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**Exploring Education for Sustainable Development
through Ship Youth Programmes:
A Stakeholder Approach**

A thesis
submitted in partial fulfilment
of the requirements for the degree
of
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at
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by
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THE UNIVERSITY OF
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Abstract

Education for sustainable development (ESD) was explored through a stakeholder approach in the context of two ship youth programmes from an Asia-Pacific region perspective. Specifically, the research examined challenges and opportunities of holistically integrating ESD into an informal social learning setting. Utilising Skype, semi-structured interviews of the main stakeholders of the programme, triangulated with secondary sources provided the data for analysis of a qualitative, multiple case study. Results highlighted two identified themes reflecting the challenges and opportunities if ESD is to be incorporated into the ship youth programmes – **stakeholder dynamics**: *stakeholder role and responsibility, diversity, social network building, investment and social capital*; and **complexities in understanding Sustainable Development**: *SD dimensions through discussion topics, language, concept and context, moving from awareness to action, sustainability reporting, standards, monitoring and evaluation mechanisms, and sustainable future from youths' interest, commitment and vision*. The ship youth programmes present an opportunity to embrace concepts entrenched in sustainable development and have an enormous potential to extend frameworks and aspects of action competence leading to education for a sustainable future.

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“As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.”

~ JOHN F. KENNEDY (1917-1963)
35TH PRESIDENT OF THE UNITED STATES

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List of Acronyms

AGM – Annual General Meeting
ASEAN – Association of Southeast Asian Nation
AYL – Assistant Youth Leader
CAO – Cabinet Office
CCU – Cross-cultural Understanding
CENTERYE – Center for International Youth Exchange
CIA – Central Intelligence Agency
COP – Council of Presidents
DETYA - Department of Education, Training and Youth Affairs
DPJ – Democratic Party of Japan
ESD – Education for Sustainable Development
FPY – Fiji Participating Youth
GA – Global Assembly
GLDP - Global Leaders Development Program
IPY – Indonesia Participating Youth
IYEO – International Youth Exchange Organization
JPY – Japan Participating Youth
JYGC – Japanese Youth Goodwill Cruise
LDP – Liberal Democratic Party
MOU – Memorandum of Understanding
MYD – Ministry for Youth and Development
NL – National Leader
NYC – National Youth Commission
NZPY – New Zealand Participating Youth
OPY – Overseas Participating Youth
PDT – Pre-departure training
PPAs – Post-programme activities
PPY – Philippine Participating Youth
PY – Participating Youth
ROI – Return on investment
SCA – Social Contribution Activity
SI – SSEAYP International
SIGA – SSEAYP International General Assembly
SII – SSEAYP International Indonesia
SIP – SSEAYP International Philippines
SSEAYP – Ship for Southeast Asian Youth Program
SWOT – Strength, Weakness, Opportunity, Threat
SWY – Ship for World Youth
SWYAAA – Ship for World Youth Alumni Association Australia
SWYNZ – Ship for World Youth New Zealand Alumni Association Inc.
SYM – Speak Your Mind
UN – United Nations
WFC – World Future Council
WHO – World Health Organization

Chapter One

Introduction

*“Human progress is neither automatic nor inevitable.
We are faced now with the fact that tomorrow is today.
We are confronted with fierce urgency of now.
In this unfolding conundrum of life and history there is such a thing as being too
late.
We may cry out desperately for time to pause in her passage, but time is deaf to
every plea and rushes on.
Over the bleached bones and jumbled residues of numerous civilisations are
written the pathetic words: Too late!”*

~ Martin Luther King Jr.

Over the years, sustainable development continues to confound academics and practitioners about a meaning that will unify theory and practice leading to a desired sustainability state. *Agenda 21* (United Nations Conference on Environment and Development, 1992) and *Our Common Future* (World Commission on Environment and Development, 1987) consider education as an effective strategy to approach the challenges encapsulated in understanding sustainable development leading to sustainability practice. The same documents recognise the value of stakeholder cooperation and community participation among various educational platforms and sectors of society. Freeman’s (1984) stakeholder theory propelled discourses leading to the imperatives of stakeholder thinking and approaches crucial to management strategies towards sustainability.

Young people of the world are considered vital stakeholders in achieving the goals set for Education for Sustainable Development (ESD). Youth comprises nearly 30 per cent of the global population (United Nations Environment Program, n.d.), and their involvement in major decision-making and implementation of any development programme is critical. Often regarded as the

target for ESD programmes, youth are also seen as active partners in shaping a sustainable world and vital component for ESD programmes (UNESCO, n.d.). Educating youth towards sustainable development is an indispensable step that will underpin our journey towards a sustainable future.

After ten years of implementation, 2014 marks the end of the United Nations Decade of Education for Sustainable Development (UNDESD). With its culmination, UNDESD saw varying levels of success from the regions of the world across formal and non-formal types of education. However, there are challenges and barriers beyond the decade that need to be addressed (ESD toolkit). The United Nations Educational, Scientific and Cultural Organisation (United Nations Educational Scientific and Cultural Organization, n.d.) proposed a *Global Action Programme* on ESD “To generate and scale-up action in all levels and areas of education and learning in order to accelerate progress towards sustainable development.”

ESD is the most widely used terminology to embrace and complement concepts such as Education for Sustainability (EFS), Environmental Education (EE), Education for All (EFA) and Sustainability Education which are used in other papers interchangeably. ESD encompasses not only environment and natural resources management, but also broader discourses such as poverty mitigation, gender; peace and dispute settlement, human security, inter-cultural understanding, democracy, etc. (UNESCO, 2009). ESD requires education that will prepare learners to identify issues critical to their lives, and the lives of their fellow citizens, and to act upon these issues. All academic disciplines have something to contribute, however UNDESD also encourages non-formal

education, training and lifelong learning through partners in all sectors of society (*UN DESD launch video*, 2007).

This research explores ESD through social learning from youth programmes, that although have never claimed sustainable development advocacy, have the potential to contribute to a sustainable future. The ship youth programmes of Japan, namely Ship for World Youth (SWY), and Ship for Southeast Asian Youth Program (SSEAYP) are annual international exchange agendas which involve young leaders from all over the world living and learning together for about two months on board a cruise ship. The SWY has been participated in by about 64 countries since its implementation in 1988, while SSEAYP has included the 10 member states of the Association of Southeast Asian Nations (ASEAN) and Japan since 1974 (IYEO, n.d.). It has the aim of broadening the global view of the participating youths; promoting mutual understanding and friendship between Japanese and foreign youths, as well as cultivating the spirit of international cooperation and the competence to practice it, and furthermore to foster the youths with leadership capability in various areas of international society (SWY, 2012; IYEO, 2009), so SWY and SSEAYP provide fertile ground for social learning. With activities that include discussion and seminar topics covering sustainability issues such as environment (climate change and disaster preparedness); cross-cultural understanding, food and health education, volunteer activities, youth entrepreneurship, school education and international relations among others, SWY and SSEAYP have unconsciously tapped sustainable development's dimensions as environment, economic and socio-cultural dimensions.

The term social learning, although concealing a great deal of diversity (Parson and Clark, 1995), refers to learning that occurs when “Divergent interests, norms, values and construction of reality meet in an environment conducive to learning,” (Wals and van der Leij, 2007, p. 18). Social learning is a collective action and reflection that can take place in multiple levels, from individuals to groups, and even to networks of actors and stakeholders (Wals, 2007; Keen, Brown and Dyball, 2005). Learning that takes place through various experiences of participating youths on board the ship and alumni (stakeholders), even after the programme through post-programme activities (PPAs), are aligned with social learning towards sustainability.

Significance and motivation

Having been recognised as critical to the implementation of ESD (Agenda 21, 1992; Our Common Future, 1987; UNESCO, 2009; ESD toolkit, 2002), youth programmes have the potential to achieve the goals leading to a sustainable future. This research explored a seemingly untapped area in the plethora of ESD implementation –informal social learning.

As a former participating youth in one of the programmes analysed in this research, I was interested to see how the programme can be an avenue to teach and learn sustainable development among the youth participants. In 2009, I represented the Philippines as one of the youth ambassadors participating in an international youth exchange programme known as SSEAYP. There were about 315 young leaders from 10 ASEAN countries and Japan living together for a 52-day cruise on board the ship and experiencing various activities, all geared for friendship and mutual understanding (IYEO, n.d.). As a former participant of the programme, and a member of the alumni association in the Philippines, I

conducted this research independent of the entities involved in the programme. To further ensure ethical appropriateness, I adhered to and reminded the participants of the goals of the research being to generate beneficial output for the improvement of the programme. Aware of the benefits and significance of the programme, as well as the opportunity to improve its implementation towards sustainability has constantly reminded me of the need to carry out research procedures with utmost ethical standards set in the approved human ethics applied for this research. Conscious of the personal impact and professional benefits that the programme has given me, I assumed an ulterior motive of giving back to the programme by adding to the knowledge-base, and contributing to theory development and meaningful social action.

Aims, Objectives and Research Questions

The main aim of this investigation is to explore the challenges and opportunities of incorporating ESD into the ship youth programmes of Japan. In order to carry out this aim, the following are the objectives and research questions –

Objectives

- a. Explore the challenges and opportunities of integrating ESD to ship youth programmes of Japan;
- b. Identify the stakeholders' perceived strengths and weaknesses of the youth programmes;

- c. Determine whether former participants and/or stakeholders foresee opportunities, and whether they see challenges in incorporating ESD into the programmes;
- d. Develop strategies and their viability towards the integration of ESD into the programmes – build theory describing how stakeholder engagements in a pluralistic environment resolve dynamic tensions between challenges and opportunities towards a sustainable future; and:
- e. Gather recommendations from various stakeholders to advance sustainability to youth programmes

Research questions:

- a. What are the challenges and opportunities of incorporating education for sustainable development (ESD) into the ship youth programmes of Japan?
- b. What do stakeholders perceive as the strengths and weaknesses of the ship youth programmes?
- c. Do the former participants see opportunities to include sustainability in the programmes? What challenge[s] do they consider?
- d. How viable is a proposed/recommended strategy to incorporate ESD into the programmes?
- e. What suggestions can be given to the programmes' implementers and other stakeholders in order to advance sustainability among youth programmes?

Thesis Map

This thesis is divided into six chapters. Following this introduction is a critical review of the concepts relevant to sustainable development and ESD, such as stakeholder approach, pluralistic theory, social learning and action competence, together with an overview of sustainability in the ASEAN and Asia-Pacific regions. A research context describing the ship youth programmes' historical background up to the identification of future challenges and opportunities will be discussed in chapter 3. The methodology and methods chapter explains the constructivist paradigm and qualitative multiple case study approach is utilised in this research. The constructivist paradigm emphasises that research is a product of the values of researchers and cannot be independent of them. Creswell (2013) emphasised characteristics of the constructivist approach as follows: The researcher addresses the process of interaction among individuals and focuses on the specific context in which people live and work, in order to understand historical and cultural settings of the participants; generates and/or inducts a theory or pattern of meaning; questions are open-ended so that participants can share their views; researcher seeks to understand the context or setting of the participants through visiting this context and gathering information personally (interpretation shaped by the researcher's own experiences and background), and generates meaning from the data collected in the field. Yin's (2013) research design for multiple case studies guided data collection, analysis and reporting. The final chapters (5 and 6) highlight the results and discussion, including a summary of the case study reports, identified themes leading to recommendations and conclusion for the study.

Time, as Martin Luther King, Jr emphasised, is essentially indicative of the urgency and felt-need for taking actions, if we are to approach a sustainable future. The next chapter will now take us to an understanding of the importance of stakeholder thinking in educating for sustainable development.

Chapter Two

Understanding SD in ESD: A Literature Review

“We hold the future in our hands, together, we must ensure that our grandchildren will not have to ask why we failed to do the right thing, and let them suffer the consequences.”

~ UN Secretary-General Ban Ki-moon, 2007

This chapter covers a review of literature which spans from a broad discourse on sustainable development and sustainability, encapsulating the challenges and opportunities embedded with it, through to the succinct but comprehensive discussion of the imperatives of stakeholder thinking as a management strategy towards sustainability. Then, a review of current thinking on education for sustainable development (ESD) underpins the crucial role of stakeholder collaboration in addressing opportunities and challenges in educating for a sustainable future. In order to better understand the wide-ranging concepts of sustainability, stakeholder and ESD, a section presenting the Asia-Pacific and ASEAN situation grounds the cultural and regional context of these key terms. The chapter concludes with a summary of concepts reviewed and a brief overview of two youth programs from Japan and their implementation across the Asia-Pacific region.

Sustainable Development and Sustainability

Sustainable development continues to be one of the most contested concepts both in theory and in practice, as scholars and practitioners grapple with an accurate definition and contextualization. From the academic, commercial, public and political spheres, the terms sustainable development and sustainability

evoke “so many different things to so many different people” (Robinson, 2004, p. 373) and convey confusion and conceptual ambiguity (Norton & Toman, 1997; Banerjee & Bonnefous, 2011). With hundreds of proposed definitions (Shao, Li, & Tang, 2011), it is “considered vague, pluralistic, grounded in different value systems and incommensurate paradigms” (Gladwin et al., 1995; Manderson, 2006; Osorio et al., 2005 in Clifton & Amran, 2010 p. 122). Jabareen, (2006), in a critical review, pointed out “the lack of operative definitions and disagreement over what should be sustained” (p.179).

A notable source of criticism (e.g. England, 1993) is the predominant use of the Brundtland Report’s definition of sustainable development as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development [WCED], 1987, p.43). Heal (2012) noted the omission by the Brundtland definition of the natural environment as an essential dimension of sustainable development, while England (1993) argued that the report failed to provide a realistic assessment of the developmental and environmental problems besetting the developing countries. Although there is an apparent debate on the Brundtland definition, with it being commonly cited and ubiquitous in most literature (Shao et al., 2011, Quental, Lourenço, & da Silva, 2011), there is a seemingly tacit agreement among scholars and practitioners on its operational characteristics (Anderson, Teisl, & Noblet, 2012).

Sustainable development is a “pragmatic response to the problems of the times” (Sneddon, Howarth & Norgaard, 2006 p.254). The worsening socio-economic and ecological conditions slowly triggered environmental discourse (Quental et al., 2011) up until the 1980s when economic growth exacerbated these

circumstances, hence the emergence of sustainable development as a concept (Banerjee & Bonnefous, 2011). Since then, sustainability became the heart of a major political agenda put forward by the United Nations (e.g. Rio+20, 2012; Agenda 21, 2002; and Caring for the Earth, 1991), and by environmental advocates such as Greenpeace, Friends of Earth USA, World Wide Fund for Nature, just to mention a few. With widespread ramifications for leaders in corporate and government spheres, organisations are thus challenged to adhere to the principles entrenched in sustainability.

Another burgeoning issue in sustainable development and sustainability is concerned with measurement. With the complexity of its definition, sustainable development is therefore difficult to measure (United Nations, 2008). Triple bottom line (TBL) accounting (Elkington, 1997) considers not only the economic performance of a company, but also the firm's social and environmental performance. Parameters such as the TBL (Elkington, 1997; Hollos, Blome, & Foerstl, 2012; Proctor & Straton, 2009) and three pillars of sustainability equally look at economic, social and environmental dimensions of sustainability.

Sustainability is essential to all life forms on this planet (Gould & Lewis, 2009; Osorio et al., 2005; Wissenburg, 2001). Sustainability, according to Collins and Kearins, (2010) is a dynamic state: "A broad systems-level concept that transcends entity and national boundaries to embrace notions of equity, equality, and futurity in relation, but not limited to economic, social, and environmental conditions that supports life for all" (p.500). Filho and Schwarz (2008) refer to sustainability as: "Methods, approaches and processes via which economically, socially and environmentally sound development may be pursued, a process which is ethically acceptable, morally fair and economically sound" (p.498).

Inyang, Schwarz, and Mbamalu (2009) emphasized the importance of having a greater commonality in defining sustainability from across disciplines, otherwise narrowing the term that is agreeable to the broader groups from the academe and industry. With the human population set to rise to 9 billion by 2050, definitions of sustainable development must be revised to include the security of people and the planet (Griggs et al., 2013).

Accordingly, Qental et al. (2011) and Pawłowski (2008), proposed additional dimensions to substitute and augment the traditional three-pillar approach. The limited capacity of this three-pillar approach to encompass a variety of sustainability issues has led Qental et al. (2011) to the following new set of main policy pillars:

- *sustaining natural capital* – biodiversity, water, air;
- *sustaining life support systems* – ecosystems, ecosystem services, resources;
- *minimizing human impacts* – climate change, pollution, waste, desertification, population growth;
- *developing human capital* – human rights, political liberties, learning, equity, health, wealth;
- *developing social capital* – solidarity, community, culture;
- *developing economy* – economy, agriculture, consumption, employment, technology;
- *developing institutions* – good governance, democracy, transparency, public participation, international cooperation (p.27).

Meanwhile, Pawłowski (2008) argued that apart from the economic, social and environmental dimensions, technical, legal and political dimensions should be added. More recently, Griggs et al. (2013) reframed the UN paradigm of three pillars of sustainable development and redefined the Brundtland Commission's definition as "development that meets the needs of the present while safeguarding Earth's life-support system, on which the welfare of current and future

generations depends” (p.306). A proposed six sustainable development goals to compliment the Millennium Development Goals have been laid out in a unified framework (Griggs et al., 2013). A summary of all these dimensions of sustainable development is presented in a matrix form (Table 1). It can be deduced from the table how the three pillars of sustainable development is translated into several pillars and goals to realistically achieve a desired end-state which is sustainability. Also, scholars make it more clear

Table 1. Sustainable development dimensions, goals and policy pillars.

Dimensions, Goals and Policy Pillars								
SUSTAINABLE DEVELOPMENT	<i>Three Pillars</i>	Economic	Social	Environment				
	<i>Three P's</i>	Profit	People	Planet				
	<i>TBL (Elkington, 1997) looks at performance</i>	Economy	Social	Environmental				
	<i>Four dimensions (UNESCO, n.d.)</i>	Economy	Society	Environment	Culture			
	<i>Four dimensions of SD (UNESCO, 2010, Rio+20, 2012)</i>	Economic	Social	Natural	Political			
	<i>Pawlowski (2008)</i>	Economic	Social	Environmental	Political	Technical	Legal	
	<i>Quental et al. (2011) Policy pillars</i>	Developing economy (economy agriculture, consumption, employment, technology)	Sustaining life support systems (ecosystem, ecosystem services, resources)	Minimizing human impacts (climate change, pollution, waste, desertification, population growth)	Developing human capital (human rights, political liberties, learning, equity, health, wealth)	Developing social capital (solidarity, community, culture)	Sustaining natural capital (biodiversity, water, air)	Developing institutions (good governance, democracy, transparency, public participation, international cooperation)
	<i>Griggs et al (2013) 6 development goals (MDG)</i>	Thriving lives and livelihood	Sustainable food security	Sustainable water security	Universal clean energy	Healthy and productive ecosystems	Governance for sustainable societies	

that while these dimensions are interrelated and in fact inseparable, the additional pillars and goals of sustainable development put humans in charge and as actors in the over-all attainment of sustainability. These proposed revisions, and augmentation of the concept of sustainable development added critical understanding to the practice of sustainability. One of the greatest challenges now, according to Qental et al. (2011) is “how to transform the meritorious ideas and goals of sustainability into reality” (p.28).

Behavioural change: A sustainability challenge or opportunity?

As underscored, the fundamental challenge is how to put meaning into perspectives, and ultimately into action. Whilst an impending challenge in achieving sustainability has since been associated to its vagueness as a concept, divergent meaning points to the differences in context, as to how and where sustainable development is oriented (Owens, 2003; Heal, 2012). Barr, Gilg, and Shaw (2011) emphasised the vitality of “social and spatial context through the sites of practice” (p.718). They concluded from results of series of focus group discussions in the home and leisure context, that practice and spaces of consumption mediated in the notions of sustainable practice, hence argued the need to address the role of context and recognition of the significance of consumption spaces (Barr et al., 2011). Inyang et al. (2009) considered sustainability in the context of industrial and environmental systems as they looked into life cycle analysis as a circular flow of the economy between producers and consumers placed within a larger cycle of environment and ecology. While ecologists call for a pluralistic approach, Inyang et al. (2009) further contends that sustainability should be one that is holistic, but that

recognises a variety of disciplinary approaches in a parsimonious manner. This type of challenge reflects contextual and perspectival in nature, where mostly vague and contested concepts such as sustainable development complicate.

Similar to the above sustainability, challenges are environmental threats and destruction as a result of human activities. The unbearable pressure on the earth's environment and rapid increase in population are two of the cohabitating challenges in approaching sustainable development (Batra, 2012). Climate change is inextricably webbed into biodiversity loss and extinction, extreme poverty, energy security, global debt, pollution, technological development, resource depletion, and their ensuing consequences which have the potential to exacerbate prevailing global crises (Harry & Morad, 2013; Conard, 2013; The Challenge of Sustainability | Global Environment Facility, n.d.). With human undertakings facilitating these environmental issues, it is with concerted human efforts that consequential nature of sustainability challenge is to be addressed – a paradigm shift not just in perspective but behavioural change.

When trying to operationalize sustainable development, organisational change necessitates fundamental shifts in culture (Doppelt, 2010; Sitnikov, 2012). In his research, Doppelt (2010) found that “unless cultural beliefs, thinking and behaviour that are inconsistent with sustainability are altered,” sustainability efforts languish (p.34). Sitnikov (2012) identified interventions in governance systems and leadership as requisites in changing organisational culture. “When an organization has an effective system of governance and an effective leadership, future-oriented, it will be more able to mobilize the forces necessary to change culture and to successfully implement sustainability based on thinking, values and behaviours” (Sitnikov, 2012 p.303). Organisations are often risk-averse; in order

to make cultural change happen Marshall, Coleman and Reason (2011) noted that action research “helps build relationships and enables people to work with different worldviews or paradigms and weave visions together” (p.93).

Downey (in Marshall et al., 2010) situates change in culture from a personal view to organisational perspective when she wrote:

I've come to believe that the real problem is the mind-set at the heart of our culture and I don't think it will be possible to animate a significant cultural shift without the will and leadership of our dominant institutions – the corporate bards and storytellers who mediate our lives and whose decisions structure the space in which life is lived – shaping the 'story' of who we are, where we're going, what's important and so much more (p. 200).

She narrated further how deeply involved one can be into systems:

Seeing people, organisations and nations as living systems and understanding myself as part of interdependent web of relationships in which everything affects everything else, has transformed my understanding of how things work, how things change, and how to be more effective. ...We are not too small, and there is no small act. Either way, we shape what happens. We have a role. And we have a choice (p.200-202).

Human behaviours are predominantly contributors to environmental problems and are thus regarded as key components of continued solutions (Beretti, Figuières, & Grolleau, 2013). Behavioural innovation, as Beretti et al. (2013) assumes are potentially advantageous in overcoming limitations of technological innovations as well as in providing new solutions.

Sustainable development creates the possibility for diverse systems to improve the cohesion between past and future, social and economic systems, and many others. This type of multi-systemic/multidimensional phenomenon calls for a multi-stakeholder involvement to facilitate policy implementation (Akgün, van Leeuwen, & Nijkamp, 2012). Boutillier (2009) argued that “understanding the

concept of sustainability is a pre-requisite for understanding the dynamics of stakeholder politics” (p.15). The next section will now explore stakeholder theory and its vitality to sustainability and sustainable development.

Stakeholder Thinking

Freeman (1984) in his seminal book *Strategic Management: A Stakeholder Approach*, defined stakeholder(s) as any group or individual in an organisation who can affect, or is affected by the achievement of the organisation’s objectives. Organizations are then situated in a web of relations – a social network (Granovetter, 1973) – to various entities which have legitimate stake: “Be it the neighbors, employees, investors, insurance companies, government, the press, or others; stakeholders can exert pressure, provide important resources, and impose costs through protest” (Hoffman & Georg, 2013 p.18). Stakeholder theory endeavours to systematically articulate fundamental questions as: “which groups are stakeholders deserving or requiring management attention, and which are not?” (Mitchell, et al, p.855).

In the context of climate change adaptation, the United Nations Framework Convention on Climate Change (UNFCCC) contributed significant conceptual and practical position on stakeholder approaches to represent a method in analysing context of organisations and institutions relative to the adaptation strategies.

“The Stakeholder approaches in general emphasize the importance of ensuring that the decisions to be analyzed, how they are analyzed, and the actions taken as a result of this analysis are driven by those who are affected by climate change and those who would be involved in the implementation of adaptations” (UNFCCC, n.d.).

The UNFCCC considered six stakeholder approaches which are relatively new (in terms of climate change adaptation) and consequently methods still demand improvement. Stakeholder approaches include: a) *stakeholder networks and institutions* (focuses on understanding those who make the decisions and how they relate to one another); b) *scoping* (allows users to identify tools and approaches that might be applicable to their particular focus); c) *vulnerability indices* (aims to provide metric for vulnerability and adaptive capacity); d) *agent based social simulation* (modelling approach to stakeholder networks and institutions); e) *multistakeholder processes* (are tools emphasizing dialogue on consensus building); and f) *global sustainability scenarios* (provide insight into future vulnerability and adaptive capacity and their associated quantitative indices might typically serve as an input for other approaches) (UNFCCC, n.d.).

Stakeholder management entails deliberate actions to address stakeholder concerns while simultaneously pursuing company objectives (Freeman, 1984). Accordingly, stakeholders are those entities and or issues which could make or break organisational sustainability (Garvare & Johansson, 2010). Thus, satisfying or exceeding the demands of stakeholders is both a crucial and daunting task for any organisation to succeed. “Stakeholder satisfaction,” Garvare and Johansson (2010) continued, “could be viewed here as a quotient between delivery and demands, where organisational sustainability is strengthened when: (i) organizational delivery, that is the quality of output to stakeholders, increases; or (ii) stakeholder demands on the organisation decrease, thereby reducing the constraints” (p. 742). When managing for sustainability, stakeholder engagement

...is argued to be a mechanism that in a normative sense may be able to assist business in rethinking its interests in favor of sustainability, but if oversold or implemented instrumentally merely to legitimate ‘business as usual’, it is shown to

represent an ill-fated panacea (Collins, Kearins, & Roper, 2005 p.1).

With internal and external stakeholders influencing organisations' actions, institutions and companies operate in a pluralistic environment. Understanding organisations in a pluralistic context is tantamount to having better cognition of various stakeholders (Rowley, 1997; Friedman & Miles, 2002) – their interests and influences on the organization – towards improving management practices and effecting change.

Pluralist theory originates from the idea that organisations comprise of several competing interest groups, thus management must strive to gain the consent and co-operation of these different groups in order to function effectively (Pluralist theory, 1992). Jarzabkowski and Fenton (2006) described pluralistic settings as having multiple interests emerging from various organisational groups typically associated with fragmentations of organisational identity and multiple subcultures. With heterogeneity coming into play, the pluralist theory (1992) recognises conflict as central to pluralist approaches and considers it as unavoidable, although its roots are seldom considered; while in “most accounts of pluralism, conflict is acknowledged as oiling the wheels of change” (p. 9).

Scholars use words and phrases such as ‘pluralist’, ‘pluralistic contexts’, ‘pluralistic organisations’, ‘plurality’ and ‘pluralism’ to describe a characteristic which typifies ‘diversity’, ‘heterogeneity,’ ‘variety’, ‘multiplicity’ among others when they tackle organisational management (Glynn, Barr, & Dacin, 2000, Jarzabkowski & Fenton, 2006, Jean-Louis, Langley, & Rouleau, 2007). Pluralistic contexts as defined by Jean-Louis et al. (2007), refers to organisational contexts characterized by the three main features as “*multiple objectives, diffuse power and*

knowledge-based work processes” (pp. 179-180). They argue that almost all organisations are pluralistic in nature, but hospitals, art organizations, universities, professional partnerships and cooperatives are cited as examples which strongly associate to their description (Jean-Louis et al., 2007).

Lowendahl and Revang (in Jean-Louis et al., 2007) contend that:

[A]s organizations in many industries enter into various forms of collaborative arrangements, as matrices and networks penetrate organizational structures, and as knowledge workers play an increasingly important role in the economy, pluralistic forms of organization are becoming more and more prevalent (p. 180).

While pluralism provides benefits, it challenges at the same time conventional conceptions of strategic decision making (Jean-Louis et al., 2007). Cohen, March & Olsen (1972) described pluralistic organizations as strategically operating in an ‘organised anarchy’ context wherein decisions follow a garbage-can process, i.e. problems, solutions and choices are uncoupled from one another. An organisation’s ability to generate coherent patterns without any clear centralised intention (Mintzberg & McHugh, 1985), either through the cumulative activities of autonomous professionals, or through spontaneous convergence are strategic management practices formed around the pluralistic context (Jean-Louis et al., 2007). These latent organisational activities are consequently challenging the usual notions of strategy making.

Overall the literature suggests that the pluralistic context presents complex challenges for strategists. According to the pluralist theory (1992), organisations are not viewed as unified and harmonious wholes, but instead are viewed as loose coalitions which use power as the medium to settle conflicts. Furthermore, pluralism generates three types of problems for those interested in promoting

concerted organisational action: 1. Individual autonomy is often associated with collective paralysis; 2. Participative strategizing produces inflationary consensus; and 3. Diffused power and divergent objectives produce dilution in strategic change (Jean-Louis et al., 2007).

Some of the current theorizing and rational models of strategic management are of limited assistance in understanding or confronting organisational challenges precisely because they tend to assume away pluralism (Jean-Louis et al., 2007; Glynn et al., 2000). Organisational theorists have tended to emphasize the unifying principles that lend cohesion, focus, legitimacy, and identity; the result has been to problematise (or often overlook) the variety embedded in plurality (Glynn, Barr, Dacin, 2000 p 76).

Another noteworthy facet of stakeholder thinking is on the asset embedded in building relationships and partnerships formed from stakeholder engagement (Burt, 1997). These assets are an invaluable resource in managing risks and issues regarding the sustainability of organisations (Gabbay & Leenders, 2001). Social capital is the “ ‘glue of connectivity’ which holds relationships together, hence in an era of networked stakeholder relationships Andriof and Waddock (2002) argue that understanding social capital is vital to building and maintaining corporation-stakeholder connections.

Overall, the discourse on sustainability, sustainable development and stakeholder theory emphasizes the interdependence of each concept with one another. With these concepts and principles, humans have been at the core of embodying the strongest link to achieving a sustainable future. While it is true that “[h]uman beings are at the centre of concerns for sustainable development” and that “they are entitled to a healthy and productive life in harmony with nature” (Quental et al., 2011), the greatest responsibility of heralding a sustainable planet for this generation and to the next lies in the very hand of each human being. In

the end, it is the greater human activities that will make or break the goal for a sustainable future.

The diversity in opinions of a great spectrum of stakeholders as explored in Akgün et al. (2012) using a scenario-based approach, led to an essential recommendation – generalised sustainability policy lessons. They concluded:

Basically this is a process to be learned and followed, and the first thing to do is to deal with education. Therefore, our prominent policy lesson is to focus on education and training of society, as well as to encourage participation of citizens in discussions or actions related to sustainability. These educational and social improvements will enhance the health, diversity and productivity of the environment to the benefit of future generations. On the basis of these lessons, a sustainable and ecological way of producing needs to be advocated and stimulated among the business sector (Akgün et al., 2012 p.27).

Sustainable Future: Challenges & Opportunities in ESD

The UN Decade of Education for Sustainable Development (DESD) was declared at the 57th meeting of the UN General Assembly in December 2002, and a resolution was adopted establishing DESD (2005–14). The 2005 UNESCO document stated that: “the basic vision of the DESD is a world where everyone has the opportunity to benefit from education and learn the values, behavior and lifestyles required for a sustainable future and for positive societal transformation” (Sarabhai, Ravindranath, Schwarz, & Vyas, 2012; Venkataraman, 2009). In the same declaration, ESD is no longer a choice, but an absolute priority (Segovia, 2010). The findings of a UNESCO monitoring and evaluation report on DESD of 2012 states that “ESD is emerging as the unifying theme for many types of education that focus on different aspects (e.g., climate change, disaster risk reduction) on biodiversity” (Sarabhai et al., 2012).

According to the United Nations,

ESD equally addresses all three pillars of sustainable development—society, environment and economy—with culture as an essential additional and underlying dimension. By embracing these elements in a holistic and integrated manner, ESD enables all individuals to fully develop the knowledge, perspectives, values and skills necessary to take part in decisions to improve the quality of life both locally and globally on terms which are most relevant to their daily lives” (“Decade of Education for Sustainable Development,” n.d.).

ESD, in order to be holistic should consider every aspect of education: “Planning, policy development, program implementation, finance, curricula, teaching, learning, assessment, administration, etc.” (Education for Sustainable Development | Education | United Nations Educational, Scientific and Cultural Organization, n.d.). Chalkley (2006) emphasised the formidable roles of education institutions in achieving a sustainable future through ESD: Generation and application of scientific advances through research; systemic operations (energy and procurement policies for e.g.), leading local and regional communities, and ultimately the challenge of producing ‘sustainability literate’ graduates (Chalkley, 2006).

Over the past 20 years, ESD has grown from an idea to a global movement. It has evolved in both maturity of understanding and in the variety of its implementation formats—from new corporate training programs to the reorienting of higher education degrees. Globally, ESD’s aim is to help people develop the attitudes, skills, perspectives and knowledge to make informed decisions and act upon them for the benefit of themselves and others, now and in the future (Reunamo & Pipere, 2012, p.314). Over these 20 years since Rio, thousands of stories of countless contributions to the growth of ESD have been lived, but too few are gathered and documented. Even fewer are recognised and celebrated (Hopkins, 2012).

Wals (as cited in Karatzoglou, 2012) contextually defined ESD as a learning process (or a teaching-training approach) based on the ideals and principles that underlie sustainability, and is concerned with all levels and types of education – formal, alternative and informal. Predominantly, ESD researchers focus on formal learning in higher education institutions (HEIs) and basic education. The main contribution of HEI to sustainability is the provision of ESD to local actors (Karatzoglou, 2012). There has been considerable progress in implementing ESD among HEIs, but the gap remains in making sustainability as the guiding principle for higher education (Adomssent et al., 2012). The *Journal of Cleaner Production* was established to explore the requisites to: “Adapt HEIs’ curricula, teaching methods, research approaches and implementation strategies to the new challenges and opportunities arising from the concept of helping societies to make the transition from unsustainable to sustainable societal development” (2012, p. II).

Typical suggestions on the role of universities and ESD to tackle these issues include:

A change in the Universities’ own management practices, for instance their involvement in recycling schemes, energy efficiency initiatives, or the implementation of an environmental management system (EMS);

Promotion of integration, synthesis, critical reasoning, and system-thinking skills, supporting students and researchers beyond skill development to cope with the future multidisciplinary complex challenges of sustainability;

The assumption of a leading role in coordinating, promoting, and enhancing the engagement of local authorities and other societal stakeholders to design and implement regional sustainability plans by acting as sources of technical expertise; and

A new research and teaching agenda for Universities as centers of development of the sustainability science as an innovative scientific field defined by the problems it addresses (Karatzoglou, 2013 p. 45).

Notably, in terms of research focused on ESD, there is often lack of corresponding between ESD research and current key subjects in educational research; ESD research seems scarcely able to keep pace with the standards of empirical educational research (Gräsel, Bormann, Schütte, Trempler, & Fischbach, 2013). Also, there is untapped potential on ESD research as a subject matter and on its methodology, while "it is indicative that current study on ESD research implements a mixed method approach" (Reunamo & Pipere, 2012 p. 314). The prevailing methodological approaches on ESD research include theoretical and case study articles, and while the former suffer from a rigorous conceptual framework deficiency, the latter are characterised by their descriptive nature, which can be inspiring and encouraging for future peer efforts, but of limited added value to theory development (Karatzoglou, 2013). Besides the traditional survey approach, it is also important to hear the voices of individual researchers and allow them to construct and reconstruct the research paradigms where they locate their ESD research (p.314). Similarly, there is a gap in the availability of papers that seek to examine the correlation between the ESD-related activities chosen and specific characteristics of the university, such as the size, nature and type of faculties, or degree of 'embeddedness' in the area (Karatzoglou, 2013).

Change in behaviours is an impetus for taking positive action. Behavioural change, while it is critical to personal and organisational development (Marshall, et al., 2010), only cements actual change when it extends to "actions which presupposes consideration of issues and making up one's mind" (Jensen &

Schnack, 2006 p. 484). Thus, Jensen and Schnack (1997) and Mogensen and Schnack (2010) proposed action competence as an educational ideal and located it within the concept of general education theory. They argued that behavioural modification is altogether different from building up action competence (Jensen and Schnack, 2006). Breiting & Mogensen (1999) distinguished the difference as:

[T]he action competence approach is related to developing a critical, reflective and participatory approach by which the developing adult can cope with future environmental problems. The behaviour modification approach aims at prescribing certain of the pupils' behavioural patterns which we here and now believe will contribute to solving current environmental problems (p. 350).

Developing skills to solve problems and facilitate action results in action competence (Fien & Skoien, 2002). Schnack (1994, p. 190) defines action competence as “a capability – based on critical thinking and incomplete knowledge – to involve yourself as a person with other persons in responsible actions and counter-actions for a more humane world.” Jensen and Schnack (1997) argued that: “The aim of environmental education is to make students capable of acting on a societal as well as a personal level” (p.164). They further contend that it is about “creating a democratic process of participation in which students decide for themselves the action they will take” (Eames, Law, Barker, Iles, McKenzie, Patterson, Williams, Wilson-Hill, Carroll, Chaytor, Mills, Rolleston & Wright, 2006, p. 8).

Almers (2013) phenomenologically explored aspects that promote action competence for sustainability. Narrative analysis of three Swedish young adults' life stories highlighted six common themes as: *Emotions creating a desire to change conditions; core values and contrasting perspectives; action permeation; feeling confident and competent with what one can contribute; trust and faith*

from and in adults, and outsidership and belongingness. These themes fit well within what Jensen and Schnack (1997) identified as aspects of action competence as: Knowledge and insight of the environmental problem; commitment to solve the problem; a vision for the future without the problem; and action experiences to draw upon. Meanwhile, Eames, et al. (2006) probed into the enactment of environmental education (EE) in New Zealand classrooms, based on five case studies that provided some insights into teaching and learning approaches that can develop action competence – “a potential framework for understanding action competence and assessing its development in students and some classroom-based evidence of the types of pedagogies that can be successful in achieving student outcomes in EE” (p. 21).

Learned behaviours are more or less compositely formed by everyday habits and continuation of actions, hence practice which then shapes experiences (Jensen & Schnack, 1997). A continuum where behaviour, habit, action, practices and experience exist remains a fertile ground for investigating sustainability in theory and practice. “Actions which are consciously taken and targeted” (Eames, et al, 2006; Breiting & Mogensen, 1999) transcends behavioural change towards action competence – thus triggering a positive outcome beyond activities in achieving sustainability.

Learning occurs in multifarious ways and environment. Brockbank and McGill (1998) argued that learner and educators operate in a vacuum-free space so that learning does not take place in a vacuum rather from shared experiences and interaction of personal influences and socio-economic forces. The extent to which this space for individual learning – i.e. “making choices, developing possibilities to act, and for taking responsibilities for their action” – vary

tremendously (Wals, 2009). Collective social learning addresses social justice when individual and groups promote a shared social vision (Kilgore, 2010). Keen, Brown, and Dyball (2005) described social learning as the mutual action and reflection that happens when different individuals and groups work together.

“From a social learning perspective, the emergence of sustainability in the context of education can be viewed both as an evolving product and as an engaging process. ... Through facilitated learning, knowledge, values and action competence can develop in harmony to increase an individual’s or a group’s possibilities to participate more fully and effectively in the resolution of emerging personal, organisational and/or societal issues” (Wals, 2009 pp. 18-19).

Diversity of stakeholders is likely to benefit social learning. Collectively, various actors can come together and view different situations in a new different angle (Swartling, Lundholm, Plummer and Armitage, 2010). Overcoming issues linked to sustainability necessitates actors capable of strengthening and mainstreaming feedbacks and investing into interactive social learning processes (Swartling et al, 2010).

ESD research was found to have established effective networks and alliances between universities and local actors which contributed to an “indispensable condition for success since hardly any effective effort has been undertaken in the past by a university in isolation”. An overarching trait of networks is that they bridge multiple diversified actors, sparking the prospect for creative ideas and innovative patterns of action but, simultaneously, increasing the challenge and difficulty to achieve synergy and interaction among the participating actors. The idea of a sustainability network is used in this context to indicate a group of actors leading towards sustainable development in all, or any, of its dimensions (Halme and Fadeeva, 1998).

The plurality and diversity of networks involved in holistic stakeholder collaboration is a great potential for regions in the world to approach overriding opportunities and challenges for ESD. Stakeholders' cognition of ESD and SD matters a lot in pushing for the goals for a sustainable future. How then are different stakeholders involved in ESD coming to terms with understanding (theory) and behaving (practice) towards sustainability? The next section tackles how ESD emerges in a region and how crucial networks and stakeholders are in the ESD agenda, thus a regional and cultural context of sustainability in the ASEAN and the Asia-Pacific.

Sustainability in the Asia, Pacific and ASEAN

The Asia-Pacific is the largest United Nations Educational, Scientific and Cultural Organization (UNESCO) region; is home to over four billion people (2010), and makes up more than 60 percent of the entire world population (Ryan, Tilbury, Corcoran, Abe, & Nomura, 2010). Comprised of 58 countries from Asia and Oceania, it is a region of great cultural, economic and environmental diversity (Fien, Abe, & Bhandari, 2000). Asia-Pacific represents a profound divergence and challenge in terms of population, pollution, poverty, natural resources, climate change, cultural heritage, etc. At the same time these challenges provide a host of benefits and opportunities for interdependence, cooperation and stakeholder collaboration, to take advantage of achieving unity amidst pluralism and diversity.

One of the region's most pressing concerns is its vulnerability to the adverse consequences of climate change. When compared with communities living in Africa and North America/Europe, people in Asia and the Pacific are four to 25 times more susceptible to natural disasters respectively (Asia-Pacific-

Disaster-Report-2010.pdf, n.d.). “Asia accounted for 75% of more than two million deaths caused by 6,367 natural disasters recorded between 1974 and 2003. In 2008, Asian countries were listed in nine out of the top ten countries in the global statistics of deaths attributable to natural disasters” (About Asia and the Pacific | UNDP, n.d.). While the media narrates disaster-prone Asian countries, developing island states of the Pacific are experiencing the harsh effects of global warming (as in the case of the shrinking land mass in Kiribati). These environmental threats and insecurities prompted nations in the Asia-Pacific towards global action to resolve debilitating effects of climate change.

Development challenges in the region are diverse and complex. Some of the world’s most dynamic economies are member-states of the Asia-Pacific region. On the other hand, more than half of the world’s poorest reside in the region (About Asia and the Pacific | UNDP, n.d.). Over recent decades, the region experienced rapid socio-economic development to the greater advantage of the young people, as evident in the lowest record of unemployment (8%) among youth in the East Asia (ESCAPFinal5.pdf, n.d.).

The 10-member countries of the Association of Southeast Asian Nations (ASEAN) are a microcosm of the diverse nature of the Asia-Pacific region. Established on 8 August 1967, the association’s aims include: “Accelerating economic growth, social progress, [and] cultural development among its members; protection of regional peace and stability and opportunities for member countries to discuss differences peacefully” (Overview ASEAN). In 1997, ASEAN leaders adopted its Vision 2020 which highlighted a push for dynamic partnerships towards a caring and sharing community – a long-term sustainable development framework (Overview, n.d.; Anonymous, 1998). ASEAN is

culturally, economically and environmentally diverse, yet the differences among its member-countries allow ASEAN to foster a common but differentiated program of actions peculiar to the member-country. Its strong sense of cooperation is commonly known as the 'ASEAN Way'.

Notwithstanding the scale of its differences and challenges, the Asia-Pacific region has initiated sustainability thinking and practice in various spheres, particularly in the educational arena (Ryan et al., 2010). The region became a key influencer foregrounding the role of learning in strategic change for sustainability across formal education and in broader community settings. The 2005-2014 DESD originated in the region with the proposal from the Japanese Government in 2002 (Tillbury and Janousek, 2007; Nomura and Abe, 2009). The Asia-Pacific approach highlights partnerships and regional co-ordination; mobilisation of the media, youth networks, and the private sector; and linkages across educational sectors and with other stakeholders (Elias, 2006 p.84). While Tillbury and Janousek (2007) have emphasised the vitality of leadership and support from inter-agency organisations to the successes of DESD in the region, they noted difficulties in involving corporate and government agencies to support ESD agendas. The significance of reaching the widest range of government forums and corporate stakeholders is also reflected in lessons from the Asia-Pacific DESD indicators project about the need to raise inter-sectoral sustainability awareness in the fields of science, culture and communications (Elias and Sachathep, 2009 in Ryan et al., 2010). Education has been identified as a critical way of addressing a range of concerns in the Asia-Pacific region (Fien et al., 2000). The DESD has provided essential impetus for strategic change in sustainability, and for the higher education (HE), this means specific focus on educating future generations of

decision makers, leaders and educators, and on efforts to engage in outreach and service to society. However, the Global Progress Report confirms (UNESCO, 2009a, pp. 64-6 in Ryan et al., 2010) that: “Substantial innovation is still needed in order to advance these aims” (p.112). Rather than imposing purely economic incentives or fixed views of sustainability, creativity and pluralism are better off encouraged for systemic change to thrive. Substantial innovation on the part of ESD practitioners is required to integrate changes supportive of sustainability in order to evolve as “learning organizations; advancing strategic integration, staff development, collaborative partnerships, and effective stakeholder dialogue” (Tilbury and Wortman, 2008; Ryan et al., 2010 p. 113).

Recognized as necessary in all development efforts, the role of various stakeholders towards a sustainable future is indispensable, and thus critical to the sustainable development agenda in the Asia-Pacific region and elsewhere in the world. People and their life-giving environment should be both the means and ends of sustainable development (Thaman, 2002). Government, UNESCO National, Commissions, Communities, Private sector, formal education institutions, civil society, media, youth and international organisations encompass the greater web of stakeholder relationships. Careful analysis and recognition of multiple stakeholder interests is imperative in addressing issues besetting the Asia-Pacific region, most especially at the level of policy and practice in times of rapid development (Ryan et al., 2010). In the end, these stakeholders are crucial in encouraging, supporting and facilitating more responsible business (UNESCAP, 2011).

Education for sustainability is very future-focused, hence the vitality of maintaining a long-term perspective, then an evolving concept. “The choices that

people and institutions make today, and the actions that they take, often have enormous implications for sustainability” (Parliamentary Commissioner for the Environment [PCE], 2004, p.44). Altogether, the lack of consensus and definition on top of the many challenges besetting ESD and SD at large has stymied efforts to move these concepts forward (ESD Toolkit version 2 - esd_toolkit_v2.pdf, n.d.).

It goes without saying that the key to a sustainable future lies in the hands of every human being. The quote at the beginning of the first chapter by Martin Luther King Jr. underscores the value of time – one of the concepts which make sustainable development definition and even stakeholder thinking complex and vague; i.e. we have a limited view of what is the future. If human beings are at the heart of any development towards sustainable future, it is but proper to invest in our children and in youth development. With the demographic divide accompanying the fertility transition in many developing nations, investing in youth is not only critical, but opportune. Furthermore, with below-replacement level fertility and the ageing of populations in developed nations, investing in youth is crucial for sustainable development (Hess, 2010).

In this research, I explored through stakeholder theory, an investigation on an apparently untouched area in sustainable development discourse – ‘the future’ – i.e. critical perspectives coming from the future world leaders, our youth, with a closer look at challenges and opportunities for ESD, specifically in the areas of alternative learning or informal education. In doing so, I would like to put into context a youth programme as a vehicle towards understanding the perceptions of young leaders on youth development efforts – their impacts, challenges and opportunities for a sustainable future.

Summary

The literature review uncovers the impeccable tie that binds sustainable development and stakeholder concepts in achieving sustainability. While the dimensions of sustainable development point to interweaved relations of people, planet and profit, humans arguably have the greatest responsibility to approach a desired end-state which is sustainability, hence the critical role of multi-stakeholders in every development activity. The Asia-Pacific region and ASEAN communities characterized by “diffuse power and multiple objectives” resemble a pluralistic entity. The challenges besetting the region present opportunities for multi-stakeholder collaboration. Arguably, education is one of the potent tools to solidify ‘theory to practice’ for sustainability, as well as for meaningful collaboration, thus education for sustainable development. Overall, this review reflected on the evolving, dynamic, complex and multi-dimensional nature of the concepts such as sustainability, sustainable development, stakeholder approach, educating for sustainability, and sustainable future, hence counter-dynamic, creative, pluralistic actions towards understanding and reconstructing the aforementioned views are a much needed thrust.

The next chapter will highlight a ship youth programme which will be the context of this study. Investing in youth and children – our future leaders – through sustainability oriented programmes is but a practical, necessary and beneficial step onwards sustainable future. Given that the ship youth programmes of Japan have been in existence for years, the dearth of research about the impact and relation of the programmes to sustainable development requires a critical consideration, if the governments, along with the various stakeholders involved

are able to take the opportunity to develop a sustainable future and the future of our youth. The programmes create opportunities for education for sustainable development.

Chapter Three

“5W’s and an H” of the Ship Youth Programmes: A Research Context

“Participating in the cruise stimulated for me a lifelong interest in Japan, and a desire to continue to build good relationships between New Zealand and Japan. ...Our countries are very different in many ways, including in heritage, culture, and languages, but through a programme like JYGC we are able to learn that friendships are easily created across cultures, and that these friendships are rewarding in introducing us to new ideas and perspectives.”

~ Helen Clark, 2014
UNDP Administrator
& Former New Zealand Prime Minister

This chapter details **What** the ship youth programmes is all about including historical background (**Where** and **When** it started), programme goals (**Why**), various actors, implementers and stakeholders (**Who**), and components as well as structure (**How**) in order to analyse similarities and differences between the two ship youth programmes of Japan namely Ship for World Youth (SWY) and the Ship for Southeast Asian Youth Program (SSEAYP). Also the purpose of this chapter is to better contextualise the relevance of the programme in the overall exploration of stakeholder theory applied to Education for Sustainable Development (ESD) in this research.

An impetus for global youth exchange

The Cabinet Office (CAO) of Japan (former names were Prime Minister's Office, the Management and Coordination Agency) started implementing the international youth exchange programme in 1959 through the ‘Japanese Youth Goodwill Mission Program’. This was a proposal from the then Prime Minister

Kishi, in commemoration of the marriage of H.M. the Emperor, who was at that time the Crown Prince. In 1967, the Japanese Youth Goodwill Cruise Program started as one of the projects to commemorate the Centennial of the Meiji Restoration. Both the Japanese Youth Goodwill Mission Program and the 'Japanese Youth Goodwill Cruise Program' provided youths with the dream of going overseas, since the government would take the initiative to send youths overseas at a time when it was still very difficult for them to go abroad on their own (Ship for World Youth, n.d.; Ship for World Youth Alumni Association [SWYAA], 2012; Cabinet Office of Japan, 2010). With the on-going expansion of the international role of Japan, and the incredible advancement in internationalization in various fields all over the world, the improvement of the content of international youth exchange programs of the Cabinet Office has been found necessary in order to cope with such a changing social environment (SWYAA, n.d.).

When & Where: SSEAYP vs. SWY

In 1974, the Ship for Southeast Asian Youth Program (SSEAYP) marked its humble beginning as a joint programme between Japan and member-countries of the Association of Southeast Asian Nation (ASEAN) and sets sail annually (CAO of Japan, 2010). Originally, young leaders from Japan and five ASEAN-member countries namely Indonesia, Malaysia, Philippines, Singapore, and Thailand participated in SSEAYP. Eventually, other ASEAN member countries – Brunei Darussalam (1985), Vietnam (1996), Laos P.D.R. and Myanmar (1998), and Cambodia (2000) also joined and sent their youth leaders into the programme. Every year at least six ASEAN countries including Japan are visited as port-of-

call so that participating youths (PYs) experience homestay, interaction with local youths, institutional visit, and other culture exchange activities.

After the 21st year in 1987, the former JYGC was renamed as Ship for World Youth (SWY) and was established to emphasise involvement of youths from other parts of the world, and to fit into the needs of the era. The earlier version of SWY has prior to its reorganisation involved international participants (for example, JYGC4 went to India, 5th went to Sri Lanka, 6th went to Australia and NZ, etc.). Young leaders from a total of 64 countries (Asia-6, Africa-11, Europe-13, Middle East-8, Oceania-9, Central/South America-15, and North America-2) participated in SWY. The programme has visited a total of 31 countries (2009). In 2013, SWY was again reorganised as Global Leaders Development Program (GLDP). Since 1967, the JYGC-turned-SWY and recently GLDP has had 47 rounds of exchanges. The main objective of the JYGC Program, which was sending Japanese youth overseas, was changed, so that the exchange between Japanese and foreign youth became one of the main activities.

The content also became more academic through the introduction of activities such as discussions (SSEAYP) and seminars (in the case of SWY), and more interactive highlighting homestays in every port-of-call (SSEAYP only), interaction with local youth, meeting leaders of each country, learning from diverse themes during institutional visits and discussion programs, culture and arts performances on board; even games and solidarity activities (CAO of Japan, 2010). These major changes highlighting that the academic and training components offer opportunities for ESD to be integrated into the ship youth programmes.

Currently, the CAO of Japan through the IYEO of Japan and the CENTERYE is implementing six international youth exchanges. Aside from SWY and SSEAYP, other programmes are the International Youth Development Exchange Program (INDEX), Japan-China Youth Exchange Program, Japan-Korea Youth Exchange Program, and Young Core Leaders of Civil Society Groups Development Program (IYEO, n.d.). Of these six, SWY and SSEAYP are implemented on board a cruise ship and have the longest duration which last for about two months of exchanges. The length of the programme duration, the diversity of participating youths, and intensity and comprehensiveness of learning structure distinct from SWY and SSEAYP were factors considered in selecting these programmes as vehicles for this investigation.

Why? - Rationale of the programmes

The purpose of the SSEAYP and SWY programmes is to broaden the global view of the participating youths; to promote mutual understanding and friendship between Japanese and foreign youths, as well as to cultivate the spirit of international cooperation and the competence to practice it, and furthermore, to foster the youths with leadership capability in various areas of international society (SWY, 2012; CAO of Japan, 2010). Consequently, former participating youths are encouraged to conduct post-program-activities as part of giving back to society (e.g. leadership training for local youth, campaigns for responsible election, read to lead, adopt-a-school, etc.).

In addition, this program aims at establishing networks and promoting joint activities among youths around the world through providing, as the concrete and practical opportunity, the cohabitation and the joint activity on board the

SSEAYP and SWY. The ship youth programmes epitomize an international society, with a wide variety of cultures and ideas making a visible international contribution from the perspective of human resource development. In this annual programme, approximately 140 youth from Japan and 140 youth from various areas of the world for SWY take part, while 40 Japanese youth and 28 from among the 10 ASEAN member-countries for SSEAYP live together on board the ship and engage in various multilateral exchange activities such as studying and discussing common issues from a global viewpoint on board and in the countries visited (“Ship for World Youth,” 2004; CAO of Japan, 2010).

How: SWY and SSEAYP Activities

Each year thousands of aspiring young leaders from the participating SWY and SSEAYP nations apply for the programme and are subjected to a rigorous process to be their country’s representative. Qualifications vary from each country but the minimum and standard requirements are as follow:

Interested applicants for Participating Youth must be a (1) a citizen of the country she/he is representing; (2) single (only in SSEAYP); (3) between 18-30 years old as of (April) on the year of application; (4) of good moral character, (5) residing, working or studying in the region to be represented for at least two years immediately preceding the date of application; (6) physically and mentally fit to travel(7) has strong background of the country’s history, geography and culture and the arts; (8) knowledgeable of the current issues of the country’s relation with Japan (and ASEAN countries); and (9) has served the youth sector as an active officer or member of a youth or youth serving organization for at least two years immediately preceding from the date of application (IYEO, n.d.).

The CAO of Japan, in collaboration with the Ministry of Youth or the Japanese embassies of each country and the alumni association, work hand-in-hand in the pre-programme preparations (which may include but is not limited to

information dissemination, selection process, pre-departure training, travel documentations, host country preparation, etc.). Countries are given the liberty to implement pre-programme preparations, thus each country has its own unique way of managing country level activity prior to the delegations' journey to Japan.

Learning and education beyond global youth exchange

There are as many similarities as there are differences in how SWY and SSEAYP are carried out. Figures 1 and 2 illustrate this. SWY's major activities include activities at ports-of-call (courtesy call, institutional visit, course discussion theme visits, school visits, and sports exchange with local youths), discussion seminars (course discussions, UN seminars, summary forum, club activities), committee activities (national presentations, sports and recreation, exhibition, PY seminar, press and farewell dinner), and voluntary activities (study sessions and parties).

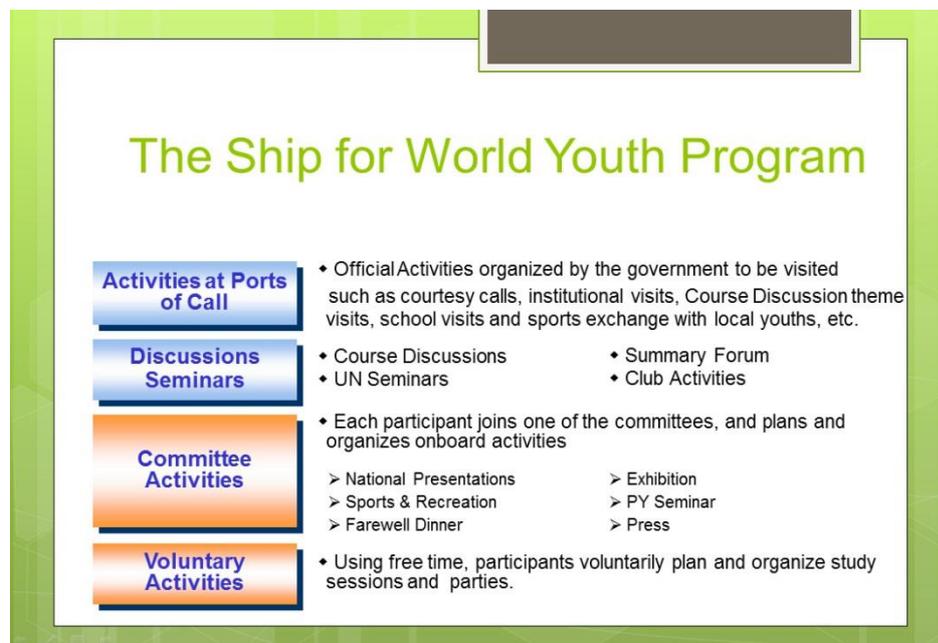


Figure 1. SWY activities on board the ship

Meanwhile SSEAYP has a slightly similar programme template which is typified by the following: On-board activities (club activities, Discussion group, voluntary activities, national presentation, and solidarity group) and port-of-call activities (institutional visit, interaction with local youth, courtesy call, homestay and open-ship and send-off ceremonies). The homestay programme at each port of call is one unique cultural experience for the SSEAYP. Homestay families adopt two to four PYs from different countries who will experience life with them for two days.



Figure 2. SSEAYP activities on board the ship

Workshops and discussions are streamlined to cover topics such as corporate social responsibility, environment (climate change), health education (HIV), school education, food and nutrition, international relations, and cross-cultural understanding among others which vary every year (for complete lists see Appendices H and I). Overall, these activities ostensibly mimic classroom facilitated learning where future global leaders attend diverse crash courses on issues that affect their countries, as well as forging mutual understanding, friendships and international relations (include why these programmes were picked among, clarity as to why these two).

Post-Programme Activities

Participating youths, after completing the programme, are inducted to the alumni association of their respective countries. These alumni associations facilitate events and programmes that support the PYs' planned activities while they were on board the ship. Mostly, these projects are practical applications of learnt principles during their discussions and workshops while on the programme. Primarily projects such as building libraries, supporting a student to get education, clean-up and tree planting benefit concerts are aimed at helping their fellow youths become better members of society and make their community a better place to live.

Publication of annual reports (including newsletter and magazines), reunion on board, international general assembly and hosts of social networking sites facilitate communication among former participating youths. These also make a good platform for sharing best practices and updates from each country.

Who: SSEAYP and SWY Stakeholders

The CAO of Japan, Center for International Youth Exchange (CENTERYE) and International Youth Exchange Organization are the three main implementers of the programme.

From the view point of the Cabinet Office, the IYEO is the result of its international youth exchange programs (i.e. human development), and the CENTERYE is the implementing agency of its exchange programs;

From the view point of the IYEO, the Cabinet Office is the foundation of social advancement and provider of the cooperation for exchange programs, while the CENTERYE plays a secretariat function.

From the view point of CENTERYE, the Cabinet Office is a governing agency, while the IYEO is a partner to receive human resources and know-how. (IYEO, n.d.)

There are about 54 alumni organisations helping these three main stakeholders implement SWY and SSEAYP. Also, about 70 country representatives through the Ministry of Youth (and Sports) and Japanese Embassies liaise with both alumni and CAO to support all its activities from pre- to post-programme projects. For SSEAYP countries Homestay Family associations have now been established to assist country programmes. These entities all represent an important stake in the implementation of SWY and SSEAYP.

So WHAT? Future challenges and opportunities

While it promotes multitudes of benefits among youths of participating countries, arguably the practice of these ship programs presents a sustainability paradox, as cruise ship (tourism) has been criticised as unsustainable. Nature and Biodiversity Conservation Union (NABU) and Friends of Earth (FoE) exposed some sobering statistics which make the cruise ship industry unsustainable (“The

Dark, Unsustainable Underbelly of the Cruise Ship Industry,” n.d.). The challenge presents an opportunity for the ship programs to look into sustainable practices through meaningful dialogue among their stakeholders. The programmes have never claimed to be an advocate for sustainable development nor has it been questioned on matters of sustainability. Every year though (or at least since the economic recession), former participating youths endeavour to prove the worthiness of the program through campaigns (“The Cabinet Office of Japan,” n.d.) for the CAO of Japan to continue with program.

In terms of documentation, the Cabinet Office of Japan since 1974 has kept records of annual reports of these programs. Based from its last record in 2009, SSEAYP has 9,690 alumni from Japan and ASEAN while in 2012 SWY recorded 6, 402 former participants coming from 64 countries all over the world (IYEO, 2010). With escalating figures of young leaders benefitting from the program every year also comes immense challenges and opportunities for youth development and sustainable future – an opportunity to explore the merits of educating the youth towards sustainable development.

The ship youth programmes’ goals, structures and rich historical account of providing youth training ground for leadership whilst discussing challenging issues of the world present a potential area in exploring education in an informal social learning. The following chapter present the methodology and methods that will underpin the exploration of education for sustainable development through the ship youth programmes.

Chapter Four

Research Methodology and Methods

This chapter starts with an explanation of the methodology used to inform, justify and guide the research design. At the outset, I would like to establish and concur with Fierke (2004) in distinguishing methods from methodology. The former consists of concrete tools of inquiry, while the latter pertains to those basic assumptions about the world we study (Fierke, 2004; Pouliot, 2007). The investigation followed the constructivist research paradigm through an exploratory multiple case study approach. Following the methodology is a thorough discussion of the methods for a qualitative research, including procedures for data collection, analysis and interpretation, and report writing. The chapter closes with sections on the role of the researcher; strategies for validating findings, proposed narrative structure of the study, and ethical issues.

Methodology: Understanding the research paradigm

The aim of this investigation is to *explore* and *understand* sustainability concepts and stakeholder theory in terms of challenges and opportunities in integrating education for sustainable development, hence the constructivist paradigm of inquiry (Denzin & Lincoln, 1994; Glaser & Strauss, 1967; Guba & Lincoln, 1994; Lincoln & Guba, 1985). The basic tenet of this theoretical worldview or paradigm is that people active in the research process advance socially constructed reality, and that they attempt to comprehend the complexity of lived experience from the perspectives of those who live it (Mertens, 2010; Schwandt, 2000). Pouliot (2007) argued that in order to develop objective and

subjective knowledge, a constructivist methodology needs to be interpretive, inductive and historical.

Before going further, an imperative to the understanding of research paradigm is the knowledge of terms such as ‘ontology’ (nature of the ‘knowable’ or reality, also nature of being and existence), ‘epistemology’ (relationship of the inquirer and the known or knowable), ‘methodology’ (how should the inquirer go about finding knowledge) and ‘axiology’ (moral dimension and/or ethics of the situation) (Robert Wood Johnson Foundation - Qualitative Research Guidelines Project, 2008). In Guba and Lincoln (2005) ontology, epistemology, methodology and axiology are four basic belief systems which aid in the definition of certain research paradigms. Four research paradigms include the postpositivism, transformative, pragmatism and constructivism. The latter is usually associated with theories and concepts such as naturalistic, phenomenological, hermeneutic, symbolic interaction, ethnographic, qualitative and participatory action research (Lather, 1991; Guba and Lincoln, 2005; Mertens, 2010). This research adhered to the constructivist research paradigm.

Constructivist researchers use the term constructivism more generally, seeing hermeneutics as a way to interpret the meaning of something from a certain standpoint or situation. Clegg and Slife (2009, p. 26) further explain the concept of hermeneutics by citing the work of “Martin Heidegger (1927/1962) [who] argued that all meaning, including the meanings of research findings, is fundamentally interpretive. All knowledge, in this sense, is developed within a pre-existing social milieu, ever interpreting and reinterpreting itself. This perspective is usually called hermeneutics (Mertens, 2010).

The constructivist paradigm emphasizes that research is a product of the values of researchers and cannot be independent of them. Early on, Guba and Lincoln (1989) developed a framework for ethical practice of qualitative research based on a revised understanding of the researcher-researched relationship. To this end, they put forth the criteria for rigor as trustworthiness and authenticity, including balance or fairness (inclusive representation of stakeholders in the process of the research), ontological authenticity (make respondents aware of their constructions of reality), educative authenticity (educate others of the realities experienced by all stakeholder groups), catalytic authenticity (enable stakeholders to take action on their own behalf), and tactical authenticity (training participants how to act on their own behalf). Lincoln (2009) reinforced these as appropriate criteria for constructivists and added reflexivity, rapport, and reciprocity as additional criteria that have emerged, and noted that along with their emergence have come additional ethical tensions. How can a researcher from a group imbued with unearned privileges by virtue of social class, language, race/ethnicity, gender, or other attributes establish rapport in an ethical manner with people who do not share such privileges? Constructivists also borrow notions of ethics from feminists in the form of combining theories of caring and justice as holding potential to address issues of social justice in ways that are both respectful of the human relations between researchers and participants, as well as to enhance the furtherance of social justice from the research (Christians, 2005; Denzin, 2003; Lincoln, 2009; Noddings, 2003). Hence, constructivists' writings on ethical principles are moving closer to alignment with those of transformative researchers (Mertens, 2010)

Creswell (2013) uncovered characteristics of constructivist approach as follows: The researcher addresses the process of interaction among individuals, and focuses on the specific context in which people live and work in order to understand historical and cultural settings of the participants. Also, in order to generate and/or inductively show a theory or pattern of meaning, questions are open-ended so that participants can share their views. The researcher seeks to understand the context or setting of the participants through visiting this context and gathering information personally (interpretation shaped by the researcher's own experiences and background); and generating meaning from the data collected in the field.

Research design and methods

Every study, according to Yin (2013), has an implicit research design – a plan which guides the researcher in collecting, analysing, and interpreting observations (Yin, 2013; Nachmias and Nachmias, 1992). This section provides the logical link between the data to be collected (and conclusions to be drawn) and the research questions leading to multiple case study analysis. A qualitative, action-oriented research approach using case studies where data were analysed through thematic analysis, facilitated the exploratory investigation for this study.

Theory building in thematic analysis, case study design and action research

Thematic analysis is a method designed to identify, analyse, and report patterns – themes – within data (Braun & Clarke, 2006). It is a rigorous process which requires further researcher's involvement and interpretation as it moves

beyond counting explicit words or phrases (Guest, MacQueen and Namey, 2011). This type of qualitative analysis identifies and describes both implicit and explicit concepts within the data known as ‘themes’. This type of analysis uses techniques such as theme identification, word searches and data reduction methods (Guest et al, 2011, p.17). “Thematic analysis can be used to build theoretical models or to find solutions to real-world problems” which concurs with the theory building nature of case study design and problem-solving ethos of an action research (Guest et al, 2011, p.17; Eisenhardt and Graebner, 2007; Gilmore, Krantz and Ramirez, 1986). Building theory from case studies is more and more gaining popularity and relevance among research approaches most notably forming “disproportionately large numbers of influential studies” (Eisenhardt and Graebner, 2007, p. 30).

The problem-solving nature in thematic analysis agrees with the aims of action research. Action research is a scientific process of addressing solutions to prevailing constraints in human undertakings, thus creating practical solutions and advancing the goals of social science (Gilmore et al, 1986). The systematic approach in a scientific process separates action research from other action-oriented investigation – *participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research* (O’Brien, 1998).

“Put simply, action research is “learning by doing” - a group of people identify a problem, do something to

resolve it, see how successful their efforts were, and if not satisfied, try again. ...Primary is its focus on turning the people involved into researchers, too - people learn best, and more willingly apply what they have learned, when they do it themselves. It also has a social dimension - the research takes place in real-world situations, and aims to solve real problems. Finally, the initiating researcher, unlike in other disciplines, makes no attempt to remain objective, but openly acknowledges their bias to the other participants” (O’Brien, 1998).

In exploring ESD through stakeholder approach, this research followed an action oriented investigation using multiple case study design and thematic analysis.

Imperatives of Case Study Protocol in Data Collection

Yin’s (2013) research design for case studies includes: “Study questions, propositions, units of analysis, the logic linking the data to the propositions, and the criteria for interpreting the findings” (p.27). These are all covered in the proposed case study research protocol (see Appendix M). In the protocol are essential steps and procedures which guided the process of data collection; analysis and interpretation as it presented the research questions, purpose, structure of case study report, and all other elements relevant to the implementation of the case study.

Included also in the protocol is an interview test-run to ensure that interview questions met the objectives set for this research. This procedure proved essential and practical in achieving a quality process, thereby managing the actual length of interview. Since the sample respondents for this research came from diverse and distant locations from the researcher, an electronic means of communication such as email, Skype and Facebook facilitated the process. The interview test-run employed both face-to-face and online interviews of key

informants. The first interview was held during the last week of November. A Skype interview was set up with an Indonesian alumnus of the programme. It took us two sets of an hour each of conversation. Apart from having a long set of semi-structured interview questions, one reason for this lengthy question and answer session was the time needed to explain some concepts about SD and ESD, as the interviewee admitted lack of background for these concepts. The second interview test run was a face-to-face interview with a representative from the Japanese government who happened to visit New Zealand during the interview phase. The long set of semi-structured interview questions initially approved by the Human Ethics Committee of the University of Waikato was slightly modified for practicality in terms of interview duration (time). It was good timing, as after the test-run interview, invited research participants started confirming their participation. The actual interviews commenced from the last week of December 2013 and culminated during the final week of January 2014.

As per the literature review, the Asia-Pacific region is endowed with rich and diverse cultural backgrounds, a seemingly challenging research area where humans have different frames of cultural patterns, beliefs and norms. This altogether presented ethical challenges in the conduct of the research, hence the strict observance of the guidelines for human ethics in all phases of the research process. Consent form and introduction letters were provided to respondents. This offered background of the study, its aims, and a brief introduction of the researcher. The ethical standards for conducting research and interviews served as a guide for the researcher, and ensured the privacy and security of the participants. Signed consent forms were sent back through email whilst other research

participants gave their consent verbally before the commencement of the interview.

Confidentiality and anonymity of research participants were deemed essential and critical in this investigation. At certain stage of the interview and post-interview conversations, research participants were asked whether they would like to be named or to keep themselves in anonymity. The democratic process of research participation was employed and majority of the research participants were happy to be named in the case study report. There were four out of the 36 participants who chose otherwise and were given pseudonym in the final written report.

One of the crucial steps in stakeholder engagement is identifying the relevant stakeholders (Morris and Baddache, 2012). In this research, a stakeholder approach commenced with the critical consideration of who to best represent “stakeholders” of the SWY and SSEAYP. The ship programme encompasses a wide range of stakeholders, from its main implementer, Japan to countries involved in both SSEAYP and SWY. Japan, Philippines and Indonesia for SSEAYP and Japan, New Zealand, Australia and Fiji for SWY were the countries included for this research, to cover the Asia-Pacific region. Two of the top-most considerations for the selection criteria were the presence of a strong alumni association and government support, and the frequency of participation in the programmes. Economic, social, environmental and cultural differences/positions are factors which were also considered. Each country is introduced through a research context at the beginning of every case report (see Appendices A to F). After identifying countries, stakeholders with important role in the implementation were considered. They are: Cabinet Office of Japan (CAO),

International Youth Exchange Organization (IYEO), Center for International Youth Exchange (CENTERYE) which includes Admin staff, Facilitators, Ship admin & staff, Local youth leaders, Alumni Association (per country) which comprise the former participating youths, Ministry of Youth or National Youth organisation/commission, which heads and facilitate country level activities (selection, training) of PYs, conduct of country of program[s], participating Institutions (for institutional visits), and homestay families. With a wide range of population, the case study samples were selected through purposive sampling. The criteria used in selecting interview participants were mainly based on their active involvement to the organisations implementing the programme as well as their availability for the interview. Active alumni members and leaders of the national youth organisations (Ministry of Youth and Sports or National Youth Commission) of the identified countries were targeted primarily for their current contributions to the programme implementation.

Mainly, data collection was through electronic interviews via Skype, Facebook and participants' email address. The use of this technology was challenging, as it has not been well-explored in a qualitative case study such as this research. Specific software to record audio of the interview process was also essential in the interview documentation. The length of the interviews varied as participants were allowed to express freely, but an average of 45 minutes to an hour for each was observed. Thirty six key informants participated in the research process from a roster of more than two hundred invited research participants. I endeavoured to invite as many participants as possible, and considered several countries within the Asia-Pacific region to get a better mix and higher chances of representative cases. Initially, invitations were sent to alumni association and

ministry officers, but with the slow turn out of willing participants, I reversed the process beginning with the members of the alumni associations through a strong network base I have on Facebook. It turned out to be effective and efficient, in that it allowed me to post announcements and solicit support through the alumni's Facebook group pages. Over 200 invitations were sent through different means (social media, email and phone).

One of the limitations of this research was time and the locations of the research participants, which made me and my supervisor, decide to accept written answers from participants who were unable to meet schedule and requirements for a Skype interview. Take for example the interview with former New Zealand Prime Minister and now UNDP Administrator Helen Clark (JYGC 1975). It took several months of communication through her Facebook page and email to finally get an answer, beginning 19th of December 2013 through to 28th of March 2014, which was primarily due to her understandably busy schedule. Her commitment to the research through assurance that she would answer the interview questions was highly appreciated. Other invited participants who were constrained by time recommended interview participants and offered relevant documents and websites which facilitated both the interview and analysis phases of this research. The network of alumni members from within and across participating countries contributed to the successful data collection.

Chain of Evidence and Case Documentation in Data Analysis

This investigation observed the reiterative research process which follows a back-and-forth manner from research questions to data collected, analysed to possible reconstruction of research questions towards shaping concepts and/or themes. Also a triangulation of research data was applied among the multiple case

studies and with the secondary sources of data such as SWY and SSEAYP documentations (annual reports, alumni websites, country laws, agenda, policies, video-documentations and blogs) whenever necessary. After all data was collected, interview recordings were played several times to capture themes from the research participants' perspectives (see sample interview notes in Appendix L). Prior to the focal cross case analysis, individual country case analyses were fully written (see Appendices A to F) to highlight differences, similarities and tensions among themes considered in this research. Themes were coded and categorised with close proximity to the subjects outlined in the literature review. Figure 3 illustrates how to easily access data from this research. The chain of evidence (Yin, 2009) is transparent to the rigors of the case study process, thus an excellent guide should anyone wish to access and investigate further, as one may either start to read the case study report for example of Japan and go down to trace data and information that links to the research questions. The case report, case study database, and research protocol (with the research questions) can be accessed in the appendices of this research.

This research centres on building a description of, and inductively analysing stakeholder perception on the challenges and opportunities in integrating ESD into a youth program (Japan and Asia-Pacific context). As mentioned earlier, a triangulation of collected data was done to validate findings. Also, this research adhered to the quality of research designs as summarised in the book of Yin (2013) which highlights tests of validity (construct, internal and external) and reliability. The use of multiple sources, establishing chain of evidence, and allowing key informants to review the draft case study report (construct validity); pattern matching, explanation building and logic models

(internal validity); replication logic (external validity) and the case study protocol and database (reliability) conforms to the quality required of research design.

As a conscious effort to minimise all threats to validity and authenticity, I purposely requested research participants to read and comment on a draft case study report. The majority of the key informants expressed positive reviews and were happy to be invited to participate. A stand-alone case study was written for each of the six countries considered in this research while an over-all multiple case analyses is presented and discussed in the following chapter.

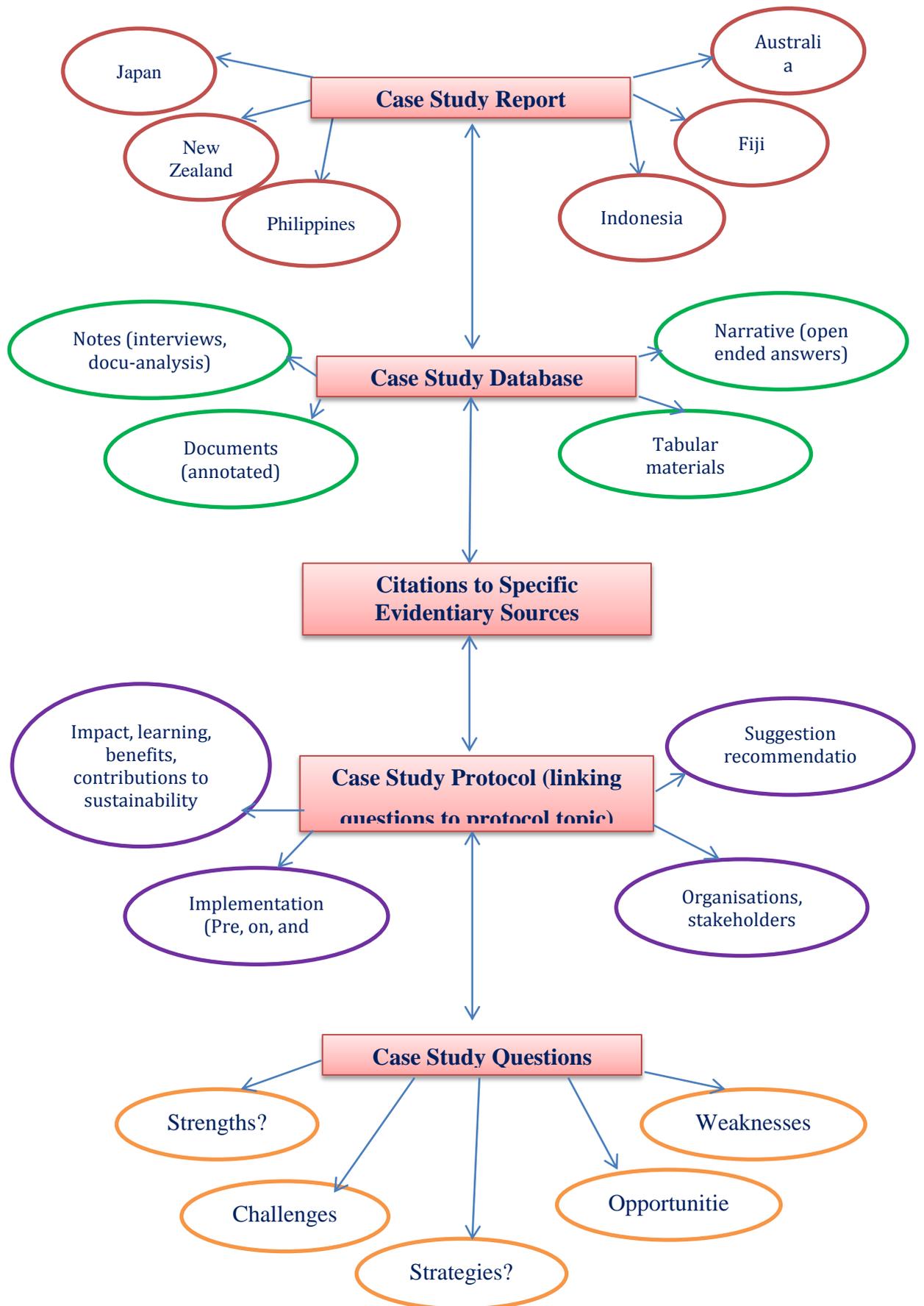


Figure 3. Multiple case study chain of evidence adapted from Yin (2009).

Ethics and role of the researcher

The inquirer is cast as participant and facilitator in the process. This presented another challenge to the quality of the research results. The researcher could be examined for bias, but most likely brought the advantage of knowing first-hand the ins and outs of the research area or field. Apart from strict compliance with the ethics guidelines, to lessen threat to validity and reliability, Yin (2013) proposed desired skills vital to case study investigators as ability to ask good questions; “listen, and be adaptive and flexible; have a firm grasp of the issues being studied, and know how to avoid bias (pp. 67- 73). On top of that, there is a need for researchers to feel “comfortable in addressing procedural uncertainties” throughout the duration of the study (Yin, 2013 p. 66).

As previously indicated, the iterative process in this investigation underwrote precision of concepts as it inductively progressed from knowledge to understanding and practice, and to perhaps reconstructing theories. It was the aim of this investigation to not just explore, but also to potentially add to the body of knowledge and understanding of the concepts such as sustainability, sustainable development, stakeholder theory, pluralism, and educating for sustainability in the ASEAN and Asia-Pacific contexts. The constructivist paradigm underpinned the research methodology and adopted a qualitative research design for a multiple case analysis in answering the set research questions. The next chapter will present the results, discussion, recommendations and conclusion drawn from investigating stakeholder concepts as imperatives in educating for sustainable development.

Chapter Five

Results and Discussion

Introduction

This research aimed at exploring education for sustainable development through stakeholder concepts. Two ship youth programmes of Japan namely the Ship for World Youth (SWY) and the Ship for Southeast Asian Youth Program (SSEAYP) served as vehicles in understanding various perspectives of stakeholders on the challenges and opportunities if ESD is integrated into a social learning structure. Research participants included former participating youth, and leaders of alumni associations and ministries of youth coming from six participating countries in the Asia-Pacific region. A total of 36 key informants from Japan, Philippines, Indonesia, Australia, New Zealand and Fiji were interviewed. The summary of six cases and results of the cross-case thematic analysis through identified themes will be presented first then followed with a discussion of challenges and opportunities if ESD is to be incorporated into the ship youth programmes.

Results

Summary of the cases

The six case studies explored perceptions of former participating youths and representatives from Ministry of Youth on the possibility of including concepts such as ESD into the ship youth programmes. The factors for selecting a country for the study included the presence of an alumni association, and government entity supporting the programme, as well as the number of times a country participated in the programme (especially for SWY). The stories that

emerged are summarised below (see Appendices A to F for the individual case study reports).

Nihonjin seinen tachi no Tabiji

The Japanese government started implementing youth exchanges more than half a century ago. Two of its longest-running programme – SWY and SSEAYP – supported the development of about 19,495 Japanese youths. The various youth exchanges form the human resources and are organised into an association known as International Youth Exchange Organisation (IYEO) of Japan. The CAO of Japan is the governing agency for international youth exchange. These youth programmes are implemented by the Center for International Youth Exchange (CENTERYE) which also performs a secretariat role. The results of the interviews highlighted that learning on board, relationships built, and experiences shared are life-changing and priceless, and are likely to contribute to regional development, peace and cooperation. Research participants perceived language and communication, and the political systems in Japan as weaknesses (see Table 2) for both SWY and SSEAYP, mainly due to the diversity of participants' backgrounds (cultural, political and socio-economic). Thus the challenge of a clear vision and commitment to programme goals are a barrier considered by stakeholders to fully integrating sustainability into the programme. The programme however, contributes to global efforts to achieve sustainability through meaningful exchanges on board, and with PPAs after the ship. Global sustainability can be harnessed through stakeholder engagement and collaboration (UN, n.d.) as exemplified in the ship youth programme. Research participants recommended strengthening joint statements among participating nations to aid in managing the programme strategically.

Table 2. Japan: Summary of identified strengths, weaknesses, opportunities, challenges and strategies for integrating ESD

Strengths	Weaknesses	Challenges	Opportunities	Strategies
Education: learning on board the ship	Politics and the people of Japan	Vision and commitment to programme goals	Re-contextualization beyond awareness	Management - Flexibility, Timing
Building relationships beyond the ship	Language and communication		Contributions to global efforts and sustainability	PR for SWY and SSEAYP
Experience: life-changing, priceless				Strengthening Joint Statements
Regional peace, development and cooperation				

Te haerenga o nga rangatahi o Aotearoa

New Zealand participated 13 times in SWY and has about 150 young leaders listed as alumni of the programme. There is a strong relationship between alumni (SWYNZ) and Ministry of Youth Development (MYD) in terms of the country level programme implementation. Research participants believed that the memorandum of understanding and the presence of alumni in the MYD strengthened this relationship (see Table 3 for summary). SWY has developed the youth in terms of social skills, inter-cultural understanding, and building networks as evident among various social contribution activities initiated by the alumni. UNDP administrator and former New Zealand Prime Minister, Helen Clark, through her leadership and influence in the global arena was considered as one of the most successful alumni of SWY in New Zealand. Clark was once a participating youth in the earlier version of SWY, the JYGC. Identifying SWY's self-sustainability, impact and return on investment for Japan, strengthening links of programme goals and activities and diversity were identified by research

participants (Wooldridge, Watterson and Bretherton) as challenges of incorporating ESD. Interviewees identified opportunities having sustainability as the over-arching theme for the programme, and building sustainability from awareness to action. Research participants cited inadequate monitoring and evaluation; vague programme goals, lack of stakeholder involvement and cultural differences as weaknesses in the management aspect of SWY. Thus, in order to integrate ESD, research participants suggested: A design for holistic key performance indicator; establishing an evaluation and monitoring scheme, alternative funding, stakeholder involvement in the planning stage, adopting a similar UN model and having ESD focused themes and programme.

Table 3. New Zealand: Summary of identified strengths, weaknesses, opportunities, challenges and strategies for integrating ESD

Strengths	Weaknesses	Challenges	Opportunities	Strategies
Sharing responsibility: Understanding among stakeholders	Management: lack of stakeholder involvement, cultural differences	Self-sustainability of SWY	Sharing best practice and practical solutions	Input from other countries in the planning stage.
Youth development: Building network, social skills and intercultural learning	Management: Inadequate monitoring and evaluation, vague programme goals	Measuring Value of SWY (ROI)		Design and set up holistic key performance indicator, evaluation and monitoring; scheme of participants after the programme.
Change in behaviour: harnessing the impact of the programme	Interests among youth participants	Re-framing goals and discussion themes		Alternative funding
Social Contribution: Alumni involvement and initiatives				Adopt a similar UN (development goals) model.
				ESD-focused, taking action

Paglalakbay ng kabataang Filipino

As a pioneer member-state of ASEAN, the Philippines has since 1974 been part of SSEAYP. There are about 1,330 young Filipino leaders who have benefitted from the programme. The National Youth Commission (NYC) and SSEAYP International Philippines shared the responsibility of administering SSEAYP activities in the country. Valuing diversity; building networks, and fostering international relations towards shaping future global leaders were perceived by research participants as strengths of SSEAYP, while they viewed politics, high investment cost and mechanisms for monitoring and evaluating the programme as its weaknesses (see Table 4 for summary of results). Interviewees noted that integrating ESD into the ship youth programmes will be met with challenges such as language and complexity of concepts, interest and level of acceptability, as well as geographical divide in terms of implementing sustainable post-programme activities. Research participants however saw the role of alumni association through stakeholder engagement, exchange of best practices among PPAs and the building of awareness towards contextualising sustainability as opportunities if ESD is to be incorporated in the ship youth programme. Therefore, key informants to this research suggested incorporating ESD into the list of activities; reviewing and redesigning the programme to institute mechanisms for monitoring and evaluation; achieving a certain level of commitment to practical sustainable projects, and institutionalising community development during country programme.

Table 4. Philippines: Summary of identified strengths, weaknesses, opportunities, challenges and strategies for integrating ESD

Strengths	Weaknesses	Challenges	Opportunities	Strategies
International relations towards shaping future global leaders	Mechanisms for monitoring and evaluation, guidelines, and standards	Interests and level of acceptability	Building awareness: contextualizing sustainability	Incorporate ESD in the itinerary of activities
Cross-cultural understanding: religion, race, gender development	Politics: issues and influences	Language, complexity of concepts	Role of alumni association: stakeholder engagements	Review and redesign the programme
Investments for JAPAN-ASEAN: Building Networks	High investment vs. intangible benefits	Social contribution activities	Exchange of best practices: PPAs forward	Commitment to practical sustainable projects
				Mechanism for monitoring and evaluation
				Institutionalisation of community development in the country programme

The Journey of Australian Youth

Australia joined SWY for 14 times and has the leading number of alumni (162) in the Oceania region. An active alumni association together with the Japanese embassy in Australia facilitates the country level of implementation of SWY after the Australian government decided to discontinue its support to the programme. The SWY spirit of cooperation, and structure which accommodates leadership and cultural experiences, and opportunities for future work and beyond were cited by key informants as strengths of the programme (see full results in Table 5). Communication (concepts, medium and language barrier), as well as coordination (lack of government support and geographical divide) impedes the implementation of SWY in Australia, and thus were indicated as challenges in integrating ESD. The opportunity includes sustainability of the programme, and PPAs reflecting awareness to action towards sustainable development. For ESD to

be integrated in SWY, research participants suggested that ESD curriculum, conversation and contributions be streamlined.

Table 5. Australia: Summary of identified strengths, weaknesses, opportunities, challenges and strategies for integrating ESD

Strengths	Weaknesses	Challenges	Opportunities	Strategies
SWY Spirit: Mutual understanding, diversity, network and cooperation	Communication : Concepts and medium	Coordination: Geographic divide and government support	SWY Sustainability: Holistic, targeted and effective	ESD curriculum: A closer look at the programme outline
SWY Structure: A total package for leadership and cultural experience		Communication : Concepts, medium, plurality	SWY PPAs: From awareness to Action	ESD conversation: participatory policy making, keeping abreast with technology
SWY Opportunities: work and beyond				ESD contributions: PPAs, sponsorships, marketing youth programmes

Na I Lakolako ni tabagone ni Viti

The Republic of Fiji has recently been invited to the newly re-structured SWY known as Global Leaders Development Programme (GLDP). About 145 young leaders from the country successfully completed SWY and GLDP and the majority of them are working in various government offices in Fiji. SWYAA Fiji and the Ministry of Youth work hand-in-hand in the programme implementation of the international youth exchange. According to research participants, youth development and international cooperation are two of the outstanding strengths of SWY in Fiji, while motivation, sustaining interests and building commitment from among its alumni members represents both a weakness and challenge to have ESD part of the SWY. Notably, interviewees indicates sharing knowledge and best practices in terms of PPA as opportunities, and they recommended

monitoring and funding alternatives (financial investment from participants) as indispensable (see full results in Table 6).

Table 6. Fiji: Summary of identified strengths, weaknesses, opportunities, challenges and strategies for integrating ESD

Strengths	Weaknesses	Challenges	Opportunities	Strategies
Youth development	Motivation, Free Programme, Sustaining Interests, Building Commitment	Conceptual nature of development and sustainability	Sharing: knowledge, best practices and resources	PPAs: Monitoring, Alumni's Post-programme on sustainability
SWY Family: "Spirit of international cooperation"		Commitment and discipline of participants		Funding: Financial investment from participants

Perjalan Pemuda Indonesia

The world's largest archipelagic state and Muslim-majority nation, Indonesia is also home to about 1, 760 former participating youths of SSEAYP. The Ministry of Youth and Sports and SSEAYP International Indonesia are two of the vital entities in the implementation of SSEAYP. Table 7 summarised the results for the case of Indonesia. According to research participants, the goals and structure of SSEAYP are two of the named strengths of the programme, as SSEAYP hones friendships, networks and cultural understanding, as well as providing comprehensive cultural experiences to future leaders. The weaknesses of SSEAYP and the challenges for ESD to be incorporated reflected similarly on learning gap and mismatch of discussion with PPAs, as well as future funding and documentation (impact) of the programme. Research participants considered having standard procedures and templates for programme implementation at the country level and also redesigning the process, such that from delegates' applications to post-programme activities, PYs are directed to follow a certain system.

Table 7. Indonesia: Summary of identified strengths, weaknesses, opportunities, challenges and strategies for integrating ESD

Strengths	Weaknesses	Challenges	Opportunities	Strategies
Goals: Friendship, networks, SSEAYP family, CCU	Matching discussion with PPAs	Funding, future	Attract better human resources	Standards for programme implementation
Structure (intensity of activity, length, and organisation)	Sense-making: Documentations and 'so what?'	Learning Gap (students and professional)	Scope: Issue-based discussion	PPAs to showcase best practices

Cross-case Analysis

Two core themes stood out from the cross-analysis of the six case studies. These cases were analysed looking for similarities, differences and tensions among themes. Stakeholder dynamics and complexities in understanding SD are influencing perceived challenges and opportunities for ESD integration into the ship youth programme. Most of the themes were universal across country perspectives; others stood out from a single country. Meanwhile, disparate themes and tensions between strengths, weaknesses, challenges and opportunities were observed from certain countries. The themes are discussed, illustrated and summarised (see Table 2) with examples from the case data and then compared to the literature.

Stakeholder Dynamics

Engagement: Stakeholder role and responsibility

Countries considered in this research project have established strong alumni networks and government organisations working closely with the main programme implementer – CAO of Japan. In the case of SWY, Australia, New Zealand and Fiji had the most number of times of participation among the

countries in the Oceania region, while for SSEAYP, Philippines and Indonesia have since the beginning of the programme been part of the international exchange. These entities – herein considered as major stakeholders – have each identified their role relevant to programme implementation – from selection of participants; preparation of delegates, country program, and post-programme sessions. Alumni associations particularly extend the role of former participating youths through various post-programme initiatives. In terms of planning and evaluating the programme, the Japanese government with CENTERYE and IYEO largely manage and hold the responsibility with very minimal consultation and participation from stakeholders coming from participating countries.

Change in leadership in Japan's national government post has many times prejudiced the position of international youth exchanges in Japan. More recently in 2011, the shift of power from the Liberal Democratic Party (LDP) to the Democratic Party of Japan (DPJ) resulted in a government screening committee decision to abolish the entire youth exchange programme (IYEO and CENTERYE). An all important consideration according to research participant, Yamazaki (SSEAYP, Japan) was the question, "How voters (people) are thinking about the programme?" The funds for these programmes are coming from the people's tax, hence a critical deliberation from politicians as to how they can get votes from the people with this (youth exchange) kind of platform (Yamazaki, Japan).

Highlighted as a strength in the case of New Zealand was the internal agreement and understanding between the alumni association and MYD in their role for the country's implementation of SWY. Active involvement and the relationship between the alumni association and government ministries in the

cases of Philippines, Fiji, Japan and New Zealand exemplify a good practice in terms of engaging stakeholders to contribute to the decision making and continuity of the programme. Former participating youths (for example Helen Clark, considered as SWY patron) regard their role as essential in ensuring that future young leaders will be able to benefit from the programme as well as in strengthening relationships among the countries involved.

The National Youth Commission (NYC) in the Philippines created a National Organising Committee to establish sub-stakeholder collaboration among various government agencies. Together with the SSEAYP alumni association, these agencies collaborate for promotional activities, regional selection and screening, pre-departure training and activities, country programme, homestay, institutional visits and local exchange. Reposar (SSEAYP alumna from the Philippines also working for NYC) recommends a consultative mechanism to introduce innovation and strategies if ESD is to be integrated in the programme. The presence of alumni within the government organisation running the programme is considered an advantage in sustaining the youth programme as in the cases of Fiji, Philippines and New Zealand.

Pluralistic nature of stakeholder relations

SWY and SSEAYP are international programmes which involve diverse cultures and participants coming from different parts of the world. The diversity in culture extends to differences in language, religion, education, social norms, traditions, etc. which are shared among stakeholders through this programme. Understanding diversity plays a significant part in the programme goals whereby participants are to understand cross-cultural implications and learn international relations while on board the ship.

The pluralistic nature of stakeholder relations built through the programme was noted by the participants as both a strength and challenge in the change agenda for sustainable development. While the majority of the programme implementation decision-making emanates from the government of Japan, participating countries are given the leeway of implementing country-level programmes. This responsibility to decide on the country level of implementation influence, for example the quality of youth delegates to represent their country as observed by research participants from New Zealand and Australia in the case of SWY. Similarly, in the Philippines one notable observation from several research participants was about political manoeuvring (participants were selected based on political affiliations, preferences and influence with the selection committee) which affects the selection process, but is not entirely under the Japanese government control. A similar issue which demands implementers' attention relates to uniformity and standardisation of country programme, especially homestay of participating youths in the case of SSEAYP. Although an isolated issue pertaining to a PY's harassment during a homestay was directly addressed once it was found out, such incident, according to research participants could possibly be mitigated with stringent enforcement of guidelines for country programmes.

Social interaction and network building

Primarily geared for mutual understanding and friendships, the network formed amongst former participating youths is an excellent forum for sharing practices and learning from each other's experiences, individually or collectively as a nation. Both SWY and SSEAYP have, over the years, created manifold connections, not just among participants in a country or in a programme year

(batch), but through alumni all over the world. The data from the interviews agreed that it is always easy to talk to people who have shared the same experiences, even if they are coming from different countries and different years of participation. The network and friendships, according to Honda (SWY, Japan) have promoted peace and strong country relationships with countries which Japan was in the past at war with. Bao (SWY, Australia), Whitmore (SWY, New Zealand), and Rotuma (SWY, Fiji) all noted work-related benefits of the programme, mainly through the networks formed in SWY.

Investment and social capital

The Japanese government's massive monetary investment for more than half a century to the international youth exchange has imperceptibly developed leaders and community change-makers throughout the world. Although there are glaring contrasts among alumni profiles, the likes of Helen Clark (New Zealand), Sarah Spottiswood (Australia) and Anna Oposa (Philippines) – here mentioned through inset stories found in the individual cases in appendices B, C and D – are but a few of the empowered women who are changing the landscape of global development.

Moreover, there are examples of development happening at the grassroots (e.g. Fiji, Indonesia and Philippines) which are changing lives and improving conditions of communities through post-programme initiatives of SWY and SSEAYP alumni. Japan's IYEO-brainchild 'One More Child Goes to School' since 2008 continually assists children in Sri Lanka through scholarships and donation of school materials. In Fiji, SWY alumni assisted school children to continue with their education through their Japan-inspired project 'Another Child Goes to School'. There are countless unheralded stories of accomplishment

behind the alumni (see inset stories on Appendices A, B, C, D, E, and F) of these programmes which according to interview data, the government of Japan are grappling with in accounting for it as impact of its programme.

Overall, the diversity among stakeholders of the ship youth programmes presented dynamic relationships which can potentially advance or complicate relationships in pursuing strategic management for ESD integration. Factors such as language, communication and politics are likely deterrents to harnessing social networks, social capital and meaningful stakeholder collaboration in relation to the incorporation of ESD into the ship youth programmes. The following section presents the complexities entrenched in sustainable development from the understanding of SD dimensions, communicating SD, sustainability reporting, taking actions, and sustainable future.

Sustainable Development and its Complexities

Navigating SD dimensions through discussion topics

People, planet and profit sum up the complexities embedded among the pillars of sustainable development. Although the overt objectives of the programmes do not relate to sustainable development, these dimensions are embedded among discussion topics and seminars on board the ship. Discussion themes such as cross-cultural promotion, corporate social responsibility, environment (climate change, natural disaster reduction), food and nutrition education, health (HIV) education, international relations, school education, information and media, economy, volunteerism, youth development and sustainable lifestyle were introduced to participants. Young leaders are made to address issues relating to topics, first through discussion and sharing of ideas on

board the ship then through actions after their journey. Discussion themes are rather sporadic in terms of achieving the full grasp of the core of SD and ESD, but MacDiarmid (SWY New Zealand) explained,

Given that ESD is fundamentally about “doing” (i.e. finding real and practical solutions to improve quality of life, both now and the future), I feel that there could be a greater focus during the formal component of the SWY Program on increasing participants’ capabilities for effecting change through action. Whether this is more sessions on developing ‘action plans’, or brainstorming solutions to real-world problems, or simulations...

Tipping point: Language, concept and context

Communication themes such as language and context pertaining to SD cut across the research questions, as both were perceived as a strength, weakness, challenge, opportunity and a strategy. Language barrier was a problematic area challenging discussion and conversations on board. The diversity of languages spoken by participating youths complicated complex topics such as corporate social responsibility, cross-cultural communication and sustainable development. On the other hand, participating youths saw the advantage of learning different languages as being beneficial for work-related and future networking with global counterparts, in say, business and politics. The goal of achieving mutual understanding addresses these complexities, as participating youths considered it as an opportunity and strategy to re-contextualise concepts in a narrowed and agreeable form (Inyang, et.al, 2009).

Participants’ moving from awareness to action

Learning is transformative and empowering when participating youths move from awareness to action. The ship youth programmes have mechanisms to

ensure that participants when they return home after the programme are able to implement post-programme activities underpinned by lessons learned during their two months of international exchange. Currently, for SSEAYP, PPA has become mandatory for PYs to work for a project within three years after their ship experience. The SSEAYP International (the over-all alumni association for 10 ASEAN countries and Japan) also hosts social contribution activities once every year during its SSEAYP International General Assembly (SIGA) in a community within the country sponsoring the event. SWY countries, through their annual reports also highlighted individual and collective actions that replicate their on-board experiences.

Sustainable future: Youths' interest, commitment and vision

Behavioural change remains indispensable and fundamentally underpins sustainable action. Participants from Japan, Indonesia, New Zealand and Philippines indicated behavioural configurations such as interest and commitment as underlying weakness of the programme, as well as a challenge for integrating concepts like sustainable development. There are a number of participating youths (as observed by research key informants) who, while in the programme, wrestle with sustaining interest and commitment to activities, and are mainly disillusioned with vague conceptions (discussions not matching PPAs) and sometimes rigid enforcement of Japanese rules and regulations. Clarity of programme goals and tighter links as to how they are achieved through various activities on board the ship is deficient (Keung, SWY New Zealand). The programme being entirely free for overseas participants influenced the level of motivation, as well as commitment among participants in the opinion of SWY participating youths from Fiji, New Zealand and Australia in taking actions after the programme. Research

participants from Japan declared the vitality of sharing a vision; not only among participants, but also among other stakeholders (e.g. Ministries within Japan) to appreciate value of youth development efforts, no matter how fragmented dimensions of sustainable development.

Sustainability reporting: standards, monitoring and evaluation mechanisms

The ship youth programmes cover a vast scope spanning across regions of the world. This study endeavoured to understand the complexities of stakeholder perspectives encompassing the diverse Asia-Pacific region, which in itself presents challenges in measuring the regional impact of both SWY and SSEAYP. Research key informants from New Zealand, Philippines and Indonesia noted management issues ranging from absence of guidelines and standardised programme of implementation (participating country level) to inadequacies in monitoring and evaluating the programme (more importantly post-programme activities). The Council of Presidents (COP) of SSEAYP has attempted to draft uniform guidelines that will facilitate programme implementation at the country level to mitigate issues such as discomfort of PYs during homestay (Reposar, SSEAYP Philippines). With mounting emerging community projects through PPAs, Pranowo (SSEAYP Indonesia) asked “How do we make it more meaningful to Japan and ASEAN?”

In summary, sustainable development themes are tacitly embedded in both on-board-the-ship discussions (informal social learning) as well as in post-programme activities (initiatives for taking actions) undertaken by participating youths of SWY and SSEAYP. Language barriers and complexities of the term sustainable development complicate understanding and communication among

stakeholders, however diversity also presents an advantage especially with the programmes' goal in achieving mutual understanding and friendship. Learning is coupled with behavioural change leading to, and building action competence through PPAs thus contributing to global youth development. Programme management, however was viewed a grey area of both SWY and SSEAYP especially if it is to integrate ESD and move towards sustainability. The next section will now discuss some of the issues relevant to perceived challenges and opportunities if ESD will be incorporated in to the programmes.

Discussion

Challenges and opportunities for integrating ESD into the ship youth programmes are presented as issues aligned with the above results. These issues reflected either strengths or weaknesses emanating from the ship youth programmes. A discussion of strategies recommended by research participants included: increasing awareness through ESD curriculum; valuing stakeholder dynamics; redesigning programme goals; alternatives to funding; creating meaning from experience; revolution from the ground up; and movement of global young leaders towards a sustainable future. Each of these recommendations is discussed below.

Stakeholder theory

Issues of responsibility, politics and management

The stakeholder concept is integral to many proposed resolutions to difficulties besetting organisations (Bussy & Kelly, 2010) as it extends past traditional management practices. The concept includes responsibility accorded to and expected from groups or individuals that are affected and/or have benefitted

from the organisation's activity. Shared responsibility among participating countries and organisations involved in the implementation is one advantage and asset of the SWY and SSEAYP, owing to its longevity as a youth programme that is uniquely run through and within the confines of a massive vessel sailing the oceans of the world. Research participants however, noted a limited involvement of other stakeholders in terms of the over-all decision making process, as when they say that it is "heavily run by the Japanese government," thus limiting their capacity to contribute to programmes' holistic development, and in addressing sustainability issues (e.g. discontinuity due to financial difficulties) of the programme. A proposal to integrate ESD will be met with similar challenge of being able to participate in the high-level decision making for SWY and SSEAYP.

Mitchell, Agle, and Wood (1997) proposed three variables as power, legitimacy and urgency in their management theory on stakeholder identification and salience (TSIS). Accordingly de Bussy and Kelly (2010) in their interviews with politicians and political advisers in Western Australia, found that there was word missing in politics; legitimacy is the most important variable in stakeholder identification, while power is crucial to understanding stakeholder salience. They concluded by saying that managing stakeholder relationships "is, or should be the core business of public relations, whether in business, politics or other organisational settings" (de Bussy and Kelly, 2010).

The case stories of New Zealand, Fiji and Philippines have shown the critical role of relationships fostered by government entities and alumni associations in ensuring that the ship youth programmes are implemented. Apart from external governments and alumni of the programme, the people of Japan

have a huge say on the continuity of the international youth exchanges, as SWY and SSEAYP has endured more than half a century, mainly relying on people's taxes; hence a critical deliberation from politicians as to how they can get votes from the people with this (youth exchange) kind of platform (Yamazaki, Japan). Such instances emphasise power conferred and/or shared among people and leaders of Japan as well as legitimacy of external entities in the attainment of goals set for the ship youth programmes.

Issues of diversity and complexity

When organisations are required to work collaboratively, there is a need for integration and systematic project management (Morris, 1994). The complexity of change can be measured by the number of stakeholders involved and the required interaction and co-ordination between them (Peltokorpi, Alho, Kujala, Aitamurto, & Parvinen, 2008). About 24 countries in the Asia-Pacific region alone, and over 70 nations all over the world, participating in the ship youth programmes present an enormous diversity of cultures and a specific set of management styles. As stakeholders increase there are more competing values and goals, which complicate the programme implementation. Through the years, the operation of the ship youth programmes has entailed growing interaction among stakeholders, and has come to terms with embracing and celebrating diversity. This growth requires new information channels and informal networks which hopefully will recognise participating countries in the major decision and policy making for the benefit of the programme, and force stakeholders to consider organization activities from a more comprehensive point-of-view (Peltokorpi, et al, 2008).

The ship youth programmes operate in a pluralistic context (Jean-Louis, et al, 2007), as having several objectives (from as broad as mutual understanding and friendships which to a certain extent encompass youth development, regional peace and progress, etc.), diffuse power (from Japan and organisations within to countries and external organisations involve), and knowledge-based work processes (as it is training ground for young global leaders). This plurality complicates decision making however aids implementing organisations in being able to pool resources and ideas beyond Japan. Research participants understood that it is imperative to consider the consent and cooperation of multiple stakeholders and recognise conflict to lessen impending clashes and increase management efficiency (Jarzabkowski & Fenton, 2006, Pluralist theory). The pluralistic context thus embraces the value of diversity among cooperating and conflicting stakeholders.

Issues of relation and contribution

Improving international relations; inter-organisational coordination and fostering systems change, in Nowell's (2009) study showed outcomes relative to effectiveness that were adopted from a network approach and explored through the importance of “dense networks of cooperative relationships from among members of interorganizational collaboratives.” In addressing global social issues through meaningful exchange and network development on board the ship, demands for greater cooperation and collaboration among communities in the Asia-Pacific region had been emphasised. Evident among various sharing of both practices and experiences, extending even after years of the programme conclusion, is remarkably potent, which could spur the demand for comprehensive

participation and inclusion of alumni and government entities from participating countries to contribute to the over-all development of SWY and SSEAYP. With the primary goal of r better international relations, ship youth programmes almost seem to claim their contribution to achieving world peace; notably for the absence of war (in the proportions of Second World War) which is profoundly Japan's covenant to the world through these international youth exchanges.

Issues on investment and impact

Former participating youth are believed to have created a positive impression in society through collective actions and formed social networks, which help in community development. The concept of social capital herein represented through positive values in respect to development and voluntary associations of young leaders contributing to their respective communities expressed the essence of communal vitality (Siisiainen, 2000). Putnam's (1995) concept of voluntary association relates to the American theory of pluralism wherein such ideas influence social interaction and cooperation among various stakeholders. The impact of SWY and SSEAYP are ostensibly unbeknownst to the government of Japan and its people. Dearth in measurement tools for identifying impact of the programme often lead to having the programme threatened with abolition. Recently, the introduction of a three-year phase of PPA for SSEAYP alumni hopes to size up the contributions that these programmes are creating to wider global society. Investments of Japan in youth development are slowly paying off, as these young leaders comprise the voluntary association and thus social capital. Small community development projects through stakeholder's PPA are but building blocks to the attainment of larger regional goals (regional

development, peace and progress), thus the imperative to move informal discussions and conversations on board the ship to social learning for sustainable development.

Learning and education for sustainable development

Issues on communication and complexity of concepts

Education for sustainable development is multi-faceted let alone sustainable development which has hundreds of proposed definitions (Shao et al., 2011), and is “considered vague, pluralistic, grounded in different value systems and incommensurate paradigms” (Gladwin et al., 1995; Manderson, 2006; Osorio et al., 2005 in Clifton & Amran, 2010 p. 122). Contextualisation and/or conceptualisation in communicating ESD will initially challenge institutions hoping to incorporate ESD. Diversity of culture (including language, socio-economic, technology, traditions, etc.) manifests dynamic tensions as it is typified as strength, weakness, challenge and opportunity if ESD is to be incorporated into the ship youth programmes. This multiplicity of cultures further exacerbates the complexities in understanding ambiguity of SD concepts.

Research participants also considered the level of acceptability of the Japanese government in having ESD implemented into the programme. However, Japan being one of the initiators of the declaration of UNDESD in 2002, should place the country in a better position to integrate ESD into not just the formal education institutions, but also into informal learning such as SWY and SSEAYP, considering the amount of money invested every year. The ship youth programmes of Japan are also believed to be one appropriate forum to introduce ESD, as youths coming from different backgrounds could contribute through

meaningful conversations and discussions in the re-contextualisation of these concepts.

Issues of awareness, practice and relevance

Chapter 36 of *Agenda 21* identified four major goals to begin the work for ESD, i.e. improve basic education; reorient existing education to address sustainable development; develop public understanding and awareness, and training. The last two priorities underpin learning and education in the informal and non-formal learning environment. The ESD toolkit explains how programme goals can be achieved through a public that is aware of and informed about resource management decisions. Training strengthens the inclusive nature of ESD as business, industry, higher education governments, nongovernmental organisations (NGOs), and community organisation are encouraged to train their leaders, and to extend such training to their constituents (ESD Toolkit, 2002). Participants of this research expressed reservations as to the relevance of sustainability, sustainable development and ESD concepts to the ship youth programmes. They too are quite unaware of the social, cultural, environmental and even economic contributions of the programme, as evidenced by their uncertainty. This reflects a lack of awareness about the vitality of SD and sustainability and its relevance to issues such as poverty; gender equity and equality, and climate change among others (ESD toolkit) which are overtly discussed as part of the programmes activity on board. Lack of interest and commitment among the participants is fuelled by a rather disconnect in the programme goals and structure, hence the need to recalibrate such goals and formulate vision for the programme. The SWY and SSEAYP are training grounds for young leaders and are deemed to contribute to societal transformation through

knowledge, skills, perspectives and values, allowing them to move from awareness to action towards their community and nation.

Issues about taking and sustaining actions

Jensen and Schnack (1997) made it clear that the aim of environmental education is to make students capable of acting both on societal and personal levels. They distinguish action competence (from ‘activity’ and ‘behavioural change’) as the ability to act, and identified four aspects, such as *knowledge and insight of the environmental problem; commitment to solve the problem; a vision of the future without the problem, and action experience to draw upon* (Jensen and Schnack, 1997). The Ministry of Education (2009) identified six aspects and framework for students developing action competence through research, in New Zealand schools to include: *experience, reflection, knowledge; vision for a sustainable future, and action-taking for sustainability and connectedness*. This goes beyond behavioural modification, where students are expected to act in a democratic and participative manner whilst involving themselves and others in taking actions and counter-actions for a more humane world (Schnack, 1994).

PPAs, both individual and collective are models of taking actions. Youth leaders of their communities espoused projects from learned concepts, coupled with issues identified during the discussion and experiences on board the ship, to benefit the communities they belong to. Aspects of action competence from Jensen and Schnack (1997) and Eames et al (2006) include: *experience, knowledge, connectedness, action taking, vision, reflection and commitment*. These aspects are evident, and although youth actions from post-programme activities do not assume precise qualities befitting action competence, they are however likely to encompass movement from awareness and behavioural change

to taking actions sustainably. Because of the shared goals and activities of participating youths, beginning with conception of a PPA on board the ship, to the delivery of projects to the community, taking actions in this sense typifies both direct (*actions which directly contribute to solving the environmental problem that is being worked on*) and indirect (*actions whose purpose is to influence others to do something to contribute to solving the environmental problem in question*) nature of action competence (Jensen and Schnack, 1997).

A strong value base, according to PCE (in See Change, 2004) is one key principle for education for sustainability, wherein value saturates human experiences and becomes the heart of everything a person does. Values such as compassion, equity, justice, peace, cultural sensitivity, respect for the environment and recognition of the rights of the future generations are but some that are indispensable in achieving a sustainable future (PCE, 2004). Having such values embedded in the participants' cognitive appreciation of sustainability contributes to a sustained action competence. The ship youth programmes train young global leaders who have the potential to create lasting change. Such is the kind of change which can embody action competence when youths undertake commitment along with experience, knowledge, vision, action-taking and connectedness.

Summary

Stakeholders of the ship youth programmes of Japan exemplified dynamic roles as well as shared responsibilities in the overall implementation of SWY and SSEAYP, especially if ESD is to be incorporated into the programmes. The pluralistic nature of stakeholders is influenced by the diverse and complex nature of the countries involved in the programmes. The plurality is likely to complicate

decision making however, such multiplicity has the potential to assist the programme implementers in pooling resources and ideas beyond Japan. Stakeholder engagement in the case of youth development programmes like SWY and SSEAYP may well take social capital and social network as strength and opportunities for organisations to address challenges in managing stakeholders and consider them as partners in development rather than passive beneficiaries of the programme. Stakeholders should be viewed not only as entities benefitting from an organisation or are affected parties but also as an important human resource and partners in achieving organisational sustainability. Learning under and within the ambit of ESD is likely to empower stakeholders, the youths and future leaders of the next generation. Such empowerment will create among stakeholders the competence to take actions with aspects such as reflection, knowledge, commitment, connectedness, vision and taking sustainable actions. The next chapter will present strategies for incorporating ESD into the ship youth programmes and will end with a conclusion for this research.

Chapter Six

Conclusion

The main aim of this research is to explore the challenges and opportunities of incorporating ESD into the ship youth programmes of Japan. Interviewing stakeholders coming from six Asia-Pacific countries participating into the ship youth programmes provided diverse perspectives relating to strengths and weaknesses of the programmes as well as challenges and opportunities if ESD is to be integrated into SWY and SSEAYP. The involvement of a range of stakeholders offered viable recommendations in having ESD as an important component towards the sustainability of the programmes. This chapter presents strategies in order for ESD to be integrated into an informal social learning setting such as the ship youth programmes. Implications for social change, recommendations for action and further research are incorporated in the strategies for ESD integration. The identified themes from strengths, weaknesses, challenges, opportunities of ship youth programme and strategies for ESD integration are encapsulated in Table 8. This chapter concludes with a takeaway remark.

Strategies for ESD integration: Implications, recommendation for further actions and research

Increasing awareness through an ESD curriculum and relevant practice

Streamlining programme goals and structure by embedding sustainability summed up research participants' recommendations to incorporate ESD into the ship youth programmes. Consequently, this will result in targeted PPAs and

application of relevant practice once the PYs return to their home countries. Some interviewees discussed their desire to give back, owing to the many benefits gained from the programme (e.g. cross-cultural understanding, friendships, leadership skills) which heightened their awareness as to better cognition of diversity, and as to how mutual understanding can play an important role in international relations. If the ship youth programmes are to assume a role as an educational community for global young leaders, they could cooperatively work with formal education institutions in implementing ESD curriculum and practices. A non-formal learning set up, such as SWY and SSEAYP, as highlighted in the ESD toolkit (2002) could potentially aid in the lifelong process of learning, embellished in formal education systems to accomplish sustainability goals. A closer look and further investigation may aid in the development of action competence through the lens of informal social learning as objectified in SWY and SSEAYP.

Valuing stakeholder dynamics

The UNDESD enjoined stakeholders from across all sectors of the global community to strengthen collaboration in order to achieve the goals set for the decade (United Nations Economic Commission for Africa & United Nations Programme on Youth, n.d.). An analysis of the drivers and barriers affecting ESD implementation revealed activities which can decisively aid collaboration as *ESD networking, involving NGOs and development partners to integrate ESD; implementing ESD policies through scientific communities, and engaging the commitment, solidarity and potential of youth* (Gross and Nakayama, 2010). The ship youth programmes are well within these collaboration strategies, although

they may need to assume inclusivity in the over-all implementation to include stakeholders from participating countries. In thinking about stakeholder, I propose an extension and perhaps a movement from its definition as *entities that can affect, or is affected by the achievement of the organisation's objectives* (Freeman, 1984) to dynamic partners contributing (through the impact created upon them) to organisational, societal and regional development – a seemingly compelling move towards *shared stakeholder responsibility*. The impact of the ship youth programmes through learning and taking actions, concur with UNEP and UNESCO statements pertaining to the importance and increasing demand of/in capitalising on youth and in their potential in advancing sustainable future.

Assessment mechanism, redesigning goals

The lack of key performance indicators and documentation was considered as one of the perceived weaknesses of the ship youth programmes. This signifies a lack of communication and inclusion of stakeholders in the initial (planning, goal setting, visioning) and final stages (monitoring, evaluating, planning as a result of the two) of the implementation of SWY and SSEAYP. Stakeholders are mainly involved in the actual programme implementation. Whilst alumni and implementing organisations in Japan have their own monitoring and evaluation procedures, these require critical consideration of perhaps an external assessor far removed from bias and internal pressures. In order to be holistic, the rigors of monitoring and evaluation should meet the programme goals and structures, and be well-aligned with a common vision. A recommendation to create an online portal where stakeholders from around the world will have the opportunity to

access, share and thereby learn from each other's' projects can potentially aid in the mechanism to monitor and measure sustainability and ESD implementation.

Creating meaning from experience

Life-changing experiences on a cruise ship with some of the potential global young leaders sets SWY and SSEAYP apart from other youth development programmes all over the world. The length of the programme; intensity of activities on board; diversity of culture, and seemingly endless sharing and exchange of ideas, perspectives, knowledge and practice present opportunities to take advantage on youth development as a platform for co-creations toward global solutions, from local to greater community actions. The variety of post-programme activities and social contribution activities spearheaded by the youths themselves are vessels of relevant (if not best) practice in achieving sustainability, and/or in the practice of action competence.

Movement: global young leaders toward sustainable future

The programme never claimed its longevity, breadth and depth of impact as merits to a sustainable practice in terms of programme implementation. It has not assumed responsibility for the development of global and empowered leaders from their alumni, such as Helen Clark, Sarah Spottiswood and Anna Oposa (just to name a few, as there may be unnamed others whose leadership may have been attributed to the programme, but were not covered in this research). Perhaps it is high time to assume and claim such impacts on stakeholders in order to find its (programmes') meaning, substance and global influence, especially in

understanding sustainability, sustainable development and its contribution to a sustainable future.

Table 8. Identified themes from strengths, weaknesses, challenges, opportunities of ship youth programmes and strategies for ESD integration

Super ordinate themes	Sub themes	Arising from
Stakeholder dynamics	<i>Engagement: Stakeholder role and responsibility</i>	sharing responsibility through MOU, understanding politics and influences, people of Japan
	<i>Diversity among stakeholders</i>	addressing diversity among participants and stakeholders
	<i>Social interaction and network building</i>	international relations, friendships and mutual understanding, sharing, co-creation, co-learning
	<i>Investment and social capital</i>	global youth leaders, community post-programme activities as social contribution
SD complexities	<i>Navigating SD dimensions through discussion topics</i>	discussion topics that relates to SD
	<i>Tipping point: Language, concept and context</i>	language barrier, diversity in culture and background; complex concepts
	<i>Moving from awareness to action</i>	post-program activities both individual and as a group
	<i>Sustainability reporting: standards, monitoring and evaluation mechanisms</i>	Need for monitoring and evaluation mechanisms, also key performance indicator
	<i>Sustainable future: Youths' interest, commitment and vision</i>	lack of interest, commitment and discipline, vision
	<i>Assessments</i>	need for key performance indicator and mechanisms to monitor and evaluate
Strategies for ESD	<i>Facilitating learning</i>	include ESD in the itinerary of the program, alignment of activities
	<i>Valuing stakeholder dynamics</i>	include other countries in the planning, monitoring and evaluation
	<i>Assessments</i>	need for key performance indicator and mechanisms to monitor and evaluate
	<i>Sharing sustainable practices, communicating success</i>	documenting practice (best/relevant) for mutual, institutionalising PPAs, social contribution activities
	<i>Investing on youth towards a sustainable future</i>	Youth as social capital through networks, friendships, mutual understanding, regional peace and development

“Takeaway”

The sense of urgency emphasised in the opening quotation of the research’s introduction is a constant reminder of the imperatives of taking (sustainable) actions. We (the global stakeholders) are more and more encouraged to become “the change we want the world to be/have.” This section is primarily laid out to present some take-home remarks from an exploratory and action-oriented inquiry used in this investigation. The research experience was both enriching and engaging as together the researcher and the research participants (stakeholders) showed commitment and expressed similar visions for the ship youth programmes. It was a challenging task to cover the Asia-Pacific region as it is without a doubt engulfed in and with diversity and complexity – sometimes totally daunting because of the ship youth programme (an informal social learning set-up) being an unexplored topic, timing (research interviews), and one overwhelmed with historical account dating 50 years ago. The lived experiences of the former participating youths mainly shaped themes identified in this research. Participants especially from New Zealand and Australia are currently maintaining constant communication with me as they prepare for the SWYAA meeting with the Government of Japan towards the end of June 2014. The research output will be provided to the governments and alumni organisation involved in order to facilitate decision and policy making relevant to the international youth exchange offered by the CAO of Japan. The interview process did not just last after the 45-minute to an hour conversation but has progressed to constant emails from alumni of SWY in Australia and New Zealand. This research propelled stakeholder inclusion in the over-all evaluation of SWY as the programme experienced several threats of abolition. I believe that this research

has also encouraged critical thinking from among stakeholders as to the importance of SWY and its sustainability as a forum for global youth development. This action research has allowed alumni and leaders of national youth ministries to take actions. Further research and evaluation of the programmes are being considered by the CAO of Japan, IYEO of Japan and CENTERYE. On a personal note, I am extremely grateful for this opportunity to give back to the programme at the same time contribute to theoretical development on stakeholder concepts, SD and ESD.

Following the list of references are narratives (see appendices A to F) that emerge from research participants' perspectives and are hereby presented as a stand-alone case reports of the six countries from Asia-Pacific regions namely Japan, New Zealand, Philippines, Australia, Fiji and Indonesia. Each of these cases illustrate the aims set for this investigation such that the strengths, weaknesses, challenges, opportunities and strategies were explored if ESD is to be integrated into the ship youth programmes underpinned by a stakeholder approach. Finally, the ship youth programmes present an opportunity to embrace the tenets entrenched in sustainable development, and have an enormous potential to extend frameworks and aspects of action competence leading to education for a sustainable future.

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Appendix A

「日本人青年達の旅路

Nihonjin seinen tachi no Tabiji

(The Journey of Japanese Youths)

Case Study 1

Research Context

More than half a century ago, the Cabinet Office (CAO) of Japan introduced its international youth exchange programme with the aim of youth development and international exchange. Since 1959, there have been about nine youth exchange programmes (six of which are on-going) which supported development of about 19, 495 Japanese youths and about 21, 109 overseas young leaders (IYEO, n.d.). SWY (formerly Japanese Youth Goodwill Cruise) and SSEAYP are two of the most popular and longest-running international youth exchange programmes of Japan.

Former participating youths (PYs) to these various international youth exchanges are assembled into an association known as the International Youth Exchange Organization (IYEO). Currently, the organisation has 15, 600 members nationwide with established volunteer-based assemblies spread throughout 47 prefectures (IYEO, n.d.). Founded in 1985, the IYEO now maintains a global network of organisations of former PYs from more than 50 countries.

The CAO of Japan through IYEO of Japan operates its international programmes in collaboration with a non-profit organisation named Center for International Youth Exchange (CENTERYE). Established in 21 April 1994,

CENTERYE aims at promoting international exchanges among youths and to develop youth who can contribute to the global society (IYEO, CENTERYE). The international youth exchanges such as SWY and SSEAYP are implemented through a triumvirate which is comprised of IYEO of Japan, CAO of Japan and CENTERYE. The roles and functions of these three main stakeholders are as follows:

From the view point of the Cabinet Office, the IYEO is the result of its international youth exchange programs (i.e. human development), and the CENTERYE is the implementing agency of its exchange programs;

From the view point of the IYEO, the Cabinet Office is the foundation of social advancement and provider of the cooperation for exchange programs, while the CENTERYE plays a secretariat function.

From the view point of CENTERYE, the Cabinet Office is a governing agency, while the IYEO is a partner to receive human resources and know-how. (IYEO, n.d.)

Case Study Findings

What do stakeholders perceive as the strengths and weaknesses of the ship youth programmes?

Strengths of SSEAYP and SWY

Education: learning on board the ship

“We Japanese learned a lot from other countries” (Naoko Mamada, SSEAYP 2013). “Learning to live together”, Mamada continued, “From when we woke up to sleep hours, conversations during meal time and working as a team for solidarity and discussion groups and volunteer activities on board taught participating youths practical ways of living in an international community”. Mamada, who was a former pre-school teacher in Ibaraki prefecture took her learning on board from the lens of education that is both theoretical and practical.

Atsuko Honda (SWY 11) indicated that the programme broadened her view, specifically on the diversity of people in the world. Having been involved in several programmes – from being a delegate in 1999 (SWY 11) to being an administrative staff member for SWY 14 and SWY 20, and also a discussion facilitator for SSEAYP 32 – Honda highlighted the benefits of having an understanding and appreciation of cultural diversity. She recounted a time when she was growing up and always thought of Japan as a solo nation and said, “I don’t see foreigners that much as nowadays.” Honda had learned to value the differences of culture from her on-board experience in SWY.

After SSEAYP, “I can feel, I can think, and I can write about ASEAN countries” Masakuni Yamazaki (SSEAYP 2009) elaborated on his learning experience. All along, Yamazaki thought that he knew everything about ASEAN, being his area of study when he took his Master in International Relations. His active participation in discussions on board made him realised that what he knew about the ASEAN countries was basically factual (i.e. demography, politics, economy, etc.), whilst the programme actually immersed him into the essence of the ASEAN region. Akiko Sakai (SSEAYP 2009) shared a similar learning experience, as she learned about language and culture of the ASEAN-member countries. A SWOT analysis of the SWY 20 facilitators (see Appendix G) substantiated these learning experiences as “improvement of language skills, stepping stone for studying overseas and certification by the UN University.”

Building relationships beyond the ship

Friendships and mutual understanding among participants from different countries are the main goals of both SWY and SSEAYP. Mamada emphasised

that: “Understanding [among countries involved] becomes better and better each year.” One good story of building partnerships is the entrepreneurial venture of Keichi Yoshino (SSEAYP 2009). He discovered a good source of cacao for his chocolate business from a former participating youth from Indonesia (see *Box 1*). It had not occurred on him that the SSEAYP network would play a vital role in setting up Dari-K, his chocolate shop. His long years of study and hard work for the business is undeniably far removed from his SSEAYP experience, but Yoshino maintained that bits and pieces of it are inspired from and by the ship programme.

Box 1

“Dari-K”
Chocolate delights of friendship & enterprise
From Indonesia to Japan

There is sweetness beyond chocolates discovered and made out of friendship. Motivated with his interest and background in Asian studies and admittedly his experience as youth ambassador during the SSEAYP in 2001 and 2009, Keiichi Yoshino ventured into a chocolate business now known as Dari K (Dari K Co., Ltd). Yoshino discovered an island in Indonesia which produces as much cocoa as with the farms in Ghana. His discovery was prompted when he visited a friend and former Indonesian PY he met in SSEAYP 2009. Yoshino was then introduced to another former participating youth of the Japanese programme who has background and connections with cocoa farmers and producers, and from then as they say, the rest is history.

Dari K is derived from the word “Dari” which means “from” and “K” which resembles a top-view image formed by the Sulawesi Island. “K” also represents the initial of Kyoto City, and presumably the first letter of its owner and CEO’s name Keiichi Yoshino. The business has for its philosophy, *‘from Sulawesi Island, change the world through the cacao.’* A full story and business description written in Dari K’s website highlight a fair trade business model. Not only will the enterprise lessen its operational cost, with direct transactions with cocoa farmers, Dari K also enables famers to improve their income and acquisition of high quality cocoa cultivation technology (Dari K, .n.d.) allowing for them a ‘win-win’ system.

Established in 11 March of 2011, Dari K mainly markets its products in Japan. Largely the business involves activities as “planning, manufacture and sale of food and health food associated with the manufacture and sale of confectionery and the import and wholesale of chocolate cacao beans / cacao mass” (Dari K, n.d.).

Over the years SWY and SSEAYP developed a sense of family and community. Honda who is now married to a fellow PY from New Zealand considered friendships and even long-term engagement as an inevitable result of the programme. Having a wide network of friends from all over the world is a benefit of the programme (see for example Facebook alumni pages from different SWY and SSEAYP groups).

Experience: life-changing, priceless

Youtube videos blogs and other social network posts, for example SWY 6 Open Forum, Citizenshift 11 Faces and SWY 21 (www.shipforworldyouth.org; citizenshift.org/blogs/ship-for-world-youth/; *21st Ship for World Youth Program 2009*, 2009, p. 21; *11 Faces - a Journey to Find the Meaning of Life*, 2013) predominantly talk about how participating youths' experiences on board have changed their lives. Yamazaki relates a similar life-changing experience in detail:

“I [have] never lived in the kind of environment where from good morning to good night [where] English is always the means to communicate... ...one of my duties is to be their coach, I try to be strong as one of the leaders (because of my age), as a result I could be that tough after SSEAYP, for my job whatever problem is coming, I can recognise there is no problem because SSEAYP is much harder time for me, whatever big problem happens around my job, they speak basically Japanese...”

The SWOT analysis in Appendix F also describes having a priceless experience as a strength of the programme. Photos and videos via the web are a source of testimonies of how each PY treasured their once-in-a-lifetime memories with SWY and SSEAYP.

Regional peace, development and cooperation

Peace-building, according to Honda, is one of the desired outcomes of the programme. “Having youth who have this [SWY] experience is very different from others... they know what is important for the world,” the achievement of lasting peace, Honda explained.

Mamada realised that “SSEAYP is really an important programme for Japan... “To connect and establish relationships with developing ASEAN countries.” “I think that the programme can influence relations from Japan and ASEAN,” Yamazaki added. After his involvement in the programme, Yamazaki said that: “Whenever I am making some policies, I am always thinking about the ASEAN even if it has nothing to do with the ASEAN.” Yamazaki is currently working as a policy maker for the Liberal Democratic Party (LDP) of Japan.

The discussion session on international relations, among others, allowed key informants to think globally. Discussion courses have been an integral part of both SWY and SSEAYP ever since the programmes’ initiation. However, it was in 2004 (SWY) and 2005 (SSEAYP) that this component of the international exchange became formalised, so that participating youths would have to choose from among eight (8) discussion themes (see Appendix H and I).

Weaknesses of SSEAYP and SWY

Politics and the people of Japan

Change in leadership in the national government post has prejudiced the position of international youth exchanges in Japan (IYEO and CENTERYE). More recently in 2011, the shift from Liberal Democratic Party (LDP) to Democratic Party of Japan (DPJ) resulted in a government screening committee decision to abolish the entire youth exchange programmes, although post-

programme activities, IYEO and CENTERYE were not affected (IYEO and CENTERYE). IYEO then collected over a thousand petitions from all over the world and conducted some lobbying activities. In the end, six youth exchange programmes including SSEAYP and SWY were reviewed, with the latter reconstructed due to budgetary cut (IYEO). An all important consideration according to Yamazaki is the question, “How voters (people) are thinking about the programme?” The funds for these programmes are coming from the people’s taxes, hence a critical deliberation from politicians as to how they can get votes from the people with this (youth exchange) kind of platform (Yamazaki).

Language and communication

Mamada and Sakai acknowledged their difficulty during discussion sessions, as apart from the language they both had little knowledge of the theme they were assigned, which was about HIV education and school education in Japan and in ASEAN member-states, respectively. Sakai was a student at the time when she participated in SSEAYP, so she grappled not only with the medium of communication, but also with the high-level topics in school education. In the IYEO 2009 SSEAYP report, some of the issues that were raised for the school education discussion group were the concern of language, and unclear discussion programme goals and purposes (CAO of Japan, 2010).

In *Macrocosm*, a CENTERYE magazine which published a commemorative book on the IYEO’s 20th anniversary in 2005, participating youths were interviewed and were asked to express their views and experiences regarding the various exchange programmes of Japan. Two of them, (Hinata Yukari and Shinji Inaba) from the SWY programme noted a difficulty with the

(English) language, however after the programme both have expressed advantage of taking first-hand, long-term use of English into the world of work (Macrocosm, 2005).

SSEAYP, according to Sakai is not well-known in Japan as people hardly know about the programme. Despite a series of campaigns (see IYEO annual reports) to several universities and communities of each delegation after the programme, SSEAYP was not able to reach the wider voting public (Yamazaki). This issue of lack of promotion and dissemination of the programme including the difficulty of expressing the outcome of exchange, were a challenge in convincing the people and decision makers about whether it was worthwhile to continue with the programme (Mamada).

What are the challenges and opportunities of incorporating education for sustainable development (ESD) into the ship youth programmes of Japan?

Challenges of integrating ESD

Vision and commitment to programme goals

One of the strongest purposes of the programme, as Yamazaki observed is the “creation of new leaders.” He believed that whilst SSEAYP is not so much about environment, social, cultural and economic developments, honing the skills of new leaders will support these aspects of development. Yamazaki also noted a challenge in terms of the importance of ESD to the government, and remarked that “...the Ministry of Foreign Affairs always thinks of ESD but the Ministry of Finance does not.”

Aichiro Tanaka, the ship administrator of the 36th SSEAYP, in his assessment of the programme has noted the following:

The Ship for Southeast Asian Youth Program has two objectives: the nurturing of international friendships and the development of leadership. Of the two, the style for developing international friendships has already been established through the accumulation of 36 years of work (CAO of Japan, 2010, p. 135).

Historical accounts dating back 140 years show that Japan has a strong background of organising ship programmes for young people (CAO of Japan, 2010). During that time, Japan organised a delegation of some 132 young leaders to a journey around the world to inspire them to think about what Japan should do. Tanaka continued saying,

When building a new society, the Japanese regard it as absolutely critical that young leaders gather to share their visions. The young leaders formulated the Constitution, created Parliaments and succeeded in building Japan into a modern state. This success owes to their extensive discussions during the voyage that contributed to sharing their vision to obtain a solid bond (CAO of Japan, 2010, pp. 135-136).

Although the realisation of the vision might come some years after the programme, Tanaka believes that the support and commitment to the programme's goals and the young leaders shared vision has the potential to overcome this self-same challenge.

Opportunities for integrating ESD

Re-contextualization beyond awareness

Honda recognised that sustainability is a universal issue or challenge, and the programme may well be a starting point for awareness. Having

future global leaders on board is one good opportunity to integrate ESD into SWY, she added.

Yamazaki stated that most people in his country have not heard of ESD. In Japan, sustainable development is framed as “Jizoku kanou na kaihatsu” (jisoku – continue, kanou – possibility and kaihatsu – development) or roughly translated to English as: “Continue the possibility of development.” It is imperative to let the voters know about ESD, as from a political perspective, government leaders will make ESD indispensable in their campaign to get the support of their constituents (Yamazaki).

Contributions to global efforts and sustainability

In the past, several individual and group PPAs have already created an impact in Japan and global communities. Each year, IYEO and CENTERYE publish through Macrocosm and their website details of some former PYs' contribution to social development through PPAs. For example, 'One More Child Goes to School' is one of the international cooperation projects of IYEO which

IYEO and SWYAA Sri Lanka commenced in 2008. The 2012 IYEO annual report indicated that this project has reached 200 beneficiaries. ‘One More Child Goes to School’ aims to provide opportunities for more children in Sri Lanka to go to school and supports them to study continuously...” through foster parents from Japan’ (see more details on *Box 2*).

Box 2

***Japan PPAs
from Home to the world and back****

- **One More Child Goes to School** since 2008 provides opportunities for children in Sri Lanka to have access to education through the support of members of IYEO of Japan. It includes two major activities, 1) Foster parents scholarship which started in 2010; and 2) donation of school materials. The project also aims to strengthen network of IYEO members with other alumni such as those in Sri Lanka.
- **Santa Project** is a simple gift-giving project initiated by SWY 13 members through ARGO. SWY members visit children (some are homeless, others are unable to live with their parents) who live in special home to give them Christmas present. The project also supported financial difficulties met by special homes and granted children’s wishes during holiday season.
- **Great East Japan Earthquake Relief Efforts** has showcased various relief and rehabilitation efforts after a calamity devastated East of Japan in 2011. IYEO members from different prefectures of Japan and alumni of SWY and SSEAYP from all over the world united in helping those affected by the earthquake – they were able to raise substantial amount to help purchase necessary goods and fund relief activities including financial support to IYEO members whose houses were severely damaged. The IYEO Café Project provided a relaxing space (and to talk with other) for the afflicted people in the evacuation centres. In collaboration with Pricewaterhouse Coopers Col, Ltd. (PwC), forty four computers were donated to one hospital in Miyagi prefecture to facilitate in responding to the needs of afflicted people.

**Source: Annual Report 2005, 2012, SSEAYP News 2012*

What suggestions can be given to the programme implementers and other stakeholders in order to advance sustainability among youth programmes?

Strategies for sustainability and ESD

Management - Flexibility, Timing

Risk management is at the top of the administrative roles and concerns for the programme. There were several instances when the programme was cut short or diverted to other destinations because of threats to participants' security (e.g. the 9/11, accident in Brunei Darussalam). The introduction of innovations to programme, also poses risk, hence careful consideration and discussion by the implementers. Flexibility and timing are of essence; the former refers to a closer look at the participants' preferences and backgrounds in introducing topics that would interest them, while the latter speaks of the management and leadership, i.e. whether sustainability is recognised by the ruling party as essential to their programmes (Yamazaki).

PR for SWY and SSEAYP

There is a need to promote and market both SWY and SSEAYP to future participants, and to the community paying the taxes (Mamada, Yamazaki). This however should be performed by the stakeholders, especially the former participating youths through the alumni organisation, and could also be through PPAs (see IYEO country report).

Strengthening Joint Statements

Japan and ASEAN, on the occasion of the 40th anniversary of SSEAYP have renewed their steadfast ties and commitment through a joint statement

which hopes to secure the sustainability of the programme (Bandar Seri Begawan, n.d.). This is difficult in the case of SWY, as there are more countries involved, and some countries are not invited to the programme as consistently as others. Diplomatic relations, presence of alumni association, and government support, an alumnus said, are factors in strengthening relations with SWY participating countries.

Summary and implications

The results of the interviews highlighted that learning on board, relationships built, and experiences shared are life-changing and priceless, and contribute to regional development, peace and cooperation. Language and communication, and the political systems in Japan are considered weaknesses for both SWY and SSEAYP, mainly due to the diversity of participants' backgrounds (cultural, political and socio-economic). Thus the challenge of a clear vision and commitment to programme goals are a barrier considered by stakeholders to fully integrating sustainability into the programme. The programme however, contributes to global efforts to achieve sustainability through meaningful exchanges on board, and with PPAs after the ship. Global sustainability can be harnessed through stakeholder engagement and collaboration (UN, n.d.) as exemplified in the ship youth programme. Research participants recommended strengthening joint statements among participating nations to aid in managing the programme strategically.

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Appendix B

Te haerenga o nga rangatahi o Aotearoa (The Journey of New Zealand Youth)

Case Study 2

Research Context

New Zealand, as a participating country to the SWY has been invited on 13 of its 25 voyages since 1988. About 150 young and promising leaders (see Appendix J) of the country have now been listed as alumni to this culture exchange programme initiated by the Japanese government. Also, the country has hosted about seven ports-of-call and country programmes in Auckland and Wellington cities (see Appendix L) which allowed Japanese and overseas participating youths to learn New Zealand's history and experience traditional culture and 'Kiwi' lifestyle.

The Ship for World Youth New Zealand (SWYNZ) Inc. is an officially registered society with about 140 members (SWYAA, n.d.). The alumni association was formed in 2000 with Manu Keung from SWY 11 as the founding president. An active alumni association performs a significant role in each country's programme, and more importantly in selecting and preparing the next delegation to board the ship. The same alumni association is responsible for spearheading post-program activities (PPAs), and participating in the annual Global Assembly (GA).

The Ministry for Youth Development (MYD) plays an essential part in the programme implementation as they equally share a critical role of carrying out

country programme, liaising with the CAO of Japan and communicating with the alumni association. Altogether, these entities form part of the main stakeholder considered for this research.

Case Study Findings

What do stakeholders perceive as the strengths and weaknesses of the ship youth programmes?

Strengths of SWY

Sharing responsibility: Understanding among stakeholders

The SWYNZ and MYD in the past had signed a memorandum of understanding (MOU) which outlined the roles and responsibilities in managing SWY programme in New Zealand (SWYAA, n.d.). The 2007-2008 country report however described a “limited agreement” in the MOU “which at times can be very frustrating due to high turnover and a lack of knowledge about SWY and the alumni.” A more comprehensive agreement was highlighted in 2008 where the alumni were given the opportunity to sit for the selection of delegates to the SWY 20 (SWYAA, n.d.).

Selection of youth delegates is one crucial stage in the over-all implementation of SWY, as this determines the quality of New Zealand candidates who will best represent the country in all on-board activities as well as country programmes. The best mix of young participants into the programme will also be advantageous to the alumni association’s projects and PPAs. The SWYNZ made it very clear to the MYD that:

[T]he alumni has a significant role in helping choose a new delegation, and that’s something that we put in place, because as you can appreciate, only if you’ve been in the programme can you understand what it is, ...you could never dream and your

imagination is never strong or wild enough to imagine what it is that you can do unless you've been on it, and so by being part of that committee that helps determine and choose the new delegation can you ensure that you choose the right or the next delegation and get the best mix of people...” [Darryl Bretherton, Treasurer, SWYNZ]

Once the Japanese government, through the International Youth Exchange Organisation (IYEO), send an invitation to the country through MYD, the alumni are given the information, and together they collaborate in the selection process. Primarily, participants are selected based on their involvement in youth-related activities and organisations, and more importantly their leadership potential in a community where they are serving. Both MYD and SWYNZ sit in the selection process and interview candidates who will join the delegation. A weekend-long preparation camp is usually held in a Marae set up by the alumni association for the delegation to formally meet and have some training, planning and discussions relevant to their upcoming trip.

Having been the treasurer of the alumni association for about six years now, Bretherton observed that “there isn't that national support.” MYD's involvement is: “Simply ensuring that New Zealand has a delegation beyond that, they have no budget, no involvement, broadly speaking very little interest in what happens in between the programme.”

More recently, two SWY alumni working for MYD helped in strengthening the relationship as well as in maintaining better understanding between the two SWY-implementing-entities in New Zealand. Blair Gilbert (SWY 7) is a Regional Manager while Melissa Lelo (SWY 16) is a Youth Development Advisor at MYD. The presence of former participating youths in MYD further aids in the shared role and responsibility of government and alumni, as well as

being a good indicator of the benefits of SWY, both on a personal and country level.

Youth development: Building network, social skills and intercultural learning

All key informants interviewed for this research noted that their SWY experience was unique, life-changing and influential to where they are and what they have become. For Crystal Whitmore (SWY 15), it was a practical learning experience in terms of understanding diverse cultures which “one should appreciate rather than be afraid of.” Accordingly, her biggest benefit from the programme is on relationship building, and on how she relates to people, especially in her work in the Ministry of Health of the New South Wales Government. She became more compassionate and understanding in her approach as a policy officer for mental health and drug and alcohol unit of the Ministry. The programme became even more beneficial for Whitmore during her stint at the United Nations (UN) and internship for World Health Organisation (WHO), where her knowledge on different countries and their languages helped her a lot. Whitmore’s network of friends all over the world became a resource when she was tasked to translate policy documents of WHO to different languages.

William Watterson (SWY 17) was the assistant youth leader of the New Zealand delegation in 2004 and part of the inter-cultural discussion course. Because of the programme, he realised “how small the world is.” Having so many cultures cohabitating on board the ship on a journey for nearly two months, “there is connection and sameness in diversity” so he felt that he was more part of the

world, the global family and community. SWY is like a crash course on project and community development, and it instilled in him a:

love for the [planet], huge respect to a variety of ideas, responsibility to the world, interconnectedness in a global community, touched by the beauty of the world, vulnerability of the poor and the ecosystem, and how [he is] part of making the world a better place...

Working for a global non-profit organisation, the SWY has provided him a lot of tools, boosted his confidence, and awakened his leadership potential in a radical way which helped him lead as Director of both New Zealand and Australia's Global Poverty Project. Further, his experience was "reminding and showing [that] young New Zealand leaders have really an important role to play; I'm gonna give my 'Kiwi-ness' to the world, that is, the power and potential to change the world as a Kiwi."

Upon the completion of SWY 24, Dana MacDiarmid became President of SWYNZ (March 2012-August 2013). MacDiarmid learnt more about "cross-cultural understanding, leadership and the importance of [having] strong relationships based on mutual respect and understanding." The programme "directly impacted my life choices (travel and career), and has trained MacDiarmid to "focus on solutions, rather than problems, better 'big picture' thinking and relationship management."

A 360-degree change happened to Bretherton as his journey in SWY prompted a lot of realisations. SWY had become a turning point in his life,

I'm a white European, born in New Zealand, and my influences when I grew up were very, very significant in that respect, by not a lot of involvement in those other cultural elements that are significant part of New Zealand, ... and so my life was about my job and working hard and doing all those things ...study hard, work hard, buy house and live do that proper things... and what this programme did for me was actually realise that life is actually

much more than that... I now have some best friends, best mates...whereas before the programme, or if have not been involved to it, I would have been extremely sheltered in my little New Zealand world...

He continued...

and I basically left that job and went overseas and started travelling and just started having a look around and always prepared to do any other job and I don't know whether this is a good or bad thing but my whole desire to be driven [by] my career was no longer there and I'd like to think that I'm quite good in my job but I don't have the desire to be the next chief executive or next financial head of this or head of that because I have other things in my life that are more important and where before that was all about the job you know I've work 70 hours a week and do all this and do all that I couldn't go out because I was working overtime and you know all those type of stuff, now the whole balance between working and living has significantly shifted.

The United Nations Development Programme (UNDP) Administrator Helen Clark participated in the earlier version of SWY – the Japanese Youth Goodwill Cruise (JYGC) in 1975 (see *Box 3*). Former New Zealand Prime Minister Clark has on many occasions mentioned in her speeches how JYGC stimulated her life-long interest in Japan (see for example beehive.govt.nz). Clark, in the research interview emphasised the importance of having New Zealand and Japan forge good relationships, and concluded with her aspirations for future young New Zealanders.

Box 3

Helen Clark
Friendships: New Zealand, Japan and beyond

Helen Clark was a former participant of the Japanese youth exchange programme. She tweeted once in 2012 saying "*@BonnySue12 I was a participant in 1975 #Japan Youth Goodwill Cruise in January 1975. It was a wonderful opportunity to learn about Japan.*" This was after a campaign to "Save SWY" was launched to counter the impending abolition of the programme. Clark considered herself as SWY patron.

"I have been fortunate to visit Japan on six previous occasions, beginning in 1975 when I participated in the Japanese Youth Goodwill Cruise, and sailed here [Japan] on the Nippon Maru in the company of many young Japanese citizens" (UNDP, Speeches 2009).

In an interview for this research, she highlighted the vitality of maintaining strong relationships with countries such as New Zealand and Japan and concluded with aspirations for future New Zealand youths.

The JYGC enabled me to travel beyond New Zealand for the first time in my life, and to a country with which New Zealand had been at war just thirty years before. Participating in the cruise stimulated for me a lifelong interest in Japan, and a desire to continue to build good relationships between New Zealand and Japan.

The JYGC has been very important in building relationships between young New Zealanders and young Japanese. Our countries are very different in many ways, including in heritage, culture, and languages, but through a programme like JYGC we are able to learn that friendships are easily created across cultures, and that these friendships are rewarding in introducing us to new ideas and perspectives. I hope that future generations of young New Zealanders will also be able to benefit from participation in ship goodwill programmes.

Clark became the first woman to lead the United Nations Development Programme (UNDP) in April 2009. Apart from being the administrator of the organisation, she is also the Chair of a committee known as United Nations Development Group comprising the heads of all UN funds, programmes and departments working on development issues. She served three successive terms as Prime Minister of New Zealand from 1999 to 2008 and has strongly advocated for the country's comprehensive programme for sustainability and tackling solutions to climate change (UNDP Profile).

Change in behaviour: harnessing the impact of the programme

Undoubtedly, participating youths from New Zealand had already been active in youth and community activities, even before their participation in SWY. However, their involvement in SWY ignited their passion for their causes – from acting locally to globally. Take for example Watterson, who made a tremendous and radical contribution to changing perspectives on poverty through his project “Live Below the Line,” where he was able to raise more than \$366,000 for anti-poverty initiatives (more details and other personal contributions of past participants in *Box 4*).

Also a noteworthy and inspiring action coming from the NZ alumni was their fund-raising activity in aid of the earthquake and tsunami victims in Japan in 2011. It was not the amount collected that mattered, but the thought that they simply remembered their friends and homestay families, and that they shared a certain amount as an expression of solidarity with the people of Japan.

The 2010 SWY NZ President, Josh Bahlman (SWY 20), initiated ‘The Good Karma Project.’ In December 2009, he travelled to the Thailand-Myanmar border and taught Burmese children the art of photography. These children were refugees of war. The photography class taught the children “that creativity is a powerful survival mechanism.” Josh spent six weeks teaching children the basics of photography. “Photo shoots were set up around the school, waterfalls, local town and monuments then a written component describing in their own language what they saw through the viewfinder.” The project culminated with an art exhibition and art auction where he was able to raise \$15,000 for the displaced children of Burma (SWYAA, n.d.).

Aside from individual projects (which sometimes are hard to document), former participating youths from New Zealand also sponsored group projects as part of their post-program activities. These projects complimented their annual

Box 4

PPA-it-forward*

- **Will Watterson** (SWY17) is the Live Below the Line organisation's NZ Creative Director. In 2012, the Live Below the Line initiative saw 1,500 Kiwis take on the challenge to live for five days on less than \$2.25, with more than 11,000 people donating to the cause and over \$366,000 raised for anti-poverty initiatives.
- **Ying Kong** (SWY24) had an article published in the New Zealand Herald newspaper about identity and culture from a Chinese New Zealander perspective in the context of the changing demographic of NZ and the current economic climate.
- **Duran Moy** (SWY24) wrote a blog about redefining prosperity on the Generation Zero blog (a forum to discuss and explore climate change). In particular, he wrote of how a vision of prosperity for any country should take into account and mitigate the effect of our existence on the natural environment. Duran also had an article reflecting on the SWY24 experience printed in the annual SWY News publication.
- **Julia Whaipooti and Erin Carr** (SWY24) had articles printed in their local newspapers about their selection for SWY24 and their visions for the future.
- A TV segment on Channel One about Te Reo Maori aired featured **Tai Ahu** (SWY20) and subtitles by **Mariana Whareaitu** (SWY20). Another segment aired on Te Karere featuring **Hinerangi Edwards** (SWY9) and a TV interview on 3 News saw **Joshua Bahlman** (SWY20) made an appearance. Josh Bahlman is the initiator of "Good Karma Project" which earned \$15,000 through photography, art workshops and exhibit fundraising for the displaced children of Burma.

**Source: Annual Report 2009, 2012*

reunion and attendance at the General Assembly and Conferences in Tokyo.

Social Contribution: Alumni involvement and initiatives

Several tree planting initiatives and beach clean-ups, as well as youth outreach activities have been staple post-program activities of the SWYNZ.

Charity events such as Movember, have also been established by the alumni association to support New Zealand Prostate Foundation. These are just some of the social contribution activities that the former participating youths of SWY have spearheaded as PPAs. Table 1 highlights these social contribution activities.

Wesley Talaimanu (SWY 15) and Ramon Narayan (SWY 16) spearheaded a SWYNZ Mentoring Programme. The intensive six-week-block programme undertook the establishment of a group which is comprised of potential young leaders from the Glen Innes community in Auckland. Talaimanu and Narayan have the following purpose[s] (kaupapa) for the mentoring programme:

- Develop a fuller sense of self, and who they are as young people in their community of Glen Innes, assisting them to develop their individual and collective voices;
- Gain an understanding of their values, beliefs and paradigms; and
- Develop the skills, resources and initiative required to access information to support themselves and their peers.

With all these purposes, SWY alumni Talaimanu and Narayan indeed made a huge difference to the lives of the young people (SWYAA, n.d.).

Weaknesses of SWY

Management: lack of stakeholder involvement, cultural differences

The programme is heavily run by the Japanese government (Whitmore and Bretherton). “Japanese culture is [much more] organised,” says Whitmore so there is “rigidity in schedule.” In her blog, Julia Whaipooti (SWY 25) observed a very structured Japanese way of life, as for example, “To be on time you have to be five minutes early. If you’re one minute late, you’re late.”

Manu Keung (SWY 11 and SWY 13) witnessed how Japan managed SWY programmes, and quips that “[w]orking with Japanese government is time-consuming and frustrating at times.” With their “so precise” operations, Japan has to some extent been effective and efficient, but in practicality it is the otherwise (Keung).

Apart from a different culture with respect to time, Keung noted that decision making was heavily prescribed by the IYEO. As a former national leader (NL) for SWY 13, Keung and her cohorts would have backdoor meetings to discuss “how they can influence whoever was in charge.” She reckoned that flexibility (time) and openness (discussion) will bring better value out and for the participants.

Management: Inadequate monitoring and evaluation, vague programme goals

While country reports have been established since 1996 as an essential part of the programme (SWYAA), it has been an inadequate means to monitor and evaluate SWY. Watterson mentioned: “Lack of key performance indicators, nothing like plans after the programme, lacking of accountability for what we are supposed to be bringing back to the country” as weaknesses of the programme. The vagueness of the programme aims and goals hinders their achievement and makes it more difficult to monitor and evaluate SWY (Watterson). The goals of SWY do not place enough focus on post-programme contribution (MacDiarmid).

What are the challenges and opportunities of incorporating education for sustainable development (ESD) into the ship youth programmes of Japan? Do the former participants see opportunities to include sustainability in the programme?

What challenge[s] do they consider? How viable is a proposed/recommended strategy to incorporate ESD into the programme?

Former participating youths consider identifying self-sustainability of the programme as foremost among the challenges besetting SWY. Being heavily run by the Japanese government presents two scenarios; one being able to gather youth leaders from around the world at the expense of Japan as a huge opportunity especially for youths from developing countries, while on the other hand it is an enormous challenge to sustain the programme during times of economic crises. Thus, a suggestion to identify different ways of funding it, perhaps through the alumni network or as one suggested, through international bodies such as United Nations. The constraints are further exacerbated by the fact that the programme has yet to prove that it creates some form of return on investment to Japan; as Watterson pointed out: “If it continues to show its value, then it is sustainable”.

Sustainability is integrated more and more every year. Sustainable lifestyle was one of the themes in 2012 while ‘corporate social responsibility’ was the theme for the country programme in New Zealand in 2013 (Bretherton, IYEO). Also, former participating youths realised during the interview that aspects of sustainability have been part of the programme since the introduction of discussion courses in SWY, however, neither was it framed as sustainability nor sustainable development as an over-arching theme for the programme. From the record of IYEO, discussion themes in SWY were introduced during the SWY 17 in 2004 (for list of topics see Appendix H). SWY was able to touch on several dimensions of sustainability as topics ranging from inter-cultural understanding, environment, economy and volunteering among others were discussed on board.

However, there is weak link among the discussion themes, as well as in other parts of the programme. Interest of participants is also another challenge for the discussion part, as youths come from different backgrounds (age, professional engagement, culture, country perspective, etc.). MacDiarmid observed “disparate levels of understanding in course discussions and dissatisfaction with some course advisors.” At the end of the spectrum is an opportunity for sharing best practices and practical solutions to problems met by other participants. Further, on whether sustainability be the over-all discussion theme, Whitmore asked, “[A]re they attracting participants that are interested in sustainability?”

With the above circumstances, former participating youths from New Zealand see the integration of sustainability through ESD a viable one, though they concur that the programme managers have to implement some changes, hence the recommendations in the following section.

What suggestions can be given to the programme implementers and other stakeholders in order to advance sustainability among youth programmes?

The following are suggestions for programme implementers and stakeholders for the improvement of the programme towards its sustainability:

Input from other countries in the planning stage.

Alumni, having experienced the programme have their own ideas on how to improve the programme; hence they should be included and consulted for the improvement of SWY (Bretherton, Keung).

Adopt a similar UN (development goals) model.

Watterson recommended that SWY adopt a similar UN development model – one that addresses global issues such as women and children, poverty, etc. It

would be good to place sustainability as an over-all theme for the programme, with discussion courses and on-board activities properly aligned and binding to this umbrella theme (Watterson).

Alternative funding

Being heavily managed by the Government of Japan, the programme may find more value with alumni or private entity investing in SWY (Whitmore). Watterson and MacDiarmid consider a better buy-in from the former participating youths and interest among the countries involved, if they are to have an investment in it.

Design and set up holistic key performance indicator, evaluation and monitoring; scheme of participants after the programme.

Monitoring and evaluation is completely inadequate (Watterson); thus to have holistic key performance indicators would weave together various elements of the programme. MacDiarmid added: “[M]ore consideration by both government and by participants as to what desired outcomes are and how to measure them – more formal surveying at conclusion of program to get participant feedback and more formal structure for PYs to measure/track growth.”

ESD-focused – Taking action

MacDiarmid suggested having partnerships with tertiary institutions (e.g. UN University) to include formal education aspects in “order to provide formal accreditation from participation.”

Given that ESD is fundamentally about “doing” (i.e. finding real and practical solutions to improve quality of life, both now and the future), I feel that there could be a greater focus during the formal component of the SWY Program on increasing participants capabilities for effecting change through action. Whether this is more sessions on developing ‘action plans’, or brainstorming

solutions to real-world problems, or simulations?
(MacDiarmid)

Summary and implications

SWY has developed the youth in terms of social skills, inter-cultural understanding, and building networks as evident among various social contribution activities initiated by the alumni. UNDP administrator and former New Zealand Prime Minister, Helen Clark, through her leadership and influence in the global arena was considered as one of the most successful alumni of SWY in New Zealand. Clark was once a participating youth in the earlier version of SWY, the JYGC. Identifying SWY's self-sustainability, impact and return on investment for Japan, strengthening links of programme goals and activities and diversity were identified by research participants (Wooldridge, Watterson and Bretherton) as challenges of incorporating ESD. Interviewees identified opportunities having sustainability as the over-arching theme for the programme, and building sustainability from awareness to action.

Research participants cited inadequate monitoring and evaluation; vague programme goals, lack of stakeholder involvement and cultural differences as weaknesses in the management aspect of SWY. Thus, in order to integrate ESD, research participants suggested: A design for holistic key performance indicator; establishing an evaluation and monitoring scheme, alternative funding, stakeholder involvement in the planning stage, adopting a similar UN model and having ESD focused themes and programme.

Reference:

Ship for World Youth Alumni Association. (n.d.). SWYNZ Annual Report 2012.

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Appendix C

Paglalakbay ng kabataang Filipino

(The Journey of Filipino Youth)

Case Study 3

Research Context

The Republic of the Philippines was one of the founding members of the Association of Southeast Asian Nations (ASEAN) when it was formed on 8 August 1967. Foreign Ministers from Indonesia, Malaysia, Singapore, Thailand and the Philippines signed the ASEAN declaration in Bangkok, Thailand instituting “cooperation in the economic, social, cultural, technical, educational and other fields, and in the promotion of regional peace and stability through abiding respect for justice and the rule of law and adherence to the principles of the United Nations Charter” (ASEAN, n.d.).

Partnering with the Japanese government in 1974, the establishment of the Ship for Southeast Asian Youth Program (SSEAYP) reinforced the aims and purposes of the ASEAN. The youth goodwill programme of Japan aimed at promoting mutual understanding and developing friendships among young citizens of the countries involved. Eventually, other ASEAN member countries – Brunei Darussalam (1985), Vietnam (1996), Laos P.D.R. and Myanmar (1998) and Cambodia (2000) also joined the programme. After 40 years, about 1,234 Filipino youths have participated in the culture exchange (IYEO, 2013).

The alumni association was organised in 1988 through the SSEAYP International General Assembly (SIGA), which became an annual gathering of alumni. Previously, the official alumni group in the Philippines was named Ship

for Southeast Asian Youth Program Alumni Association (SSEAYPAA), but was recently changed to SSEAYP International Philippines (SIP) Inc. in 2008. The role of SIP has been to assist the National Youth Commission (NYC) in the over-all implementation of the programme in the Philippines. Further to such role is the responsibility to look after its members, most recently to monitor both individual and group (batch) post-programme activities (PPAs) and social contribution activities (SCAs). The SIP president sits on the Council of Presidents (COP) of SSEAYP together with other alumni leaders from 10 member-states of ASEAN and Japan plus the administrators of IYEO and CENTERYE.

In the Philippines, NYC is the over-all implementing body which takes responsibility for selecting and training participating youths, as well as ensuring their successful participation in the programme. Mandated in the Republic Act 8044 also known as “The Youth in Nation Building Act” of 1994, NYC is: “To administer youth exchange programs as well as monitor and coordinate all foreign-sponsored youth programs and projects such as the Ship for Southeast Asian Youth Program and other similar exchanges and goodwill missions” (National Youth Commission, n.d.).

Case Study Findings

What do stakeholders perceive as the strengths and weaknesses of the ship youth programmes?

Strengths of SSEAYP

International relations towards shaping future global leaders

SSEAYP as a youth programme is unique, in the words of Mignonette Reposar (SSEAYP 1979, NYC Presidential Staff Officer IV); it is the “only

programme that brings together a good number of youth leaders in a goodwill cruise that translates into deepened friendship and mutual understanding among the youth in the ASEAN and Japan.” Accordingly, Claudio Ramos (SSEAYP 2009) believes that the programme provides an “avenue to establish strong foundation of international friendships, support and assistance” in myriad of ways. It is a continuing programme which offers opportunity for personal and professional engagement for future endeavours locally and internationally (Reposar, 2014).

Critical to his work at the American Chamber of Commerce of the Philippines, Kent Primor (SSEAYP 2010) considered honed leadership skills and taking initiatives as founding elements in advocating reforms in the workplace. These learnt skills from SSEAYP have helped him establish relationships with foreign counterparts while maintaining his deep sense of nationalism and commitment to “give back” to the country. Such strengthening of international understanding and broadening global perspectives from among the youth is akin to how Sahlee Cariño Camposano (SSEAYP 1991, OBSC 2012 and SIP Board member 2011-2013) described SSEAYP’s strengths. Working in the international banking industry, Camposano appreciated the value of cross cultural understanding that she learnt from having first-hand working relations with different nationalities on board the ship which has since been a major advantage for her work with counterparts from other countries. SSEAYP, according to Camposano, has created global leaders who “see beyond conflict and issues ...and group of people who have broader perspectives of the world.”

Anna Oposa (SSEAYP 2008) is one of the youngest rising global leaders to be part of the World Future Council (WFC) for her advocacy on marine

biodiversity protection. The WFC comprises of up to 50 respected experts representing governments, the arts, civil society, academia, and the business world from all five continents (World Future Council). As one of the voices of the future generation, Oposa represents the civil society as Co-founder of Save Philippine Seas and Global shaper of the World Economic Forum (*see Box 5*). Oposa is a proud Filipina who carries the proverbial Philippine flag but maintains that “[P]rograms like [SSEAYP] expand the way you view yourself, your country and the world.”

Box 5

Anna Oposa
“Multi-hyphenated changemaker”

Anna Oposa is one of the Philippine youth ambassadors for the 35th Ship for Southeast Asian Youth Program (SSEAYP) in 2008. Following her ambassadorial stint in SSEAYP is a long list of titles that goes with her name. She is Co-Founder and official Chief Mermaid of *Save Philippine Seas* – an NGO and independent movement protecting the country's marine resources “by harnessing the power of social media, lobbying for the strict enforcement of environmental laws, and implementing information, education, and communication activities and projects” (Save Philippine Seas, n.d.). She is also Curator of The Global Shapers Community (initiated by the World Economic Forum) in Manila, a network and hub “led by young people who are exceptional in their potential, their achievements and their drive to make a contribution to their communities” (Global Shapers Community, n.d.).

In 2012, Oposa became the first Filipino and youngest recipient of a Netherland Award known as *Future for Nature* which enabled her to finance enhancement and protection of thresher sharks in Malapascua Cebu in the Philippines. Last year, she was named Councillor among the 50 respected personalities in the *World Future Council* coming from governments, the arts, civil society, academia and the business world.

Oposa is a writer, public speaker, PADI Rescue Diver, and environmental advocate. Aside from SSEAYP, she represented the Philippines at the UN Climate Change Conference in Cancun, Mexico. Her written works have been published in various local and international newspapers, magazines, and websites. She co-wrote a workbook for elementary school children entitled "An Introduction to Climate Change for Filipinos".

When asked about the impact of SSEAYP to her life, she simply answered, “[P]rograms like [SSEAYP] expand the way you view yourself, your country and the world.”

Diversity: religion, race, gender development

Alden Capuyoc (SSEAYP 2007) admitted that he had negative notions of Muslim people prior to his journey in SSEAYP. The fear was associated with the rampant killing and hostage taking that happened in the

Philippines back in early 2000. He related however, that because of the programme, he was able to appreciate other religions, especially Islam as predominantly, ASEAN member-states are Muslim territories. He suggested incorporating in the curriculum, mainly through discussion programme a topic on spirituality as an essential component of personal as well as regional development. He went home having strong relationships with youths from Malaysia, Indonesia and Brunei Darussalam – Muslim countries.

Participating youths become culturally tolerant says Leonna (not her real name), Ramos (SSEAYP 2009), Camposano (SSEAYP 1991 and 2012) and Juan (not his real name) as the experience in SSEAYP allowed them to appreciate cultural differences and similarities. The programme continuously provides opportunity for multi-cultural understanding through sharing of experiences both issues and solutions to problems affecting PYs respective countries (Camposano).”Where there is cultural sensitivity, there is a sense of international understanding” Juan continued. The institutional visit and homestay programme allowed youths to have first-hand experience of a country’s unique cultural heritage and day-to-day life (Leonna).

Cultural sensitivity in terms of understanding sexual orientation has been one good outcome of the programme. In 2007, issues affecting gender roles and preferences were resolved when one PY was given proper orientation on board the ship when he “posted a bigoted statement” on one of the cabin doors about a gay PY (Capuyoc). The same circumstance created appreciation of the youth’s role in advancing dialogues not just pertaining to race, religion and cultural background, but also on gender through a cross-cultural understanding discussion group.

Investments for JAPAN-ASEAN: Building Networks

Having endured for 40 years, SSEAYP is now considered the oldest or longest running youth goodwill programme of Japan. This was made possible with the support and funding from Japan and its people through government taxes (Reposar). In addition, each government of the ASEAN countries “allocates a substantial amount from the respective youth ministries for preparatory activities, and hosting SSEAYP country programme” (NYC), thus has become the banner programme of ASEAN – member states.

Funding is generous (Juan), and participation is free, “hence it attracts the best among the best of the youth leaders” (Reposar). Ramos considered this investment as vital for “we are shaping and planting good investments for tomorrow,” that is preparing the youths for the world of work through logical thinking, problem solving and decision making while on board the ship. In the future, Juan reckons “the programme is sustainable with or without funding, as [it] was able to establish a network of empowered people, with bigger responsibility and accountability.”

SSEAYP allowed the creation of various groups and networks among alumni associations and between government youth ministries. In a similar manner, the post-programme activities of recent batches of alumni supported local communities through projects borne out of SSEAYP alumni initiatives (Joanna, not her real name). Having been part of the alumni association for three years, Primor witnessed the dynamic relationship between NYC and SIP.

Weaknesses of SSEAYP

Mechanisms for monitoring and evaluation, guidelines, and standards

Key informants recognised that issues besetting the programme have been a result of a lack of mechanisms to monitor and evaluate the programme, and clear guidelines to standardise the programme implementation. The NYC noted the lack of guidelines for country programmes (i.e. homestay) hence unresolved cases of say, harassment or safety and security of PYs while on homestay. Some homestay families also require proper orientation as to their role in the overall success of the country programme (Juan).

Meryl Grace Agudelo, Ramos (both from SSEAYP 2009) and Camposano (1991, 2012) agreed on the need for a more sustainable mechanism to monitor the return of investment (ROI) of the programme to include PPAs and SCAs, and even track how the participants in each country are, after the programme, including placement of alumni in various local and international organisations. As several interviewees noted, Japan is limited to simply finding out who among the former participating youths have risen to important positions in the government – a monitoring tool that is not encompassing and representative of the impact of SSEAYP (Reposar). Ma. Lourdes Eudela (SSEAYP 2010) suggests consistency in monitoring and evaluation to assist organizers to “look into areas for improvement and how it can be adaptive to the needs of times. By doing so, the program does not lose its significance while trying to bring in some new approaches or schemes to better deliver the objectives of SSEAYP.”

Juan, being part of the alumni association realised undefined roles and responsibilities as “there seems to be no open link between the SIP and NYC.” This was impaired by the fact that the former alumni association still carries

unsettled issues with the current group, thus confusion in the coordination, Juan continued. He even lamented that the post-programme and debriefing sessions were not well processed so that both NYC and SIP could help PYs handle things such as SSEAYP-sickness (var. of home-sickness), re-integration from work and psychological assistance.

The NYC also suggests a unified template for pre-departure training (PDT). An attempt was made to create a PDT manual through the Ministry of Youth in Malaysia but was unsuccessful. The manual will hopefully orient PYs to a common ground of understanding their roles during preliminary activities, on-board activities and post programme activities.

Politics: issues and influence

The selection of PYs is considered one of the crucial stages of the programme. Agudelo noted issues about politicising the programme when selecting youth delegates to represent a region – for example a government official endorsed a youth officer of a particular province. The same constraint was experienced during Juan's time, as political manoeuvring took effect. In the past, Juan applied and was informed that he topped the interview but the slot was given to the previous year's alternate. Several years after, he re-applied, and a split-decision made him an alternate, because one of the panel members in the area happened to be familiar with him and said that Juan had already been privileged to experience several international trips, so they also gave the place to the other applicant. He felt discriminated against, as there was nothing in the selection criteria that prohibits one applicant to be selected because of former international travel.

Reposar also observed political bickering in some countries between national ministry and the SSEAYP alumni organisation. In the Philippines, there was one heated discussion among the alumni on social media about political figures intervening in the selection process in 2012. The challenge is for SIP, according to Agudelo is to unite its members.

High investment vs. intangible benefits

The ship is a very expensive programme, but it struggles to establish any return to the government. The Japanese government has deliberated many times on suspending the programme because of lack of tangible return on their investment. This has been the case in the deliberation of NYC budget for the programme. Building of networks and lasting friendship among the youth leaders of ASEAN and Japan hopefully translates the investment into a tangible outcome (NYC, Ramos and Agudelo). The support and funding of Japan and ASEAN member states also poses a challenge as Juan observed, it seemingly defies “creativity among PYs to augment resources” and to have better accountability after the programme.

What are the challenges and opportunities of incorporating education for sustainable development (ESD) into the ship youth programmes of Japan?

Challenges of integrating ESD

Interests and level of acceptability

SSEAYP is heavily run by the Japanese government (Ramos, Primor), so the “level of acceptability on the part of the CAO of Japan to implement

innovative ideas to make the program more substantive and sustainable” remains a challenge (NYC). Ramos further stressed that since “this is a Japanese funded program, most of the rules and concepts on running [SSEAYP] are characterized by them,” hence the question, “is sustainability an area of interest to Japan?”

The criteria for the selection of participants should also cover interests and career opportunities that relate to sustainability (Capuyoc). Juan posits “personal motivation as a big challenge” thus training participants, as an important component of the programme prior to boarding the ship. Agudelo also asked: “Why is [sustainability] important?” suggesting a method to embed sustainability into the discussion session on board. Commitment is one big challenge among various stakeholders, especially in implementing sustainable projects after the ship (Eudela). “Interests affect commitment,” Juan concluded.

Language and complexity of concepts

Cultural variation, especially cultures which are not aligned to sustainability is also a challenge (Juan). Participating youths are predominantly non-native English speakers, thus discussing “good yet complex concepts” such as sustainability, aggravates the language constraints (Capuyoc). Joanna also noted language problems as a hindrance to effective communication in the discussion sessions. Scholars and practitioners in the field of sustainability struggle to contextualise sustainable development (Robinson, 2004; Norton and Toman, 1997), and language barrier complicate the situation.

Social contribution activities

While post-programme activities are considered direct contributions of youth leaders to their respective communities, enduring challenges include

mechanisms to monitor such projects (Agudelo), and having a responsible entity to look after its implementation (Primor). Hence the role of the OBSC (alumni representative on board) has evolved from simply collating country post-programme activities captured in an annual SSEAYP newsletter “to making sure that PPA planning on board is actually implemented and facilitated within three years after each programme” (Camposano). PPA started in 2007 and became more structured with follow through from OBSCs. In 2012, the programme management module was recommended to be simplified further to suit varying needs of PYs from each country (Camposano).

Philippines is comprised of thousands of islands, and PYs are scattered all over the archipelago, thus geographic divides make it even more complicated to institute projects after the programme (Juan). The 2010 group “Pangkat Sulo” however, initiated 7,107 projects (*see Box 6*) as part of their PPA, to somehow address the geographic divide among the 7,107 islands of the Philippines. Eudela highlighted the vitality of PPAs as PYs’ responsibility to help out communities wherever they may be. “Everyone is now keen on the social contribution... as we acknowledge that this is one of the concrete ways we can pay forward whatever we have learned,” Eudela explained.

Community Development through PPAs*

- **7, 107 Projects** Philippine PYs of batch 2010 known as Pangkat Sulo showed their commitment to PPAs as they contribute to the development of the country's 7, 107 islands. The project mainly aims to establish Community Learning Centers (CLCs) across the nation by providing the necessary educational materials and other learning paraphernalia in poverty stricken areas in the Philippines. Since 2011, four communities have now benefitted from the project namely: CLCs in Valenzuela, Palawan, Zamboanga and a Family Rural Learning Center (FRLC) in Paranas, Samar. This project was in collaboration with both private and government institutions such as the Department of Education and the Commissioner on Higher Education.
- **Project Bayannihan** is a voluntary activity which aimed to assist Gawad Kalinga (GK) build houses for the poorest of the poor residents and provide shelter to and reconstruction of communities damaged by typhoon Sendong in 2011 in Brgy. Sta. Elena, Iligan City. Pintig Pinoy of SSEAYP 2011 spearheaded the project *bayanihan* (literally "cooperative undertaking") and worked to solicit sponsors for housing materials and lots where they can build houses apart from the actual building of houses. GK is an organization whose main purpose is to provide housing to the poor. PYs also commit to the development of the community household through spiritual activity, values formation and good sanitation practices.
- **Project HOPE Philippines** of Bugkos Lahi (PPYs of 2012) is a PPA which highlighted the donation of boats in Lakewood Zamboanga Sur coming from PYs of the 39th SSEAYP through its "Change for change" on board the ship activity. Lakewood is home to a community where school children have to travel (by walking and swimming through the lake) for 3 to 4 hours in order to reach their school. With boats provide for this community, children will now be able to reach their school in about 15 to 20 minutes. The Yellow Boat of Hope Foundation and I CAN Make a Difference Inc., PYS from Singapore and other batches, and the National Youth Commission collaborated with Bugkos Lahi in other activities during the duration of the project. Children actively participated in the yellow boat race which provided fun and color during the Yellow boat Festival. Lakewood elementary students were given training on leadership as well as WATER, Sanitation and Hygiene (WASH) principles. They were also provided with books, school supplies and an electronic and television (ETV) package through generous sponsors of the 39th SSEAYP.

**Source: SSEAYP News 2012, 39th SSEAYP PPA Philippines, 2013*

Opportunities of integrating ESD

Building awareness: contextualizing sustainability

Having ESD integrated into the programme would create first an awareness of issues and solutions that beset sustainability (Capuyoc, Leonna). The values and learning experiences taken away from the programme opens opportunities for sustainable projects (Primor). Through the discussion and even club activities PYs will be able establish their personal understanding and context of SD (Agudelo) which will aid them to implement projects to respective communities after the programme (NYC).

Role of alumni association: stakeholder engagement

Reposar (2014) recommends a consultative mechanism for alumni to introduce innovation and strategies to best portray the role of alumni into the programme. Juan envisions more connected networks and continued spirit of SSEAYP (camaraderie, friendships) towards brighter perspectives and constantly doing something good for the ASEAN community. Collaboration, as Ramos suggested, among the beneficiaries of the programme – alumni – in order to make activities more engaging and relevant to current trends.

Exchange of best practices: PPAs forward

Discussion programmes on board the ship relate to best practices from among the community of each delegate (Leonna and Joanna). Through the discussion themes, there exists an opportunity to share what sustainability practices work for one country, as well as to understand and mitigate challenges met (Juan). The former participating youths of the Philippines from 2009, 2010, 2012 and 2013 were successful in spearheading PPAs and SCAs (see *Box 6*). The

success of PPAs according to Eudela and Primor are a tangible manifestation of SSEAYP's high investment cost.

Do the former participants see opportunities to include sustainability in the programme? What challenge[s] do they consider? How viable is a proposed/recommended strategy to incorporate ESD into the programme? What suggestions can be given to the programme implementers and other stakeholders in order to advance sustainability among youth programmes?

Ramos asserted that “ESD is already incorporated in this programme.” For him, it is a matter of “reformatting some of the activities to make it more applicable to challenges that confronts ASEAN youth.” “Sustainability and ESD are cross-cutting issues that SSEAYP should strongly look into,” Eudela (2014) added, thus a need to further inform discussion themes. Capuyoc (2014) agreed, when he stated that sustainability is “sub-consciously” present among discussion themes, while parts of it are also evident on projects after the programme. While collaboration among alumni and the national organisation is seen as a challenge mainly for geographic spread of former participants, it also presents an opportunity to institute local/regional projects (NYC, Camposano).

Key informants suggested the following strategies for the integration of ESD as well as for the sustainability of the programme:

Incorporate ESD in the itinerary of activities.

Including ESD in the aspects of the programme can be possibly executed through thematic workshops on sustainability issues and project management to hone the capability of PYs in the delivery of PPAs (Joanna, Reposar,

Camposano), and make sustainability a priority in the objectives of the programme (Eudela).

Commitment to sustainable projects, review and redesign the programme

NYC suggested reviewing the goals and objectives of SSEAYP to align sustainable development into the programme. Specifically, review how the programme has developed over the years (Juan), and hopefully redesign to match the expected output from SSEAYP alumni (Capuyoc).

Grace proposes a commitment plan be instituted during the selection process. The plan would simply highlight what the PY would implement as an outcome of the programme after the on-board experience. There should be a practical sustainable project emerging from each discussion theme (Joanna), and would be best shared among alumni (Eudela).

Mechanism for monitoring and evaluation

As it has been a weakness of the programme, Agudelo and Ramos suggested a system that can check and balance projects of alumni, thus tracking the return on investment for Japan and ASEAN member countries. Eudela sees the vital role of alumni associations to be “that [they] will constantly track members and update their information, link to various networks and share education/career opportunities.”

Institutionalisation of community development in the country programme

NYC looks at the opportunity of establishing community development projects during the programme implementation for the countries visited by the ship. Reposar (2014), specifically suggested adding a few more days to the countries visited to fully immerse youth leaders in e doing volunteer work for a

non-profit organisation; not just merely visiting institutions, but partnering with local youths or officials to support a local project.

Summary and implications

Valuing diversity; building networks, and fostering international relations towards shaping future global leaders were perceived strengths of SSEAYP, while politics, high investment cost and mechanisms for monitoring and evaluating the programme were viewed as its weaknesses. Integrating ESD will be met with challenges such as language and complexity of concepts, interest and level of acceptability, as well as geographical divide in terms of implementing sustainable post-programme activities. Research participants however saw the role of alumni association through stakeholder engagement, exchange of best practices among PPAs and the building of awareness towards contextualising sustainability as opportunities if ESD is to be incorporated in the ship youth programme. Therefore, key informants to this research suggested incorporating ESD into the list of activities; reviewing and redesigning the programme to institute mechanisms for monitoring and evaluation; achieving a certain level of commitment to practical sustainable projects, and institutionalising community development during country programme.

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Appendix D

The Journey of Australian Youth

Case Study 4

Research Context

The Commonwealth of Australia has been invited 14 times to join the SWY programme. Among the countries in Oceania, Australia is the one with the most number of alumni of SWY, a total of 162 (see Appendix J) since its last participation in 2010. Considered as the smallest continent, and sixth largest country in the world (Central Intelligence Agency, n.d.), Australia's delegation to SWY is comprised of youths coming from its main cities across the country – a seemingly challenging situation for the country's PPA, whilst advantageous, as the diversity of youths in the country are equally represented.

Following the completion of the 7th SWY, the Australian alumni association was established in March 1995, and was named Ship for World Youth Alumni Association of Australia (SWYAA, n.d.). It is interesting to note that the 2012, SWY country report of Australia recorded only about 20 active members of the SWYAAA from its roster of alumni. The SWYAAA used to have representatives from each batch with key and assistant representatives and a treasurer running the alumni association. Currently, Narges Razavi (SWY 19), Daniel Bao (SWY 19 and SWY 24) and Adam Wood (SWY 19 and SWY 23) are sitting as President, Vice- President and Treasurer of the SWYAAA, respectively.

In the past, the Australian government through the Commonwealth Department of Education, Training and Youth Affairs (DETYA) had a very strong and open relationship with the SWYAAA. DETYA as the primary sponsor for all

SWY Australian delegations coordinates the recruitment and selection, as well as funding the pre-departure preparations of Australian youth delegations to SWY (SWYAA, n.d.). After SWY 19, however, the government pulled out and discontinued its support to SWY. The programme has since then been coordinated through the Japanese embassy in Australia. An active alumni group provided for Australia several opportunities to be visited as ports of call (see Appendix K) in the cities of Cairns, Sydney (twice) and Brisbane (three times) as well as to host the 3rd SWY Global Assembly in 2009, wherein alumni from all over the world both from SWY and SSEAYP gathered in Brisbane.

Case Study Findings

What do stakeholders perceive as the strengths and weaknesses of the ship youth programmes?

Strengths of SWY

SWY Spirit: Mutual understanding, diversity, network and cooperation

The 3rd SWYAA General Assembly in Brisbane, which included a fundraising dinner for a community research programme, highlighted the SWY spirit of coming together and “promoting awareness and mutual understanding of the diversity of cultures” (SWYAA, n.d.). The current SWYAAA President, Narges Razavi (SWY 19) elaborated on ‘SWY spirit’ evident among alumni projects as a way of giving back to the community. It is the kind of cooperation where “young people are influencing each other” in doing voluntary activities; navigating to a complex social terrain, socialising and involvement in not just social but environmental causes all over Australia (Razavi).

Adam Wood is considered by his cohorts in the alumni association as the guru of SWYAAA, being part of the programme as a participating youth in 2007 (SWY 19) and as National Leader in 2011 (SWY 23). Also, he has been a consistent member of the SWYAAA executive committee. Wood considers “variety in SWY” as a strength of the programme, for it allowed people who are self-motivated to run their own activities throughout the whole SWY experience. Some of the volunteer activities on board “created the most powerful learning and opportunities to learn, grow and share with each other” (Wood).

SWY Structure: A total package for leadership and cultural experience

Diversity of participants truly “stimulates a global village where everyone has different talents, skills, perspectives and ideas” (Spottiswood). Sarah Spottiswood (*see Box 7*) participated in SWY 22 (2010) and had been fully immersed in diversity of individuals participating in the programme. “Having 13 different countries represented on the ship allowed me to challenge my prejudices and interact with a broad range of people,” she explained.

It takes two

“I gained a wealth of cultural skills through participating in the programme. I learnt to work in teams with diverse individuals and to adjust my team working and leadership style to accommodate different cultural backgrounds. I also learnt a lot about certain cultures which changed my perceptions of certain cultures and made me more aware of the way young people in different countries think about the world.

The programme has been invaluable in my career. I have been able to use the programme as a spring board to participate in other programs in my chosen field of international law. Officials in the Australian Government frequently have comment on the depth of my cross-cultural skills, which I have developed through the SWY programme. After completing the SWY program, I was awarded a prestigious Prime Ministers Australia Asia Endeavour Award. I also became an Asia Literacy Ambassador which has allowed me to develop my leadership skills whilst sharing the importance of learning about and understanding countries like Japan. I was selected for these roles because of the wealth of experience I have gained through the SWY programme. I have been able to develop an ‘Asia-focused’ niche/field of expertise which was kick-started by the SWY programme.”

Sarah Spottiswood

SWY 22, 2010

Lawyer, Australian Government Solicitor, 2014

Global Voices – Delegate to the WB and IMF Fund Spring Meetings, 2014

Nick Palousis

SWY 15, 2002

Founder and CEO, 2XE

SWY participant Emma Wooldridge noted during the research interview with her how Nick Palousis became deeply involve with sustainability topics as many times during informal conversations he would talk about such topic. In Nick’s profile at 2XE website the following were written:

“Nick has spent a decade of his career working with businesses, governments and research institutions to help them to both understand the business case for sustainability, and implement strategies to achieve competitive advantage in a carbon and resource-constrained environment. ... He has worked on engagements across Australia and abroad, including Singapore, China, Thailand, Japan, US, Germany, Belgium and UK. ... Nick has delivered over 80 workshops and presentations to businesses across Australia and internationally on sustainable business practices.

“In 2006 Nick was announced Young South Australian of the Year, in 2007 was awarded the British Council Eureka Prize for Young Leaders in Environmental Issues & Climate Change, and in 2008 the Australian Davos Connection’s Future Summit Leadership Award and UNESCO Adelaide Award” (2XE, n.d.).

Source: <http://www.2xe.com.au>

Wood, although uncertain of the value of the programme to Australia, reflected on the “chain effects of the people who use their skills and networks that they develop from SWY in doing different things in order to make Australia and the world a better place.” “SWY had a massive impact on me in terms of giving me new skills and confidence, in particular the work in cross cultural field where I am passionate about... and continued in that work internationally,” Wood added.

Raw experiences, ranging from understanding and sensitivity to other cultures, brainstorming, collaborating; dealing with conflicts and personality, and managing different people’s expectations are some of the benefits of the programme according to Razavi. The hands-on experiences in SWY helped Razavi in her work as a lawyer in a big law firm in Perth.

SWY Opportunities: work and beyond

SWY offered innumerable opportunities for the participating youths; more specifically in their field of work after the programme.

“I have been able to use the programme as a spring board to participate in other programs in my chosen field of international law. Officials in the Australian Government frequently have commented on the depth of my cross-cultural skills, which I have developed through the SWY programme” (Spottiswood).

Dan Bao, Vice-President of SWYAAA, participated in SWY 19 and also served as Leadership Advisor for SWY 24. The programme, according to Bao strengthened his ability to network internationally. Most recently, he assisted a fellow former participating youth from Mexico to live and work in Beijing as a native Spanish teacher in Tsinghua University. Bao concluded by saying that the “strengths are the opportunities it creates.”

Weaknesses of SWY

Communication: Concepts and medium

Language barriers, as Wood recounted, remained one of the issues in streamlining high-level “concepts such as globalisation, cross-cultural communication, diplomacy, sustainability, etc.” SWY is completely run using English as the medium of communication among all the participating youths, however half of the participants are Japanese, Wood observed. This particular issue slows down an element of the programme and “potentially impacts on people’s ability to participate and fully integrate and be involved in the programme... there will always be participants who will not be as involved as others” (Wood). Spottiswood concurred, saying that language barriers “sometimes prevented meaningful interactions between participants or full engagement by some participants who were not able to communicate in a language other than their own.”

Coordination: Geographic divide and government support

Geographically, “Australia is a vast country,” according to Emma Wooldridge (SWY 15), thus an enormous “challenge to coordinate between what happens when PYs return to their home” cities. Maintaining an active involvement after the ship programme has always been her concern, and that of the alumni association as well. The geographical divide which separates former participating youths has weakened the organisation’s post-programme activities in including people from all over Australia. The challenge of having people involved in SWY who “are typically highly motivated, active and busy people... and without any kind of coordination from the central point [alumni association], often those PPA tend to be smaller than the vision when PYs are on the ship” (Wood).

Since SWY 19, the Australian government ceased its support of the Japanese programme. SWYAAA members pooled their own resources to assist the Australian delegation for SYW 23 and SWY 24 including the Port of Call, where before, the government would provide financial support for SWY activities. Razavi even wrote a petition to the Department of Foreign Affairs and Trade when she was working for the Department of the Environment, because she believes that young Australians need to be able to participate in the programme.

What are the challenges and opportunities of incorporating education for sustainable development (ESD) into the ship youth programmes of Japan?

Challenges of integrating ESD

Communication: Concepts, medium, plurality

Many times, in-depth discussions were hindered because of language barriers (Wood). Solheim and Wood pointed out the need for both PYs and advisors to present creative and stimulating discussions on board amidst the challenge in the medium of communication. Lilian Solheim, former participating youth from Norway (SWY 21), advisor on SWY 23 and alumni board of the Norwegian SWY Alumni Association experienced a challenge in the multiplicity of cultures on the ship. As a former advisor to SWY for the discussion course on Volunteerism, Solheim realised that she needed to adjust her outlined discussion plan. She prepared a role play activity, but then noted that some participating youths were having difficulty in understanding the context because the setting that she was “creating in the advocacy role play did not apply to the reality back home.”

Wooldridge sees the programme as a symbol of sustainability in terms of adapting to the resources and needs of time; however she considers sustainability itself as a challenge. In terms of discussing topics such as sustainability, this could be both limiting and encouraging more conceptualisation with the plurality of scope and interest arising from diverse cultural backgrounds (Wooldridge). “I do think it’s worth exploring the options for making the future of SWY more sustainable, as in making people responsible for their own experiences post-program” Wooldridge added after allowing her to read the draft case study report, that the validation part triggered some more critical thinking about what she and others have said. .Razavi and Wooldridge agreed on the question of relevance of focusing the programme on sustainability, and said that it should not be a simple tick a box experience.

Opportunities of integrating ESD

SWY Sustainability: Holistic, targeted and effective

There is an opportunity to make the programme targeted and effective according to Spottiswood. In integrating ESD into the programme, “stakeholders can approach these challenges and opportunities by looking at the long-term benefits from ESD in order to justify the initial challenges,” Spottiswood said.

Wood views sustainability of the programme as a top-down mechanism which would ensure that ESD will be integrated into all aspects of the programme, thus making it holistic. He also surmises that in order to approach the challenge of financial sustainability, there are aspects of the programme which need to be reconsidered to cut or lessen cost. In such a way, it would require structuring

SWY to be more project-focused, making it easier to report outcomes of the programme (Wood).

SWY PPAs: From awareness to Action

Razavi considered young leaders' awareness on global sustainability issues and as to how their understanding could be translated into practical actions as vital. "Awareness would translate to action because people [who] are more aware would do things and would share information, people will access the information and would do something," she explained.

The 2010-2011 Country Report showcased individual and personal contributions of alumni. Members of SWYAAA have been "active in their own fields and contributed to their communities through volunteering, environmental activism, and academic and professional achievements including winning scholarship to Harvard, attending the 2010 Cancun Climate Change Conference and volunteering at the Mary Mackillop Special needs outreach centre" (SWYAAA Country Report, 2011).

"Speak Your Mind" (SYM) is a project that was initiated by Linh Do (SWY 22) a year after her participation. SYM is a cross format publication working on communications to aid advocacy and mainly focused on environmental issues "where they communicate the crisis whilst advocating solutions" (SWY World, n.d.). Earlier, one SWY project known as 'Speak Out' invited past SWY and SSEAYP delegates to secure public speaking engagements and to speak out on a range of youth topics. Over time, SYM revolutionised the format, and one of its ambitious undertakings was an interview with Bill

McKibben of 350.org before the November UN climate change negotiations in Cancun, Mexico (*C&S with Bill McKibben in Cancún*, 2010).

What suggestions can be given to the programme implementers and other stakeholders in order to advance sustainability among youth programmes?

Strategies for sustainability and ESD

ESD curriculum: A closer look at the programme outline

In terms of environmental sustainability, the programme can be redesigned to integrate courses on sustainability combined with practical actions to contribute toward the cause. The youth of the world are interested in these concepts and want to learn more about them. ESD can be included as a seminar topic, as dinner-table discussion points and as port-of-call activities. The SWY programme gives participants a unique opportunity to compare approaches to ESD in many countries. This should allow participants to find successful models for ESD and unsuccessful models to ESD and incorporate the successful models back in their own country (Spottiswood).

Wood suggested a need for a closer look at SWY curriculum (outline) and “perhaps changing the application process to consider people looking into the area of sustainability... and possibly ask them to commit to sustainability.” Also he added, asking, “What are [the programmes’] learning outcomes?” PPAs should be embedded more into the programme, Wood suggested a system such as “applicants sign up for a one-year experience, they prepare for SWY, develop a project, participate on SWY and learn some skills, they go home and run their projects and get a certificate upon completion...”

ESD conversation: participatory policy making, keeping abreast with technology

“The project (this research) you are doing is very important... it brought about richness,” towards sustainability of the programme, Wooldridge said. People from SWY, she suggested, should keep the conversation going and keep everyone updated about what others are doing for their communities. Technology adds to culture, “I would propose an application (apps) or social media platform that would update everyone on SWY”; this would, in many ways be a form of valuing and recognising micro level programmes that are happening around the world (Wooldridge).

ESD contributions: PPAs, sponsorships, marketing youth programmes

SWYAAA had successfully implemented PPAs since its establishment, from forming a facility for stronger network of alumni all over the world to individual and group projects that benefitted the community. Some of its notable PPAs include ‘SWY Micro-finance project’, ‘One Book Project’ and ‘Lautoka Hospital Upgrade’ (see Box 8).

There are multiple mutual benefits from SWY according to Spottiswood, which means both Japan and participating countries should promote and contribute to its success.

Programme implementers should effectively market the importance of youth programmes to stakeholders. Stakeholders who can see the benefits of such programs are more likely to have a vested interest in promoting and ensuring the sustainability of the programme. Effective planning and a willingness to think creatively about sustainability solutions are also important (Spottiswood).

Box 8

Economic, Health & Education in PPAs*

- **SWY Micro-Finance Project** pooled over 50 former SWY participants and was able to finance \$16,000 worth to projects from groups and individuals initiated by fellow PYs from around the world. “Australian Ex-PYs from SWY 23 were passionate about micro-finance and have organised a group and on the website KIVA. This website enabled people from all over the world to give loans to people in the developing world to support their projects. Over time they will pay back their loans.”
- **Lautoka Hospital Upgrade** is a charity project which collected about 12 “Tea Chests” of goods over a 3-month period. The primary aim is to upgrade a children’s ward through contributions to raise the comfort of children and carers during their stay in the hospital and to minimize the impact of hospitalisation on the individuals.
- **One More Child Goes to School and Rural Viti School Projects** provided scholarships to Sri Lankan school students aged 15-18 years to allow them to continue beyond primary and to undertake higher education. The project also gave computers to primary schools in rural areas in Fiji.

**Source: SWY AAA Annual Country Report 2009, 2012*

Summary and implications

The SWY spirit of cooperation, and structure which accommodates leadership and cultural experiences, and opportunities for future work and beyond were cited as strengths of the programme. Communication (concepts, medium and language barrier), as well as coordination (lack of government support and geographical divide) impedes the implementation of SWY in Australia, and thus were indicated as challenges in integrating ESD. The opportunity includes sustainability of the programme, and PPAs reflecting awareness to action towards sustainable

development. For ESD to be integrated in SWY, research participants suggested that ESD curriculum, conversation and contributions be streamlined.

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Appendix E

“Na I Lakolako ni tabagone ni Viti”

(The Journey of Fijian Youth)

Case Study 5

Research Context

The Republic of Fiji has since 1988 been part of SWY and the only nation in the Oceania region to have been invited to the 2014 Global Leaders Development Program (GLDP). Formerly known as SWY, the Japanese government renamed the programme GLDP in 2013 after major decisions on the abolition of several international youth exchanges in Japan. Fiji was also part of the 2014 port of call, where Japanese participating youths were divided into four groups to travel to four different destinations for the Japanese Mission.

In total, about 145 young leaders from Fiji successfully completed SWY and GLDP. These young leaders were organised as Ship for World Youth Alumni Association of Fiji (SWYAA Fiji). Established in 1999, SWYAA Fiji closely operates with the Ministry of Youth and Sports (formerly Ministry of Youth, Employment Opportunities and Sports). SWYAA Fiji and the Ministry of Youth both work in all aspects of the SWYP-GLDP – from SWY promotion, recruitment and selection of delegation, training, pre- and post-programme activities as well as ports of call when Fiji is to be visited by Japanese and overseas participating youths – five times in the capital city of Suva (see Appendix K).

A dynamic alumni association in Fiji has withstood the country’s political turmoil and is united in the spirit of the SWY programme, fostering good relationships and understanding, not only among its members, but also with the

community at large (Country Report, 2009). SWYAA Fiji has its own alumni charter adopted in 2005 after the 17th SWY and during its first Annual General Meeting (AGM). An executive committee elected by members governs SWYAA Fiji. Currently, the executive committee is composed of the following: President, Patrick Morgam (SWY 15); Vice President, Gulnasheen Dean (SWY 3); and Treasurer, Prem Lata (SWY) 21 (Country Report, 2013). SWYAA Fiji is a voluntary group with about 30 active members (Country Report, 2013).

Case Study Findings

What do stakeholders perceive as the strengths and weaknesses of the ship youth programmes?

Strengths of SWY

Youth development

One of the objectives of the Global Leaders Development Program (GLDP, formerly SWY) is to “[i]mprove leadership and management skills by listening to the seminars by experts, and planning activities by themselves” (Ministry of Youth and Sports, n.d.). This particularly has been one of the biggest takeaways for Emily Erasito (SWY 23), who was a youth advocate even before the programme. Erasito claimed that SWY, as a learning programme “fuelled her passion [for] youth advocacy.” After SWY, she volunteered with the Ministry of Youth and Sports until she became the General Secretary for the National Youth Council of Fiji. “The skills I had acquired did assist me greatly then and still do now,” she added.

Another testimonial coming from a SWY-alumna-turned-youth-officer for the Ministry of Youth and Sports Fiji talked about how SWY impacted on her personal and professional life when she said:

[I] learned a lot from the SWY program such as on topics like environment, intercultural (understanding), and volunteerism. This program was an amazing experience. It changed my life both professionally and personally. The SWY program inspired me to further my education thus in 2012, I completed my Masters in DEVELOPMENT STUDIES. This inspiration was an outcome of workshops, seminars, interactions with youths from other countries on board Nippon Maru. Since then I choose a career in youth development (Devina Devi, SWY 19).

While working as a youth officer of the MYS Fiji, Devi is also an active financial and committee member of SWYAA Fiji. Both her roles allow Devi to promote the SWY programme during outreach sessions with youth from Central divisions in Fiji.

SWY Family: “Spirit of international cooperation”

Fostering friendship, unity, peace and understanding dubbed as the “SWY spirit” has been part of alumni through their active involvement in their respective communities as well as international networks (SWYAA Fiji Annual Report, 2009). SWY alumni Rusiate Cabaivalu (SWY 23) and Samuel Avinash (not his real name) said that they have been blessed with friends not just from their country but also from the rest of the world. “After seven years of our participation... we are still connected with other participants in the country and in the region... SWY alumni around the world continue to assist each other in times of need” Devi added. One classic example was when IYEO-Japan assisted Fiji after cyclone Evan (Devi).

The programme encouraged multiculturalism through different activities on board such as discussion sessions where participating youths share and talk to people from all over the world, thus facilitating networks (Cabaivalu). Understanding cultures; building relationships, interaction, exchange and learning were some of the strengths of SWY, according to Avinash. These remarks are in line with one of the objectives of the programme, SWY has to “broaden global views as well as strengthen the spirit of international cooperation and practical skills in various fields in global society, contribute to areas such as economic recovery, reconstruction and local revitalization” among the participating youths (Ministry of Youth and Sports, n.d.).

Weaknesses of SWY

Motivation, Free Programme, Sustaining Interests, Building Commitment

Participants to SWY are given the opportunity to travel for free. Almost all parts of the programme are provided for the participants without any financial obligation at the end, thus either the alumni association or the programme grapples with challenges such as commitment, motivation and interests, both during and after the programme (Devi and Erasito). Erasito mentioned difficulties in maintaining a level of interest and lack of motivation from the participants:

When I went on this program one weakness I saw was that some participants were more alive in recreational sessions and social part of the program than the academic learning part. That is they are not punctual to classes or can miss classes but [were] never late or misses the parties on board (Erasito).

“After completing SWY program, most participants disconnect from SWY alumni,” Devi observed. “There is no sense of moral responsibility or obligation felt by participants to continue achieving the objective[s] of SWY programme in Fiji’s case,” she continued.

What are the challenges and opportunities of incorporating education for sustainable development (ESD) into the ship youth programmes of Japan?

Challenges of integrating ESD

Conceptual nature of development and sustainability

“Sustainable [development] is a paradox... most developing countries are more focused on getting money than focused on sustainability,” Devi opined. She is adamant as to the possible challenges of integrating ESD, but suggested the need to have commonalities in understanding opposing concepts of sustainability (Devi). Cabaivalu declared similarly, saying, “[T]he challenge will come from third world countries ...the effects of it (development) to society and the environment.”

Commitment and discipline of participants

Incorporating ESD into the ship youth programme would require implementers to approach the challenge of having committed and disciplined participating youths (Erasito). “If young people only see SWY program as a social trip [and] not an academic trip, then sustainability in education will only be a dream,” Erasito noted.

Opportunities of integrating ESD

Sharing: knowledge, best practices and resources

One of the opportunities if ESD is integrated into SWY is knowledge-sharing. Cabaivalu stated that participants “will have the opportunity to be educated on what [other] countries are doing and they will take this discussion back to their community.” In the same way, “developed countries will learn about challenges of countries in the Pacific and will hopefully propel them to action,” he added. Aside from former participants engaging in environmental activities such as tree planting and clean-up, best practices from countries that succeeded in their environmental advocacies are shared (Devi). Erasito explained:

This program promotes the environmental, social cultural and economic aspects of Fiji. That is, when on the program we were able to share good environmental practices done in Fiji and so as well learn about the other countries’ best practices. During national presentations, we were able to make known our cultural aspects and promote Fiji to the world.

SWY has heightened a sense of networking and cooperation from alumni from different countries. Technology facilitates after-SWY-alumni-engagements, thus sharing of human resources have been extended to activities such as assisting one country develop an alumni website. Eventually, collaboration between neighbouring countries such as Australia and Fiji have been manifested in some post-programme activities (*see Box 9*). Having ESD integrated into SWY will

contribute to meaningful conversations, sharing knowledge and best practices leading to sustainable projects across country and the world (Cabaivalu, Devi).

What suggestions can be given to the programme implementers and other stakeholders in order to advance sustainability among youth programmes?

Strategies for sustainability and ESD

PPAs: Monitoring, Alumni's Post-programme on sustainability

Post-programme activities, especially those on sustainability should be a

Box 9

Education and Training Youths of Fiji*

- **Another Child Goes to School** supported students from Saint James the Worker Primary School continue their education by providing financial support and school supplies. SWY 21 of Fiji initiated this PPA.
- **2nd Pacific Youth Festival (Suva, Fiji)** gathered about 1, 400 youth leaders from 22 countries in the Pacific, 130 youths from Fiji. This event allowed participants to train leaders and learn from each other's' experiences including visions of how young people can lead in promoting positive change and create an impact towards regional development. Discussion themes included topics such as "promoting healthy lifestyle, Pacific identity, climate change adaptation, governance, peace and security and skills for life which were enhanced in tandem with workshops, sports recreation and cultural night. The head and members of the organizing committee were mostly alumni of SWY.
- **Kindergarten Project** involved 30 former SWY participants in assisting 3 kindergarten schools namely Naila, Muana, and Navuso Kindergartens. The project which was held in July 2012 assisted said schools through financial support for the upgrading of their facilities and also provision of books and soft toys collected through a book/soft toy drive.

**Source: Annual Report 2009, 2012*

compulsory component of the programme (Devi). Erasito contemplated the sustainability of the programme and possible integration of ESD: “Only through good monitoring process that enables [implementers] follow up on those who have completed the program ...gauging projects implemented in relation to the programme.” This monitoring tool will serve as feedback for the Japanese government and will guide alumni to implement their learning into action (Avinash).

Funding: Financial investment from participants

The alumni association of Fiji felt the need to support SWY to resolve its issue on budgetary requirements in order to continue the international exchange. One suggestion is to have post-programme activities manifest the benefit of the programme (Erasito). Devi also suggested,

All participating youths have to pay a small participating fee that can go towards worthwhile project around the world. Thus they will not [only] feel good about attending the program but also feel good of knowing that they have establish a project which has brought smiles to people's faces (Devi).

Summary and implications

Youth development and international cooperation are two of the outstanding strengths of SWY in Fiji, while motivation, sustaining interests and building commitment from among its alumni members represents both a weakness and challenge to have ESD part of the SWY. Sharing knowledge and best practices in terms of PPA are opportunities, and they recommended monitoring and funding alternatives (financial investment from participants) as indispensable.

Appendix F

Perjalan Pemuda Indonesia

(The Journey of Indonesian Youth)

Case Study 6

Research Context

Indonesia has been one of ASEAN's pioneer member-states since it was established in 1967. Touted as the "necklace of equatorial emeralds," the Republic of Indonesia is "now the world's third most populous democracy, the world's largest archipelagic state, and the world's largest Muslim-majority nation" (indo.com; CIA, n.d.). Comprised of 17,508 islands – only 6,000 of which are inhabited – the country is home to a population of about 253 million people – 86 per cent of which are Muslims (CIA, n.d.). SSEAYP's participating youths from Indonesia represent such a diverse culture which spans the archipelago between Indian and Pacific Oceans.

About 1,760 of its youths have been beneficiaries of the SSEAYP. Every year these young leaders characterise the plurality of culture from major islands and regions of Indonesia. SSEAYP International Indonesia, Inc. (SII) is the alumni association with about 1,300 active members. SII was formed in 15 September 1987 when MS Nippon Maru docked in Semarang, Central Java during a SSEAYP port of call. The country, through SII has hosted SSEAYP International General Assembly (SIGA) three times in Jakarta (1991), Bali (2000) and Jogja (2009).

SSEAYP in Indonesia is carried out through the Ministry of Youth and Sports. The Ministry, with a vision to be a "[r]ealization of resource quality youth

and sports in an effort to improve Indonesian human being who have a national perspective; leadership is noble, independent, healthy, intelligent and skilled, and competitive achievement is based on faith and God-fearing” had since been a dynamic force behind SSEAYP and also one of the vital stakeholders for the youth programmes of Japan (Ministry of Youth and Sports, n.d.). Together with the alumni association, the Ministry works hand and hand with IYEO and the CAO of Japan in the successful implementation of the ship youth programme.

Case Study Findings

What do stakeholders perceive as the strengths and weaknesses of the ship youth programmes?

Strengths of SSEAYP

Goals: Friendship, networks, SSEAYP family, Cross-Cultural Understanding

SSEAYP as a youth programme exemplifies its strengths through the achievement of its goals – mutual understanding, friendship and international cooperation. Karina Miatantri who participated in 2009 during the 36th SSEAYP, reflected on cross-cultural understanding as the most important lesson she has learned from the programme. Having worked with a few multi-national companies (MNCs) in the past, the programme’s exposure of participants to different cultures enabled her to have a higher sense of cultural tolerance and understand how people from other countries think and work. The programme, according to her, also blessed her with a large number of friends both from Indonesia and the rest of the countries’ delegates in SSEAYP. Thus, she has

maintained international networks, not just with former participating youths, but also with the host families from countries visited during her participation in 2009.

Structure (intensity of activity, length, and organisation)

Khaleed Hadi Pranowo is a newly inducted member of the SII. Pranowo participated in 2013 in what delegates dubbed as ‘the legendary batch’ as the programme turned 40. As the youth leader of the Indonesian contingent, Pranowo observed an organised and well-structured youth programme, where participants coming from different countries have the opportunity to interact and achieve mutual understanding of common issues in the ASEAN-Japan relations. Miatantri shared similar insights, saying that the intensity of activities in SSEAYP proved beneficial to young leaders on board: “We have to be together all the time (for 52 days)... activities are strengthening the bonding of the PYs,” she added.

Having participated three times in the programme, Evan Ferdian (SSEAYP 2001, 2002 and 2012), knew how the structure and organisation of activities for SSEAYP specifically works for its goals. Ferdian joined twice as a participating youth because the programme in 2001 met with an accident in Brunei Darussalam, and all participants were sent back to their respective countries before its completion. In 2002, all PYs from 2001 were given the chance to rejoin the ship, and in 2012 he was chosen as one of the discussion facilitators on board for the theme *Environment: Climate Change*. Ferdian noted how PYs created voluntary activities and projects relating to conservation of energy, minimising food waste, etc.

Weaknesses of SSEAYP

Matching discussion with PPAs

Miatantri and Ferdian are both with the environment discussion groups and were aware that at times, discussions did not match the projects that needed to be implemented after the programme. However, “PPAs are now becoming serious,” Miatantri commented, and she has seen the changes after a series of challenges in proving the worthiness of the programme to Japan.

Sense-making: Documentations and ‘so what?’

One more grey area, according to Miatantri is how the programme, and how each country is doing its documentation (record keeping). She recommended a “portal where everyone can continue sharing country perspectives and best practices” even after the programme. In doing so, the projects after the programme can be easily documented (Miatantri). Of the many projects carried out in many different countries, there is one more room for improvement: “How do we make it more meaningful to Japan and ASEAN?” Pranowo asked.

What are the challenges and opportunities of incorporating education for sustainable development (ESD) into the ship youth programmes of Japan?

Challenges of integrating ESD

Funding, future

Ferdian looked at both funding and future as challenges of incorporating ESD into SSEAYP. Fully aware of the many issues on the abolition of SSEAYP because of economic difficulties in Japan, Ferdian is concerned that the funding should first be ensured on top of everything else.

Learning Gap (students and professional)

Having facilitated the discussion programmes in 2012, Ferdian also noted that the PYs grappled with the discussions, not only due to language barriers, but also because of the disparate gaps in age among youths on board. Initially, students had difficulty comprehending high level discussions, and even expressing their thoughts with youths who have maturity and practical work experience. Ferdian also saw this as beneficial, because towards the end of the discussion, all of them gathered valuable learning from each other.

Opportunities for integrating ESD

Attract better human resources

Programme components such as discussion, solidarity group, volunteer activities and even a national day presentation contribute to the sustainability of culture (Miatantri). Integrating ESD, Miatantri added, presents an opportunity to pool young leaders who will be advocates of sustainability in their own regions.

Scope: Issue-based discussion

Pranowo believed that one opportunity for the programme and its participants, would be an array of broader themes for discussion, which would allow better chances of in-depth conversation on issues that matter. He looked at having PYs geared up for meaningful practice and conduct of PPA through dialogues derived from “issue-based experience.”

What suggestions can be given to the programme implementers and other stakeholders in order to advance sustainability among youth programmes?

Strategies for sustainability and ESD

Standards for programme implementation

Setting standard procedures and a template for country programme implementation is one promising area for better integration of sustainability concepts into communities visited by the participating youths (Pranowo). Ferdian suggested ensuring participation of alumni through consultations, and to involve the communities affected to benefit from the programme.

PPAs to showcase best practices

Alumni associations and the government of Japan should take a critical look at PPA implementation (Miatantri). Indonesia over the years, showcased worthy community projects (*see Box 10*) which other countries in the ASEAN region could emulate.

A proposed suggestion is modifying the selection process to include criteria from participants that secure future plans and projects after the programme (Miatantri, Ferdian). Pranowo recommended better coordination and clear directions prior to any on board discussion, and the need to showcase best practice from each country.

Box 10

*Children, Fabric of Culture**

- **Post to Post Edutainment for Children of Paper Box House** combined all discussion topics on board the ship into 4 posts of activity. The aim of the project is to educate and assist children aged 7-12 years old who are living in paper box houses in a slum area in Jakarta. Indonesian PYs of 2010 facilitated this project in order to promote reading habit, teach children through fun activities, storytelling by PYS and children, and book donation to ‘Rumah Belajar’.
- **Open Your Window to the World** mainly aimed at opening children’s eyes to the world through learning English. Participating Youths of Indonesia for 38th SSEAYP launched the project in West Java to help children gain more knowledge, acquire good reading habits by providing these young generation books that they may enjoy learning. PYs saw this activity as an opportunity to promote SSEAYP to children. The long-term project of IPYs 2011 continued supporting Rumah Zakat – a non-profit organization supporting the government in poverty eradication and education to underprivileged societies in Indonesia.
- **SIAP (SSEAYP Indonesia for Exchange and Preserve)** is IPYs 2012 post-programme activity with an aim to improve the economy of Kulon Progo district at D. I. Yogyakarta. They wish to preserve Batik as Indonesian intangible heritage as recognized by UNESCO. First phase of the programme is the setting up of a website which features online buying and selling of Batik. Ten per cent of the profit goes to Mitra Netra Foundation for Braille book production. The second phase involved creating a Batik training program to support new generation of Batik maker thereby increasing employment rate in Kulon Progo district.

**Source: SSEAYP News 2012*

Summary and implications

The goals and structure of SSEAYP are two of the named strengths of the programme, as SSEAYP hones friendships, networks and cultural understanding, as well as providing comprehensive cultural experiences to future leaders. The weaknesses of SSEAYP and the challenges for ESD to be incorporated reflected similarly on learning gap and mismatch of discussion with PPAs, as well as future funding and documentation (impact) of the programme. Research participants considered having standard procedures and templates for programme implementation at the country level and also redesigning the process, such that from delegates' applications to post-programme activities, PYs are directed to follow a certain system.

Appendix G

SWOT Analysis from SWY Discussion Facilitators

SWY20 facilitator 's SWOT analysis on SWY

<p>Strength (強み) Intercultural experience 異文化体験 Improvement of the language skills 語学力アップ Commitment for internet generations コミットメント (インターネット世代) Multi national exchange 多国間交流 Participation of various countries レアな国が参加 Pride of being part of national program 国の事業に参加したという自負・誇り Step-up experience for studying overseas/international cooperation 留学・協力隊へのステップ Certificate by the UN university 国連大学からの証明・修了証 Priceless experience on board the nipponmaru にっぽん丸サイコー Nurture spirit for implementation すぐに活動を起こせる力を養える</p>	<p>Opportunity (機会) Human development 人材育成 Solidarity 協調性 Diversity Management (多様性マネジメント) Developing social entrepreneur ソーシャルアントレプレナー (社会的企業家) の育成 Venue to take immediate action 企画をすぐに行動に起こせる場 Development of EQ 共感力/EQ の向上 Co-Educational platform 共育の場 Contribution 貢献力 (give & give) Platform for human incubation 人材インキュベーションとしての存在 Self esteem セルフエスティーム (自信) を高める Opportunities いろいろなきっかけ・気づき diplomatic protection 予防外交 Japan-blanding 国際事業でのリーダーシップの育成及び、国際貢献国としての日本のブランディング Team building ADM のチームビルディング</p>
<p>Weakness (弱み) Rather take&take than give&give give&give ではなく、take&take の意識 Lack of staff training ADM 養成プログラムの欠如 Mission statement is not shared enough ミッション・ステートメント (事業目的) が認知されていない Insufficient recognition of program porpose 誰のためのプログラムかの認識が弱い Needs matching 時代の流れとプログラム内容の乖離</p>	<p>Threat (恐れ、脅威) Expectation difference among PYs on the academic side of the program PY の中には UN のアカデミックさを求めている人もいることとのギャップ Accountability for the sponsor 納税者に対するアカウンタビリティー (説明責任) Insufficient recognition of the program sponsor by PYs 参加者の慣れ (血税で出来ている事業という意識の低下) Lack of commitment among youth ネット・携帯電話によるコミットメントの低下 Confusion with peace boat 「ピースボート」との混同 Negative input by being accustomed to the program by exPYs. ExPY の慣れ (ネガティブな情報を PY に与える)</p>

Appendix H

SWY discussion course list 2004-2013

	Fiscal Year*	Implementation	Topics						
			Inter-Cultural Understanding	Economy	Education	Environment	Information/Media	UN	
SWY17	2004	2005	Inter-Cultural Understanding	Economy	Education	Environment	Information/Media	UN	
SWY18	2005	2006	Economy	Education	Environment	UN	Volunteer	Youth	
SWY19	2006	2007	Community & Lifestyle	Education	Information/Media	Intercultural Understanding	Volunteerism	Youth Development	
SWY20	2007	2008	Community and Youth	Cross-Cultural Understanding	Education	Environment	Information and Media	Volunteerism	
SWY21	2008	2009	Cross-Cultural Understanding	Education	Information/Media	Sustainable Global Community	UN	Youth Development	
SWY22	2009	2010	Cross-Cultural Understanding	CSR	Education	Environment	UN	Volunteerism	Youth Development
SWY23	2010	2011	Cross-Cultural Understanding	Education	International Political Economy	Sustainable Global Community	UN	Volunteerism	Youth Development
SWY24	2011	2012	Cross-Cultural Understanding	Education	Information and Media	International Relations	Leadership Development	Sustainable Lifestyle	Volunteerism
SWY25	2012	2013	Cross-Cultural Understanding	Education	Environment and CSR Course	Information and Media	International Relations		
Global Leaders Development Program	2013	2014	Youth Entrepreneurship	Cross-Cultural Understanding	Environment	Information and Media			

Appendix I

Ship for Southeast Asian Youth Program (SSEAYP) Discussion Themes

Themes	32nd (2005)	33rd (2006)	34th (2007)	35th (2008)	36th (2009)	37th (2010)	38th (2011)	39th (2012)	40th (2013)
Corporate Social Contributions									
Cross-cultural Understanding Promotion									
Environment									
Environment (Climate Change)									
Environment (Natural Disaster Reduction)									
Food and Nutrition Education									
Food Culture / Food and Nutrition Education									
Health Education (Measures against HIV/AIDS)									
Information									
Information (Digital Divide)									
Information and Media									
Information: Media, PR, IT, etc.									
International Relations									
Inter-cultural Understanding									
International Relations (Japan-ASEAN Cooperation)									
School Education									
Traditional Culture									
Volunteer Activities									
Youth Development									
Youth Development Activity in Community									
Youth Leadership Development									

Appendix J

Roster of SWY Countries and Alumni

Participating Countries, Number of Participants, and the Alumni Associations (AA)

Area	Country	AA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total	
Asia	Japan	O	103	100	103	101	103	114	112	114	118	116	116	122	117	119	117	124	120	118	117	116	108	130	126	129	116	2879	
	Bangladesh	O				11				12																		23	
	India	O		18		9		19				12		9		10		11		10		9		12		11		130	
	Nepal	x					9																					9	
	Pakistan	x		12																								12	
	Sri Lanka	O		12		20		20		19		20				10	10							12		11	10	144	
	Algeria	x				10																						10	
Africa	Cameroon	O														11												11	
	Egypt	O		21		20		11		11		20		9		10		12			11		12	11		11		159	
	Kenya	O				12		19		13		19				11			11	12				11			8	116	
	Mauritius	O														11			11	12			12					46	
	Morocco	x		9																8								17	
	Senegal	x						10																				10	
	Seychelles	O												9				12			11							32	
	South Africa	O								18		13		9		11							10					61	
	Tanzania	O							20		13		9	9			12						10			11		84	
	Tunisia	x		12																								12	
	Europe	Belgium	O								13				8														21
		Finland	O					12									10						11						33
Germany		x		12																								12	
Greece		O		20			20				10					10				10				11				81	
Hungary		KP				12																						12	
Italy		x		11																								11	
Netherlands		O													9													9	
Norway		O									13				9				12					12				46	
Poland		O								12									12									24	
Russia		O													9			10				11					11	41	
Spain		O				20								9	9			11					11					71	
Sweden		O				12							13								12					12		49	
United Kingdom		O						12				13				10						11						46	
Middle East		Bahrain	O									12			9		10						10		12	11	10	10	107
	Jordan	KP					11				10																	21	
	Kuwait	KP		11																								11	
	Oman	O		19		20		12				12									7	10		11	12			103	
	Qatar	O								9					8													17	
	Turkey	O				12									8				12							11	10	65	
	UAE	O		11		9		6		12		11		9		7		9			9		9	11			8	111	
Yemen	O									12												10		11	12		45		
Oceania	Australia	O	10		10		10		20		13		13	9		9	12			11	12		10	12			162		
	Fiji	O	10		9				19		12		13		9		10			12			11		12	10	9	136	
	Micronesia	x																										10	
	New Zealand	O	10				10		12		20		12		9		11	12	12				10	12			11	151	
	Papua New Guinea	x					13																					13	
	Solomon Islands	O							12				13					10				11	10			12		68	
	Tonga	O			9						13		13		9		10				11	11		12				88	
	Vanuatu	O																					10	11		10		31	
Central/South America	Western Samoa	x				13																						13	
	Argentina	x			14																							14	
	Brazil	O			15				13							10				12		11			12	11		84	
	Chile	O					12			18				9		10					11				12		10	82	
	Colombia	O	9						13																			22	
	Costa Rica	O	10		20		21				20				9				12				11				10	113	
	Dominican Rep.	O			15		21																					36	
	Ecuador	O	25				13		20		13		13		9										12			105	
	Honduras	x	9																									9	
	Jamaica	x							13																			13	
	Mexico	O	25		20		13		19		25		13	9	9		11		12			10				12	10	188	
	Panama	x	25																										25
Paraguay	O													9													9		
Peru	O			14						13		13	9				12						12			11	84		
Uruguay	O					13						13																26	
Venezuela	O	25		20		21		13		13		13		8		11		12					11			11	158		
North America	Canada	O			10				13		12		13	9	9		11		12	12	10		12			11	134		
	USA	O	15		15		15		12		13		13		10	10	12	11	11			11						148	
Total			46	276	268	274	268	278	275	291	278	303	294	271	263	252	258	247	258	260	250	252	250	246	268	262	260	211	6613

O - the countries that have established SWYAA (as of March 2012)

KP: Key Person - the countries which have not established an official SWYAA yet, but have a representative

Appendix K

SWY Slogan, Duration of the Program, Ports of Call, Number of PYs

Batch (Fiscal Year)	Theme	Date	Ports of Call	Number of PYs
<u>1st</u> <u>(FY1988)</u>	Over the Pacific and Beyond	Jan. 18 to March 29, 1989 (71 Days)	Mexico (Acapulco, February 8 to 11) Venezuela (La Guaira, February 19 to 21) Panama (Cristobal, February 24 to 25) Ecuador (Guayaquil, February 28 to March 2)	276 (JPY: 103/ OPY: 173)
<u>2nd</u> <u>(FY1989)</u>	Hand in Hand for our Future; a Peaceful and Prosperous World	Jan. 17 to March 28, 1990 (71Days)	India (Bombay, February 3 to 6) Egypt (Alexandria, February 16 to 19) Greece (Piraeves, February 21 to 24) Oman (Muscat, March 6 to 9)	268 (JPY: 100/ OPY: 168)
<u>3rd</u> <u>(FY1990)</u>	Sailing on the Waves of Friendship	Jan. 18 to March 20, 1991 (62 Days)	Mexico (Acapulco, February 3 to 6) U.S.A. (New Orleans, February 14 to 16)) Venezuela (La Guaira, February 21 to 23)) Costa Rica (Puntarenas, Feb. 27 to March 1)	274 (JPY: 103/ OPY: 171)
<u>4th</u> <u>(FY1991)</u>	World Friend Ship '92	Jan. 17 to March 18, 1992 (62 Days)	Sri Lanka (Colombo, January 28 to 31) Egypt (Alexandria, February 9 to 12) Spain (Barcelona, February 16 to 19) Oman (Muscat, March 1 to 3)	268 (JPY: 101/ OPY: 167)
<u>5th</u> <u>(FY1992)</u>	Cruising for Unity	Jan. 20 to March 22, 1993 (62 Days)	U.S.A. (San Francisco, February 4 to 6) Venezuela (La Guaira, February 17 to 19) Dominican Republic (Sato Domingo, February 21 to 23) Costa Rica (Puntarenas, February 27 to March 2)	278 (JPY: 103/ OPY: 175)
<u>6th</u> <u>(FY1993)</u>	World Youth Wave '94	Jan. 19 to March 20, 1994 (61 Days)	Sri Lanka (Colombo, February 1 to 3) Kenya (Mombasa, February 9 to 12) Greece (Piraeus, February 22 to 25) India (Bombay, March 7 to 9)	275 (JPY: 114/ OPY: 161)
<u>7th</u> <u>(FY1994)</u>	Passage for Progress	Jan. 19 to March 20, 1995 (61 Days)	Australia (Brisbane, January 29 to February 1) Fiji (Suva, February 5 to 7) Ecuador (Guayaquil, February 22 to 24) Mexico (Acapulco, March 1 to 3)	291 (JPY: 112/ OPY: 179)
<u>8th</u> <u>(FY1995)</u>	Seeds of Global Harmony	Jan. 18 to March 19, 1996 (60 Days)	Sri Lanka (Colombo, January 30 to February 2) South Africa (Cape Town, February 12 to 15) Tanzania (Dares Salaam, February 21 to 23) UAE (Dubai, February 29 to March 2)	278 (JPY: 114/ OPY: 164)
<u>9th</u> <u>(FY1996)</u>	We are the International Ship of Hope	Jan. 20 to March 21, 1997 (61 Days)	New Zealand (Ackland, February 1 to 4) Chile (Valparaiso, February 16 to 18) Costa Rica (Caldera, February 25 to 27) Mexico (Acapulco, March 2 to 4)	303 (JPY: 118/ OPY: 185)
<u>10th</u> <u>(FY1997)</u>	Bridge for World Friendship	Jan. 20 to March 19, 1998 (59 Days)	Seychelles (Port Victoria, February 4 to 5) Kenya (Mombasa, February 8 to 11) Jordan (Aqaba, February 19 to 22) Oman (Muscat, March 1 to 4)	294 (JPY: 116/ OPY: 178)

<u>11th</u> <u>(FY1998)</u>	Celebrating Diversity: Spirit of Tomorrow	Jan. 19 to March 16, 1999 (57 Days)	Solomon Islands (Honiara, January 26 to 27) Tonga (Nuku'alofa, January 31 to February 2) Ecuador (Guayaquil, February 16 to 18) Mexico (Acapulco, February 23 to 26)	271 (JPY: 116/ OPY: 155)
<u>12th</u> <u>(FY1999)</u>	Sailing in Solidarity for a Better World	Sept. 9 to Oct. 28, 1999 (50 Days)	Seychelles (Port Victoria, September 24 to 25) South Africa (Cape Town, October 2 to 4) Tanzania (Dar es Salaam, October 10 to 11) UAE (Dubai, October 17 to 19)	263 (JPY: 122/ OPY: 141)
<u>13th</u> <u>(FY2000)</u>	2(To) Our Own Ocean	Sept. 9 to Oct. 24, 2000 (49 days)	Russia (Vladivostok, September 9 to 10) U.S.A. (Hawaii, September 18 to 20) Tonga (Nuku'alofa, October 2 to 4) New Zealand (Auckland, October 8 to 11)	252 (JPY: 117/ OPY: 135)
<u>14th</u> <u>(FY2001)</u>	Wa Wa Wa -Unity, Friendship, Harmony-	Oct. 25 to Dec. 13, 2001 (50 days)	Fiji (Suva, Nov. 6 to 7) New Zealand (Auckland, November 10 to 12) Singapore (Singapore, November 25 to 27) Thailand (Bangkok, Nov. 30 to Dec. 2)	258 (JPY: 119/ OPY: 139)
<u>15th</u> <u>(FY2002)</u>	Noitaroballoc -One people, many minds-	Oct. 31 to Dec. 13, 2002 (44 days)	Australia (Cairns, November 8 to 9) U.S.A. (Honolulu, November 18 to 19) Canada (Vancouver, November 25 to 27)	247 (JPY: 117/ OPY: 130)
<u>16th</u> <u>(FY2003)</u>	Challenge to Change	Jan. 21 to March 3, 2004 (43 days)	India (Mumbai, February 3 to 4) Tanzania (Dar es Salaam, February 10 to 12) Seychelles (Victoria, February 15 to 16)	258 (JPY: 124/ OPY: 134)
<u>17th</u> <u>(FY2004)</u>	Together Towards Tomorrow	Jan. 19 to March 2, 2005 (43 days)	Australia (Sydney, Feb. 1 to 4) New Zealand (Wellington, Feb. 10 to 13) Fiji (Suva, Feb. 17 to 19)	260 (JPY: 120/ OPY: 140)
<u>18th</u> <u>(FY2005)</u>	Bonding Beyond Borders	Jan. 19 to March 2, 2006 (43 days)	India (Chennai, Jan. 30 to 31) Kenya (Mombassa, Feb. 7 to 9) Mauritius (Port Louis, Feb. 13 to 14)	250 (JPY: 118/ OPY: 132)
<u>19th</u> <u>(FY2006)</u>	AHOY! Achieving the Hopes Of Youth	Jan. 25 to Mar. 8, 2007 (43 days)	Australia (Brisbane, Feb. 5 to 8) Australia (Sydney, Feb. 12 to 14) New Zealand (Wellington, Feb. 19 to 21)	252 (JPY: 117/ OPY: 135)
<u>20th</u> <u>(FY2007)</u>	Friendship, Leadership and Partnership	Jan. 24 to Mar. 5, 2008 (42 days)	Oman (Muscat, Feb. 11 to 13) India (Chennai, Feb. 19 to 22)	250 (JPY: 116/ OPY: 134)
<u>21st</u> <u>(FY2008)</u>	縁JOY – Journey Of Youth –	Jan. 23 to Mar. 3, 2009 (40 days)	Tonga (Nuku'alofa, Feb. 5 to 7) New Zealand (Auckland, Feb. 11 to 14)	246 (JPY: 108/ OPY: 138)
<u>22nd</u> <u>(FY2009)</u>	WASSHOI ! -輪 SWY Shares Our 愛-	Jan. 22 to Mar. 5, 2010 (43 days)	UAE (Dubai, Feb. 8 to 11) India (Chennai, Feb. 17 to 19)	268 (JPY: 130/ OPY: 138)
<u>23rd</u> <u>(FY2010)</u>	One Ship, One Heart, One World	Jan. 21 to Mar. 2, 2011 (41 days)	Fiji (Suva, Feb. 3 to 5) Australia (Brisbane, Feb. 9 to 12)	262 (JPY: 126/ OPY: 136)
<u>24th</u> <u>(FY2011)</u>	2gether 4ever -We are all ONE	Jan. 31 to Mar. 5, 2012 (35 days)	India (Chennai, Feb 12 to 14) Sri Lanka (Colombo, Feb. 15 to 19)	260 (JPY: 129/ OPY: 131)
<u>25th</u> <u>(FY2012)</u>	Smiling & Sailing With You Forever	Feb. 4 to Mar. 1, 2013 (19 days on board, 8 days in overseas)	Okinawa (Naha, Feb 8 to 9) Hyogo (Kobe, Feb. 15 to 16) Iwate (Ofunato, Feb. 18 to 20) Bahrain, Mexico, New Zealand, Sri Lanka, Turkey (Feb.22 to Mar.1)	211 (JPY:116 / OPY:95)

Appendix L

Sample Interview Notes and Thematic Analysis

Notes Philippines

Learnt

- (Claude) Better understanding of differences in culture, religion, beliefs and character; provided wider perspective of the world, self-actualisation (capabilities, weakness, potentials)
- (Alden) Deepened my understanding; e.g. preconceived notion Moslems are terrorist; “your religion has nothing to do with how you treat other”; cross cultural understanding discussion
- (Kent) Deeper sense of nationalism, realisation of deeper calling on what one can do after the programme to contribute to development to my country
- Being part of the solution, rather than the greater problem; taking responsibility to move beyond what is wrong and look forward
- Taking the lead, initiating – leadership – founding elements which I am able to use here in the Chamber of Commerce – advocate reforms
- (Grace) Socialize, meet more and more people
- I always, that the reason why I am doing the things that I do especially in a civic work I was able to see the challenges and difficulties and also opportunities, I’d like to be able to do development to my country, ...this country has so much more to Philippines, Inspired by SSEAYP
- International understanding, cultural sensitivity – negotiate those similarities and differences, we are one despite our differences
- Integrity – act and speak like an ambassador
- Discipline – Japanese way of observing time, respect time of other people
- It’s not enough to be involve in the smaller community, I am part of the greater society, global; it opened my eyes to... mind broadened, perspective widened
- Cultural tolerance – institutional visit and homestay – I am ethnocentric, like the Filipinos are great... help me a lot in dealing with stakeholders, we’re dealing with students journalist, in the academe
- “SSEAYP as a program has allowed me to explore my potentials and use them not only for my benefit, but for the community and the people I work with/for. Given the activities and exposures we had in the duration of the program, I affirmed my passion to work for the people, for community development, for nation building.”
- “The best practices shared by my batchmates on the community programs they run back in their countries have inspired me to apply what were feasible and practical in my own country. Learning how to deal with people from diverse backgrounds is an asset reinforced during the program which is highly valuable in my current work.”
- (Sahlee) former PY in 1991, 2012 as OBSC [role has evolved, put together the SSEAYP News, making sure that PPA planned on board is actually implemented, facilitate PPA from one year to three year phase... PPA started in 2007, more structured and follow through, in 2012 programme

Diversity

Diversity

*action
competence

management module was set up, but there need to be simple [complex] SIP from 2011-2013

- (Sahlee) there's a whole world out there to be explored... learn a lot by interacting with foreigners, so much that you will not find in the books, experience first-hand, an eye-opener which wanted me to explore what's out there, in 1991 I was an activist, understand different cultures (especially in the workplace, international banking industry), be tolerant to other cultures and religion... has helped me be open-minded

Strengths of SSEAYP

- “avenue to establish a strong foundation of international friendships, support and assistance thru cultural exchange in forms of discussions, dances and arts, heritage and experience”
- Preparing the youth for a world of work since the program components provides opportunities for logical thinking and decision making, crucial to the workplace
- “continuing programme that provides opportunity for establishing personal and professional networks for future endeavours”
- Training ground for future leaders
- “participation is free, hence it attracts the best among the best of the youth leaders”
- Improved program content, discussion themes inspire participating youths to realise discussed plans and activities
- Continuous funding and support from Japan and its people
- “Banner programme of ASEAN member states where each government allocates a substantial amount of the respective youth ministries for preparatory activities of the respective country's contingent as well as in hosting SSEAYP country programme
- Only youth programme which gathers good number of youths in a goodwill cruise which deepened friendship and mutual understanding ASEAN and Japan
- Syllabus of the programme has been fortified; everything was planned, organised; one of the best things that happened to me
- Dynamic relationship between NYC and the alumni
- Reinforce the sub-power projection – ambition of Japan, regional support from the region
- Youth participants will be leaders in the future (i.e. imagine Presidents of states coming from the program)
- Exposing cultural uniqueness and beauty of one's country
- Ability to harness the support of each ASEAN countries
- Investment in relationships, able to immerse the youths with the cultures of other countries
- Able to develop future leaders of ASEAN countries, love the country, patriotism was ignited “that's why I love the Philippines even more now”
- Well-structure organisation that explains consistency and transition, recent development is to have the PPA
- Network of the programme is well-established, alumni network (except for Cambodia); it keeps people together

- Funding is generous, but the limitation encourages PY to be creative in augmenting the resource, raising funds
- PPAs validates the kind of social commitment that we made on board, helping back our country and our community
- Established for 40 years
- Every country is well prepared – homestay
- Schedule, programme, objectives, etc. has not change – camaraderie, understanding, cultural tolerance, the focus has changed on initiating change in communities through the PPAs and social contribution activities
- More youths are able to participate
- Having a Post-Program Activity (PPA), the institutional visits, the discussion groups (DG), Ports of Call (POCs), Host families/Hosting PYs, are among the many strengths of the program. They have honed us to be better individuals.
- (Sahlee) the weaknesses before (1991) have now been addressed...
- Providing an opportunity for multi-cultural understanding, common issues which is the goal of PP session sharing experiences, issues and solutions shared among PYs

Standards, mechanics...

Weaknesses of SSEAYP

- “more sustainable after monitoring of the projects and the activities of alumni for ROI purposes”
- “No established guidelines on how to deal with various issues affecting the participants, e.g. harassment
- “No standard implementation guidelines for the country programs (e.g. homestay guidelines are usually not followed in other countries)
- Short homestay programme, not much time for immersion
- Absence of a unified template for pre-departure training modules, attempts to generate one through Malaysia as there was a need to establish a PDT manual
- “political bickering” on some countries between national ministry and SSEAYP alumni
- Disparity in the age requirement for NL
- there are too many activities, programme will host more fun and free activities; include discussions on religion and spirituality as it dictates everything, your value; some more time “informal conversations” create moments out of the circumstances they bring among themselves
- lack of funding from ASEAN member states,
- promotion of long term goals in sustaining post program activities
- very expensive programme
- availability of mechanism to track the return the investment – PPA; giving back is something you can demand; mechanism on how to check and balance the ROI
- issues about politicking the programme, picking of participants in the respective region
- local implementation i.e. NYC and not SIP, there seems to be no open link between the SIP and NYC, like selection and training, issue between 2

alumni associations, confusion of coordination, challenge for me not offend everyone

- re-integration process, a 3-4 day evaluation, what was not clear was how do we reintegrate ourselves in our region our work; something more, what could be psychological assistance – PYs are emotionally heavy, gets you unproductive... these are not included in the post program session
- review the homestay guidelines; homestay families don't have an idea what to do; e.g. SIP are still looking for 11 more families; process of selecting and orienting the families should be in place; sensitive issues – there is a hesitant reaction, issues of sexual harassment to not discuss the issue, that left the other party unhappy, concerns unsettled
- not enough discussion, well processed about how to handle things about SSEAYP sickness; would also help if you invite alumni about experiences
- Language as a weakness in terms of communication, discussion

Appendix M

Case Study Protocol & Interview Questions

Case Study Research Protocol

A. Objective: 3 -9 (Country) Stakeholder Profiles of perceived opportunities and challenges in incorporating ESD to ship youth programmes of Japan

1. Research questions (also see interview guide below)

f. What are the challenges and opportunities of incorporating education for sustainable development (ESD) into the ship youth programmes of Japan?

g. What do stakeholders perceive as the strengths and weaknesses of the ship youth programs?

h. Do the former participants see opportunities to include sustainability in the programme? What challenge[s] do they consider?

i. How viable is a proposed/recommended strategy to incorporate ESD into the programme?

j. What suggestions can be given to the programme implementers and other stakeholders in order to advance sustainability among youth programmes?

2. Purpose

f. Explore the challenges and opportunities of integrating ESD to ship youth programmes of Japan;

- g. Identify the stakeholders' perceived strengths and weaknesses of the youth programmes;
 - h. Determine whether former participants and/or stakeholders foresee opportunities and whether they consider challenges in incorporating ESD into the programmes;
 - i. Uncover strategies and its viability towards the integration of ESD into the programmes – build theory describing how stakeholder engagements in a pluralistic environment resolve dynamic tensions between challenges and opportunities towards a sustainable future; and
 - j. Gather recommendations from various stakeholders to advance sustainability to youth programmes
3. Unit of analysis: Country stakeholder perspectives and ESD-related opportunities and challenges
 4. Key constructs: challenges, opportunities, stakeholders, education for sustainable development, youth programmes, sustainable future

B. Methodology and Case Study Design

1. Multiple Case Design
 - a. Each case as an experimental treatment within experimental frame
 - b. Write up each case individually using standard case format
 - i. Pattern match
 - ii. Implications
 - c. Prepare over all analysis/write-up based on patterns, inferences
2. Population – former participants (alumni) and stakeholders from all countries involved in the ship youth programmes of Japan

3. Sample Selection – purposive sample
 - a. Initial country (pilot) chosen as representative of Asia-Pacific member states in terms of...
 - b. Willingness to participate
 - c. Potentially important dimensions of variation
 - i. Pre-programme, on board programme and post-programme activities
 - ii. Changes/development implemented annually
 - iii. Country-level challenges
 - iv. Number of participants per country
 - v. Degree of alumni involvement
 - vi. Policy/support structures
 - d. Sample includes potential contrasts in areas of development (developed and developing country), tenure (length of participation to the programmes),
4. Multiple sources of evidence
 - a. Semi-structured interviews with key informants – alumni president, head of national youth organisations, focal persons from CAO, IYEO and CENTERYE
 - b. SSEAYP and SWY documentations (annual reports, alumni websites, country laws, agenda, policies, and blogs, etc.)
 - c. Secondary data sources (published articles, video-documentation)

C. Data Analysis

- D. Open, Axial and Selective Coding - Open coding is going through the transcript, adding an interpretive layer to the events as they unfolded.

These interpretations can then be collected to identify emerging themes.

Axial coding consists of going back over the transcript for each of the postulated themes that were derived from the literature search, noting the presence or absence of evidence for each one

1. Pattern Matching

- a. Patterns in challenges and weaknesses
- b. Patterns in opportunities and strengths
- c. Pattern of suggested strategies
- d. Pattern in viable integration of ESD

2. Explanation building

- a. Identify dominant themes/concepts
- b. Link prior research/theory (in related and unrelated fields)

E. Proposed Outline of Case Study Report

- 1. Introduction to study objectives and scope
- 2. Literature review
- 3. Summary of case study method
- 4. Comparative analysis of cases
- 5. Interpretation and discussion of results
- 6. Conclusions and implications for theory and practice

F. Proposed Individual Case Study Write-up Format

- 1. Environmental setting (background), issues, key challenges, and operating constraints (Alumnus, Alumni Association, National Youth Organisation, CAO, IYEO, CENTERYE)
- 2. Description of organisations and current level of programme implementation networking/convergence

3. Stakeholder perceptions
4. Key sustainability issues
5. Conceptualisation of opportunities, challenges and strategies

CASE INTERVIEW GUIDE

Description: This document serves as guideline specifying the types of questions

I would like to address in the case study. The information we seek includes:

- a brief description of your organisation's environment and operating challenges,
- an overview programs, projects and activities (PPAs)
- your views about the challenges and opportunities involve in the possible integration of sustainability concepts through ESD, and
- Details regarding how various stakeholders participate in the overall implementation of the programmes.

Organisation: _____

Name of responsible person (optional): _____

Position in the organization: _____

Responsibilities and their functions to programme implementation: _____

Background

Describe the nature of your involvement to the programme.

When did you (start to) participate in the programme? What major change(s) in you or your organisation happened since then?

What is your role(s) in the organisation? What programme-related activities do you or does your organisation conduct? How frequent?

General Questions about the programme

1. What do you think are the strengths of the programme? What are its weaknesses?
2. What issues have you encountered in the past? Has it been resolved? How? Or why not?
3. What are the benefits of the programme to you as a participant? To your country? To ASEAN/Asia-Pacific region at large?
4. What have you learned from the programme? How has it help you in your current profession/career?
5. How has the program created an impact into your life (personally and professionally)?

On management

1. Describe the organisational set up for the programme.
2. Describe the programme implementation. What are pre and post programme activities?
3. How many are involved in implementing the programme? How is decision making affected/benefitted with the range of stakeholders involved?
4. What management issues or difficulties have you experienced previously? How did you or your organisation resolve such?
5. What management approaches for managing stakeholders have worked well and what approaches have not worked so well? What lessons have you learned?
6. How do you evaluate the programme?

7. What are ways to monitor post-programme activities?

(ESD, SD and sustainability is defined/explained prior to the questions below)

On sustainability and incorporating ESD

1. Has sustainability become an issue of the programme/organisation? What are areas or programme goals promote or are linked to sustainability?
2. What do you think are environmental, social and economic contributions of the programme to your country and to the region in general?
3. How can the programme be sustainable?
4. How likely is a proposed integration of concepts such as sustainability possible?
5. What are feasible strategies to incorporate ESD into the programme?
6. What are challenges in integrating ESD into the programme? What are opportunities?
7. At this stage, are challenges opportunities and vice-versa?
8. Do you suggestions and/or recommendations for the improvement of and possible integration of ESD into the programme?
9. How do you see yourself and the programme five or 10 years from now?

Closing Questions

1. Is it possible for me to get copies of related documentation (reports)?
Operating procedures? Policy statements?
2. Looking back, would you change a thing or some parts of the programme?
How or why?
3. Would it be possible for me to observe proceedings of programme implementation?

4. What is the greatest challenge among stakeholders regarding the management of the programme?
5. Is there someone whom you may want to recommend for an interview to clarify things further?

Thank You for sharing your precious time and thoughts!