda Vice principal  
Affiliated Upper and Lower Secondary Schools

This summer in 2019 we were able to hold a Global Conference for SDGs (Sustainable Developing Goals) among Asian High School Students at Nagoya University as the culmination of SGH (Super Global High School). The main theme was SDGs. Lots of high school students mainly from Asian Nations (Japan, Indonesia, Malaysia, Brunei Darussalam, Thailand, Viet Nam, Laos, Myanmar, Cambodia) and two students from Europe (Denmark and Finland) attended the Conference. There were over 150 students that attended the Conference. In addition, 39 TAs (Teaching Assistants), who are International students of Nagoya University, supported the Conference and facilitated the discussion among the High School students. We are extremely delighted to have completed this Art Book, which contains the students' works.

Our school was designated as one of the Super Global High Schools by the MEXT (Ministry of Education, Culture, Sports, Science and Technology) in 2015. Including the one year as an SGH Associated School in 2014, we have been trying to foster students to be global leaders. Through the SGH curriculum, we have three policies: 1.Project study based on the inquiry-based learning, 2.Cooperative learning in all the classes at school 3.Project study with overseas students. This Art Book is an outcome of the 3<sup>rd</sup> Policy, but we believe the fact that on a regular basis students have become familiar with the way to detect and solve global social problems in the SGH curriculum.

Last of all, we thank all of you: the Japanese high school students, the exchange students of AFS and the relevant staff from Nagoya University. When looking through this Art Book, please notice the fact that teenagers all over the world are thinking seriously of SDGs. We also hope that all of us who are living on the earth follow the Sustainable Global approach to environmental problems strictly.





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