

2021 FALCon International Student Conference @Mishima

A Multi-dimensional Approach to SDGs: Crisis prevention and management

17-20 September 2021
Mishima City, Shizuoka Prefecture, Japan

General Information

Conference Theme

The Sustainable Development Goals (SDGs) were adopted by all United Nations Member States in 2015 as the blueprint to achieve a better and more sustainable future for all.

While the SDGs address the global challenges that we face and highlight their urgency, the Covid-19 pandemic has showed us that crises (including hazards, disasters and emergencies) could easily throw us off our path towards a sustainable future.

As such, we have set ***“A Multi-Dimensional Approach to SDGs: Crisis prevention and management”*** as the conference theme.

We call on schools and students to research how crises affect the continuity and sustainability of families, communities, institutions, or even countries.

We ask students to contribute innovative ideas on how to integrate resilience in sustainable development before a crisis, how to maintain sustainable development during a crisis, and how to integrate mitigation into the recovery process after a crisis.

Eligibility

Students between the age of 15-18 years old¹

Requirements

- Participating schools are to provide an introduction slide² which will be used at the welcome ceremony [and in the official conference booklet](#)³.

¹ This age range corresponds to that of high school students in Japan. Students who will be 15 years old by the end of 2021 are eligible.

² For example, a short introduction of the school, the reason for joining this conference, or comments from teachers or students about the experience could be included in this 1 slide. Please do not embed video clips or use slide animations.

³ The conference booklet will be downloadable from the conference website.

- Participants are to carry out data-based research and to present their findings at the conference. Students will have to submit a **2-page report** and prepare a **15-minute PowerPoint presentation**.
- Participants are expected to contribute actively in discussions during the conference.
- English will be the main language used at the conference.

Report Format

Please write your report in prose and avoid writing it in bullet points. You can find the required format in [Annex 1](#). You can also find some guiding questions in [Annex 1](#).

Data, charts, survey questions, etc. can be included as *annexes* or *appendices* to the report. They will not count towards the 2-page limit.

As we will be printing your *project title* and *abstract* in the official conference booklet, we ask that you adhere strictly to our requirements.

Presentation

Please prepare your presentation using *Microsoft PowerPoint*.

You should include all the elements required for the report in your presentation. However, you may choose to present them in any order or manner.

Programme for Conference (Japan)

Date	Programme		Venue
17 Sep (Fri)	2.30 pm 3.45 pm 5.00 pm	Opening ceremony Keynote lecture End	Mishima City Cultural Hall
18 Sep (Sat)	8.30 am 8.45 am 10.00 am 10.30 am	Preparation time Research presentation (Annex 3) Feedback session with expert facilitators Breakout session 1: <i>Small group discussion (See Annex 4)</i>	Mishima-Kita High School
	12.30 pm	Lunch	
	1.30 pm 2.30 pm	Breakout session 2: <i>Lectures by expert facilitators</i> End	Mishima-Kita High School
	3.30 pm	Mishima City walking tour (<i>optional</i>)	
19 Sep (Sun)	8.30 am	Breakout session 3: <i>Making a declaration video</i>	Mishima-Kita High School
	11.30 am	Lunch	
	1.00 pm 1.45 pm 2.15 pm	Screening of declaration videos Closing remarks Certificate presentation ceremony Photo session	Mishima City Cultural Hall
20 Sep (Mon)	Full day	Excursion (<i>optional</i>) (TBC: Izu Geo Park, Shizuoka University, Shizuoka Earthquake Centre, etc)	

Programme for Conference (Australia)

Date	Programme		Venue/Mode
17 Sep (Fri)	3.00 pm 4.15 pm 5.30 pm	Opening ceremony Keynote lecture End	Via Zoom
18 Sep (Sat)	9.00 am 9.15 am 10.30 am 11.00 am	Preparation time Research presentation (Annex 3) Feedback session with expert facilitators Breakout session 1: <i>Small group discussion (See Annex 4)</i>	Via Zoom
	1.00 pm	Lunch	
	2.00 pm 3.00 pm	Breakout session 2: <i>Lectures by expert facilitators</i> End	Via Zoom
19 Sep (Sun)	9.00 am	Breakout session 3: <i>Making a declaration video</i>	Respective schools
	12.00 nn	Lunch	
	1.30 pm 2.15 pm	Screening of declaration videos Closing remarks Certificate presentation ceremony	Via Zoom

Please note that every student will have to be equipped with a PC, laptop or iPad with a camera and microphone for breakout sessions 1 and 2. Students must be able to use “Zoom” independently during the breakout sessions.

Programme for Conference (Singapore/Taiwan)

Date	Programme		Venue/Mode
17 Sep (Fri)	1.30 pm 2.45 pm 4.00 pm	Opening ceremony Keynote lecture End	Via Zoom
18 Sep (Sat)	7.30 am 7.45 am 9.00 am 9.30 am	Preparation time Research presentation (Annex 3) Feedback session with expert facilitators Breakout session 1: <i>Small group discussion (See Annex 4)</i>	Via Zoom
	11.30 pm	Lunch	
	12.30 pm 1.30 pm	Breakout session 2: <i>Lectures by expert facilitators</i> End	Via Zoom
19 Sep (Sun)	7.30 am	Breakout session 3: <i>Making a declaration video</i>	Respective schools
	10.30 am	Lunch	Via Zoom
	12.00 nn 12.45 pm	Screening of declaration videos Closing remarks Certificate presentation ceremony	Via Zoom

Please note that every student will have to be equipped with a PC, laptop or iPad with a camera and microphone for breakout sessions 1 and 2. Students must be able to use “Zoom” independently during the breakout sessions.

Programme for Conference (USA/Minnesota)

Date	Programme		Venue/Mode
17 Sep (Fri)	Time to be decided by Owatonna schools	Opening ceremony Keynote lecture	View video recording
	6.30 pm 6.45 pm 8.00 pm 8.30 pm	Preparation time Research presentation (Annex 3) Feedback session with expert facilitators Breakout session 1: <i>Small group discussion</i> (See Annex 4)	Via Zoom
	10.30 pm	End	
18 Sep (Sat)	Time to be decided by Owatonna schools	Breakout session 2: <i>Lectures by expert facilitators</i>	View video recording
	2 hours	Breakout session 3: <i>Making a declaration video</i> (Please submit video to organizers by 6 pm)	In school
	10.00 pm 10.45 pm	Screening of declaration videos Closing remarks Certificate presentation ceremony	View video recording or via Zoom*

* We will provide a video recording and the Zoom meeting ID. We leave it to Owatonna Public Schools to decide whether participants will be watching this “live” (in school or at home) or the video recording.

Please note that every student will have to be equipped with a PC, laptop or iPad with a camera and microphone for breakout sessions 1 and 2. Students must be able to use “Zoom” independently during the breakout sessions.

Timeline

By end of	Action by organizer	Action by participating schools
Jun 2020	Allocate research areas and suggested approaches to schools	
May 2021		Register online – names of teacher in charge, details of participants (name, gender, etc.), T-shirt size, etc.
Jul 2021		Submit introduction slide, project title and abstract for printing in conference booklet
Aug 2021	Provide details / Zoom meeting IDs for ceremonies and breakout	
Sep 2021		Submit 2-page report and PowerPoint presentation

Contact Information

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TITLE OF PROJECT *(Maximum 2 lines) (Font: Arial 16, Bold)*

Name of participant 1, 2, and 3 *(Font: Arial 12, Bold)*

School name (Country) *(Font: Arial 12, Bold)*

Abstract *(Heading Font: Arial 10, Bold)*

Write a short summary of your research project.

(Maximum 100 words) (Font: Arial 10) (Text alignment: Justified) (Line spacing: Single)

Introduction

What is the crisis that could slow down or undo efforts taken towards achieving sustainability that you have chosen or set for your research?

What is the (likely) impact of the crisis on the progress of the SDGs?

What is some existing research (or action taken) on how to mitigate the impact of such a crisis, how to bring efforts taken towards achieving sustainability back on track, how to prevent such a crisis from happening, or how to build in resilience in efforts towards the SDGs?

What is your proposed hypothesis (solution, modification or improvement)?

Method

What did you do to test your hypothesis?

What data did you need? How did you collect the data?

Results and Analysis

What were the results obtained? What did you find out from the results?

What did the results inform you about your hypothesis?

Considerations

What are your thoughts about the results compared to other research (or action taken)?

What else remains unresolved?

How can you improve your proposed hypothesis / action?

References

Research Guidelines for Schools

Background

From ongoing conflicts in the Middle East to Australia's wildfires to the global outbreak of the coronavirus, human suffering has reached alarming levels, and the planet is now even under the threat of irreversible destruction.

The SDGs were adopted by all United Nations Member States in 2015 as a universal call to take action for peace and prosperity for people and the planet, now and into the future.

Annually, the UN reports the progress of the world's efforts, highlighting areas of progress and areas where more needs to be done to ensure no one is left behind.

<https://www.un.org/sustainabledevelopment/progress-report/>



Areas of concern

While progress is being made in many places, the Covid-19 pandemic has underscored the importance of research on how unexpected crises could easily undo our efforts.

Given the increasing unpredictability of natural and man-made crises, what can we do better in crisis prevention and management to preserve the beliefs and values underpinning the SDGs?

Crises are likely to bring about issues of *deprivation, scarcity, deterioration, mis-management and de-prioritisation*, and so we have grouped the SDGs into 5 areas of concern based on these issues.

An area of concern will be assigned to each school to ensure diversity of presentations at the conference. However, schools are free to explore any topic within the assigned area and to define a crisis. A short description is provided below for each of the 5 areas of concern; however, they are not meant to be comprehensive.

- **Deprivation**



With financial crises and natural disasters becoming more of a norm, poverty and hunger now affect even the "middle-class", who might previously have been aid providers and volunteers.

In this new world reality, how can we ensure that aid and assistance continue during a crisis to prevent further

deprivation, and how can we ensure people are able to pick themselves up after a crisis?

- **Scarcity**



Billions of people still lack safe water and reliable energy. A third of countries face considerable levels of water stress. Yet, the challenge of meeting the energy demand may well come at the expense of water resources.

*How can we ensure a fair resource distribution, and how can we ensure that the sustainable methods developed so far are not abandoned in a crisis where the **scarcity** of resources would likely be worse?*

- **Deterioration**



Responding to climate change involves not only mitigation – such as reducing emissions, but also adaptation – learning to live in this new environment. In a crisis, adaptation efforts often need to be scaled up at a faster rate, and it could be at the expense of our mitigation efforts.

*How can we respond to a crisis without causing further **deterioration** to our environment, and how can we ensure we have the ability to respond at a much faster rate in a crisis?*

- **Mis-management**



Infrastructure enables trade, connects workers to their jobs, creates opportunities and protects us from an increasingly unpredictable natural environment.

Yet, many countries cannot afford their infrastructure bills, and are relying on the private sector to invest in infrastructure development to power economic growth and job creation.

*How can we help communities to continue to attract infrastructure investments after a crisis, how can we ensure that businesses do responsible investments and avoid **mis-management** such as exploitation of communities recovering from a crisis?*

- **De-prioritising**



When crises strike, inequalities of all sorts (income, gender, racial, opportunity, etc) are often exacerbated.

For instance, women and girls are often disproportionately affected in conflict-affected countries, as gender equality is not prioritized in humanitarian assistance.

*In the event of a crisis, how can we ensure respect and civility continue, how can we prevent **de-prioritization** of equality, and how can we maintain our progress in fairness and justice?*

Approaches

Given that our conference theme is “**A Multi-Dimensional Approach to SDGs**”, we would like to ask schools to approach the areas of concern multi-dimensionally.

At the very least, we hope to see that a variety of approaches has been taken for each area of concern at the conference. As such, we will be assigning a suggested approach to each school.

Below is a list of our suggested approaches with a brief description; they are not meant to be mutually exclusive.

- **STEM Approach**



STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics.

In this approach, students could come up with prototypes of tools/technologies, or research that informs crisis prevention and management.

- **Business Approach**



While governments and NGOs are taking a lead in the SDGs, results will be limited without the participation of enterprises and the economic empowerment of people.

Students could propose new business models, suggest partnerships with businesses, or create business start-up ideas that would help people prepare, respond and recover from various crises.

- **Education Approach**



Sustainable development would not come about without a fundamental shift in values or lifestyle. So, education is inherently key to sustainability.

Students could propose new education programmes, suggest implementation strategies, or even study the impact of a lack or discontinuation of education programmes in a crisis.

Research Presentation

Time				Research Areas				
Japan 18 Sep (Sat)	Australia 18 Sep (Sat)	Singapore Taiwan 18 Sep (Sat)	Minnesota 17 Sep (Fri)	<i>Deprivation</i> SDG 1 and 2	<i>Scarcity</i> SDG 6 and 7	<i>Deterioration</i> SDG 13, 14 and 15	<i>Mis-management</i> SDG 8 and 9	<i>De-prioritizing</i> SDG 5 and 10
				Zoom meeting ID (to be provided)				
				Breakout room 1	Breakout room 2	Breakout room 3	Breakout room 4	Breakout room 5
8.45 – 9.05 am	9.15 – 9.35 am	7.45 – 8.05 am	6.45 – 7.05 pm	Mishima-Kita High School	Owatonna Public Schools	Numazu-Higashi High School	Mitcham Girls High School	Shizuoka Municipal High School
9.10 – 9.30 am	9.40 – 10.00 am	8.10 – 8.30 am	7.10 – 7.30 pm	Sendai-Nika High School	Mishima-Kita High School	Mishima-Kita High School	Shizuoka High School	Jurong West Secondary School
9.35 – 9.55 am	10.05 – 10.25 am	8.35 – 8.55 am	7.35 – 7.55 pm	Heathfield High School	Nagasaki-Higashi High School	National Magong High School	Mishima-Kita High School	Mishima-Kita High School
10.00 – 10.20 am	10.30 – 10.50 am	9.00 – 9.20 am	8.00 – 8.20 pm	Feedback session with expert facilitators				

Breakout Session 1: Small group discussions
Breakout Session 2: Lectures by expert facilitators

Group	Area of Concern	Members	Zoom Meeting ID
1	Deprivation	Jurong West Secondary School (1) Mishima-Kita High School (1) Nagasaki-Higashi High School (1) Owatonna Public Schools (1) Shizuoka High School (1)	To be provided later Breakout room number = Group number
2	Deprivation	Mishima-Kita High School (1) Mitcham Girls High School (1) National Magong High School (1) Numazu-Higashi High School (1) Shizuoka Municipal High School (1)	
3	Scarcity	Jurong West Secondary School (1) Mishima-Kita High School (2) Numazu-Higashi High School (1) Sendai Nika High School (1)	
4	Scarcity	Heathfield High School (1) Mishima-Kita High School (1) National Magong High School (1) Shizuoka High School (1) Shizuoka Municipal High School (1)	
5	Deterioration	Mishima-Kita High School (2) Mitcham Girls High School (1) Sendai Nika High School (1) Shizuoka Municipal High School (1)	
6	Deterioration	Heathfield High School (1) Jurong West Secondary School (1) Mishima-Kita High School (1) Nagasaki-Higashi High School (1) Shizuoka High School (1)	
7	Mis-management	Heathfield High School (1) Mishima-Kita High School (2) Numazu-Higashi High School (1) Sendai Nika High School (1)	
8	Mis-management	Mishima-Kita High School (2) Nagasaki-Higashi High School (1) Owatonna Public Schools (1) Shizuoka Municipal High School (1)	
9	De-prioritising	Mishima-Kita High School (2) Nagasaki-Higashi High School (1) National Magong High School (1) Sendai Nika High School (1)	
10	De-prioritising	Mishima-Kita High School (1) Mitcham Girls High School (1) Numazu-Higashi High School (1) Owatonna Public Schools (1) Shizuoka High School (1)	

** To ensure diversity (such as gender diversity), we will assign the participants to the groups after receiving their registration details.*