

Session Descriptors

A critical introduction to UN's SDGs	1
How do we engage across cultures?.....	1
Climate change and social inequalities	2
Food security	2
Peace education for reconciliation.....	3
Gender inequality and violence against women.....	4
Circular economy: production, consumption and reduction of single use plastic.....	4
Borders, modern slavery and human mobility.....	5
Reflective session – Deepening the learning experience	5

A critical introduction to UN's SDGs

This session will explore the history of global development goals, the current state of the SDGs and the future of multilateral efforts around sustainability.

The session aims to:

- Equip students with a foundation of the United Nations' system efforts to establish global goals to eradicate poverty and create sustainable and inclusive societies
- Introduce the Social Development Goals (SDGs) and their relevance across the 17 main fields that they cover
- Engage students in an interactive exercise around prioritizing SDGs and decision-making in conflict situations
- Discuss challenges and limitations of the SDGs and the future of multilateral cooperation to achieve positive global change

How do we engage across cultures?

This interactive session aims to promote intercultural competence development through experiential learning and cross-cultural engagement among students. You will have an opportunity to reflect about your own and others' cultural identities, experiences, and ways of thinking and being. We will use reflection, storytelling, listening, and critical thinking activities to stimulate engagement across cultures.

This session aims to develop the necessary attitudes, knowledge and skills that will eventually lead to visible behaviour and communicative changes within the student so that the student is able to engage across cultural differences in an effective and appropriate manner.

Elective sessions

Climate change and social inequalities

Impacts of climate change are already evident across the globe and several institutions and governments around the world have declared Climate emergency. On this session we will discuss the historical and current factors that contribute to the responsibilities for climate change and interconnectedness between social class, gender, race, ethnicities and geographic location and climate change disproportional impacts. We will explore concepts of social inequality, vulnerability and climate justice.

This session aims to address different concepts through three key questions:

- **What is the climate change?** Aim: to address the climate change concept, its causes and consequences on the earth system, and to establish the socioeconomic context of planetary transformation.
- **Who is affected by and who is responsible for climate change?** Aim: to link the physical consequences of climate with people and ecosystems worldwide and to understand why impacts depend on geographical location, wealth, vulnerability, and adaptive capacity. To identify historical and current responsibilities. To discuss how vulnerable communities (i.e., low-income groups, marginalized populations, and indigenous communities) are disproportionately affected by climate change.
- **What is climate justice?** Aim: To define climate justice and its implications against the more general concept of environmental justice and to appraise the international climate regime regarding climate justice. To address the climate justice concept, social inequalities and vulnerability, including demographic, economic and political characteristics.

Food security

This session will develop students' understanding of food security in developing and developed countries. It will articulate what food security is, and discuss causes, consequences and potential solutions of food insecurity in these two settings.

This session aims to:

- discuss what food security is, understand the causes and consequences of food insecurity, who may be affected and why in both developed and developing countries;
- explore potential solutions to food security issues in developed and developing countries.

Peace and reconciliation

Concepts of peace and reconciliation are different around the world, often influenced by the history of different countries. This course will use several cases and illustrations to provide an overview of existing concepts and understandings of peace and reconciliation. While peace and reconciliation has been strongly influenced by the events of the Second World War, the resulting orientations and understandings are very different.

In South Africa, for example, peace education is focused more on addressing social and gender-based violence that is rooted in the historical violence of colonialism and apartheid and their deep structural legacies of racial inequality. While the Truth and Reconciliation Commission (TRC) has become a model for transitional justice intervention and interracial reconciliation, it has also drawn harsh criticism as post-apartheid South Africa remains one of the most unequal societies in the world.

Based on the illustrations from South Africa's, Japan's and Germany's multiple experiences with peace education and reconciliation, students will reflect on their own context-related understanding of peace education for reconciliation and discuss what continued development is necessary in their own context.

AIMS (DEFINITIVE):

This session aims to address the following questions:

- **What is peace education and what is reconciliation?** Aim: to address the basic concepts and their development
- **How are the concepts understood in different contexts?** Aim: to enable an understanding of the context-related interpretation of the concepts and explore the different perspectives
- **What understanding exists in one's own context and which blind spots should be brought into focus?** Aim: to reflect on one's own context and compare the perspectives with those of others, thereby gaining a clear understanding of the complexity and the need for continued development

LEARNING OUTCOMES (DEFINITIVE):

On successful completion of the session, students will be able to:

- Define peace education and reconciliation
- Develop cross-contextual understandings of peace and reconciliation in the contexts of Japan, Germany and South Africa
- Critically reflect on peace and reconciliation in their own contexts

Gender inequality and violence against women

This session will discuss basic understanding on gender, the root causes of gender inequality, relationship between gender inequality and violence against women. There will be lectures and discussions on case studies of gender inequality from around the world, types of violence against women, impact of violence against women, how to tackle violence against women. Case studies, and legal mechanisms to eradicate violence against women, will be chosen mainly from regions or countries with a high rate of violence against women and or from countries where the course participants come from.

This session aims to understand:

- Definition of gender
- Root causes of gender inequality
- Relationship between gender inequality and violence against women
- Types of violence against women
- Impact of violence against women
- Women rights as human rights
- Legal approach to gender-based violence

Circular economy: production, consumption and reduction of single use plastic

The session is designed to offer knowledge of a unique combination of business, law, and everyday life perspectives. This multidisciplinary session allows students to develop a critical knowledge and understanding of the core theories and concepts on circular economy. It further enables students to gain skills and develop knowledge of single use plastic in order to apply a rich transferable skill in businesses and public administrations and support local communities to create a more sustainable and equitable future.

From the business perspective, it equips students with the knowledge to assess corporate profitability and financial stability and to critically evaluate the corporate reporting choices on circular economy.

From the legal perspective it equips the students to know the duties of the stakeholders (enterprises, public administration and citizens) in relation with the production and consumption of products, in particular those with plastic components and specially those with single use plastic. It also equips the students as consumers to know their rights in relation with the information about the products (production, components, recyclability, ...).

It also adds value to the legal framework on single use plastic, and it is relevant to those who are interested in a career in the corporate focusing on sustainability and climate change issues.

This session aims to:

- To develop critical knowledge about the production and consumption of plastics products, specifically the single use plastic products, their impact on the environment and the measures to avoid or reduce it.

- To analyse the issues and challenges of the current social behaviour/society related with the production and consumption models considering the plastic production and consumption.
- To critically evaluate the circular economy as a “new” paradigm that implies to rethink the current model of production and consumption paying special attention on the single use plastics.
- To equip students with the knowledge to assess corporate actions on single use plastic and to critically evaluate the legal obligations.

Borders, modern slavery and human mobility

In this session we will discuss critically the movement of people across national borders (land or maritime).

The history of border formation will be investigated, with a specific focus on the impact of colonialism on the shape of national borders in previously colonised territories, with the aim of critically analysing the project of nationhood and how that impacts those included and excluded from the nation.

We will look at similarities and differences in how colonial legacies shaped nationhood in Indonesia as an example, and how increasing human mobility is challenging those understandings of the nation.

Finally, we will consider the conditions of vulnerability that accompany human mobility across borders, notably the ways in which migrants (economic migrants, documented and undocumented and especially refugees or asylum seekers) are more vulnerable to extortion and the threat of trafficking and modern slavery.

Examples from Indonesia will be analysed and compared, and we will consider how our understanding of nationhood and borders contribute to the vulnerability of migrants. Themes such as human trafficking, extortion, and xenophobia will be discussed.

This session aims to:

- Introduce students to the ethical, political, and legal questions around national borders
- Provide students with an overview of the historical dimensions of borders
- Promote critical engagement with the subject matter
- Equip students with a broad understanding of human mobility in the twenty-first century and the different forms it can take
- Equip students with an understanding of the vulnerabilities associated with human mobility and border crossings, with a strong focus on modern slavery

Reflective session – Deepening the learning experience

The goal of this reflective session is to promote students’ reflective skills and deepen their learning experiences of the INU online program towards global citizenship and sustainable

Global Citizenship and Sustainable Futures: Learning for Change



futures. Through interactive discussions, students are able to increase their self-awareness and apply their knowledge and skills gained in the program into their life experiences.

This session aims to:

- Deepen students' learning experience from the program and foster reflection to increase self-awareness
- Encourage students' interactions by moderated group discussions around the programs' content and identify ways to deal with multiple perspectives and ambiguity
- Strengthen students' sense of interconnectedness and promote actions towards sustainable futures as global citizens