

Shinshu WWL International Student Conference

信州WWL高校生国際会議

Saturday, June 11, 2022



Consider Multiple Perspectives & Find Solutions

-Our Pledge to Take Action for a Sustainable Life

Joint Statements & Discussion Report



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## JOINT STATEMENTS 共同宣言

In order to be a contributing member of the global society, we pledge to keep thinking, researching, and acting, from multiple perspectives and be a positive influence on the behavior of people around us to make our world more sustainable.

Saturday, June 11th, 2022



## ETHICAL CONSUMPTION エシカル共同宣言

### **We recognize that...**

#### **【Food waste】**

- A lot of edible food is wasted both in Japan and around the world.
- There are two types of food waste: business food waste and home food waste.
- Some companies or organizations have been working on ethical consumption.
- Food waste causes a lot of other problems such as environmental problems.

#### **【Clothes waste】**

- A lot of wearable clothes are wasted, and few clothes are recycled in Japan and around the world.
- Many cheap clothes are made in poor working conditions in developing countries.

### **We recommend that...**

#### **【Food waste】**

- Promote local production for local consumption.
- Make products last longer.
- Introduce a system where we can bring some food home from restaurants.
- Do not mass produce to make a profit.
- Sell non-standard products.

#### **【Clothes waste】**

- Improve the working conditions.
- Make use of limited resources carefully.

### **We will act to...**

#### **【Food waste】**

- Not buy too much and not waste leftover food.
- Check expiration date and expiry date. Buy expiring food and consume quickly.
- Know more about ethical consumption.

#### **【Clothes waste】**

- Recycle and reuse wearable clothes.

### **We plan to...**

#### **【Food waste】**

- Join some activities to reduce food loss such as food drives.
- Buy products by weight as much as possible.

#### **【Clothes waste】**

- Gather used clothes and sell them.
- Hold fashion shows using used clothes.



# HUMAN RIGHTS 人權共同宣言

## **We recognize that...**

Exercising one's rights can lead to better lives, but some people do not know their rights and do not exercise them.  
Exercising one's rights too much or in certain ways can cause problems.

### **<Freedom of expression>**

Positive Points of exercising this right are ...

- can share ideas
- can convey the opinion of minorities.

Negative Points when people exercise this right are ...

- fake news can be spread around the world
- privacy issues
- hate speech and prejudice can be promoted

People should be careful about...

- misinformation on social media
- words used

### **<Right to self-determination>**

Good points include the following (more shown in discussion report).

- We have the right to make decisions for ourselves, without stereotypes.
- In some cases, the government's decision agrees with the nation's opinion.

## **We recommend that...**

### **<Freedom of expression>**

Education should include a training course on these rights.

The Government should give people a chance to speak.

Teachers should explain the importance of freedom of speech.

People should clarify what they can or can not say

YouTubers or others should help people to raise awareness of the freedom of speech.

People should be aware of the difference between fact, opinion, and false information

### **<Right to self-determination>**

( parents ) must not force their children to adopt their ideas.

(government ) Should care about minorities.

(teachers) Should respect children's feelings (including how they want to be called).

## **We will act to...**

### **<Freedom of expression>**

Raise awareness about freedom of speech

Think about whether our information is correct or not when we tell our opinion to other people to advance understanding of human rights.

### **<Right to self-determination>**

we must think about and respect others' opinions when we exercise our rights.

## **We plan to...**

### **<Freedom of expression/ Right to self-determination>**

**Create a website about human rights in many languages.**

Discuss the topic with many possible answers to advance understanding of human rights.



## EDUCATION 教育共同宣言

### **We recognize that...**

In this increasingly globalized society, the development of education required varies from country to country (overcoming language barriers, solving economic problems, and developing independent learning, etc.), and measures taken by the government are essential to solve these problems. However, even in the same county, what constitutes an issue varies among regions, schools, and individuals, and we can influence the internationalization of our country by reviewing our learning attitude.

### **We recommend that...**

Educators not only impart knowledge but also develop the ability to think and use that knowledge to solve problems on their own, as well as the ability to express those ideas to society.

### **We will act to...**

In order to become global citizens, we act to continue to think about "why we are learning", "what is the benefit of what we have learned," and "what activities we can do" in our daily life. Also, spread your thoughts to others and take action.

### **We plan to...**

By encouraging the change in education that we recommend to the nation and the region and the attitude of learning that we have decided to undertake, we will create an environment that will foster global citizens who can contribute to the global society and take action on global issues.



## ENVIRONMENT 環境共同宣言

### **We recognize that...**

There is a lack of interest in environmental issues worldwide.

### **We recommend that...**

Government agencies set up more means for people to

\*learn about environmental issues and how to take action against them.

\*increase opportunities for environmental activities including taking action in the local area.

For example cleaning local town, and spreading awareness by using social media.

### **We plan to...**

1. Organize an event at school to pick up trash.

For example, making a day once a week for students to pick up trash as they come to school.

2. Taking action on what is close at hand, for example, using our own water bottle, containers, and shopping bags.





## POVERTY 環境共同宣言

### **We recognize that...**

We recognized that poverty is a serious problem made worse for some during the Corona Disaster. In particular, women's poverty is particularly acute. Based on this, we decided to deepen our study by focusing on women's poverty. We also focused on the problems of single mothers' families.

### **We recommend that...**

We recommend that companies and local governments establish scholarship programs for families headed by single mothers. Today, more and more companies are introducing scholarship programs. We would like to propose this to companies and public organizations that have not yet introduced scholarship programs in order to spread this trend. Additionally, talking about the situation and using the media can help to change the education system.

### **We will act to / plan to....**

We will act to tell single mothers and their children that companies and local governments have one-way scholarship programs. Additionally, we will to share the situation of the poverty of single mothers' families and propose this to companies and public organizations that have not yet introduced scholarship programs in order to spread this trend. We should transmit this information in society because many people are leaders in schools and participate in this activity and others.



## WATER & SANITATION 水衛生共同宣言

### **We recognize that...**

The water problem is caused by the topography of a nation, especially Taiwan. Although it is difficult to take action on a national scale immediately, we can take *some* action on each issue, such as using water-saving technology, now.

### **We recommend that...**

We are required to take specific action to contribute to saving water. We diligently turn off the running water, and use bath water to water plants. There are some people (including us ) whose small actions will have positive concrete effects.

### **We plan to...**

Concurrently take action and promote saving water among our friends and family  
And to increase our knowledge and understanding about water, regularly.

# **DISCUSSION REPORTS 討議報告**





## ETHICAL CONSUMPTION エシカル消費討議報告

※We focused on two viewpoints and discussed them. Food and clothes waste

Country & Region	Japan	Overseas (India, Taiwan, Canada)
<b>Background &amp; Current Situation</b>	<p>【Food loss】 Food loss is about 6.12 million tons per year. Each person disposes of a bowl of food every day</p> <p>【Clothes waste】 There are more than 500,000 tons of clothing waste annually. Most of the clothes I let go are discarded and no clothes are recycled.</p>	<p>【Food loss】 “Indian farmer’s food loss” Approximately 20-30% of produced food is wasted due to lack of refrigeration equipment and supply chain problems.</p> <p>“Taiwan” Since they eat out a lot, they often leave dishes unfinished and buy too much.</p> <p>“Canada” One in seven people is in poverty, but the food waste rate is 40% of the total. Food loss is about 100,000 tons per year in Metro Vancouver.</p> <p>【Clothes waste】 “India” National costumes such as saris are remade as accessories.</p> <p>“Taiwan” 72,000 tons of clothing are discarded annually.</p>
<b>Problem</b>	<p>【Food loss】 Reduction of food loss</p> <p>【Clothes】 Mass production and disposal of clothing</p>	<p>【Food loss】 A lot of leftovers</p> <p>【Clothes】 Use of a lot of clothes waste</p>
<b>Discussion Theme</b> <b>What can we do to spread ethical consumption in the world?</b>		
<b>Perspective &amp; Consideration</b>	<p>Spread ethical consumption through big companies or influencers.</p>	
<b>Solution &amp; Suggestion &amp; Action</b>		

<b>Country</b>	<p><b>【Food loss】</b></p> <ul style="list-style-type: none"> <li>• Gather leftover food and redistribute them to poverty.</li> </ul> <p><b>【Clothes】</b></p> <ul style="list-style-type: none"> <li>• Gather wasted clothes and distribute them to poverty or send them to other countries.</li> </ul>	<p><b>【Food loss】</b></p> <ul style="list-style-type: none"> <li>• Develop technologies to make products last longer.</li> </ul> <p><b>【Clothes】</b></p> <ul style="list-style-type: none"> <li>• Improve working circumstances in developing countries.</li> </ul>
<b>Region</b>	<p><b>【Food loss】</b></p> <ul style="list-style-type: none"> <li>• Hold some projects to reduce food waste such as the “food drive”.</li> </ul> <p><b>【Clothes】</b></p> <ul style="list-style-type: none"> <li>• Hold some projects to reduce clothes waste such as a free market for unnecessary clothes.</li> </ul>	<p><b>【Food loss】</b></p> <ul style="list-style-type: none"> <li>• Gather leftover food and provide it to the poor.</li> </ul> <p><b>【Clothes】</b></p> <ul style="list-style-type: none"> <li>• Gather unnecessary clothes and donate them to poverty or developing countries.</li> </ul>
<b>Individual</b>	<p><b>【Food loss】</b></p> <ul style="list-style-type: none"> <li>• Buy products by weight as much as possible.</li> <li>• Buy products that have a short expiration date.</li> <li>• Do not buy too much</li> </ul> <p><b>【Clothes】</b></p> <ul style="list-style-type: none"> <li>• Recycle, reuse, and remake clothes.</li> <li>• Do not choose clothes that are made in poor working circumstances.</li> </ul>	<p><b>【Food loss】</b></p> <ul style="list-style-type: none"> <li>• Do not buy too much</li> <li>• Do not order too much</li> <li>• Do not produce too much.</li> </ul> <p><b>【Clothes】</b></p> <ul style="list-style-type: none"> <li>• Recycle, reuse, remake clothes.</li> </ul>

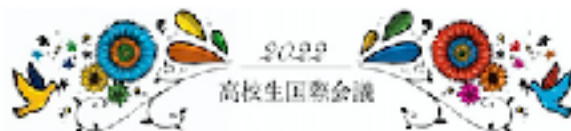


2022  
高校生国際会議

## HUMAN RIGHTS 人權討議報告

Specific rights	Freedom of expression	Right to self-determination
<b>Background &amp; Current Situation</b>	<p>According to Universal Declaration of Human Rights and International Covenant on Civil and Political Rights, "Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice."</p> <p>→In fact, many things are unclear.</p>	<p>The right to freely decide on certain personal matters without being interfered by public authority. In Japan, it is considered to be part of the right to the pursuit of happiness guaranteed by Article 13 of the Japanese Constitution. For example, life styles, medical care, and family life such as marriage, childbirth, therapy, garments, hair styles, hobbies, ect. will be respected as long as they do not interfere with the public welfare.</p>
<b>Problem</b>	<ul style="list-style-type: none"> <li>• There is confusion due to the global spread of fake news and misguided actions based on it.</li> <li>• There are extreme expressions that do not take into account the privacy of the individual.</li> <li>• There is hate speech associated with prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>• When exercising rights, it can make someone uncomfortable.</li> <li>• Conflicts can arise between governments and individuals.</li> <li>• You should be careful when making decisions and consider the feelings of others, but if you think too much, you will not be able to exercise your rights.</li> </ul>
<b>Discussion Theme: Clarify various and not seeing rights</b>		
<b>Perspective &amp; Consideration</b>	<p>Yes, there are many problems and challenges, but there are also good things about freedom of expression.</p> <ul style="list-style-type: none"> <li>• We can share our opinions.</li> <li>• We can deliver information to a thin layer of the population.</li> </ul> <p>There is always someone to receive what you have expressed.</p> <p>Therefore, we propose the following as a solution to the revised title.</p>	<p>Yes, there are many problems and challenges, but there are also good points about the right to self-determination.</p> <ul style="list-style-type: none"> <li>• You can make your own decisions about your life without being influenced by heritage.</li> </ul> <p>Therefore, we propose the following as a solution to the revised title.</p>
<b>Solution &amp; Suggestion &amp; Action</b>		
	<p>&lt;Individual&gt;</p> <ul style="list-style-type: none"> <li>• Be aware of the right to freedom of expression on a daily basis, and consider whether anyone might be hurt by your exercise of that right before you use it.</li> <li>• Be careful about misinformation and language on social networking sites.</li> <li>• Respect the opinions of others.</li> </ul>	<p>&lt;Individual&gt;</p> <ul style="list-style-type: none"> <li>• Promote awareness of self-determination among self and others.</li> <li>• Encourage self and others to respect individual self-determination.</li> <li>• Tell self and others not to look at people in stereotypes.</li> <li>• Be open to self and others.</li> </ul>

	<p>&lt;Influencers (youtubers and others)&gt;</p> <ul style="list-style-type: none"> <li>• To promote awareness of the right to freedom of expression, to encourage people to express themselves actively, and to alert people to the excesses of exercising that right.</li> </ul>	<p>&lt;Parents&gt;</p> <ul style="list-style-type: none"> <li>• They should respect the child's self-determination and do not enforce their ideology.</li> </ul>
	<p>&lt;Government&gt;</p> <ul style="list-style-type: none"> <li>• Give people a chance to express themselves actively.</li> <li>• The government's viewpoints should be widely disseminated on the Internet.</li> </ul>	<p>&lt;Government&gt;</p> <ul style="list-style-type: none"> <li>• When individual self-determination is gathered and becomes the opinion of the majority, they also should respect minority group.</li> </ul>
	<p>&lt;Field of Education&gt;</p> <ul style="list-style-type: none"> <li>• Teach the importance of freedom of expression.</li> <li>• Teach the standards for the appropriate range of freedom of expression, taking the other party into consideration.</li> <li>• Educate students on the importance of freedom of expression.</li> </ul>	<p>&lt;Field of Education&gt;</p> <ul style="list-style-type: none"> <li>• Provide education that respects children's self-determination.</li> </ul>
	<p>&lt;Participants in the subcommittee&gt;</p> <ul style="list-style-type: none"> <li>• Creating a website on human rights</li> </ul>	<p>&lt;Participants in the subcommittee&gt;</p> <ul style="list-style-type: none"> <li>• Creating a website on human rights</li> </ul>



## EDUCATION 教育討議報告

Country & Region	Japan Nagano Prefecture	1 Taiwan Japan	2 Taiwan Okinawa Nagano	3 Japan (Nagano )	4 A bird's eye view of the world
<b>Background&amp; Current Situation</b>	<ul style="list-style-type: none"> <li>• . Gaps in education</li> <li>• Transition in education. (e.g., PCs)</li> <li>• Increasingly students are doing research.</li> <li>• More students are asking questions on their own.</li> </ul>	<ul style="list-style-type: none"> <li>• In Taiwan, the environment for language learning is substantial. →From historical issues</li> <li>• Economic education disparities are a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• A turning point in education</li> <li>• Increased opportunities for presentations and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• We have to study anything other than what we need in the future.</li> <li>• The purpose is to introduce ICT equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Passive</li> <li>• Not confident</li> <li>• A turning point from traditional teaching method.</li> </ul>
<b>Problem</b>	<ul style="list-style-type: none"> <li>• There is no aggressiveness.</li> <li>• There is a difference in consciousness</li> </ul>	<ul style="list-style-type: none"> <li>• What is required for each country is different.</li> <li>• Education to respond to developing countries and the declining birthrate and again population.</li> </ul>	<ul style="list-style-type: none"> <li>• There are more things to do.</li> <li>• It's difficult to use time.</li> </ul>	<ul style="list-style-type: none"> <li>• There are too many thing required for students.</li> <li>• Too much class for the entrance exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Not confident</li> <li>• Educational gaps.</li> <li>• Many students don't want to study.</li> </ul>
<b>Discussion Theme : What kind of education is required in an increasingly globalized society?</b>					
<b>Perspective &amp; Consideration</b>	<ul style="list-style-type: none"> <li>• Not understand the purpose of learning.</li> <li>• Not adapting to the transition period.</li> <li>• Not only learning at a desk.</li> </ul>		<ul style="list-style-type: none"> <li>• Although the student-centered learning is increasing, there is a heavy burden on the students.</li> <li>• You will be asked how to use your time efficiently.</li> </ul>		<ul style="list-style-type: none"> <li>• Integration with active learning rather than forcing changes to the traditional</li> </ul>

Solution & Suggestion & Action					
<b>(Individual)</b>		<ul style="list-style-type: none"> <li>• Education should raise everyone, not grow the talented students only.</li> </ul>		<ul style="list-style-type: none"> <li>• Change the subject of the exam.</li> <li>• Lose it ( to relax and study)</li> <li>• Change the exam questions to write what they thought.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an opportunity for teachers can learn.</li> <li>• Increase staffing</li> <li>• Increase hours</li> </ul>



## ENVIRONMENT 環境討議報告

Country & Region	Japan	USA	Taiwan
<b>Background &amp; Current Situation</b>	A huge typhoon struck in 2019, causing great damage in various parts of Japan. The bridge was destroyed due to heavy rain caused by the typhoon.	Wildfires that have been wreaking havoc on the West Coast of the United States have continued to grow in intensity over the past decade.	The annual consumption of PET bottles in Taiwan is about 450 million bottles.
<b>Problem</b>	Because of climate change, the typhoons that approach Japan are getting stronger by the year.	High temperatures and droughts caused by climate change are increasing the damage from wildfires.	The problem of air pollution caused by the use and combustion of resources from the use of PET bottles is becoming more and more serious.
<b>Research Topic</b>			
<b>How do we raise awareness of environmental issues?</b>			
<b>Perspective &amp; Consideration</b>	Many people are not aware of environmental issues, so we need to raise awareness.		
<b>Solution &amp; Suggestion &amp; Action</b>			
<b>(Country)</b>	We recommend that: <ul style="list-style-type: none"> <li>• At the Elementary school level, increasing the number of environmental courses and activities taught in school.</li> <li>• Creating opportunities for spreading the message of Global Warming. For example: Social Media, Service Clubs and School Classes.</li> <li>• The government sets up official broadcasts about environmental issues to educate the people about these problems.</li> </ul>		
<b>(Community)</b>	We act by: <ul style="list-style-type: none"> <li>• Organizing garbage collection events such as Beach, Land and River clean-ups.</li> <li>• Organizing Conferences for Elementary Students to teach them about environmental issues.</li> <li>• Making presentations about environmental issues at School Festivals.</li> <li>• creating clubs for environmental activities, share experiences about environmental actions by using social media or talking with people around you</li> </ul>		
<b>(Individual)</b>	We act by: <ul style="list-style-type: none"> <li>• Buying and using reusable cups, containers and shopping bags.</li> <li>• Using public transportation to reduce the use of fossil fuels and CO2 emissions.</li> <li>• Conserving water and electricity by turning off taps and lights when they are not needed.</li> </ul>		





# POVERTY 貧困討議報告

<b>Country &amp; Region</b>	<b>JAPAN</b>
<b>Background &amp; Current Situation</b>	<p>The Corona disaster hit the employment and livelihoods of many women. The most affected were women in informal employment. The decline in the number of women in informal employment last year was about twice that of men. The situation for single mothers is particularly serious. In particular, single mothers have been unable to provide money to prepare lunches for their children during the school holidays or to pay for online classes, and their child-rearing has also been severely affected.</p> <p>Then we propose the following to our people at all levels.</p> <p>At the national and governmental level, we propose the enhancement of childcare support programs for single mothers.</p> <p>At the local level, we propose to improve scholarship programs.</p> <p>At the individual level, we propose public relations activities to raise awareness about poverty. I believe there are other things we can do and propose.</p>
<b>Problem</b>	<p>Issues          Disparity in employment between men and women          Social impact of the Corona Disaster in terms of the economy ← Particularly large</p>
<b>Discussion Theme Poverty among women affected by the corona disaster</b>	
<b>Perspective &amp; Consideration</b>	<p>The number of unemployed people has jumped due to the Corona disaster. Think about what we can do from (1), (2) and also from the data above. But it is difficult for us to give answers by ourselves → I want to make it a goal to find answers through discussions with many people</p> <p style="text-align: center;">完全失業者数 (厚労省・対前年同月増減) 2017年1月～2022年2月</p> <p style="text-align: center;">■ 男 □ 女 — 男女計</p>
<b>Solution &amp; Suggestion &amp; Action</b>	
<b>Country/Government Level</b>	Enhancement of childcare support system for single mothers
<b>Community Level</b>	Enhancement of scholarship programs (suggestions to companies and local governments)
<b>(Individual)</b>	<p>Public relations activities to make people aware of poverty (e.g., spread the word about companies and organizations that offer benefit-based scholarships)</p> <p>(e.g., ask companies to create a scholarship program for single mothers so that they are aware of the current state of poverty among single mothers)</p>



## WATER & SANITATION 水衛生討議報告

Country & Region	Japan	Taiwan	Developing countries
<b>Background Current Situation</b>	Water technology is so high quality. We can get safe and clean water everywhere.	Water quality is pretty good. But sometimes caused drought.	Water quality is bad. They cannot get safe water everywhere...
<b>Problem</b>	Support for developing countries. (Africa and Asia)	Caused by drought. Hygiene management of water storage tank is not perfect	Water and sanitation quality is bad. Cannot connect to water service. Water fetching is so hard for people.
<b>Research Topic: Understand the current situation and issues of domestic water and sanitation and to think about what we can do.</b>			
<b>Perspective &amp; Consideration</b>	We have more ways to make developing countries better.	In general, Taiwan's water is good. So, they should arrange a little more.	They are necessary to get a facility that can use for a long time. And Wouldn't it be better if we could make something simple that could be made locally?
<b>Solution &amp; Suggestion &amp; Action</b>			
<b>(Country)</b>	To build filtration equipment. Tell some techniques, products, and services	Education Technology This issue is known to by many people	To request cooperation. Telling needs in own country to countries that support us..
<b>(Community)</b>	Hold the lecture calling an expert. Call for water-saving.	Voice your request to the government.	To do and keep using filtration equipment Japan made.
<b>(Individual)</b>	To continue thinking about this problem. Join charity. Not have prejudice.	To continue thinking about this problem.	Everyone learns hygiene education,

# ディスカッションレポート（日本語）

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## 分科会 I エシカル消費

国・地域	日本	海外（インド 台湾 カナダ）
背景情報・現状	<p><b>【食品ロス】</b></p> <ul style="list-style-type: none"> <li>・食品ロスは年間約612万トン。</li> <li>・国民1人当たりではお茶碗一杯分の食料を毎日廃棄していることになる</li> </ul> <p><b>【衣料】</b></p> <ul style="list-style-type: none"> <li>・衣料廃棄物が年間50万トン以上ある</li> <li>・手放した服のうちほとんどが廃棄され、リサイクルされる服が少ない</li> </ul>	<p><b>【衣料】</b></p> <p>《インド》 民族衣装のサリーを再利用して、アクセサリーなどに作り替えられている。</p> <p>《台湾》 年間7万2000トンの衣服が廃棄されている。</p> <p><b>【食品ロス】</b></p> <p>《インド・農家食品ロス》 冷蔵設備不足やサプライチェーンの問題で、生産された食料品の20～30%が無駄になっている。</p> <p>《台湾》 外食が多いので食べ残しや買いすぎが多い。</p> <p>《カナダ》 国民の7人に1人が貧困状態にあるが、食料廃棄率は全体の4割にのぼる。 メトロバンクーバーでは食品ロスが年間約10万トン。</p>
問題・課題	<p><b>【食品ロス】</b> 食品ロスの軽減</p> <p><b>【衣料】</b> 衣料の大量生産・大量廃棄</p>	<p><b>【食品ロス】</b> 大量の外食の食べ残しなどの対策</p> <p><b>【衣料】</b> 多くの衣服廃棄物をどう利用するか</p>
討論テーマ：「エシカル消費を広めるために私たちにできることは何か」		
考察	影響力の強い人や、大手企業がエシカル消費の活動を広めていく	
解決策・提案・行動案		
国レベル	<p><b>【食品ロス】</b></p> <ul style="list-style-type: none"> <li>・余った食料を回収し、貧困者に再分配する</li> </ul> <p><b>【衣料】</b></p> <ul style="list-style-type: none"> <li>・廃棄衣料を回収し、貧困者へ再分配したり、海外へ送る</li> </ul>	<p><b>【食品ロス】</b></p> <ul style="list-style-type: none"> <li>・商品を長持ちさせる技術開発</li> </ul> <p><b>【衣料】</b></p> <ul style="list-style-type: none"> <li>・発展途上国での労働環境の改善</li> </ul>
地域レベル	<p><b>【食品ロス】</b></p> <ul style="list-style-type: none"> <li>・フードドライブのような食品ロス削減のための企画の開催</li> </ul>	<p><b>【食品ロス】</b></p> <ul style="list-style-type: none"> <li>・余った食料を回収し、貧困者に提供する</li> </ul>

	<p><b>【衣料】</b></p> <ul style="list-style-type: none"> <li>・ 不要な服のフリーマーケット のような廃棄衣料を削減するための 企画の開催</li> </ul>	<p><b>【衣料】</b></p> <ul style="list-style-type: none"> <li>・ 不要な衣類を回収し、貧困者や発展途上 国へ寄附をする</li> </ul>
個人レベル	<p><b>【食品ロス】</b></p> <ul style="list-style-type: none"> <li>・ 可能な限り商品を量り売りで 購入する</li> <li>・ 賞味期限、消費期限の短い商 品を積極的に選んで購入する</li> <li>・ 買いすぎない</li> </ul> <p><b>【衣料】</b></p> <ul style="list-style-type: none"> <li>・ 服のリサイクル、リユース、 リメイク</li> <li>・ 劣悪な労働環境で生産された 衣類を選ばない</li> </ul>	<p><b>【食品ロス】</b></p> <ul style="list-style-type: none"> <li>・ 買いすぎない</li> <li>・ 頼みすぎない</li> <li>・ 生産しすぎない</li> </ul> <p><b>【衣料】</b></p> <ul style="list-style-type: none"> <li>・ 服のリサイクル、リユース、リメイク</li> </ul>

## 分科会 2 人権

具体的な権利	表現の自由	自己決定権
背景情報・現状	<p>世界人権宣言（1948年）と、市民的および政治的権利に関する国際規約（66年）の第19条には次のように記されている。「すべての者は、表現の自由についての権利を有する。この権利には、口頭、手書き若しくは印刷、芸術の形態又は自ら選択する他の方法により、国境とのかかわりなく、あらゆる種類の情報及び考えを求め、受け及び伝える自由を含む」</p> <p>→実際にはまだ多くのことが不明確なまま</p>	<p><u>一定</u>の個人的な事柄について、公権力から干渉されることなく、自由に決定する権利。日本では<u>日本国憲法</u>13条で保証されている<u>幸福追求権の一部</u>と考えられる。例えば、<u>結婚・出産・治療・服装・髪型・趣味</u>など、家族生活・医療・<u>ライフスタイル</u>等に関する選択、決定について、<u>公共の福祉</u>に反しない限りにおいて尊重される。</p>
問題・課題	<ul style="list-style-type: none"> <li>・フェイクニュースの世界的な広がりによる困惑及びそれに基づいた誤った行動がある。</li> <li>・個人のプライバシーを考慮しない過激な表現がある。</li> <li>・偏見に伴うヘイトスピーチがある。</li> </ul>	<ul style="list-style-type: none"> <li>・権利を行使する際に、誰かを不快にさせることがある。</li> <li>・政府と個人の間に対立が生じることもある。</li> <li>・決定するときは慎重に、相手の気持ちを考えるべきですが、考えすぎると自分の権利を行使できなくなってしまう。</li> </ul>
討論テーマ： 様々な権利と見えていない権利を明らかにする		
考察	<p>たしかに問題や課題はたくさんあるが、表現の自由の良いところもある。</p> <ul style="list-style-type: none"> <li>・意見の分かち合いができる。</li> <li>・情報が薄い層へ情報を届ける事ができる。</li> </ul> <p>表現したからには必ずそれを受け取る相手がいる。</p> <p>よって以下のことを改題の解決策として提案する。</p>	<p>たしかに問題や課題はたくさんあるが自己決定権の良いところもある。</p> <ul style="list-style-type: none"> <li>・自分の人生を世襲に左右されずに自分で決定できる</li> </ul> <p>よって以下のことを改題の解決策として提案する。</p>
解決策・提案・行動案		
	<p>&lt;個人&gt;</p> <ul style="list-style-type: none"> <li>・日頃から、表現の自由の権利を正しく使うことを意識し、自分がその権利を行使したことにより傷つく人がいないかも考えてから使う。</li> <li>・SNSでの誤報や言葉遣いに気をつける。</li> <li>・他人の意見を尊重する。</li> </ul>	<p>&lt;個人&gt;</p> <ul style="list-style-type: none"> <li>・自他に自己決定の意識を広める。</li> <li>・自他に個人の自己決定を尊重するよう呼びかける。</li> <li>・自他にステレオタイプで人を見ないことを伝える。</li> <li>・自他にオープンである。</li> </ul>
	<p>&lt;インフルエンサー（ユーチューバーやその他）&gt;</p>	<p>&lt;保護者&gt;</p> <ul style="list-style-type: none"> <li>・子供の自己決定を尊重し、彼らの思想を強制しない。</li> </ul>

	<ul style="list-style-type: none"> <li>・表現の自由という権利の認識を発信して人々の活発な表現を促す、且つその権利の行使の過剰を注意喚起する。</li> </ul>	
	<p>&lt;政府&gt;</p> <ul style="list-style-type: none"> <li>・人々の活発な表現を促すチャンスを与える。</li> <li>・政府としての見解をインターネットで多く発信する。</li> </ul>	<p>&lt;政府&gt;</p> <ul style="list-style-type: none"> <li>・個々の自己決定が集まり大多数の意見となったときにそれだけを採用せず、少数派の尊重をする。</li> </ul>
	<p>&lt;教育現場&gt;</p> <ul style="list-style-type: none"> <li>・表現の自由大切さを伝える。</li> <li>・相手をも考慮し、表現の自由適度な範囲の基準を教える。</li> <li>・表現の自由の認識を広める教育をする。</li> </ul>	<p>&lt;教育現場&gt;</p> <ul style="list-style-type: none"> <li>・子どもたちの自己決定を尊重した教育を行う。</li> </ul>
	<p>&lt;分科会参加者&gt;</p> <ul style="list-style-type: none"> <li>・人権の関するウェブサイトを作る</li> </ul>	<p>&lt;分科会参加者&gt;</p> <ul style="list-style-type: none"> <li>・人権の関するウェブサイトを作る</li> </ul>



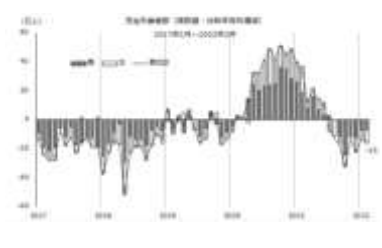
### 分科会3 教育

国・地域	日本 (長野県)	1台湾 日本	2台湾 沖縄 長野	3日本 (長野)	4全体俯瞰
背景情報・現 状	<ul style="list-style-type: none"> <li>・教育に格差がある</li> <li>・教育の転換期（PCなど）</li> <li>・調べ学習が増えてきた</li> <li>・自ら問いを立てるものが増えてきた</li> </ul>	<ul style="list-style-type: none"> <li>・台湾では言語学習の環境が充実している。→歴史的な問題から</li> <li>・経済的な教育格差が問題</li> </ul>	<ul style="list-style-type: none"> <li>・教育の転換期</li> <li>・プレゼンテーションや話し合いの機会の増加</li> </ul>	<ul style="list-style-type: none"> <li>・将来必要なもの以外も勉強しなくてはいけない</li> <li>・ICT機器の導入が目的になっている。</li> </ul>	<ul style="list-style-type: none"> <li>・受け身</li> <li>・自信がない</li> <li>・従来の教育方法からの転換期</li> </ul>
Problem 問 題・課題	<ul style="list-style-type: none"> <li>・積極性がない</li> <li>・意識の差がある</li> </ul>	<ul style="list-style-type: none"> <li>・国ごとに求められているものは違う</li> <li>・発展途上国や 少子高齢化に 対応するための教育</li> </ul>	<ul style="list-style-type: none"> <li>・やるが増えている</li> <li>・時間の使い方が難しい</li> </ul>	<ul style="list-style-type: none"> <li>・生徒に求められていることが多すぎる</li> <li>・受験に向けた授業すぎる</li> </ul>	<ul style="list-style-type: none"> <li>・自信がない</li> <li>・教育格差</li> <li>・勉強意欲がない</li> </ul>
討論テーマ					
考察	<ul style="list-style-type: none"> <li>・学びの目的が分からない</li> <li>・転換期に適応できていない</li> <li>・机に向かうだけが学びじゃない</li> </ul>		<ul style="list-style-type: none"> <li>・生徒主体の学びが増えているものの生徒への負担が多く効率の良い時間の使い方が問われる</li> </ul>		<ul style="list-style-type: none"> <li>・従来のものを無理に変えるのではなく、アクティブラーニングとの融合</li> </ul>
解決策・提案・行動案					
政府や地 域		<ul style="list-style-type: none"> <li>・才能のある生徒だけを成長させる教育ではなく、全員を育てるような教育をすべき</li> </ul>		<ul style="list-style-type: none"> <li>・受験の科目を変える。なくす（力を抜いて勉強するため</li> <li>・受験の問題を自分の考えを書くものに変える</li> </ul>	<ul style="list-style-type: none"> <li>・教師が学べるような機会を作る</li> <li>・人員増加</li> <li>・時間増加</li> </ul>
学校の先生		<ul style="list-style-type: none"> <li>・討論やディスカッションの時間を与える</li> </ul>			<ul style="list-style-type: none"> <li>・生徒一人ひとりに真摯に向き合う</li> </ul>

個人レベル	<ul style="list-style-type: none"> <li>・周りに影響を与える</li> <li>・話し合いの場を作る</li> <li>・1人ではなく集団でできる活動をする</li> </ul>	<ul style="list-style-type: none"> <li>・何を成し遂げたくて学んでいるのかはつきりさせる</li> <li>・学んだことをとにかく発表する</li> </ul>	<ul style="list-style-type: none"> <li>・時間の使い方工夫</li> </ul>		<ul style="list-style-type: none"> <li>・周りに強要しない</li> <li>・受け身ではなく「聴き手」になる</li> </ul>
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## 分科会 4 環境

## 分科会 5 貧困

国・地域	日本
背景情報・現状	<p>コロナ禍は、多くの女性の雇用や生活を直撃 最初の緊急事態宣言が発出された昨年4月の雇用者数の減少は、男性35万人女性74万人。 休業者数は男性が240万人女性357万人。→2倍 影響が大きかったのは、非正規雇用の女性。 昨年の女性の非正規労働者数の減少は、男性の約2倍の50万人となった。 特にシングルマザーの現状は深刻。 もともと、就労するシングルマザーは半数以上が非正規雇用、平均就労収入が200万円という厳しい状況にあったところに、コロナ禍での失業や収入減が追い打ちをかけた。 特に、コロナ禍で打撃を受けた飲食業や宿泊業では、就業者の過半数が非正規雇用の女性→時短営業や移動の自粛が始まると真っ先に職を失った。 特にシングルマザーの場合、休校中の子どもの昼食を用意するお金やオンライン授業にかかるお金を用意できなかったりと、子育てにも大きな影響が出ている。</p>
問題・課題	<p>問題点</p> <ul style="list-style-type: none"> <li>・男女の雇用格差</li> <li>・コロナ禍における経済面での社会的打撃←特に女性は非正規雇用が多いため負の影響は大きい</li> <li>・子育ての負担大←特にシングルマザー</li> <li>・相談しづらい</li> </ul>
<p>討論テーマ：コロナ禍の女性たちの貧困</p>	
考察	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>←コロナ禍で失業者数が跳ね上がっていることがわかる①、②、また上の資料から私たちができることについて考えてみる。 しかし、私たちだけで答えを出すことは難しい →多くの人とディスカッションする中で答えを見つけることをゴールにしたい</p> </div> </div>
<p>解決策・提案・行動案</p>	
国・政府レベル	シングルマザーに対する子育て支援制度の充実
地域レベル	奨学金制度の充実(企業や地方公共団体に提案)
個人レベル	<p>貧困について知ってもらう広報活動 (例： 給付型奨学金制度が利用できる企業や団体を広める) (例： 企業にシングルマザーの貧困の現状を知ってもらい、給付型奨学金制度を作るようお願いする)</p>

## 分科会6 水・衛生

国・地域	日本	台湾	開発途上国
Background & Current Situation 背景情報・現状	水に関する技術が優れている。 安全で綺麗な水を享受できている。	水質はとてもいい。しかし時々干ばつ等が生じることがある。	水質が悪い。安全な水を得ることができていない。
Problem 問題・課題	持っている技術を活用し、他国の水問題にも貢献すべき。	干ばつが起きる。貯水タンクの衛生管理が完璧ではない。	水・衛生環境が大変良くない。また、水供給が十分でなく、水汲みの労働が負担となっている。
討論テーマ：			
Perspective & Consideration 考察	私達はより多くの発展途上国をよくする方法を持っている	一般的には、台湾の水は良いといわれている。それ故、彼らはもう少しその設備を整えるべきである。	彼らより長く使える設備を必要としている。そして私たちは何か地域で作ることができるシンプルな装置を作ることができるのではないか？
解決策・提案			
国家レベル	浄水装置を設置する。そして技術や商品、サービスを紹介する。	水問題をより多くの人に知ってもらう。技術を発展させる。	協力を求めること。発展国に発展途上国の各自の希望を言うことが必要である。
地域・コミュニティレベル	専門家の指導を求める。 水を節約することを呼びかける。	政府に要求の声明を提出する。	日本製のフィルターの装置を使う。
(Individual) 個人レベル	この問題について考え続ける。節水を心がける。	水問題についてより考える。また、変えたい社会問題等があれば、署名活動を行うなどして自ら動く。	衛生について知る。