

22nd 亞洲學生交流計畫
2021 Kaohsiung City, Taiwan

Asian Student Exchange Program

活動手冊

Activity Manual



Action for SDGs in
Post-Pandemic Era

目錄 Content

2021 年亞洲學生交流計畫(實施計畫)-----	2
Asian Student Exchange Program (ASEP) Plan (English)-----	7
參加學校 Participating Schools-----	13
■ 大學組 Universities-----	13
■ 高中組 Senior High Schools-----	14
■ 國中組 Junior High Schools-----	17
大會活動流程表 Activity Schedule -----	19
專題發表與問答時間表 Online Presentation and Q & A Schedule -	20
■ 2021 年 12 月 27 日 / Dec 27, 2021-----	20
■ 2021 年 12 月 28 日 / Dec 28, 2021-----	24
線上直播網站路徑 Access to Online Streaming Website -----	26
專題內容 Abstract -----	31
■ 大學組 Universities-----	31
■ 高中組 Senior High Schools-----	42
■ 國中組 Junior High Schools-----	77

2021 年亞洲學生交流計畫

Asian Student Exchange Program (ASEP) 2021

一、計畫目標：

- (一) 國際教育：活動全程使用「英語」，透過大會主題鼓勵學生進行英語專題發表，以提升英語表達及邏輯思維能力，更培養學生自主吸收國際資訊。
- (二) 文化素養：與來自亞洲及新南向國家學校合作交流，增進自身國際文化知識，並學習尊重異國文化的國際素養。
- (三) 國際夥伴：鼓勵各校積極邀請國際師生來臺交流並締結姊妹校，並發展國際姊妹校互惠交流活動。

二、辦理單位：

- (一) 主辦單位：高雄市政府教育局。
- (二) 承辦單位：高雄市私立中山工商。

三、辦理日期：110 年 12 月 27 日(星期一)、28 日(星期二)

四、活動方式：因應嚴重特殊傳染性肺炎防疫措施，2021 年亞洲學生交流計畫由本市學校與亞洲、新南向國家同級學校組隊，以年度主題進行專題研究，並進行發表。

(一) 第一階段—網絡交流(自由交流)

1. 報名錄取後，各校自行安排交流行程。
2. 各校針對本年度主題進行發表內容、方式之討論。
3. 雙方學校協力合作完成專題，並於大會活動時發表。

(二) 第二階段—線上發表及問答

1. 各組於指定時間進入「Google Meet」進行發表，透過同步直播方式提供其他團隊觀影。
2. 發表完成後 2 分鐘內，以隊為單位透過「SLIDO 問答平台」輸入提問之問題，每隊至少針對 2 隊各提出 2 題，如想提之問題已有他隊提出，請以「按讚」方式表示，勿再輸入相同問題。

五、參加資格：本市大專院校、高中職、國中學生以校為單位與亞洲地區國家、新南向國家同級學校學生共同組隊。

(一) 大專院校組：大學、科技大學、技術學院(二技、四技)、專科四年級以上，不分科系，具正式學籍在校學生；每隊至多 10 名參賽學生。

(二)高中職組：高中職、專科三年級以下，不分科系，具正式學籍在校生，每隊至多 10 名參賽學生。

(三)國中組：國民中學、完全中學國中部具正式學籍在校生，每隊至多 14 名參賽學生。

(四)觀摩學校：

1. 第一次參加 ASEP 活動且有海外搭檔學校，得以觀摩學校身分參加。
2. 無論參加經驗與否，未能有海外配對搭檔之學校，以「觀摩學校」參與。
3. 觀摩學校完成專題直播報告並參與線上交流討論會，將另頒發參加證明；明年度活動辦理時可註明具有參加經驗並優先錄取。

(五)指導及行政教師：每隊同國籍指導教師至多 2 名(國外亦至多為 2 名，共 4 名)、每校 1 名承辦行政教師，以上教師均獲參加證明乙紙。

六、報名資訊：

(一)即日起至 **2021 年 9 月 10 日(星期五)**下午 5 時止，填寫線上表單 (<https://forms.gle/5EFyxTWr97SZF3p49>) 進行報名。

(二)雙方指導老師、參賽學生名單提交日期與方式，俟伙伴學校確認後另行公布。

七、專題發表主題與規則：

(一)主題：**Action for SDGs in Post-Pandemic Era**

後疫情時代實踐永續發展目標的行動

近期全球共同面臨流行疫情 COVID-19 影響，防疫亦成國際間共同實踐的目標及挑戰之一，許多人企盼回歸如常。在各國積極的防疫作為中，我們也可見一些趨勢變化，例如建立良好的衛生安全系統，控制疫情的同時也促進了國民的健康生活與福祉、享有衛生及永續管理的觀念；為降低生活中的移動足跡，改以線上遠距方式召開跨國會議的情形下，讓地球環境生態發展新契機；在世界各國防疫作為上，因知識、技術與能力之差異，所顯現的落差；線上遠距教學看似解決學習上的困境，卻也凸顯了科技使用的有限性及城鄉差距；餐飲、觀光等服務業因防疫措施而使許多人面臨失業等等情形，結合聯合國於 2015 年所發表以引導全球共同努力、邁向永續發展之目標(SDGs)在後疫情時代中該如何實踐？

透過本次主題探討，引發共同深切反省、積極思考與創新作為，讓我們在面對未來可能的全球化困境時仍能永續發展。希望聽到你在這次疫情中看見哪些現象，而該現象對持續性發展目標(SDGs)產生何種影響？在暫時無法回復正常生活的情況下，在達成持續性發展目標(SDGs)的挑戰中，又能有那些創新的

實踐作為？

(二) 規則：

- 專題研究題目由各隊自訂。
- 直播發表時，各隊均須開啟鏡頭、麥克風，並分享簡報畫面；基於專長分工與合作，不一定要每位學生都開口發表。
- 發表時間 8 分鐘，自主主持人下達「開始發表」指令時開始計時，不足 8 分鐘不扣分，超過 8 分鐘而在 30 秒以內者，扣總分 1 分；超過 31 秒至 1 分鐘扣總分 2 分，超過 1 分鐘則立即靜音並停止發表。
- 專題發表時所使用之資料，必須於簡報最後註明文獻出處。

八、評分標準

評分項目 內容 規 表現 標準	英語表達 30%	創意 30%	內容 30%	提問與回應 10%
81 – 100	<ol style="list-style-type: none"> 發音正確性高，語調、韻律相當優美。 語句表達極具流暢性，肢體與聲音表情豐富。 團體台風穩健性、熟練度極高。 	<ol style="list-style-type: none"> 簡報製作極具創意與美感。 團體報告形式極具創意，吸引觀眾目光。 實踐行動方案極具創意與可行性。 	<ol style="list-style-type: none"> 簡報內容與主題符合程度極高。 簡報內容呈現之邏輯性、組織性極強。 簡報內容反思性極強。 	<ol style="list-style-type: none"> 回應問題之禮節極為適宜。 聚焦問題，具體回應問題能力極強。 成員主動支援性極強。
61 – 80	<ol style="list-style-type: none"> 發音正確，語調、韻律優美。 語句表達具流暢性，能運用肢體與聲音表情。 團體台風穩健、熟練度高。 	<ol style="list-style-type: none"> 簡報製作具創意與美感。 團體報告形式具創意，吸引觀眾目光。 實踐行動方案具創意與可行性。 	<ol style="list-style-type: none"> 簡報內容與主題符合程度高。 簡報內容呈現之邏輯性、組織性強。 簡報內容反思性強。 	<ol style="list-style-type: none"> 回應問題之禮節佳。 聚焦問題，具體回應問題能力佳。 成員主動支援性佳。
41 – 60	<ol style="list-style-type: none"> 多數發音正確，語調、韻律尚可。 語句表達尚稱流暢性，偶爾運用肢體與聲音表情。 團體台風表現普通，熟練度尚可。 	<ol style="list-style-type: none"> 簡報製作創意與美感性普通。 團體報告形式普通。 實踐行動方案普通。 	<ol style="list-style-type: none"> 簡報內容與主題符合程度尚可。 簡報內容呈現之邏輯性、組織性尚可。 簡報內容反思性尚可。 	<ol style="list-style-type: none"> 回應問題之禮節普通。 聚焦問題，具體回應問題能力普通。 成員主動支援性普通。

21 - 40	<p>1. 多數發音不正確，語調、韻律平淡。</p> <p>2. 語句表達不流暢性，未能运用肢體與聲音表情。</p> <p>3. 團體台風不穩，熟練度不足。</p>	<p>1. 簡報製作創意與美感性尚可。</p> <p>2. 團體報告形式普通。</p> <p>3. 實踐行動方案普通。</p>	<p>1. 簡報內容與主題符合程度弱。</p> <p>2. 簡報內容呈現之邏輯性、組織性弱。</p> <p>3. 簡報內容反思性弱。</p>	<p>1. 回應問題之禮節不適宜。</p> <p>2. 無法聚焦問題，具體，回應問題能力弱。</p> <p>3. 成員主動支援性弱。</p>
0 - 20	無法理解英文表達之內容。	簡報呈現方式創意平淡無奇。	簡報內容與主題無關、組織邏輯性凌亂，不具反思性。	回應問題之禮節、理解問題能力、成員彼此間支援性極為不足。

九、獎勵：

(一)參賽學生

每競賽組別皆依比例評選白金獎、金獎、優選獎若干名；所有參加者均獲參加證明乙紙。

(二)觀摩學校學生

觀摩學校可參加專題發表，惟不列入競賽敘獎；如獨力完成專題直播報告並參與線上交流討論會，將頒發參加證明；明年度活動辦理時可註明具有參加經驗並優先錄取。

(三)獲獎指導教師、行政教師

依「高雄市立各級學校及幼兒園教職員工獎懲案件處理要點暨該要點獎懲標準補充規定」統一由高雄市政府教育局酌予敘獎並獲參加證明乙紙。

十、其他注意事項：

(一)參賽證明及獎狀皆於活動後寄送至本市學校，並由本市學校寄送予國外搭檔學校，如文件有疑慮或需修訂之處，請於 2022 年 2 月 23 日(星期三)前向承辦單位中山工商提出，逾時恕不受理相關事宜。

(二)報名本活動亦同意授權活動期間參加影片肖像作為花絮製作或公益宣傳。

(三)報名本活動視同尊重評審之判決並遵循最後評分結果。

(四)本計畫奉核定後實施，修正時亦同。

(五)主辦單位保有最終修改、變更、活動解釋及取消本活動之權利，若有相關異動將會公告於相關網站，恕不另行通知。

十一、活動聯絡人：

高雄市政府教育局：林惠淳 研究員
(Email) a3375928@gmail.com (T) 07-7995678 #3118
高雄市私立中山工商：黃偉誠 外語教育組長
(Email) wilson159357@hotmail.com (T) 07-7815311 #289

Asian Student Exchange Program (ASEP) 2021

I. Program Goals :

- i. **International Education** : English is used throughout the event. Using the annual theme, students are encouraged to search for international information to make an English presentation to improve their expressing ability and logical thinking skills.
- ii. **Cultural Literacy** : With the cooperation of schools from Asian and New Southbound countries, students will enhance their international cultural knowledge and learn to respect foreign cultures.
- iii. **International Partner** : Invite teachers and students overseas to Taiwan for cultural exchange and to establish sister-school relationships.

II. Organizers :

- i. Education Bureau, Kaohsiung City Government
- ii. Chung-Shan Industrial and Commercial High School

III. Date : December 27th, 2021 – December 28th, 2021

IV. Activity Content : Because of the epidemic (COVID19), Asian Student Exchange Program (ASEP) 2021 will proceed as follows:

- i. **Phase 1 – Collaboration via Network**
 - 1. Complete the registration procedure and collaborate with partner schools.
 - 2. Set up regular online meetings between partners: Annual theme discussion.
 - 3. Make a project study with partner school and deliver the presentation on December 27th – 28th, 2021.
- ii. **Phase 2 – Online Presentation and Q&A**
 - 1. Each team will follow the order of timetable to enter the Google Meet room to do the presentation, and the presentation will be live stream to the audiences.
 - 2. After finishing the presentation, audiences can pose their questions by typing them out in SLIDO in 2 minutes and each team ask at least 2 questions for other 2 teams. If an audience member wants to ask a question that has already been asked by someone else, they should click “Like” instead of repeating the same questions.

V. Requirement of participates :

Schools in Kaohsiung, such as colleges, universities and secondary schools, must team up with a counterpart from an Asian or New Southbound countries.

- i. **College and University Group** : For students currently enrolled in universities, universities of science and technology, two-year or four-year technical colleges or the 4th or 5th grades in junior colleges, all majors are accepted. Each team is limited to 10 participants.
- ii. **Senior High School Group** : For students currently enrolled in senior high schools or 1st to 3rd grades in junior colleges, all majors are accepted. Each team is limited to 10 participants.
- iii. **Junior High School Group** : For students currently enrolled in junior high schools or middle schools. Each team is limited to 14 participants.
- iv. **Observation Team** :
 1. Schools that join for the first time and have an overseas partner school may join as an Observation team.
 2. Schools without an overseas partner school should join as an Observation team.
 3. Participants in Observation teams will be awarded a certificate of participation if they complete the presentation and join the online discussion; Observation teams in 2021 will be given priority to join the next year ASEP.
- v. **Instructors and administrative teacher** : Each team may have at most 2 instructors (not including the 2 from the foreign partner school), and 1 administrative teacher per school. Instructors and administrative teachers will receive a certificate of participation.

VI. Information of Registration :

- i. Fill in the information of online registration google form (<https://forms.gle/5EFyxTWr97SZF3p49>) **before 5pm, on September 10th, 2021.**
- ii. When and how to hand in the list of instructors and participants will be announced after the school-pairing is done.

VII. Annual Topic and Regulations :

- i. **Annual theme :**

「Action for SDGs in Post-Pandemic Era 後疫情時代實踐永續發展目標的行動」

Recently, under the impact of COVID-19, epidemic prevention has become a

goal, or even a challenge that we shall achieve or overcome together around the world. People expect everything to reopen and to be back to normal soon, though experts' opinions still differ as to whether the virus will disappear or not. With every country's efforts on epidemic prevention, we do see some phenomena.

For instance, while we were improving the health care system to control the spread of virus, it protected people's livelihood and well-being. While we were using the internet to avoid unnecessary travel, it provided ecosystem a chance to recover. While every country was implementing different measures to prevent epidemic, we saw the difference that education and economy brings. While studying from home seemed to solve the problem, we saw the limit of technology and the gap between urban and rural areas. Things kept happening and reminded us of the Sustainable Development Goals adopted by the United Nations in 2015 as a universal call to action. In the post-pandemic era, what can we do to practice it?

Let us reflect on ourselves, and think up some innovative ways that can help us develop sustainably during global crisis. We hope that you can share with us the phenomena you see during the pandemic and how it affects the SDGs. Moreover, since we might not be back to normal soon, what ways can we apply to practice the SDGs?

ii.

Rules :

1. Participants decide their own topics and presentation content, both of which must be relevant to the annual theme.
2. When live streaming, make sure your webcam and microphone are working, and share your screen. Each team member may have different job assignment for the presentation. Therefore, it is not necessary for every student to present.
3. The presentation should be finished in 8 minutes. 1 point will be deducted from the total score if the presentation exceeds 8 minutes, and 2 points will be deducted from the total score if the presentation exceeds 8 minutes and 30 seconds. The presentation will be stopped immediately when it exceeds 9 minutes.
4. Please use legally authorized materials and cite the sources in your slide.

VIII. Scoring Criteria for ASEP2021

Evaluation points	English Expression 30%	Creativity 30%	Content 30%	Question & Answer 10%
81–100	<ol style="list-style-type: none"> 1. Every word is enunciated and clearly understood; intonation is perfect and there are natural pauses. 2. Fluency is perfect; movements seem fluid and help the audience visualize. 3. Perfect coordination of members. 	<ol style="list-style-type: none"> 1. Very creative slides design. 2. Very creative presentation that holds audience attention. 3. The proposed action for SDGs is very creative and feasible. 	<ol style="list-style-type: none"> 1. Strongly relevant to the topic. 2. Strongly organized and logical. 3. Strongly worth thinking. 	<ol style="list-style-type: none"> 1. Answer questions with impeccable manners. 2. The answer is to-the-point and composed. 3. Collaborate perfectly with teammates.
61–80	<ol style="list-style-type: none"> 1. Most words are correctly pronounced with minor mistakes; intonation is used but not perfectly. 2. Fluency is good; made movements or gestures that enhanced articulation. 3. Good coordination of members. 	<ol style="list-style-type: none"> 1. Creative slides design. 2. Creative presentation that holds audience attention. 3. The proposed action for SDGs is creative and feasible. 	<ol style="list-style-type: none"> 1. Relevant to the topic. 2. Organized and logical. 3. Worth thinking. 	<ol style="list-style-type: none"> 1. Answer questions with appropriate manners. 2. The answer is to-the-point. 3. Collaborate well with teammates.
41–60	<ol style="list-style-type: none"> 1. Sizeable pronunciation mistakes; intonation is fine. 2. Fluency is fine; very little movements or descriptive gestures. 3. Little coordination 	<ol style="list-style-type: none"> 1. Normal slides design. 2. Normal presentation. 3. The proposed action for SDGs is normal. 	<ol style="list-style-type: none"> 1. Somewhat relevant to the topic. 2. Somewhat organized and logical. 3. Somewhat worth thinking. 	<ol style="list-style-type: none"> 1. Answer questions with manners. 2. The answer is somewhat to-the-point. 3. Collaborate with

	of members.			teammates.
21–40	<ol style="list-style-type: none"> 1. Many mistakes with enunciation and stresses of words; flat intonation. 2. Fluency is poor; no movements or descriptive gestures. 3. No coordination of members. 	<ol style="list-style-type: none"> 1. Poor slides design. 2. Normal presentation. 3. The proposed action for SDGs is normal. 	<ol style="list-style-type: none"> 1. Irrelevant to the topic. 2. poorly-organized and illogical. 3. Not worth thinking. 	<ol style="list-style-type: none"> 1. Answer questions with improper manners. 2. The answer is not to-the-point. 3. Collaborate poorly with teammates.
0–20	Incomprehensible.	Presentation is not appealing.	<ol style="list-style-type: none"> 1. Strongly irrelevant to the topic. 2. Strongly poorly-organized and illogical. 3. Strongly not worth thinking. 	<ol style="list-style-type: none"> 1. Answer questions with bad manners. 2. Can't answer or even understand the question. 3. No collaboration with teammates.

IX. Reward :

i. Competition Teams :

Based on the number of teams in a competition group, a certain number of platinum awards, gold awards, and honorable mentions will be awarded to the winning teams. However, every participant will receive a participation certificate.

ii. Observation Teams :

Observation teams may participate in the program, but they will not be awarded any prizes. However, each participating student will receive a participation certificate if they complete the presentation and join the online discussion forum.

iii. Instructors and administrative teacher :

Kaohsiung participants' rewarding will follow the standard of municipal schools and kindergartens for teachers and staff in Kaohsiung by the Education Bureau,

Kaohsiung city government, and receive the participation certification.

X. Others :

- i. If there is any question about participation certificates or certificates of merit, please inform Chung-Shan Industrial and Commercial High School for corrections before **February 23, 2022 (Wed.)**. Any late submissions will not be entertained.
- ii. When registering for the event, you also agree and authorize the event organizer- Education Bureau, Kaohsiung City Government- to use your portrait and video for publicity (online or otherwise.)
- iii. When registering for the event, you accept the judgment of judges and the final scoring results.
- iv. This plan will be implemented after approval by the Kaohsiung City Government, including any revisions.
- v. The ASEP organizers reserve the right to alter, revise, define and cancel these rules and guidelines. Any changes will be announced on the ASEP2021 website and the Kaohsiung Education Bureau website without any other notice.

XI. Contact :

Education Bureau, Kaohsiung city government : Ms. Lin
(Email) a3375928@gmail.com (T) 07-7995678 #3118
Chung-Shan Industrial & Commercial School : Mr. Huang
(Email) wilson159357@hotmail.com (T) 07-7815311 #289

參加學校 Participating Schools

大學組 Universities

NO	臺灣學校 Taiwanese School	Country 國家	配對學校 Partner School
1	義守大學(1) I-Shou University(1)	Japan 日本	日本福祉大學 Nihon Fukushi University
2	義守大學(2) I-Shou University(2)	Japan 日本	京都產業大學 Kyoto Sangyo University
3	輔英科技大學 Fooyin University	Japan 日本	關西大學(1) Kansai University(1)
4	國立中山大學(1) National Sun Yat-sen University	Japan 日本	立命館大學(1) Ritsumeikan University(1)
5	樹德科技大學 Shu-Te University	Japan 日本	立命館大學(2) Ritsumeikan University(2)
6	國立高雄師範大學(1) National Kaohsiung Normal University(1)	Japan 日本	立命館大學(3) Ritsumeikan University(3)
7	國立高雄師範大學(2) National Kaohsiung Normal University(2)	Japan 日本	關西大學(2) Kansai University(2)
8	國立中山大學(2) National Sun Yat-sen University	Japan 日本	立命館大學(4) Ritsumeikan University(4)

高中組 Senior High Schools

NO	臺灣學校 Taiwanese School	Country 國家	配對學校 Partner School
1	天主教高雄市明誠高級中學 St.Paul's High School	Japan 日本	奈良育英高等學校(1) Nara Ikuei Senior High School(1)
2	高雄市立三民高級家事商業職業學校(1) Kaohsiung Municipal Sanmin Vocational High School of Home Economics and Commerce(1)	Japan 日本	奈良育英高等學校(2) Nara Ikuei Senior High School(2)
3	立志學校財團法人高雄市立志高級中學 (1) Li Chih Valuable School(1)	Japan 日本	關西學院千里國際高等學校(1) Senri International School of Kwansei Gakuin(1)
4	立志學校財團法人高雄市立志高級中學 (2) Li Chih Valuable School(2)	Japan 日本	關西學院千里國際高等學校(2) Senri International School of Kwansei Gakuin(2)
5	高雄市立高雄女子高級中學 Kaohsiung Municipal Kaohsiung Girls' Senior High School	Japan 日本	立命館中學校高等學校(1) Ritsumeikan Junior and Senior High School(1)
6	高雄市立高雄高級中學 Kaohsiung Municipal Kaohsiung Senior High School	Japan 日本	立命館中學校高等學校(2) Ritsumeikan Junior and Senior High School(2)
7	高雄市立高雄高級工業職業學校 Kaohsiung Municipal Kaohsiung Industrial High School	Japan 日本	立命館中學校高等學校(3) Ritsumeikan Junior and Senior High School(3)
8	高雄市立瑞祥高級中學(1) Kaohsiung Municipal Rueisiang High School(1)	Japan 日本	大阪市立東高等學校(1) Osaka City Higashi Senior High School(1)
9	高雄市立瑞祥高級中學(2) Kaohsiung Municipal Rueisiang High School(2)	Japan 日本	大阪市立東高等學校(2) Osaka City Higashi Senior High School(2)
10	高雄市立前鎮高級中學 Kaohsiung Municipal Cianjen Senior High School	Japan 日本	大阪市立東高等學校(3) Osaka City Higashi Senior High School(3)

NO	臺灣學校 Taiwanese School	Country 國家	配對學校 Partner School
11	高雄市私立三信高級家事商業職業學校 San Sin High School of Commerce and Home Economics	Japan 日本	立命館宇治中高等學校(1) Ritsumeikan Uji Junior and Senior High School(1)
12	國立中山大學附屬國光高級中學 Guoguang Laboratory School, NSYSU	Japan 日本	立命館宇治中高等學校(2) Ritsumeikan Uji Junior and Senior High School(2)
13	中山學校財團法人高雄市中山高級工商職業學校 Chung Shan Industrial and Commercial High School	Japan 日本	名古屋商業高等學校(1) Nagoya Commercial High School(1)
14	高雄市私立樹德高級家事商業職業學校 Shu-Te Home Economics and Commercial High School	Japan 日本	名古屋商業高等學校(2) Nagoya Commercial High School(2)
15	高雄市立高雄高級商業職業學校(1) Kaohsiung Municipal Kaohsiung Commercial High School(1)	Japan 日本	福井商業高等學校(1) Fukui Commercial High School(1)
16	高雄市立新興高級中學 Kaohsiung Municipal Hsin Hsing Senior High School	Japan 日本	福井商業高等學校(2) Fukui Commercial High School(2)
17	高雄市立鼓山高級中學(1) Kaohsiung Municipal Gushan Senior High School(1)	Japan 日本	日本福祉大學附屬高等學校 Nihon Fukushi University Affiliated High School
18	高雄市立中正高級中學(1) Kaohsiung Municipal Jhong Jheng Senior High School (1)	Japan 日本	立命館守山高等學校 Ritsumeikan Moriyama Junior and Senior High School
19	高雄市立仁武高級中學 Kaohsiung Municipal Renwu Senior High School	Japan 日本	郡山高等學校 Koriyama Senior High School
20	高雄市立路竹高級中學 Kaohsiung Municipal Lu chu Senior High School	Japan 日本	神戶國際大學附屬高等學校 Kobe University Secondary School
21	高雄市立林園高級中學 Kaohsiung Municipal Linyuan Senior High School	Japan 日本	兵庫高等學校 Hyogo Senior High School

NO	臺灣學校 Taiwanese School	Country 國家	配對學校 Partner School
22	高雄市立新莊高級中學 Kaohsiung Municipal Hsin Chuang Senior High School	Indonesia 印尼	棉蘭菩提學校 Bodhicitta school medan Indonesia
23	高雄市立小港高級中學 Kaohsiung Municipal Siaogang Senior High School	Indonesia 印尼	希布布實驗中學 SMA Labschool Cibubur
24	國立鳳新高級中學 National Fenghsin Senior High School	Indonesia 印尼	雅加達實驗中學 SMA Labschool Jakarta
25	高雄市立高雄高級商業職業學校(2) Kaohsiung Municipal Kaohsiung Commercial High School(2)	Korea 韓國	東豆川外語高中 Dongducheon Foreign Language High School
26	高雄市立鼓山高級中學(2) Kaohsiung Municipal Gushan Senior High School(2)	Korea 韓國	東豆川外語高中 Dongducheon Foreign Language High School
27	高雄市立中正高級中學(2) Kaohsiung Municipal Jhong Jheng Senior High School(2)	Korea 韓國	清道中學校 Cheongdo High School
28	高雄市立三民高級家事商業職業學校(2) Kaohsiung Municipal Sanmin Vocational High School of Home Economics and Commerce(2)	Thailand 泰國	合艾威他耶萊高中 Hatyaiwittayalai School
29	高雄市立福誠高級中學 Kaohsiung Municipal Fu Cheng Senior High School	Philippines 菲律賓	菲律賓理工大學附屬中學 Polytechnic University of the Philippines Senior High School Department
30	高雄市立文山高級中學 Kaohsiung Municipal Wunshan Senior High School	Japan 日本	秋田市由利高中 Akita Prefectural Yuri Senior High School
31	高雄市立楠梓高級中學 Kaohsiung Municipal Nanzih Senior High School	N/A	N/A

國中組 Junior High Schools

NO	臺灣學校 Taiwanese School	Country 國家	配對學校 Partner School
1	高雄市立大仁國民中學 Kaohsiung Municipal Taren Junior High School	Japan 日本	立命館守山中學校 Ritsumeikan Moriyama Junior High School
2	高雄市立五福國民中學 Kaohsiung Municipal Wufu Junior High School	Japan 日本	立命館中學校高等學校 Ritsumeikan Junior and Senior High School
3	高雄市立嘉興國民中學 Kaohsiung Municipal Jiassing Junior High School	Vietnam 越南	河內星星國中 Hanoi Star Primary and Secondary School
4	高雄市立大寮國民中學 Kaohsiung Municipal Daliao Junior High School	Vietnam 越南	河內星星國中 Hanoi Star Primary and Secondary School
5	高雄市立小港國民中學 Kaohsiung Municipal Siaogang Junior High School	Vietnam 越南	西河內學校 Western Hanoi School
6	高雄市立燕巢國民中學 Kaohsiung Municipal Yanchao Junior High School	Vietnam 越南	聖母峰中學 Everest Elementary and Secondary school
7	高雄市立獅甲國民中學 Kaohsiung Municipal Shih-Jia Junior High School	Indonesia 印尼	雅加達伊斯蘭第一中學 Al Azhar 1 Islamic Junior High School
8	高雄市立福山國民中學(1) Kaohsiung Municipal Fushan Junior High School(1)	Indonesia 印尼	伊斯蘭第三號中學 Al Azhar 3 Bintaro Islamic Junior High School
9	高雄市立福山國民中學(2) Kaohsiung Municipal Fushan Junior High School(2)	Indonesia 印尼	伊斯蘭第九號中學 Al Azhar 9 Islamic Junior High School Bekasi
10	高雄市立福誠高級中學國中部 Kaohsiung Municipal Fu Cheng Senior High School-Junior Department	Indonesia 印尼	伊斯蘭中學第二十二分校 Al Azhar 22 Islamic Junior High School

NO	臺灣學校 Taiwanese School	Country 國家	配對學校 Partner School
11	高雄市立右昌國民中學 Kaohsiung Municipal Youchang Junior High School	Indonesia 印尼	伊斯蘭第二十五中學 Al Azhar 25 Pamulang School
12	高雄市立前鎮國民中學 Kaohsiung Municipal QianZhen Junior High School	India 印度	新印度中學 New India School
13	高雄市立鹽埕國民中學 Kaohsiung Municipal Yancheng Junior High School	Korea 韓國	苞山中學 Posan Middle School
14	高雄市立龍華國民中學 Kaohsiung Municipal Longhua Junior High School	Korea 韓國	貞媛女中 Jungwon Girls' Middle School
15	高雄市立立德國民中學 Kaohsiung Municipal Lide Junior High School	Korea 韓國	貞媛女中 Jungwon Girls' Middle School
16	高雄市立後勁國民中學 Kaohsiung Municipal Houjing Junior High School	N/A	N/A
17	高雄市立陽明國民中學 Kaohsiung Municipal Yangming Junior High School	N/A	N/A

亞洲學生交流計畫大會活動流程表

Activity Schedule

日期	臺灣時間	活動內容	備註
12月27日 (星期一) Dec. 27 th (MON.)	09:00-09:15	開幕式 Opening Ceremony	所有參與者 All participants
	09:15-09:30	休息與準備時間 Break	
	09:30-11:54	線上發表與 Q & A Presentation / Q&A	高中組(A 教室) Senior High School (Classroom A) 國中組(B 教室) Junior High School (Classroom B)
	11:54-13:00	午餐休息 Break	
	13:00-14:57	線上發表與 Q & A Presentation / Q&A	國中組(B 教室) Junior High School (Classroom B)
	13:00-16:38	線上發表與 Q & A Presentation / Q&A	高中組(A 教室) Senior High School (Classroom A)
	09:00-11:14	線上發表與 Q & A Presentation / Q&A	大學組(B 教室) University (Classroom B)
12月28日 (星期二) Dec. 28 th (TUE.)	09:00-11:48	線上發表與 Q & A Presentation / Q&A	高中組(A 教室) Senior High School (Classroom A)
	11:48-14:00	午餐休息 Break	
	14:30-15:00	成績公布與閉幕式 Closing Ceremony	所有參與者 All participants

亞洲學生交流計畫線上專題發表與問答時間表

Online Presentation and Q & A Schedule

2021 年 12 月 27 日 / Dec 27, 2021

GROUP	A 教室 Classroom A / 高中組 Senior High Schools			
CODE	臺灣學校 School (Taiwan)	配對學校 School (Partner)	時間 Time	SLIDO
7A0	測試用 For Testing	測試用 For Testing	09:20 – 09:28	
7A1	高雄市立福誠高級中學 Kaohsiung Municipal Fu Cheng Senior High School	菲律賓理工大學附屬中學 Polytechnic University of the Philippines Senior High School Department	09:30 – 09:45	
7A2	國立中山大學附屬國光高級中學 Guoguang Laboratory School, NSYSU	立命館宇治中高等學校(2) Ritsumeikan Uji Junior and Senior High School(2)	09:47 – 10:02	
7A3	高雄市私立樹德高級家事商業職業學校 Shu-Te Home Economics and Commercial High School	名古屋商業高等學校(2) Nagoya Commercial High School(2)	10:04 – 10:19	
7A4	高雄市立中正高級中學(2) Kaohsiung Municipal Jhong Jheng Senior High School(2)	清道中學校 Cheongdo High School	10:21 – 10:46	
7A5	高雄市立瑞祥高級中學(2) Kaohsiung Municipal Rueisiang High School(2)	大阪市立東高等學校(2) Osaka City Higashi Senior High School(2)	10:48 – 11:03	
7A6	高雄市立鼓山高級中學(1) Kaohsiung Municipal Gushan Senior High School(1)	日本福祉大學附屬高等學校 Nihon Fukushi University Affiliated High School	11:05 – 11:20	
7A7	立志學校財團法人高雄市立志高級中學(1) Li Chih Valuable School(1)	關西學院千里國際高等學校(1) Senri International School of Kwansei Gakuin(1)	11:22 – 11:37	
7A8	高雄市立三民高級家事商業職業學校(2) Kaohsiung Municipal Sanmin Vocational High School of Home Economics and Commerce(2)	合艾威他耶萊高中 Hatyaiwittayalai School	11:39 – 11:54	
7A9	高雄市立高雄女子高級中學 Kaohsiung Municipal Kaohsiung Girls' Senior High School	立命館中學校高等學校(1) Ritsumeikan Junior and Senior High School(1)	13:00 – 13:15	
7A10	高雄市立高雄高級商業職業學校(2) Kaohsiung Municipal Kaohsiung Commercial High School(2)	東豆川外語高中 Dongducheon Foreign Language High School	13:17 – 13:32	

GROUP	A 教室 Classroom A / 高中組 Senior High Schools			
CODE	臺灣學校 School (Taiwan)	配對學校 School (Partner)	時間 Time	SLIDO
7A11	高雄市私立三信高級家事商業職業學校 San Sin High School of Commerce and Home Economics	立命館宇治中高等學校(1) Ritsumeikan Uji Junior and Senior High School(1)	13:34 – 13:49	
7A12	高雄市立高雄高級商業職業學校(1) Kaohsiung Municipal Kaohsiung Commercial High School(1)	福井商業高等學校(1) Fukui Commercial High School(1)	13:51 – 14:06	
7A13	天主教高雄市明誠高級中學 St.Paul's High School	奈良育英高等學校(1) Nara Ikuei Senior High School(1)	14:08 – 14:23	
7A14	國立鳳新高級中學 National Fenghsin Senior High School	雅加達實驗中學 SMA Labschool Jakarta	14:25 – 14:40	
7A15	高雄市立鼓山高級中學(2) Kaohsiung Municipal Gushan Senior High School(2)	東豆川外語高中 Dongducheon Foreign Language High School	14:42 – 14:57	
7A16	高雄市立路竹高級中學 Kaohsiung Municipal Lu Chu Senior High School	神戶大學附屬中等教育學校 Kobe University Secondary School	15:15 – 15:30	
7A17	高雄市立瑞祥高級中學(1) Kaohsiung Municipal Rueisiang High School(1)	大阪市立東高等學校(1) Osaka City Higashi Senior High School(1)	15:32 – 15:47	
7A18	中山學校財團法人高雄市中山高級工商職業學校 Chung Shan Industrial and Commercial High School	名古屋商業高等學校(1) Nagoya Commercial High School(1)	15:49 – 16:04	
7A19	高雄市立仁武高級中學 Kaohsiung Municipal Renwu Senior High School	郡山高等學校 Koriyama Senior High School	16:06 – 16:21	
7A20	高雄市立新莊高級中學 Kaohsiung Municipal Hsin Chuang Senior High School	棉蘭菩提學校 Bodhicitta school medan Indonesia	16:23 – 16:38	

2021 年 12 月 27 日 / Dec 27, 2021

Group	B 教室 Classroom B / 國中組 Junior High Schools			
CODE	臺灣學校 School (Taiwan)	配對學校 School (Partner)	時間 Time	SLIDO
7B0	測試用 For Testing	測試用 For Testing	09:20 – 09:28	
7B1	高雄市立鹽埕國民中學 Kaohsiung Municipal Yancheng Junior High School	苞山中學 Posan Middle School	09:30 – 09:45	
7B2	高雄市立福山國民中學(2) Kaohsiung Municipal Fushan Junior High School(2)	伊斯蘭第九號中學 Al Azhar 9 Islamic Junior High School Bekasi	09:47 – 10:02	
7B3	高雄市立五福國民中學 Kaohsiung Municipal Wufu Junior High School	立命館中學校高等學校 Ritsumeikan Junior and Senior High School	10:04 – 10:19	
7B4	高雄市立前鎮國民中學 Kaohsiung Municipal QianZhen Junior High School	新印度中學 New India School	10:21 – 10:46	
7B5	高雄市立大仁國民中學 Kaohsiung Municipal Taren Junior High School	立命館守山中學校 Ritsumeikan Moriyama Junior High School	10:48 – 11:03	
7B6	高雄市立右昌國民中學 Kaohsiung Municipal Youchang Junior High School	伊斯蘭第二十五中學 Al Azhar 25 Pamulang School	11:05 – 11:20	
7B7	高雄市立福誠高級中學國中部 Kaohsiung Municipal Fu Cheng Senior High School-Junior Depatment	伊斯蘭中學第二十二分校 Al Azhar 22 Islamic Junior High School	11:22 – 11:37	
7B8	高雄市立福山國民中學(1) Kaohsiung Municipal Fushan Junior High School(1)	伊斯蘭第三號中學 Al Azhar 3 Bintaro Islamic Junior High School	11:39 – 11:54	
7B9	高雄市立小港國民中學 Kaohsiung Municipal Siaogang Junior High School	西河內學校 Western Hanoi School	13:00 – 13:15	
7B10	高雄市立大寮國民中學 Kaohsiung Municipal Daliao Junior High School	河內星星國中 Hanoi Star Primary and Secondary School	13:17 – 13:32	
7B11	高雄市立燕巢國民中學 Kaohsiung Municipal Yanchao Junior High School	聖母峰中學 Everest Elementary and Secondary school	13:34 – 13:49	
7B12	高雄市立獅甲國民中學 Kaohsiung Municipal Shih-Jia Junior High School	雅加達伊斯蘭第一中學 Al Azhar 1 Islamic Junior High School	13:51 – 14:06	
7B13	高雄市立後勁國民中學 Kaohsiung Municipal Houjing Junior High School	N/A	14:08 – 14:23	

7B14	高雄市立嘉興國民中學 Kaohsiung Municipal Jiasing Junior High School	河內星星國中 Hanoi Star Primary and Secondary School	14:25 – 14:40	
7B15	高雄市立龍華國民中學 Kaohsiung Municipal Longhua Junior High School	貞媛女中 Jungwon Girls' Middle School	14:42 – 14:57	

2021 年 12 月 28 日 / Dec 28, 2021

GROUP	A 教室 Classroom A / 高中組 Senior High Schools			
CODE	臺灣學校 School (Taiwan)	配對學校 School (Partner)	時間 Time	SLIDO
8A0	測試用 For Testing	測試用 For Testing	08:50 – 08:59	
8A1	立志學校財團法人高雄市立志高級中學(2) Li Chih Valuable School(2)	關西學院千里國際高等學校(2) Senri International School of Kwansei Gakuin(2)	09:00 – 09:15	
8A2	高雄市立林園高級中學 Kaohsiung Municipal Linyuan Senior High School	兵庫高等學校 Hyogo Senior High School	09:17 – 09:32	
8A3	高雄市立前鎮高級中學 Kaohsiung Municipal Cianjhen Senior High School	大阪市立東高等學校(3) Osaka City Higashi Senior High School(3)	09:34 – 09:49	
8A4	高雄市立小港高級中學 Kaohsiung Municipal Siaogang Senior High School	希布布實驗中學 SMA Labschool Cibubur	09:51 – 10:06	
8A5	高雄市立新興高級中學 Kaohsiung Municipal Hsin Hsing Senior High School	福井商業高等學校(2) Fukui Commercial High School(2)	10:08 – 10:23	
8A6	高雄市立高雄高級工業職業學校 Kaohsiung Municipal Kaohsiung Industrial High School	立命館中學校高等學校(3) Ritsumeikan Junior and Senior High School(3)	10:25 – 10:40	
8A7	高雄市立文山高級中學 Kaohsiung Municipal Wunshan Senior High School	秋田市由利高中 Akita Prefectural Yuri Senior High School	10:42 – 10:57	
8A8	高雄市立高雄高級中學 Kaohsiung Municipal Kaohsiung Senior High School	立命館中學校高等學校(2) Ritsumeikan Junior and Senior High School(2)	10:59 – 11:14	
8A9	高雄市立中正高級中學(1) Kaohsiung Municipal Jhong Jheng Senior High School (1)	立命館守山高等學校 Ritsumeikan Moriyama Junior and Senior High School	11:16 – 11:31	
8A10	高雄市立三民高級家事商業職業學校(1) Kaohsiung Municipal Sanmin Vocational High School of Home Economics and Commerce(1)	奈良育英高等學校(2) Nara Ikuei Senior High School(2)	11:33 – 11:48	

2021 年 12 月 28 日 / Dec 28, 2021

Group	 教室 Classroom B / 大學組 Universities			
CODE	臺灣學校 School (Taiwan)	配對學校 School (Partner)	時間 Time	SLIDO
8B0	測試用 For Testing	測試用 For Testing	08:50 – 08:59	
8B1	義守大學(2) I-Shou University(2)	京都產業大學 Kyoto Sangyo University	09:00 – 09:15	
8B2	輔英科技大學 Fooyin University	關西大學(1) Kansai University(1)	09:17 – 09:32	
8B3	義守大學(1) I-Shou University(1)	日本福祉大學 Nihon Fukushi University	09:34 – 09:49	
8B4	國立高雄師範大學(2) National Kaohsiung Normal University(2)	關西大學(2) Kansai University(2)	09:51 – 10:06	
8B5	樹德科技大學 Shu-Te University	立命館大學(2) Ritsumeikan University(2)	10:08 – 10:23	
8B6	國立高雄師範大學(1) National Kaohsiung Normal University(1)	立命館大學(3) Ritsumeikan University(3)	10:25 – 10:40	
8B7	國立中山大學(1) National Sun Yat-sen University(1)	立命館大學(1) Ritsumeikan University(1)	10:42 – 10:57	
8B8	國立中山大學(2) National Sun Yat-sen University(2)	立命館大學(4) Ritsumeikan University(4)	10:59 – 11:14	

線上直播網站路徑

Access to Online Streaming Website

1. 搜尋關鍵字「CSIC」或輸入「www.csic.khc.edu.tw」到中山工商首頁。

Search “CSIC”, or type web address “www.csic.khc.edu.tw” to go to the front page of Chung Shan Industrial and Commercial School.

2. 點選右上角「ASEP2021」進入ASEP官方首頁。

Click on “ASEP2021” on the upper right corner of the page to go to ASEP official website.



3. 點開公佈欄進入線上專題發表連結的網頁。

Click on “Bulletin Board” for the links to the online presentation web page.



4. 點選「2021ASEP 教室 A 賽程表 Schedule for Classroom A」或「2021ASEP 教室 B 賽程表 Schedule for Classroom B」進入發表學校時間表與相關連結。
Click on “2021ASEP 教室 A 賽程表 Schedule for Classroom A” or “2021ASEP 教室 B 賽程表 Schedule for Classroom B” for the schedule and links.



5. 點選「」圖標或「」圖標連結到 A 教室或 B 教室的直播網頁。

Click on “” or “” to watch the live stream of classroom A or classroom B.

亞洲學生交流計畫線上專題發表與問答時間表

Online Presentation and Q & A Time Table

2021 年 12 月 27 日 / Dec 27, 2021

GROUP	 教室 Classroom A / 高中組 Senior High Schools	CODE	臺灣學校 School (Taiwan)	配對學校 School (Partner)	時間 Time	SLIDO
7A0	測試用 For Testing			測試用 For Testing	09:20 – 09:28	
7A1	高雄市立福誠高級中學 Kaohsiung Municipal Fu Cheng Senior High School			菲律賓理工大學附屬中學 Polytechnic University of the Philippines Senior High School Department	09:30 – 09:45	
7A2	國立中山大學附屬國光高級中學 Guoguang Laboratory School, NSYSU			立命館宇治中高等學校(2) Ritsumeikan Uji Junior and Senior High School(2)	09:47 – 10:02	

6. 依照時間表觀看專題發表以及發表學校的線上即時回答。

Follow the schedule to watch the presentations and the answers from the presenters for Q&A.



7. 觀眾如想提問，可點選「」圖標進入 Slido 網頁，並留言提問問題。

The audience who want to ask the presenters questions may click on “” to go to Slido web page, and type out the questions.

亞洲學生交流計畫線上專題發表與問答時間表

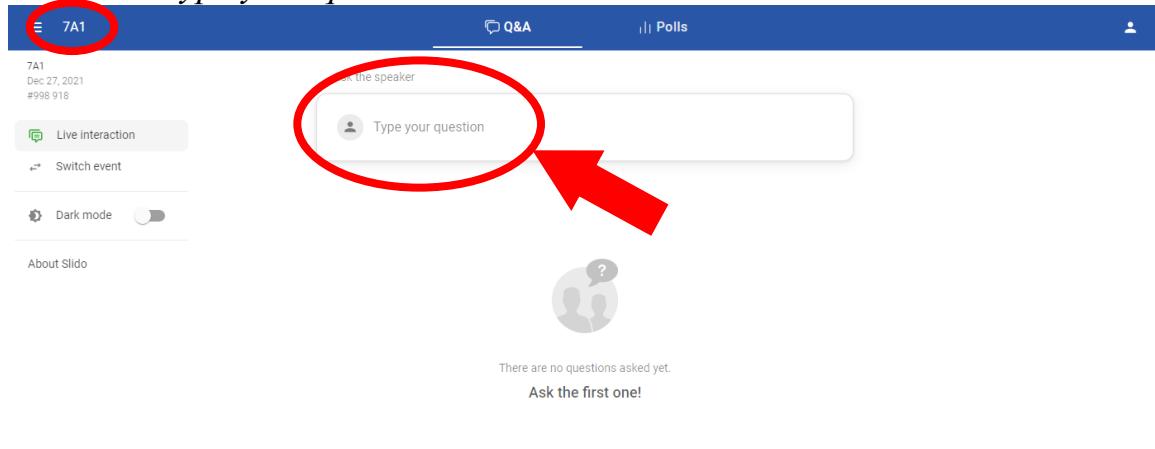
Online Presentation and Q & A Time Table

2021 年 12 月 27 日 / Dec 27, 2021

GROUP	A 教室 Classroom A / 高中組 Senior High Schools			
CODE	臺灣學校 School (Taiwan)	配對學校 School (Partner)	時間 Time	SLIDO
7A0	測試用 For Testing	測試用 For Testing	09:20 – 09:28	
7A1	高雄市立福誠高級中學 Kaohsiung Municipal Fu Cheng Senior High School	菲律賓理工大學附屬中學 Polytechnic University of the Philippines Senior High School Department	09:30 – 09:45	
7A2	國立中山大學附屬國光高級中學 Guoguang Laboratory School, NSYSU	立命館宇治中高等學校(2) Ritsumeikan Uji Junior and Senior High School(2)	09:47 – 10:02	

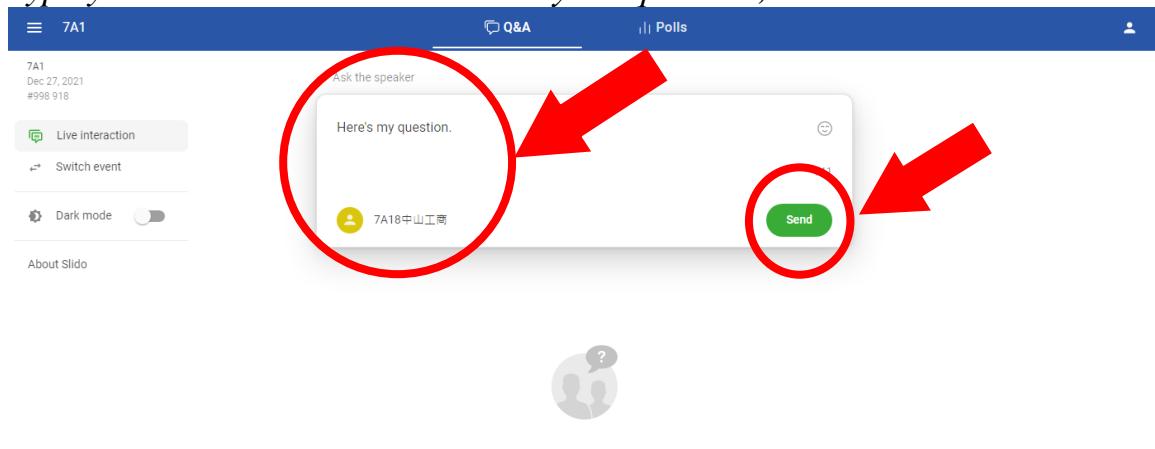
8. 點選「輸入您的問題」。

Click on “Type your question.”



9. 輸入您的 CODE+學校名稱與問題，再點選「送出」。

Type your CODE+school name and your question, and then click on “SEND.”



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10. 回到線上直播網頁觀看發表學校的線上即時回答。

Go back to live stream web page. The presenters will answer questions directly online.



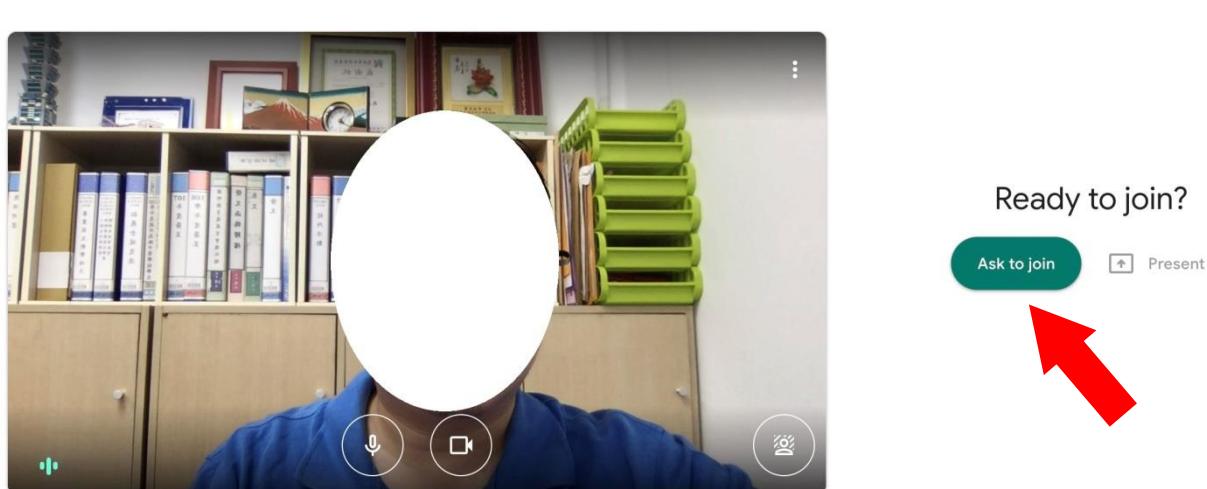
11. 發表學校點選連結進入 Google Meet 線上會議室，進入前務必將帳戶名稱改為「CODE+校名」，否則將不被允許進入。

The presenters click on the link to go into Google Meet conference room to present.

Before entering Google Meet, the presenters must change their account name to "CODE+school name." If not, the presenters will not be allowed to enter the room.

Google Meet(Classroom A): <https://meet.google.com/qna-aadk-nfa>

Google Meet(Classroom B): <https://meet.google.com/iji-fgfc-bjt>



12. 發表學校回答問題前須先至 Slido 網頁查看觀眾留言，至少選擇兩則問題回覆。

The presenters must go to Slido to check for the questions asked. Then choose at least 2 questions to answer.

專題內容 Abstract

大學組 Universities

Theme	Action for SDGs in Post-Pandemic Era	
Code:8B1 Collaborative Schools	Taiwan	I-Shou University (2)
	Japan	Kyoto Sangyo University
Project Title	How can we avoid food waste?	
Abstract	<p>We should reduce the possibility of food waste in the post-Corona era, and we should also promote the idea of cherishing food without wasting it.</p> <p>The epidemic broke out overnight. When the epidemic was severe, most people stayed at home and seldom went out. Everyone bought food online to reduce the risk of infection, which caused the unsalable food in many stores. As a result, the store had to come up with various solutions to countermeasures, such as sending unsold food to children and people who have no money to eat. How can we maintain a good habit of not wasting food resources during the epidemic so as to reduce food waste?</p> <p>Every October 16th is World Food Day according to the United Nations. For example, this year (2021) Taiwan National Food Bank Association launched the "National Food Reversal Plan", inviting 30 well-known entrepreneurs, artists, Internet celebrities, and well-known people. They made the video clip of "Food Reversal for the Whole People" for public welfare promotion.</p> <p>Our action plans are made as follows: First, we can create our own HASHTAG and create topics. Second, we can make a purchase list and know what food is in the refrigerator. We only buy it after finishing eating it. We buy small quantities for many times. Third, we should ask the buyers in front of the chained stores of American style, if they really need it. We can create some effective slogans to upload onto app to remind people. Finally, we can exchange opinions about food waste or how to prevent it by using CLUBHOUSE or other social media.</p>	
References		
Books	李靜怡(譯) (2012)。浪費：全球糧食危機解密 Waste: Uncovering the Global Food Scandal 新北市：遠足文化。(Tristram Stuart) (2007)	

	<p>Homemakers United Foundation (2015). 食物不浪費，從減廢開始 https://www.huf.org.tw/essay/content/2961</p> <p>林玉婷 (2021). 台灣一年浪費 373 萬噸食物！有春分享協會呼籲用分享解決食物浪費問題 https://www.foodnext.net/news/industry/paper/5470575988</p> <p>Websites</p> <p>Global Food Banking Network ; GFN(2020).台灣一年浪費的食物高達 13,500 座 101 樓高 世界糧食日「全民食物逆轉剩」計畫，呼籲全民珍惜食物 https://www.foodbank-taiwan.org.tw/new-blog/2021/10/18/13500101-井出留美(2020). 家で食べ物を捨てる人減った？5,345 名調査 日・仏・英・米 家庭の食品ロスの変化 https://news.yahoo.co.jp/byline/iderumi/20200601-00181339</p>
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Theme	Action for SDGs in Post-Pandemic Era	
Code:8B2 Collaborative Schools	Taiwan	Fooyin University
	Japan	Kansai University(1)
Project Title	Making Quality Learning for Students on Special Education under COVID-19	
Abstract	<p>According to UNESCO (2021), in the past year, almost half the world's students, approximately 825 million learners as of 12 January 2021, are affected by partial or full school closures due to the COVID-19 pandemic. Special education students are potentially one of the most impacted groups of COVID-19 (Wikipedia, 2021).</p> <p>In order to achieve the SDG Goal 4—Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, we will propose ways in which we, as university students, can support the learning of people with disabilities. The three types of disabilities targeted are students with hearing impairment, visual impairment and ADHD.</p> <p>Due to the coronavirus epidemic, the learning environment for students has changed dramatically. We would like to contribute to the achievement of the SDGs goals by proposing possible solutions to the problems that this change in classroom format has caused for students with disabilities.</p>	
References		
Books		
Websites	<p>https://www.sciencedirect.com/science/article/pii/S2405844021010185</p> <p>https://blog.betterlesson.com/distance-learning-supporting-students-with-disabilities</p> <p>https://www.set.edu.tw/reg/tra/Education.htm</p> <p>https://nfb.org/images/nfb/publications/fr/fr39/2/fr390213.htm</p> <p>https://www.k12dive.com/news/how-covid-19-is-affecting-students-with-visual-impa</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8113838/</p> <p>https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/ADHD-and-Learning-During-COVID-19.aspx</p>	
Others		

Theme	Action for SDGs in Post-Pandemic Era	
Code:8B3 Collaborative Schools	Taiwan	I-Shou University (1)
	Japan	Nihon Fukushi University
Project Title	How can we become friends with pandemic?	
Abstract	<p>In 2019 the entire world changed, for first time in decades we face a pandemic, that has taken thousands of lives. Now it is 2021 and the pandemic has not ended yet; we had made progress but there is still a lot of work to do. At such important moment, all the world needs to develop and practice good partnership not only to fight against the Coronavirus, but also to accomplish the SDGs, recognized by 193 countries. Our group decided to work with the SDG 17 and SDG 13.</p> <p>First, we decided to combine two SDGs because we believed that at this moment SDG 17 should be taken as priority. Sharing all the important information, we know about the corona virus, and how to fight against it will be the only way to end this situation. Second, we chose to add SDG 13: climate change goal, because worldly cooperation with the consideration of global warming would bring more meaningful effect. The collaborative measures taken are possible solutions to solve the environmental problems, so it is important not only to share how to fight against Coronavirus but also how to avoid a bigger disaster for our planet.</p> <p>Some of the possible solutions are establishing the partnership between students in schools and universities, through the use of all the technology. Campaigns through social medias, and online workshops (zoom, google meet, Microsoft team, etc.) are also taken into account. The possible action plans are subjects to change according to the progress of our investigation or research later.</p>	
References		
Books	<p>Adam Tooze (2021). <i>Shutdown: How covid shook the world's economy</i>. New York, NY: Viking.</p> <p>張靖之 (譯) (2020)。氣候緊急時代來了：從經濟海嘯到瘟疫爆發，認清12大氣候風險與新生存模式。台北市：天下。(David, W., 2019)</p> <p>張靖之，林步昇(譯) (2021)。如何避免氣候災難：結合科技與商業的奇蹟 全面啟動淨零碳新經濟。台北市：天下。(Bill, G., 2021)</p>	

Websites	<p>https://www.elfinanciero.com.mx/salud/que-paises-tienen-exito-contra-el-coronavirus-y-por-que/ 110/11/29</p> <p>https://climate-wise.com/es/noticias-y-articulos/the-environmental-impact-of-covid-19/ 110/11/29</p> <p>https://www.thenewslens.com/amparticle/152659 110/11/29</p>
Others	

Theme	Action for SDGs in Post-Pandemic Era	
Code:8B4 Collaborative Schools	Taiwan	National Kaohsiung Normal University(2)
	Japan	Kansai University(2)
Project Title	Sustainable Solutions to Affected Teaching and Learning Quality in Japan and Taiwan in Post-Pandemic Era	
Abstract	<p>Since 2020, Covid-19 has brought unprecedented challenges to social and economic systems and education globally. As the university students from educational-related field, some of whom are freshman and sophomore whose beginning few years of university life were almost under the pandemic, education plays an important part in our daily life. We focus on SDG 4, which aims to ensure inclusive and equitable quality education. We also put emphasis on the affected learning quality in both Taiwan and Japan in post-pandemic era.</p> <p>During the more tense period of Covid-19, both Taiwan and Japan have work/study-from-home policy. Despite that Taiwan has more students who have distance learning due to the pandemic, than Japan, through the reference collection, questionnaire to Taiwanese and Japanese university students, and the experience exchange with Japan students from Kansai University, we found something in common—learning quality and interpersonal communication are affected by distance learning. Online class has its positive impact, inclusive of efficient time using for teachers and students, and convenience to have classes with stable internet connection, etc. Since most teachers and students didn't get well prepared with ICT (Information Computing Technology) skills, teachers had more workload before and after the lecturing, while students, particularly university students, think that distance learning brought more schoolwork, after-class work, and pressure to the study, and it to some degree decrease one's learning motivation which may cause lower achievement. Moreover, for students, lack of the physical interaction with classmates and friends or people except the family members lead to loneliness and social isolation which influence a student's development of psychological health.</p> <p>To help solve the problems tightly connected to our daily life, learning quality and effect, decreased interpersonal communications, and the Sustainable Development Goals by United Nations, we, Taiwanese and Japanese students, based on the reply form the questionnaire, we tail the student's main needs and combine</p>	

	our various expertise to figure out creative, practical and possible solutions from three aspect, that is, the government, the teacher and the parents, and the students with short-term, mid-term, and long-term measures.
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References

Books	
	<ol style="list-style-type: none"> 1. International Commission on the Futures of Education. 2020. https://www.icde.org/knowledge-hub/unesco/education-in-a-post-covid-world-report 2. Education in a post-COVID world: Nine ideas for public action. Paris, UNESCO 3. Marty Swanbrow Becker. Wednesday, February 24, 2021. Educators are key in protecting student mental health during the COVID-19 pandemic https://www.brookings.edu/blog/brown-center-chalkboard/2021/02/24/educators-are-key-in-protecting-student-mental-health-during-the-covid-19-pandemic/ 4. Reducing inequality: what is your country doing to tackle the gap between rich and poor? https://www.oxfam.org/en/reducing-inequality-what-your-country-doing-tackle-gap-between-rich-and-poor 5. Japan's students struggle to embrace online learning amid COVID-19 https://www.japantimes.co.jp/news/2020/11/07/national/media-national/students-online-coronavirus/ 6. Principles for quality online teaching https://onlinenetworkofeducators.org/course-cards/principles-quality-online-teaching/ 7. Inequality between rich and poor https://asia.nikkei.com/Spotlight/Datawatch/COVID-19-worsens-education-inequality-between-rich-and-poor 8. How to improve the quality of online lessons https://www.insidehighered.com/blogs/higher-ed-gamma/8-ways-improve-your-online-course 9. How to reduce the gaps of online learning https://dtlconference.wisc.edu/news/5-tips-for-addressing-achievement-gaps-after-distance-learning/
Websites	
Others	

Theme	Action for SDGs in Post-Pandemic Era	
Code:8B5 Collaborative Schools	Taiwan	SHU-TE UNIVERSITY
	JAPAN	RITSUMEIKAN UNIVERSITY(2)
Project Title	Metaverse and the life of students	
Abstract	<p>Under the trend of severe epidemics, we use the most discussed metaverse to present the impact and changes in the post-epidemic era. Through today's technologically advanced era. We are no longer limited to videos but enter the virtual world to communicate, learn, and entertain with others. To prevent the virus from spreading, and to explore how to solve the problem of the students who were still studying at the time of the outbreak, how to continue to study and study the method of class mode to prevent future recurrence as a reference and use.</p>	
References		
Books		
Websites	https://g.co/kgs/rzqDe3	
Others	https://about.facebook.com/meta/	

Theme	Action for SDGs in Post-Pandemic Era	
Code:8B6 Collaborative Schools	Taiwan	National Kaohsiung Normal University(1)
	Japan	Ritsumeikan University(3)
Project Title	“We are Mothers and Fathers before Doctors and Nurses”	
Abstract	<p>Medical staff is facing discrimination.</p> <p>We focus on SDGs goal 3 and 16. Our topic is discrimination against medical staff. During the pandemic, medical staff is regarded as heroes, but sometimes they are feared by people because they have a lot of opportunities to meet with infected people for their work. Then, the discrimination arouses.</p> <p>In the presentation, we will have examples about discrimination against medical staff of Japan and Taiwan.</p> <p>Besides the examples, we have two proposals as solutions based on the situation. First is establish cloud funding to make in-hospital childcare centers; Second is people must get critical thinking skill.</p> <p>In an emergency time, such as in this pandemic, people's mind become mess, and lost room in their heart. As a result of that, the fake is spread, discrimination without reasonable cause is happened. Therefore, we have to keep calm, and think for ourselves what we can do in order to improve this situation.</p>	

References

Books	N/A
Websites	<p>https://www.mhlw.go.jp/toukei/saikin/hw/iryosd/17/</p> <p>https://readyfor.jp/projects/zensedai</p> <p>https://next.rikunabi.com/journal/20210901_m11/</p> <p>https://www.illust-box.jp/sozai/contest/00079/</p>
Others	Real example of one of our members-Yo-Yo Chou

Theme	Action for SDGs in Post-Pandemic Era	
Code:8B7 Collaborative Schools	Taiwan	National Sun Yat-sen University(1)
	Japan	Ritsumeikan University(1)
Project Title	Quality education based on the problem of gender gap in Asia	
Abstract	<p>1. Motivation</p> <p>Gender gap has long been an issue in the society, and Covid-19 seemed to worsen it in plenty of aspects. We want to know what are the relations between the pandemic and the social problem.</p> <p>2. Problems</p> <ul style="list-style-type: none"> a. What causes the gender gap in education? b. What are the possible consequences after the pandemic? <p>3. Solutions and actions</p> <ul style="list-style-type: none"> a. online courses b. social media or online videos <p>4. Future expectation</p> <ul style="list-style-type: none"> a. hope that female can help each other from generation to generation b. better education for all can strength the power of a nation 	

References

Books	
Websites	<p>https://www.globalpartnership.org/blog/effects-covid-pandemic-girls-education</p> <p>https://www.unhcr.org/news/press/2020/9/5f4cc3064/unhcr-report-coronavirus-dire-threat-refugee-education-half-worlds-refugee.html</p>
Others	

Theme	Action for SDGs in Post-Pandemic Era				
Code:8B8 Collaborative Schools	Taiwan	National Sun Yat-sen University(2)			
	Japan	Ritsumeikan University(4)			
Project Title	Mental poverty in post-pandemic era				
Abstract	<p>1. The problem what we have seen in the post-pandemic</p> <p>We find out that our countries have a problem with mental poverty. During the pandemic, in order to reduce the risk of group infection, people stay at home for a long time. In this case, it deprived people of real communication in our daily life (like face-to-face interactions). Over time, there may be a sense of isolation. That is, we may feel disconnected from the real world, and we will suffer from serious social anxiety when returning to campus.</p> <p>2. Goals and Objectives</p> <p>As college students, what can we practically do to improve the poverty of interpersonal relationship in this post pandemic era.</p> <p>3. Concrete solution</p> <p>People are accustomed to isolation and are worried about returning to normal life. To solve this problem, we mainly focus on helping young generations. One of the ideas is to build online clubs to gather people around us and with similar interests together. We chat through text message and online meeting first, and finally physically meet. In this case, similar interests can create topics and make friends quickly. At the same time, meeting people nearby can achieve the effect of pandemic prevention. We believe that having communication with other people is essential for solving mental poverty because it makes people's spirit stable.</p>				
References					
Books	X				
Websites	<p>https://health.ltn.com.tw/article/breakingnews/3561365</p> <p>https://www.rti.org.tw/news/view/id/2083763</p> <p>https://maomedical.com/column/2204/</p>				
Others	<ul style="list-style-type: none"> • questionnaires • related academic papers • journals 				

❖ 高中組 Senior High Schools ❖

Theme	Action for SDG 3 in Post-Pandemic Era				
Code: 7A1 Collaborative Schools:	Taiwan	Kaohsiung Municipal Fu Cheng Senior High School			
	The Philippines	Polytechnic University of the Philippines (High School)			
Project Title	Action for Young people's Mental Health in Post-Pandemic Era				
Abstract	<p>As the pandemic heads into its third year, the concern about its impact on the mental health of children and young people is still significant. According to a new UN report, almost one in five 15 to 24-year-olds around the world say they often feel depressed. The Organization for Economic Co-operation and Development also said that the COVID-19 crisis has become a mental health crisis for children and young people. However, the UN report mentioned that due to a lack of data-gathering, the picture of young people's mental health status and needs in most countries was extremely limited.</p> <p>In order to dive into the cause and effect of teenagers' mental health amid pandemic, we have surveyed 320 high school students from both Fu Cheng High (Taiwan) and Polytechnic University of the Philippines. Likert scale questions and open-ended questions are used to measure respondents' attitudes to face the life changes due to the pandemic outbreak. We looked into high school students' mental well-being in the following aspects—distant learning, relationship with family and interaction with friends. Our action plan is proposed based on the problems found in our survey results. Strategies aimed at how to harness technology in learning, using COVID-19 to nurture our family relationship and friendship will be drawn up in our presentation.</p>				
References & Resources					
Websites	https://plan-international.org/philippines/covid-19-response-philippines				
	https://publichealth.jhu.edu/headlines/events/covid-19-events-and-pressers/inside-taiwans-response-to-covid-19				
	https://www.unicef.org/coronavirus/how-				

Theme	Action for SDGs in Post-Pandemic Era	
Code:7A2 Collaborative Schools	Taiwan	Guoguang Laboratory School, National Sun Yat-sen University
	Japan	Ritsumeikan Uji Junior & Senior High School
Project Title	Solutions to Health Problems Under COVID-19	
Abstract	<p>Many students had been required to carry on their duty on academic and curricular work online since the massive outbreak of the COVID-19 last year. Sitting at their desks, staring at the screens for a long time, and lacking exercise has resulted in health problems for students in Taiwan. For less than 10 months, it is found that cases of obesity have climbed at an incredible speed. According to the American Psychological Association's (APA) annual "Stress in America", it indicated that more than 40 percent of adults gained unwanted weight during the pandemic, and moreover, in consonance with the report made by the American Association for the Advancement of Science, it showed that 30 percent of parents reported their kids had gained weight during the pandemic as well. In order to respond to SDG 3: Good Health and Well-being, we decide to design a healthy life system in terms of diet and exercise to solve Taiwanese high school students' physical and mental problems caused during the pandemic.</p>	
References		
Books		
Websites	<p>https://www.healthline.com/health-news/the-pandemic-has-caused-kids-to-gain-weight-too-how-parents-can-help</p> <p>https://www.worldobesityday.org/assets/downloads/COVID-19-and-Obesity-The-2021-Atlas.pdf</p>	
Others		

Theme	Action for SDGs in Post-Pandemic Era				
Code:7A3 Collaborative Schools	Taiwan	Shu-Te Home Economics & Commercial High School			
	Japan	Nagoya Commercial High School(2)			
Project Title	Peace, justice and strong institutions will keep the world sustainable				
Abstract	<p>Peace and justice are two key elements to help those people in need, and only a strong institution could bind these two elements to the system and actually carry out a useful plan that can help most of the society. During the spreading of COVID-19, it is extremely important to make sure that everyone can get appropriate help and goods and only a reliable center institution can accomplish the mission impossible. However, in post-pandemic era, we still rely on a powerful institution to keep us safe and lead to a bright future.</p>				
References					
Books					
Websites	<p>https://futurecity.cw.com.tw/article/1867SDGs 『什麼是永續發展目標 SDGs ？17 項目標一次掌握』</p>				
Others					

Theme		Action for SDGs in Post-Pandemic Era	
Code:7A4 Collaborative Schools	Taiwan	Jhung Jheng High School(2)	
	Korea	Cheongdo High School	
Project Title		Good Health and Quality Education	
Abstract		<p>Good health and quality education always go hand in hand, even more so in the post-pandemic time. The former is self-explanatory. Health is basically a right that all mankind should enjoy and an essential requirement for economic and social development in developing countries. The latter is to ensure inclusive and equitable quality education and promote lifelong learning. But nowadays it's much harder to achieve these two goals because of the digital divide, which refers to the gap between demographics and regions that have access to modern information and communications technology (urban areas) and those that have limited access (rural areas).</p> <p>Associate director for research at the Quello Center and a professor in MSU's College of Communication Arts and Sciences states, "Students without Internet access and those who depend on a cell phone for their only access are half a grade point below those with fast access. This gap has ripple effects that may last an entire life."</p> <p>What's worse, the prevalence of COVID-19 has not only caused widespread infection but also pressure-related mental health problems due to the lack of Internet access. In rural areas, involuntary absence from online classes has worsened academic performance, building up teachers' and students' pressure of lagging behind their urban peers.</p> <p>During COVID-19 lockdown, schools are no longer accessible to students. While those in urban areas switch to online learning upon the lockdown announcement, those in rural areas find themselves stuck in their homes crippled by the lack of learning devices and facilities, like iPad, wifi connection, etc. The concept of "school" requires re-imagination.</p> <p>To ensure students' good health by offering equitable quality education, we have come up with two innovative approaches with a little traditional touch.</p> <ol style="list-style-type: none"> 1. <u>A free-wifi traditional grocery truck</u> that not only sells vegetables and meat. This kind of truck is especially common in mountainous areas in Taiwan. Since going shopping is not as convenient as it is during pandemic, the shopping service as well as education on school subjects and people's hygiene concepts can be delivered to the communities via the truck. Students with iPad or laptop could resume their learning while parents do their shopping. As fresh produce leads to good health, quality education is delivered via the free-wifi truck. 2. <u>A projector drone with hologram technology</u> that flies to communities to provide small class instruction in places like basketball courts, and temple's open fields. The 	

	<p>drone is sent out on mission with the grocery truck to offer classes specifically to those without learning devices and those in really remote areas. Better yet, medical counseling on disease prevention and treatment is delivered to those who are experiencing health conditions.</p> <p>3. IT technology is developing as non-face-to-face activities increase exponentially with the unexpected COVID-19 outbreak. We plan to create <u>an online prescription application, “Homespital,”</u> run by the state. Through this application, information about the disease can be obtained without face-to-face contact, so basic medical support can be provided to people with physical and spatial limitations. First, by entering your symptoms in the app, you can connect with doctors in real time and receive appropriate diagnosis and prescription. Prescribed medicines are delivered by drones, so you can recover quickly without being limited by space. You can also get information on daily first aid, such as CPR, through the app. However, if an emergency or direct treatment is required, a doctor from a nearby hospital will be deployed using GPS. Although it is created for the public good, the revenue of the app supports the Sustainable Development Goals 3-3, to fund the fight against infectious diseases such as AIDS, tuberculosis and malaria by 2030, or to pay for treatment for those in need of economic assistance.</p> <p>4. We would also like to implement <u>the Homtivity kit service</u>. Children have greatly reduced their outdoor activities. Currently, there are various online lectures and applications, but learning through direct experience is still unsatisfactory. That's why we want to offer a service that delivers kits that you can easily do at home. Kits are available in a variety of subjects, such as science experiments and art activities, as well as age-appropriate learning levels. Job creation can also be expected in the process of making and delivering this kit.</p> <p>With the above innovative approaches, it's hoped that we can bridge the ever widening divide between urban and rural areas, thereby ensuring good health, equitable quality education, and ultimately sustainable development to all.</p>
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Theme	Action for SDGs in Post-Pandemic Era	
Code:7A5 Collaborative Schools	Taiwan	Kaohsiung Municipal Rueisiang High School(2)
	Japan	Osaka city Higashi Senior High School(2)
Project Title	During the COVID-19 pandemic how masks affect the ocean environment	
Abstract	<p>According to SDGs 14th Life Below Water, to ensure marine biodiversity and prevent degradation of the marine environment, masks have become a necessity for everyone since the outbreak of COVID-19. However, medical masks are disposable, not only The material (polypropylene) is difficult to decompose. In addition, the public's lack of environmental protection knowledge has caused most masks to flow into the ocean due to improper handling, causing a huge burden on the planet.</p> <p>On the basis of a French report, Gary Stokes, the founder of the marine conservation organization "Oceania", found a large number of masks after being washed ashore on the beach of the Soko Islands in Hong Kong. This motivated us to find solutions to reduce the pollution of masks, and this topic has attracted more public attention.</p> <p>In the research process, we analyze the materials of the masks and collect what kind of pollution the masks caused. Finally, we try to provide an action plan to discard the masks.</p> <p>The following is about our action plan, First, organize environmental protection knowledge contest ; second, promotion of beach cleaning activities ; third, set up boards in public places ; finally, making a one-minute short video and put it on the social platform, and used to awaken the attention of all ages to this issue.</p>	
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Theme	Action for SDGs in Post-Pandemic Era				
Code:7A6 Collaborative Schools	Taiwan	Kaohsiung Municipal Gushan Senior High School(1)			
	Japan	Nihon Fukushi University Affiliated High School			
Project Title	Hand in Hand for Water Conservation				
Abstract	<p>The new Coronavirus outbreak is continuing to grow. Hand washing has been playing a very important role in our daily lives. To prevent the epidemic, we have to wash our hands more often than before. However, due to seasonal drought in Taiwan, we have unfortunately encountered serious water shortage and stricter water rationing.</p> <p>Facing such a dilemma, we decided to work with our partners in Japan to explore some strategies and potential water-saving measures. We also try to seek for any technological applications that can both conserve water resources and prevent the epidemic at the same time.</p> <p>As citizens in the global village, we also need to assist people living in the underdeveloped countries to prevent the epidemic from spreading by applying our measures. Let's join hands together to ensure all the human beings on Earth a sustainable future.</p>				
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Others					

Theme	Action for SDGs in Post-Pandemic Era	
Code:7A7 Collaborative Schools	Taiwan	Lichih Valuable School (1)
	Japan	Senri & Osaka International Schools of Kwansei Gakuin
Project Title	COVID-19 and lockdowns around the world: The Regression of Gender Equality	
Abstract	<p>When the city is closed due to the epidemic, gender-based violence tends to increase, especially domestic violence, while women and girls' access to sexual and reproductive health services will be greatly reduced. In addition, after school is closed, girls also bear more risks in the four aspects of sexual exploitation, early pregnancy, child labor and forced marriage.</p> <p>Therefore, we want to let everyone pay more attention to the issue of gender equality and call on more friends and peers to be more concerned about it. We consider that we need to do something to solve the unfair circumstances. For example, we research the information of gender inequality that has been ignored during the epidemic. Not only can it let us figure out what is happening to women, but it also can remind ourselves to concern about this problem. All in all, we hope that we can use our students' own strength to make gender equal rights more implemented, especially in this post-epidemic era.</p>	
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Theme	Action for SDGs in Post-Pandemic Era				
Code:7A8 Collaborative Schools	Taiwan	Sanmin Vocational High School(2)			
	Thailand	Hatyaiwittayalai High School			
Project Title	Buy wiser, use longer, save the world together				
Abstract	<p>In the post pandemic era, more and more people choose to work and study at home and shop online. The shipping and delivery has caused more and more waste and garbage. Also, fast fashion has created a huge amount of trash than before.</p> <p>How can we solve the problem? Thai students and us advocate the benefits of reusing second-hand clothes and give them new functions. Please come to our presentation and see how we reduce the waste and protect our environment.</p>				
References					
Books	<p>〈寂靜的春天〉 Silent Spring</p> <p>「為什麼我們該花更多的錢，買更少的衣服？」</p>				
Websites	<p>3 reasons to buy second hand: Environment and Cost - Trusted Clothes</p> <p>首頁 - 寺日工作室 (aglassoftime.com)</p>				
Others	<p>https://www.8thevenue.com/post/transformoldclothesdiy</p>				

Theme	Action for SDGs in Post-Pandemic Era	
Code:7A9 Collaborative Schools	Taiwan	Kaohsiung Municipal Kaohsiung Girls' Senior High School
	Japan	Ritsumeikan Junior and Senior High School
Project Title	Peace of Mind	
Abstract	<p>According to the Mental Health Foundation in Taiwan, 21.4% of Taiwanese people's mental health has been affected due to the drastic changes in our daily lives during and after the pandemic. Research has shown that the lockdown and isolation during the pandemic can have a negative effect on people's mental health. For instance, we were not allowed to meet our friends during the pandemic, causing the feeling of loneliness. Thus, we've designed three action plans, which can help achieve the third Sustainable Development Goal(SDG)—Good Health and Well-being. Through our plans, we hope to make people feel less isolated and depressed, doing our part to “ensure healthy lives and promote well-being.”</p> <p>First of all, we will set up a social media account to give tips on people's mental health and raise public awareness on the issues. Secondly, we will launch a program, <i>I'm all ears</i>, to collect people's stories about their lives under the pandemic. By publishing them and giving suggestions on some of their worries, we aim to spread love and give support for people who feel lonely. Finally, we will design face masks with the words “Blow Me A Kiss” on it, selling them to our friends and inviting them to join our program. The profits of the masks will be donated to mental health charities.</p> <p>The pandemic surely has had a huge impact on our mental health, slowing our progress to reach the SDG3, Good Health and Well-being. However, we believe that through these action plans, we can contribute to making lives better in the post pandemic era.</p>	
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Theme	Action for SDGs in Post-Pandemic Era	
Code:7A10 Collaborative Schools	Taiwan	Kaohsiung Municipal Kaohsiung Commercial High School
	Korea	Dongducheon Foreign Language High School
Project Title	Parentification Under the Pandemic	
Abstract	<p>Parentification is the process of role reversal whereby a child is obliged to act as a parent to their parent or sibling. As pandemic outbroke out of blue, the students have experienced staying at home for so long. Some students faced unprecedeted stress from taking care of their siblings or even their physically-challenged grandparents. While the world focused on solving enormous Covid-19 confirmed cases, parentification impacted teen mental health and led to irreversible family issues and arguments. Parentification usually exists in a low-income family and family with Chinese cultural beliefs and traditional justice; however, according to our investigation on campus, most students said they had parentification in different degree during level 3 lockdown. Although life seems to return to normal, we mustn't ignore these scars and let the tragedy happen again.</p> <p>We consider the premise of practicing SDGs is that one stays in good mental and physical health. The project aims to help students have self-awareness of the parentification phenomenon. Guiding the students to examine their family roles, we plan to create a safe space to let students speak their minds. Provide accessible professional institution information for those suffering from parentification.</p>	

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Others	

Theme	Action for SDGs in Post-Pandemic Era	
Code:7A11 Collaborative Schools	Taiwan	San Sin High School of Commerce and Home Economics
	Japan	Ritsumeikan Uji Junior & Senior High School
Project Title	Renew our future, renew our world	
Abstract	<p>Study background – It is a common knowledge that climate change has become a much larger threat to the entire world. With the development of every country around the world, the amount of greenhouse emission released has also increased. Hence, the action should be taken now to prevent matters from getting worse.</p> <p>Motivation of study – Climate change has brought upon destruction of many natural habitats and the increase of extreme weather has taken many lives. As a result, we have decided to search for ways that students can do to help reduce carbon emission and make the world greener.</p> <p>Research aim – To remind people that there are lots of things that can be done easily to reduce energy waste and additional methods that can help contribute to saving our planet.</p>	

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Theme	Action for SDGs in Post-Pandemic Era	
Code:7A12 Collaborative Schools	Taiwan	Kaohsiung Municipal Kaohsiung Commercial High School
	Japan	Fukui Commercial High School(1)
Project Title	Reshape and Reflect on Education in pandemic	
Abstract	<p>The pandemic hit Taiwan out of the blue in May 2021. The school wasn't well-prepared for online teaching and thus led to huge chaos, such as having no adequate electronic devices, poor Internet connection. The pandemic surprised most of the teachers but also students, who were very unfamiliar with online learning platforms.</p> <p>Stay-at-home learning, based on KSVCS students, led to the following problems:</p> <ol style="list-style-type: none"> 1. Temporary Parentification: Some students need to take care of their siblings or even physically- challenged grandparents, and thus can't stay focus on online teaching. 2. Insufficient electronic devices: The sudden level 3 announcement led to considerably increased demand for electronic devices, such as IPad, laptops. For instance, if there's only a PC in a family, it's no way for every child to join the class simultaneously, let alone Internet connection problems. These all result in students' absences from the scheduled class. 3. Tiredness: Long-time online learning made students eyesore and have a hard time keep focusing on the screen. Some of them chose to turn off the camera and just played games and chatted with friends through Line since it's no way for a teacher to know what happened beside the screen. <p>After experiencing the inconvenience of online learning, KSVCS students reach a consensus that students should regard themselves as active learners instead of passive receivers-know the purpose of studying and how to seek learning resources. We organized an online studying community on Discord, recruiting KSVCS students to join and encouraging them to share studying strategies, solve problems. As adult-like senior high students, we believe students can also practice SDG4 high-quality education by peers helping peers. Even if the pandemic occurs in the future, we will still master our learning and standstill.</p>	
References		
Books		
Websites		
Others		

Theme	Responsible Consumption & Production	
Code:7A13 Collaborative Schools	Taiwan	St.Paul's Senior High School, Kaohsiung
	Japan	Nara Ikuei Senior High School(1)
Project Title	Local initiatives for global challenges	
Abstract	<p>Since Taiwan is an export-led economy, it has been affected by the strike of the COVID-19. The same goes to Japan, which experiences recurring outbreaks and a rebound in the economic cycle. Likewise, domestic consumption in both countries witnesses a drop.</p> <p>The pandemic has served as a great learning experience in every aspect of life in this regard. Besides business, the pandemic is also forcing the government to re-examine policies and some officials are beginning to realize the necessity of reforms to adapt to the modern era in the current environment-setting. The pandemic is a double-edged sword, that is, a blessing and a curse. It also prompts us to rethink and redefine the living condition.</p> <p>1.Breaking the Mold of School Instruction 2.Rethinking Reusing the Ever-Existing Material 3.Reducing the Emission of Carbon Dioxide</p>	
References		
Books	<p>COVID-19 IMPACTS AND POLICY OPTIONS Edited by John Beirne, Peter J. Morgan, and Tetsushi Sonobe ISBN 978-4-89974-241-8</p> <p>TEN LESSONS FOR A POST-PANDEMIC WORLD Edited by Fareed Zakaria ISBN 978-0-393-54213-4</p>	
Websites	<p>www.adb.org</p>	
Others		

Theme	Action for SDGs in Post-Pandemic Era	
Code:7A14 Collaborative Schools	Taiwan	National Fenghsin Senior High School
	Indonesia	SMA Labschool Jakarta
Project Title	How We Deal with the Pandemic Effects on Education	
Abstract	<p>We would briefly introduce SDGs No.4 about Quality Education in relation to our topic.</p> <p>Since COVID-19 traumatized the whole world, students have been taking online lessons on and off, which has revealed the gap between urban and rural schooling. The advantages and disadvantages of distancing learning will be explored. Also when the predicaments of those living in the rural areas are located, we have managed to embark on a little campaign to help address the predicament. The following are our action plans;</p> <ol style="list-style-type: none"> 1. Set up a Facebook page and share some of the learning platforms. 2. Instruct them how use Google Meet and Google classroom. 3. Employ such platforms as Instagram, Facebook and Twitter to publicize our ideas and action. 	
References		
Books		
Websites	https://futurecity.cw.com.tw/article/1867	
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Theme	Action for SDGs in Post-Pandemic Era	
Code:7A15 Collaborative Schools	Taiwan	Kaohsiung Municipal Gushan Senior High School(2)
	Korea	Dongducheon Foreign Language High School
Project Title	An In-depth Analysis of Online Teaching and Learning between Taiwan and Korea	
Abstract	<p>(1) To share and understand the current situation of online teaching and learning both in Taiwan and in Korea in the post-epidemic era.</p> <p>(2) To dive into further discussion whether such a change of teaching and learning methods can meet with the sustainable development of goal 4: Quality Education.</p> <p>(3) To explore and apply SWOT analysis to identify strengths and weaknesses, possible opportunities and potential threats of online teaching and learning.</p> <p>(4) To discuss and develop an action plan for improving online teaching and learning.</p>	
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Theme	Action for SDGs in Post-Pandemic Era	
Code:7A16 Collaborative Schools	Taiwan	Kaohsiung Municipal Lu Chu Senior High School
	Japan	Kobe University Secondary School
Project Title	Health and Social Media	
Abstract	<p>Due to the outbreak of the COVID-19 epidemic, prolonged social isolation has caused people to feel loneliness, anxiety, stress and even have mental illness, which has become a serious problem that needs to be faced in the post-epidemic era. Many teenagers who love outdoor activities are forced to stay at home because of the epidemic. Such a predicament has a certain impact on their spirits. Therefore, it is imperative to find solutions to solve this difficulty. Using the development of the Internet technology, we can design a website to help young people exercise at home or organize online activities in cooperation with the government to help youngsters relieve stress and loneliness.</p>	

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Theme	Action for SDGs in Post-Pandemic Era	
Code:7A17 Collaborative Schools	Taiwan	Kaohsiung Municipal Rueisiang High School(1)
	Japan	Osaka city Higashi Senior High School(1)
Project Title	The connection between food delivery and economic in pandemic era	
Abstract	<p>In recent years, food delivery platforms have penetrated into our lives. People prefer to stay at home. As more time people work in the company, they may be too busy to spend time going out to buy food. So they will prefer to use a delivery platform than go out themselves. Why?</p> <p>Because takeaway platforms not only save time for us, but with the outbreak of the epidemic, people were encouraged to contact by the government has decreased, so takeaway platforms have sprung up in the trend.</p> <p>Mintel's foodservice research category director, Paul Davies, told FoodNavigator. Now, the coronavirus pandemic could be set to boost both revenue and user numbers in the sector even further. "Food delivery is going to be one of the only winners of this situation". Because of these studies, we decide to study if the pandemic causes the economic benefit of the delivery platform.</p>	
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Books		
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Others	COVID-19 and the Demand for Online Food Shopping Services: Empirical Evidence from Taiwan Hung-Hao Chang, Chad D. Meyerhoefer https://bit.ly/3H0ATAe	

Theme	Action for SDGs in Post-Pandemic Era	
Code:7A18 Collaborative Schools	Taiwan	Chung Shan Industrial & Commercial School
	Japan	Nagoya City Nagoya Commercial High School(1)
Project Title	The ways to Reduce the E-waste Pollution.	
Abstract	<p>During the rapid technological development, people are exposed to a lot of advertisements of e-products. Therefore, the speed of replacing the currently used electronic products is relatively fast. However, the high replacement rate caused great pollution to our earth, so we tried to propose several action plans to improve this situation. Through promoting this campaign, recycling it in a right way, and donating to someone in need, we hope more and more people could put emphasis on this issue.</p>	
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Others (Journals)	E-waste: Environmental Problems and Current Management	

Theme	Action for SDGs in Post-Pandemic Era	
Code:7A19 Collaborative Schools	Taiwan	Kaohsiung Municipal Renwu Senior High School
	Japan	Koriyama Senior High School
Project Title	Effective Methods for Countries to Reduce Carbon Emissions	
Abstract	<p>A discussion on how countries can reduce the amount of carbon emissions they produce. Students can discuss both internal and international policies. For example, what about making clothing producers provide a new method of recycling clothes? Or the government can start using the science behind alternative energy production.</p>	
References		
Books		
Websites		
Others		

Theme	Action for SDGs in Post-Pandemic Era	
Code:7A20 Collaborative Schools	Taiwan	Kaohsiung Municipal Hsin Chuang Senior High School
	Indonesia	Perguruan Buddhis Bodhicitta
Project Title	You take care of my educational right, you take care of my mentality	
Abstract	<p>There is lack of vaccine and thus people are forced to wear masks, keep social distancing while going outside, and doing online learning and testing as pandemic strikes. In our school in Taiwan, we started to do online learning in May and it took about two months for us to stay at home getting used to this mode of learning. We barely had chances to talk to peers for efficient discussions, emotion sharing, and have fun. Gradually, we became alien to friends and to academic work. Nothing can arouse the interest and passion for learning. For the Indonesian students, they have studied at home for two years. By using video call apps, namely 'zoom' and 'Google meet', students are forced to 'learn from home' which many claims aren't efficient. Because teachers only know what's shown in the students' camera. They can't know what's up behind the camera. Even there are quite a lot of students not wanting to turn on their Cameras. Students' attitude aside, subjects like math, chemistry, PE, and other subjects that need physical interaction are tricky to be delivered. Can you imagine how to learn PE just by sitting in front of your device watching some videos? How can you understand math when you don't even understand it when you are physically at school? We just think it's impossible to do. And because of the online tests, almost every student cheats in every subject. Who's going to stop them? They have this much freedom that cause them to be lazy. And this can cause serious problems in the long term. The last problem comes from the teacher's itself. Some of our teachers love to wasting time by calling roll. Some love to debate over uniform which they can just remove the student from the meeting. And this debate can take up half of our lesson. What described above is the observation among students, which, accordingly, sparks our motivation to delve into this issue deeply.</p> <p>Under the COVID-19 pandemic, many students are confined to home, unable to have a social interaction with their classmates and teachers. The quality of education and learning results are thus under fierce debate. To delve into the effect of Covid-19, the purpose of this study was to investigate the influence of Covid-19 on students' mental health and the quality of learning. Another aim was to find out whether the influence would be the same in different countries. Thus, the target subjects include senior high school students in Indonesia and</p>	

Taiwan. The questionnaire was conducted through Google Form by students in Perguruan Buddhis Bodhicitta and Kaohsiung Municipal Hsin Chuang Senior High School. The total number of responses expected to receive was 200. These responses were analyzed quantitatively and some open questions are used as a reference as to subjects' feeling description. By doing this project, we hope to provide some insights for the teachers to understand what their students are plagued with during the pandemic and offer help for their students.

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Websites	<p>1. Mayo Clinic Staff. Mental illness. <i>Mayoclinic</i>. Retrieved November 1, 202, from https://www.mayoclinic.org/diseases-conditions/mental-illness/symptoms-causes/syc-20374968</p> <p>2. Lynn Chan. (2019, November 6). Mental health in Asia: The numbers. <i>Our Better World</i>. Retrieved November 1, 202, from https://reurl.cc/NZm1dx</p> <p>3. 趙宥寧 (2021 年 9 月 23 日)。大學疫開學 心理諮詢滿到年底。 https://udn.com/news/story/6928/5764392</p>
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Theme	Action for SDGs in Post-Pandemic Era	
Code:8A1 Collaborative Schools	Taiwan	Lichih Valuable School(2)
	Japan	Senri & Osaka International Schools of Kwansei Gakuin(2)
Project Title	ZERO HUNGER	
Abstract	<p>Food is a necessary resource for human existence, but have you ever thought that people in some countries around the world may not have a good meal because of poverty? On the contrary, people in some countries may not cherish the resources they have because they don't suffer in shortage of food.</p> <p>Under the impact of COVID-19, it has severely affected the trade and transportation between countries. Because of the shortage of food supply and the rapid rise in prices, people must spend more money on food. As a result, many people lose job opportunities and sources of income, which makes middle and low income households suffer under large economic pressure.</p> <p>Finally, we would like to learn more about everyone's views and experiences on hunger through the annual "Hunger Thirty" organized by World Vision, World Vision is famous for international assistance, and to analyze the impact of hunger to the public by collecting discussions or related films and opinions from all media on the Internet, and then to descript our arguments.</p>	
References		
Websites	<p>Where we work World Food Programme (wfp.org)</p> <p>Food Security and COVID-19 (worldbank.org)</p>	

Theme	Action for SDGs in Post-Pandemic Era	
Code:8A2 Collaborative Schools	Taiwan	Kaohsiung Municipal Linyuan Senior High School
	Japan	Hyogo Prefectual Hyogo Senior High School
Project Title	Education in the Pandemic Era	
Abstract	<p>The presentation aims to explore the changes on education brought by the pandemic worldwide. The students will compare various forms of education in different countries and the inequality in education between schools in urban and remote areas. Also, the presentation will offer possible solutions and ways of improvement towards education within high school students' capability.</p>	
References		
Books		
Websites	<p>Online education in the post-COVID era https://www.nature.com/articles/s41928-020-00534-0</p> <p>Coronavirus and schools: Reflections on education one year into the pandemic https://www.brookings.edu/blog/brown-center-chalkboard/2021/03/12/coronavirus-and-schools-reflections-on-education-one-year-into-the-pandemic/</p> <p>科技促進教育翻轉 線上教學 X 線上學習新常態 (天下雜誌) https://www.cw.com.tw/article/5118710?from=search</p>	
Others	<p>Education during COVID-19 and beyond - the United Nations https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf</p> <p>【教育不停學】請聽地球的新聲 Ep.5—當疫情突顯社會不平等，如何讓教育發揮力量，拉近城鄉孩子的未來差距？(聽天下：天下雜誌 Podcast) https://ppt.cc/fhdKux</p>	

Theme	Action for SDGs in Post-Pandemic Era	
Code:8A3 Collaborative Schools	Taiwan	Kaohsiung Municipal Cianjen Senior High School
	Japan	Osaka-city Higashi Senior High School(3)
Project Title	No Challenge! No Change!	
Abstract	<p>Due to the COVID-19, we can see the economic downturn, the decrease of the global GDP, and the increase of the unemployment rate. Because of this, many families have faced the impact on their income. Thus, we decided to focus on SDGs Goal No.8: Decent Work and Economic Growth.</p> <p>First of all, we will compare the society and people's work conditions in Japan and Taiwan, and discuss any changes that the companies have made to increase their income during the pandemic. A questionnaire will be conducted for both Japanese and Taiwanese high school students.</p> <p>Second, we will discuss what we, as high school students, can do to make some money by ourselves to lower the economic burden of our families. For example, we can follow the concept of "minimalism", and clean our houses. After we organize some unused stuff, we can sell it on the internet or in a flea market. In this way, we can not only make our environment more comfortable, but also become more sensible consumers when we want to buy new things next time. This is also what the SDGs goal No.12: Responsible consumption and production wants to achieve.</p>	

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Books	
Websites	<ol style="list-style-type: none"> 1. COVID-19 對台灣產業發展趨勢之影響 https://www2.deloitte.com/tw/tc/pages/consumer-business/articles/covid-19-impact.html 2. 善用直播電商突破零售困境 https://money.udn.com/money/amp/story/5628/5415578 3. 5 月中客只剩 30 人！日本「直播帶貨」向中國買家拼銷售 https://ec.ltn.com.tw/amp/article/breakingnews/3226813
Others	Questionnaire among Taiwanese and Japanese high school students

Theme	Action for SDGs in Post-Pandemic Era	
Code:8A4 Collaborative Schools	Taiwan	Siaogang Senior High School
	Indonesia	SMA Labschool Cibubur
Project Title	Role-play: How Local Agriculture and Farmers Family Livelihood Affected by Fossil Power Plant Survive in Post-Pandemic Era	
Abstract	<p>A total of 31.9% of gas emissions in 2018 were contributed by the energy sector, making it to be the most impactful contributor on climate change. One of the many causes is the use of coal fossil fuels in the production process alone known to be accounted for 40% of the total global CO2 emissions.</p> <p>In several countries such as USA, Australia, China, India and Indonesia, 82% of power plants still use coal as fossil fuels. Further, it has been mapped by 2021, 40%-50% Asia Pacific countries also still use coal as their energy production sources. The impacts of fossil fuel-based energy production emissions can be discovered in almost all aspects of human life, including issues of food security and health. According to The United Nations Development Program (UNDP) in the 1990s, Asia-Pacific accounted for 32% of global extreme climatic events, 84% of deaths caused by such events and 88% of people affected worldwide, and this in line with what Emil Salim, an economist and environmentalist, has predicted that it is estimated that in 2030-2050, if there is no improvement in climate change, the number of deaths will increase by millions every year due to malnutrition, malaria, and heatstroke</p> <p>One of the spotlighted cases of the existence of a steam/fossil power plant is the contamination of water and soil flow resulting in soil damage, water pollution, diminished agricultural production, and local residents' bad health conditions. This is evident in a research conducted by European Environment Agency revealing that the environment, where the steam/fossil power plant activity is located, will be eventually damaged since the occurrence of acid rain will lower the pH of the soil and pollute the sea. In addition, the dust from burning in the production potentially cause the local residents more vulnerable to cancer and lung disease.</p> <p>This agricultural condition has been exacerbated by the pandemic. It is estimated that agricultural employment in Indonesia will contract by 4.87%, with a decrease in agricultural production of 6.2%, as well as an increase in prices of 1.2% in the short term and 2.42% in 2022 due to the Covid-19 pandemic. This happens due to the fact that the supply chain for agricultural products such as seeds and fertilizers are disrupted as a</p>	

	<p>result of restrictions on mobility and the number of crowds at the production site. The decline in agricultural production can also lead to escalated potential of famine and malnutrition, decreased farmers' income, and farmers' children's losing access to education.</p> <p>To overcome the issue, aside from subsidizing agricultural production materials, both developed and developing countries need to prepare policies that support the movement; from fossil energy to cleaner renewable energy. One of them is the zero emission power plant policy which has been carried out in Indonesia and is targeted to be achieved by 2060.</p> <p>The use of renewable energy such as solar photovoltaic power plant as the main energy source will reduce emission levels in the air, soil and air. Moreover, it can also be used by farmers to modernize their equipment and reduce their production costs. And this will also have an impact on increasing the quality and quantity of agricultural production, health quality, and sustainable environmental resilience. This is in line with a study conducted by the University of California, the closure of steam/fossil power plant in the USA between 2015 – 2016 is estimated to have saved more than 26,000 lives, 570 million bushels of corn, soybeans, and wheat in the surrounding area.</p>
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Websites	<ul style="list-style-type: none"> -World Resource Institute, World Greenhouse Gas Emissions: 2018, Available on https://www.wri.org/data/world-greenhouse-gas-emissions-2018?auHash=VOGL49W6tKejUPqq7wQWTERbg9PfurqCmiALyO7WWc8 - Climate Transparency Report, Available on https://www.climate-transparency.org/event-launch-of-the-climate-transparency-report-2021-in-indonesia United Nations Development Programme, Available on https://www.id.undp.org/content/indonesia/en/home/presscenter/articles/2021/20210901.html
Others	Jennifer A. Burney. The downstream air pollution impacts of the transition from coal to natural gas in the United States. Nature Sustainability, 2020; DOI: 10.1038/s41893-019-0453-

Theme	Action for SDGs in Post-Pandemic Era	
Code:8A5 Collaborative Schools	Taiwan	Kaohsiung Hsin Hsing Senior High School
	Japan	Fukui Commercial High School(2)
Project Title	Stress and Mental Illness of High School Students in Kaohsiung and Japan in Post-Pandemic Era	
Abstract	<p>In recent years, the whole world face with the threat of the COVID-19 pandemic. During the pandemic era, every country actively searches for the ways to handle with all kinds of problem caused by COVID-19, which also lead to the consequences. In order to prevent students from being infected with COVID-19. Most of the schools let their students stay at home and take online courses. However, in this way, it might have some negative impacts on teenagers' physical and mental health. Some teenagers felt stress and had mental illness. This phenomenon may still remain in the post-pandemic era and should not be ignored. Through doing some surveys in Kaohsiung and Japan, we collect the data to analyze the common reasons why teenagers, especially for high school students, have such mental issue. Therefore, we try to propose proper solutions to improve this phenomenon.</p>	
References		
Books	<p>後疫情時代的未來：未來學家眼中的變化、挑戰和機遇 後疫情時代的關鍵趨勢：新冠肺炎重塑世界的五大思維</p>	
Websites	<ol style="list-style-type: none"> 小論文-新冠疫情對高中生消費行為、學習模式與生活型態的影響 https://www.shs.edu.tw/works/essay/2021/03/2021031417360934.pdf 金車文教基金會-《青少年疫情》停課不停學？高達六成四青少年渴望回歸校園生活 https://kingcar.org.tw/survey/501376 	
Others	<ol style="list-style-type: none"> Teacher's advice Google form 	

Theme	Action for SDGs in Post-Pandemic Era				
Code:8A6 Collaborative Schools	Taiwan	Kaohsiung Municipal Kaohsiung Industrial High School			
	Japan	Ritsumeikan Junior & Senior High School (3)			
Project Title	Wear/Where's Your Mask				
Abstract	<p>Since the outbreak of COVID-19, people gradually get used to wearing masks wherever they go. Mask, as an essential accessory nowadays, not only distances humans from viruses but separates people from each other. KISH and RSHS students, on the one hand, are concerned about how certain contagious diseases nearly go away because of masks. On the other, a BBC report in 2020 pointed out that over 10 million face masks were produced per day in Taiwan. The total production of face masks in Japan also reached 13 billion pieces. Therefore, the mass production of masks raises a question in the minds of these high school students: Where are these masks going?</p> <p>Improper disposal of used personal protective equipment poses a threat to the environment, including life on land and at sea. According to statistics, billion pieces of used face masks are discarded. The 14th and 15th principle of SDGs (Sustainable Development Goals) are about life below water and on land. First of all, the team decides to explore where these used PPEs are and how they've influenced the environment. Humans need to protect, conserve, and restore sustainable use of ecosystems on Earth. Starting from the research, KISS and RSHS students are going to think about possible solutions to improper disposal of face masks in Taiwan and Japan respectively.</p>				
References					
Books					
Websites	<ul style="list-style-type: none"> ● Total production volume of face masks in Japan from fiscal year 2011 to 2020 https://www.statista.com/statistics/712476/japan-face-masks-production-volume/ ● Where did 5,500 tonnes of discarded face masks end up? https://www.greenpeace.org/international/story/44629/where-did-5500-tonnes-of-discarded-face-masks-end-up/ ● Plastic Pollution https://www.bbc.com/news/uk-wales-57687261 				

	<ul style="list-style-type: none">● 天下雜誌（民 110 年 8 月 12 日）。全球日丟 69 億口罩，只能當垃圾？研究：300 萬廢口罩可造 1 公里馬路。民 110 年 11 月 25 日，取自： https://www.cw.com.tw/article/5117678● Jenny Yeh、張語羚（民 109 年 6 月 29 日）。5500 噸廢棄口罩流向何處？後疫情時期為環境留生路。民 110 年 11 月 25 日，取自： https://www.greenpeace.org/taiwan/update/18455/
Others	

Theme	Action for SDGs in Post-Pandemic Era	
Code:8A7 Collaborative Schools	Taiwan	Kaohsiung Municipal Wunshan Senior High School
	Japan	Yuri Senior High School
Project Title	Sunlight for Disadvantaged People	
Abstract	<p>Nowadays, in post-pandemic era, many people have already gotten vaccine and the pandemic is no longer worse as the situation in the last year. It's a good time to take action for SDGs.</p> <p>Though it seems that people get familiar with the new life under the spread of COVID-19, some people still confront a lot of problems. For example, disadvantaged people like low-income earner are facing the high rent for the house. At the same time, the tourism faces a big challenge that the number of the people who check in the hotel is not as many as the one in before.</p> <p>We think up an action to solve the problem for the above two groups: disadvantaged people and the tourism. An application of the skill from disadvantaged people and making use of the vacant space in hotels to do some attractive activities may be a proper solution for these two groups.</p> <p>Every action cannot be achieved in a short term. However, an initial step to try to take action is essential. Each initial step can provide the sunlight for global citizens to help them to achieve the SDGs.</p>	

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Books	
Websites	<p>https://futurecity.cw.com.tw/article/1867</p> <p>https://phys.org/news/2020-04-low-income-earners-covid-crisis.html</p> <p>https://www.unwto.org/tourism-and-covid-19-unprecedented-economic-impacts</p>
Others	

Theme	Action for SDGs in Post-Pandemic Era	
Code:8A8 Collaborative Schools	Taiwan	Kaohsiung Municipal Kaohsiung Senior High School
	Japan	Ritsumeikan Junior and Senior High School(2)
Project Title	Accelerating collection of garbage after COVID	
Abstract	<p>The outbreak of COVID has taken a toll on the nations, our lifestyles, and the environment. To protect ourselves and others, we are advised to wear masks, and simultaneously many nations have their cities locked down because the pandemic rages on. The result is that billions of masks and numerous plastic containers are used, which means people are consuming them. Sadly, even though we temporarily otherwise free from the virus, the environment cannot stay away from the menace of trash we churn out.</p> <p>The advance of IT technology indeed paves the way for the removal of the trash in a tech-savvy way. The assault of COVID could be viewed as a silver lining. We are ready to make efficient of IT to dispose of the masks and plastic containers.</p> <p>The great mission should take international collaboration and cooperation. First of all, all nations need to have bar code or QR code printed on every pieces. Secondly, these pieces before sold need scanning so that the buyers can be identified. And before they are dumped, they will be scanned again and thrown into containers that the pieces are designed to ditch. Once any item is not scanned, the recycle container will not take it. Last, the positioned items has been precisely sorted and sent to factory to be manufactured into reclaimed products.</p>	

References

Books	Post COIVD: From Crisis to Opportunity
Websites	https://www.taiwannews.com.tw/en/news/4359585 https://www.businessinsider.com/what-is-advanced-recycling-2021-11
Others	Wastenomics, Chih-Hsueh, Yu

Theme	Action for SDGs in Post-Pandemic Era	
Code:8A9 Collaborative Schools	Taiwan	Jhong Jheng Senior High School(1)
	Japan	Ritsumeikan Moriyama Junior High School
Project Title	COVID-19 Depression	
Abstract	<p>Under the impact of COVID-19, schools were shut down. Because of the lockdown, teachers and students encountered some problems. They had to use some platforms for the courses and interact online. The teachers had to master the technology, trying to make their online course as vivid as possible. As for the students, they could neither go to school nor go out to exercise or visit friends. What they can do every day is stare at the screen for 8 hours, trying to understand what their teachers convey via the Internet. Under this circumstance, both the teacher and the students suffer depression. The purpose of the project is to probe into these problems happening in Taiwan and Japan. We use google forms to collect information about the problems teachers and students encounter and try to come up with solutions to their problems.</p>	
References		
Books		
Websites	<p>https://www.mayoclinic.org/diseases-conditions/coronavirus/in-depth/mental-health-covid-19/art-20482731</p> <p>https://www.healthline.com/health-news/impact-of-covid-19-lockdown-on-teens-mental-health#Why-are-teens-experiencing-depression-and-anxiety-during-COVID-19</p> <p>https://www.healthline.com/health-news/impact-of-covid-19-lockdown-on-teens-mental-health#Why-are-teens-experiencing-depression-and-anxiety-during-COVID-19</p>	
Others		

Theme	Action for SDGs in Post-Pandemic Era	
Code:8A10 Collaborative Schools	Taiwan	Kaohsiung Sanmin Vocational High School(1)
	Japan	Nara Ikuei Senior High School(2)
Project Title	Hand in Hand & Side by Side	
Abstract	<p>In the post pandemic era, people stop moving around the world. Many people lose their jobs. Many young people lose the opportunities to study or work overseas. Similarly, our country lose the work force from foreigners. It seems the world gets stuck. Everyone is unhappy. The suicide rate in Japan increases with the unemployment rate rising. What can we do to stop the situation going from bad to worse? Please come to our presentation and see how we can make the world happier!</p>	
References		
Books	天下雜誌、樂齡台灣	
Websites	<p>青銀共居 https://lkk.ntpc.gov.tw/home.jsp?id=897270f30b0615ed 青年就業 https://youthjob.taiwanjobs.gov.tw/youthjob/</p>	
Others		

¤ 國中組 Junior High Schools ¤

Theme	Action for SDGs in Post-Pandemic Era	
Code:7B1 Collaborative Schools	Taiwan	Yancheng Junior High School
	Korea	Posan Middle School
Project Title	E-learning in Post-Pandemic Era	
Abstract	<p>Covid-19 makes learning change a lot. After schools were closed for pandemic, students had to study online at home, which mixes with advantages and limitations. On one hand, first, students can study anytime anywhere conveniently. Second, environment friendly reduces the traffic fuels and the use of paper. Third, information from the internet supports learning efficiently. On the other hand, we noticed some limitations as well, for instance, the fact that students can't interact with teacher/classmates and that some students can't concentrate on e-learning. However, e-learning has come in Post-Pandemic Era. Well preparation for e learning is important for further study.</p>	
References		
Books		
Websites		
Others		

Theme	Action for SDGs in Post-Pandemic Era	
Code:7B2 Collaborative Schools	Taiwan	Kaohsiung Municipal Fushan Junior High School (2)
	Indonesia	Al Azhar 9 Islamic Junior High School Bekasi
Project Title	Urban and Rural Education Tour	
Abstract	<p>Everyone changes the way they live when the COVID-19 hits; students are no exception. Therefore, we think about how to learn better in the difficult period. We start to study the educational situation in Taiwan and Indonesia. We found that we have two educational problems in common; they are “Uneven distribution of educational resources in urban areas and rural areas” and “Decreased learning efficiency in online learning”. We learn from the spirit of SDGs and discuss with the way to overcome them. We cooperate with each other and create a plan called “Give Me Five” to fix the problems we found. There are some creative and useful ideas in communication technology, computer business and equipments. Are you curious about what “Give Me Five” is? Look forward to surprising you all and we can see our bright light in “Give Me Five” lighten the way to wonderful education.</p>	

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Websites	
Others	

Theme	Action for SDGs in Post-Pandemic Era	
Code:7B3 Collaborative Schools	Taiwan	Kaohsiung Municipal Wufu Junior High School
	Japan	Ritsmeikan Junior and Senior High School
Project Title	High Concentration, High Quality Education	
Abstract	<p>Background & Phenomena</p> <p>The outbreak of Covid-19 has changed the way of studying. The epidemic once caused the suspension of on-site classes, and “studying from home” was adopted. According to the news reports, the majority of the students and schools thought the learning effect of online classes was worse than that of on-site classes. It seems that the achievement of Sustainable Development Goal 4 - Quality Education has been hindered under the impact of Covid-19. Since this goal is important and close to us students, we would like to explore what actions we can take.</p>	
	<p>Problems</p> <ul style="list-style-type: none"> ◎ Lack of learning motivation and interpersonal interaction during on-line classes ◎ Low concentration and self-discipline during on-line classes 	
	<p>Goals</p> <ul style="list-style-type: none"> ◎ To increase students’ learning motivation and interpersonal interaction during on-line classes ◎ To strengthen students’ concentration and self-discipline during on-line classes 	
	<p>Actions</p> <p>As junior high school students, what ways can we think up? What can we do to solve the problems and reach the goals?</p>	
	References	
Books		
Websites	<p>https://www.epochtimes.com/b5/21/8/3/n13135954.htm</p> <p>https://news.ltn.com.tw/news/life/breakingnews/3603021</p> <p>https://udn.com/news/story/6885/4540742</p> <p>https://flipedu.parenting.com.tw/article/006649</p>	
Others		

Theme	Action for SDGs in Post-Pandemic Era	
Code:7B4 Collaborative Schools	Taiwan	Qianzhen Junior High School
	India	New India School
Project Title	Affordable and Clean Energy	
Abstract	<p>Energy has now become an extremely basic need of the modern world. But, our methods of producing this energy are becoming obsolete. We need to think of methods to produce this energy without causing harm to the environment and also abundantly at an affordable rate.</p> <p>Every day we use energy and electricity for heating, cooling, cooking, transportation communication. We know that every year the demand of energy and electricity is increasing but at the same time we also know that some of our main energy resources are coming to the end. The COVID-19 (coronavirus) pandemic has brought a new urgency to expand sustainable energy solutions as the world continues to remain off-track to achieve universal access to affordable, reliable, sustainable and modern energy by 2030. 940 million (13% of the world have no access to electricity). Almost 3 billion lives still depend on charcoal, wood, coal, animal waste to make food and heat. Hence there is a need of increasing access to affordable and modern energy services in the whole world.</p>	
	<p>The four lessons of the project:</p> <ol style="list-style-type: none"> 1) Need of highlighting the problems with the effects of pandemic scientific (Ex. Limited electricity in the Capital of India due to scarcity of coal.) 2) Proposing scientific, modern, and technology friendly solutions for the problems in order to achieve the goals of SDG 7. 3) Action Plan to focus on ideas and decide the steps of making clean energy affordable and available in every household. 4) Supporting the action plan with scientific case study. 	
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Books		
Websites	National Geographic, YouTube.	
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Theme	Action for SDGs in Post-Pandemic Era				
Code:7B5 Collaborative Schools	Taiwan	Kaohsiung Municipal Taren Junior High School			
	Japan	Ritsumeikan Morriyama Junior High School			
Project Title	Achieving Medical Equality and Providing Technological Support for Developing Countries				
Abstract	<p>Covid-19 was first found in Wuhan, China in December, 2019. It spread fast to lots of countries and finally became a global pneumonia outbreak. By October 18, 2021, over 240 million confirmed cases were reported. Also, 49 million people have died.</p> <p>During this outbreak, we found many problems that needed to be solved. First of all, many rural areas and developing countries are seriously in lack of water resources, which made worse the conditions. Since there is no clean water to use and drink, people in these countries often get sick. Because of the uneven distribution of vaccines to hospitals, the inconveniency of mass transportation, and other short comings, people in remote areas need to spend lot of time to attain medical help, while they are also in short of vaccines. How to solve these problem? What can we do?</p> <p>First, for the medical resources, we can set up hospitals in rural areas as well as mobile clinics for distant areas. Regular distribution of medicines to clinics can solve some remote areas of the problem of the lack of access to medicine. Besides, with the help of internet and technology, we can also use face consultation. Since we have 5G now, it can be easier to obtain accuracy and immediate help for the country in need.</p> <p>Second, in sight of the lack of water, we can help them build water plants and teach them ways to get cleaner water. In addition, we should also provide enough electricity to developing countries and rural areas to maintain vaccine storage and life support system.</p> <p>Third, engaging the help from MSF to assist poor countries to increase their human resources is another good choice. Besides, spare manpower in developed countries can also be dispatched to developing countries.</p>				

Finally, the distribution of vaccines should be equal. We can collect spare vaccines for the World Health Organization and distribute them according to the number and needs of each place, giving surplus vaccines from rich countries to poor countries without leaving vaccine resources derelict. There are many people in the world who live in environment where they can't get vaccinated even if they wanted to. There are lives that can be saved in developed countries but can't be saved in poor countries.

Everyone deserves the right to live. All human lives should be equal. Now we have to work together to deal with Covid-19. Fighting Covid-19 is everyone's responsibility.

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Theme	Action for SDGs in Post-Pandemic Era	
Code:7B6 Collaborative Schools	Taiwan	Youchang Junior High School
	Indonesia	Al Azhar25 Junior High School
Project Title	How Do We Achieve Quality Education in Post-Pandemic Era	
Abstract	<p>Mandela said, "Education is the most powerful weapon which you can use to change the world." In Taiwan, every child no matter boys or girls has the right and obligation to study at school for 9 years. And Most of the students would go to senior high or vocational school for three-year schooling. On the other hand, there is an urban-rural gap of children's education in Indonesia. Besides, the inequality between different genders exists.</p> <p>The COVID-19 as a pandemic was declared by the WHO on 11 March 2020. This outbreak impacted many countries worldwide. To control the spread of the COVID-19 pandemic, educational institutions and schools have been temporarily closed by most of the countries around the world. Over 90 percent student population of the world is affected by this closure nationwide.</p> <p>To help students continue their learning, Schools in Indonesia arranged students to take turns to go to school and have shorter learning time, while schools in Taiwan were lockdown and they could only planned online classes replaced offline classes. Teachers needed to develop their ICT skills to give online classes. Parents took part in their children's learning. Government offers equipment to those students in need. And then, distance learning becomes a necessity. In the post-pandemic era, learning is not only happening in the classroom, but also on the Internet. How can we achieve Quality Education-SDGs No.4 in Post-Pandemic Era? We'll share our idea from various aspects and the action plan with all of you.</p>	
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Others	<p>THE IMPACT OF COVID-19 ON HIGHER EDUCATION AROUND THE WORLD-</p> <p>Copyright, International Association of Universities, 2020, all rights reserved.</p> <p>Impact Of Covid-19 Pandemic On Education System--Preeti Tarkar Assistant Professor Institute of Business Management</p>	

Theme	Action for SDGs in Post-Pandemic Era	
Code:7B7 Collaborative Schools	Taiwan	Fu Cheng Senior High School-Junior Department
	Indonesia	Al Azhar 22 Islamic Junior High School Jarkarta
Project Title	Masks does Matter.	
Abstract	<p>Masks play an important role during the pandemic era. The more we use them, the more problems we can find. The problems are towards people and environment.</p> <p>Because the masks are disposable, people throw them away easily and we can find them everywhere especially on every beach. It worsens the situation of the ocean. In addition, people wear masks almost all day long, they can't get close to others like before or find others' emotions easily. The distance between people is getting larger and larger. However, take health into consideration, it's the best way to wear masks when people go out, but masks are in shortage in some countries. Therefore, we have enough masks, and we can try to help them in some ways.</p> <p>During the pandemic era, according to SDGs, we can work hard together and take actions as soon as possible to make the world become better and better as well as help people get closer.</p>	
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Books		
Websites	https://www.frontiersin.org/articles/10.3389/fpsyg.2021.692404/full https://www.frontiersin.org/articles/10.3389/fpsyg.2020.566886/full	
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Theme	Action for SDGs in Post-Pandemic Era				
Code:7B8 Collaborative Schools	Taiwan	Kaohsiung Municipal Fushan Junior High School (1)			
	Indonesia	Al Azhar 3 Bintaro Islamic Junior High School			
Project Title	Try Difference, Make Economic Differences				
Abstract	<p>Have you ever heard the movie "<i>Try Difference Make Difference</i>"?</p> <p>It is about that you have to learn how to be outstanding in every difficult situation with your unique ideas. We think over it may happen in the future that I will turn into a freshman in the job market, but I can't succeed in finding a job without unique advantages, especially in this hard time under COVID-19, a worldwide pandemic. We can see many countries will suffer historic economic slump with hard recovery ahead. Some companies may not be able to recover from a prolong slump. As a visionary student, we have to fight for our bright future of being a special freshman in my job market. We discuss how the situation of the business market goes in Taiwan and Indonesia, and then we think about what the advantages and opportunities we have and how to find the difference to make my career in stainable development. We would like to make it through imagining we are a business master to run a business with the master keys we found (it means you can reach the blue ocean, the outstanding success in the business market) in the red ocean(people run their business in a normal way). In this way, we can develop our skills and be full of creativity, facing the challenges and making more differences of our steady and wonderful future!</p>				
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Books					
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Theme	Action for SDGs in Post-Pandemic Era	
Code:7B9 Collaborative Schools	Taiwan	Kaohsiung Municipal Siaogang Junior High School
	Vietnam	Western Hanoi School
Project Title	The Partnership Behind the Masks	
Abstract	<p>Since the outbreak of Covid-19, countries around the world have taken dramatic measures, including shutting down airports, imposing travel restrictions, and completely sealing their borders, in an attempt to curb COVID-19. It seems that it is difficult to achieve the Sustainable Development Goals. Besides, the Covid-19 pandemic leads to both good influence and bad influence on people daily lives.</p> <p>However, in the post-pandemic era, the partnership between countries has been strengthened. For example, Lithuania donated 20,000 vaccine doses to Taiwan as thanks for its mask donations earlier in the pandemic. The relationship is one step closer between these two countries.</p> <p>Therefore, it is critical to find out the good ways to achieve SDGs17 now. In our presentation, we share practical ways to achieve SDGs17.</p>	
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Books		
Websites	<p>https://koronastop.lrv.lt/en/news/lithuania-to-donate-168-700-doses-of-vaxzevria-vaccine-to-vietnam (立國政府) [立陶宛向越南捐贈 168,700 劑 Vaxzevria 疫苗] (2021 11 13)</p> <p>Lithuania donates another 235900 Vaxzevria vaccine doses to Taiwan https://lrv.lt/en/news/lithuania-donates-another-235900-vaxzevria-vaccine-doses-to-taiwan (立國政府) [立陶宛再向台灣捐贈 235900 劑 Vaxzevria 疫苗] (2021 11 13)</p>	
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Theme	Action for SDGs in Post-Pandemic Era	
Code:7B10 Collaborative Schools	Taiwan	Kaohsiung Municipal Daliao Junior High School
	Vietnam	Hanoi Star Primary and Secondary School
Project Title	Duplicate Happiness - A Whole New Life	
Abstract	<p>During the pandemic, most of us are influenced by COVID-19. For school plays an important role in students' lives, the lockdown has influenced them a lot. Effects vary from the regularity of physical activity and regulation of nutrition. In this situation, we plan to create a platform for students who need to stay home. They can ask their questions about health and get answers from professional experts. They can get some ideas of handmade and cooking. Moreover, they can get some ideas of workouts to keep them healthy.</p>	
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Theme	Action for SDGs in Post-Pandemic Era	
Code:7B11 Collaborative Schools	Taiwan	Yanchao Junior High School
	Vietnam	Everest Primary, Secondary & High School
Project Title	Actions for a Post-Pandemic World	
Abstract	<p>The Covid-19 pandemic was a world-shattering event, affecting everyone in the nation. The pandemic is acting as a driving force for changes in main sectors and highlights the interdependence of sustainability issues embraced in the SDGs. Lock-down related effects such as online education, forced home-office work, unemployment or decreased working hours, reduced mobility, etc., have enhanced social-structural injustice and inequality. Observations and analyses also indicate stronger dependencies between quality education, decent work and economic growth, good health and well-being and climate action.</p> <p>Nevertheless, the pandemic has presented a unique opportunity for change, as more people are aware of the urgency in which sustainability issues must be addressed and of the importance that balanced ecosystems have for health and well-being. There is also growing pressure for innovation and global collaboration.</p>	

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Theme	Action for SDGs in Post-Pandemic Era	
Code:7B12 Collaborative Schools	Taiwan	Shih-Jia Junior High School
	Indonesia	Al Azhar 1st Islamic Junior High School
Project Title	Action for the Learning Gap during Pandemic	
Abstract	<p>The presentation explains the action plans proposed by Al Azhar 1st Islamic Junior High School and Shih Jia Junior High School in overcoming the consequences of the COVID-19 learning slump, which happened mostly to the disadvantaged junior high school students during pandemic lockdown. We conducted an inquiry process on the problem and determined a resolution plan. The strategies that are suggested to overcome the problems of quality education include 1) enhancing reading interest and ability, 2) promoting self-directed learning, and 3) emphasizing real life engagement in curriculum. For each strategy, we have offered action plans to fulfill it. We also try to prove the feasibility of our action plans by giving some case studies that we found in the literature such as ibooks, reputable journals, and reliable website articles. Some of the action plans were implemented in Al Azhar and it is found that there is an increase in learning outcomes and understanding of the needs of the challenges of life in the future. Overall, our action plans aim to contribute to the Goal 4 and Goal 10 of SDGs.</p>	

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Theme	Action for SDGs in Post-Pandemic Era	
Code:7B13 Collaborative Schools	Taiwan	Kaohsiung Municipal Houjing Junior High School
Project Title	The Impact of the COVID-19 Pandemic on the Civil Aviation Industry and the Suggestions for SDGs in Post-Pandemic Era	
Abstract	<p>COVID-19 has had a profound impact on all of our lives. It has triggered massive unemployment worldwide and in all industrial sectors. Efforts implemented by governments to reduce the infection of this deadly disease resulted in significant reduction in demand for all goods and services, including civil aviation. This study explored the impact of the COVID-19 pandemic on the civil aviation industry. Major findings are as follow: (a) Airport cleaners carry a heavy workload due to frequent cleaning and disinfection requirements. (b) Flight attendants are forced to reduce their work hours. (c) Workload of employees in the aviation catering has been drastically reduced on account of less demand for airline meals. (d) Airlines are forced to cut down on maintenance activities, which causes engineers and technicians to lose their steady income. Solutions explored by this study include the following: (1) Use cleaning robots to help cleaning staff to take on increases in cleaning and disinfection activities. Airport cleaners could develop a set of systematic SOP to effectively manage these robots. This will reduce the risk of infection among cleaners. Also cleaners also could continue their employment and maintain their income. (2) Flight attendants could regularly participate in on-the-job training to further improve their professionalism and flight safety. In addition, they could share their experiences as flight attendants and their expertise, poise, gesture and posture, and speech skills with the public via social media (such as Facebook, Instagram, YouTube...etc.). This initiative provides vital public relations services for the individual airlines and additional income for the flight attendants. (3) Adjusted for regional differences and consumer preferences, aviation caterers could set up vending machines to provide customized gourmet meals to consumers inside and outside of airport. (4) Airport maintenance engineers and technicians could develop online courses to attract people who are interested in aircraft construction and aviation. Finally, some suggestions for SDGs in Post-Pandemic Era are provided herein.</p>	

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Theme	Action for SDGs in Post-Pandemic Era	
Code:7B14 Collaborative Schools	Taiwan	Jiasing Junior High School
	Vietnam	Hanoi Star Secondary School
Project Title	EACP – Education after Covid-19 Pandemic	
Abstract	<p>The outbreak of COVID-19 has affected all sections of society in general and education in particular. School closures as part of broader social distancing measures are associated with mental health problems including frustration, stress, and depression of students.</p> <p>In order to reduce the negative impacts of this pandemic on the lives of students, we created a Facebook Page (EACP) providing interesting educational content to support students through this challenging time.</p>	
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Theme	Action for SDGs in Post-Pandemic Era	
Code:7B15 Collaborative Schools	Taiwan	LONGHUA JUNIOR HIGH SCHOOL
	korea	JUNGWON GIRLS' MIDDLE SCHOOL
Project Title	Hunger and Education—When Pandemic Steals our Lunch	
Abstract	<p>The global goal for education of SDGs states, everyone should have equal opportunity to enjoy education of high quality, achieve at equal levels and enjoy equal benefits from education.</p> <p>This goal has tried to reduce almost all the barriers, for example social and financial factors. Still, an unexpected factor, the pandemic, brought a new challenge for achieving this goal.</p> <p>Distance learning not only affected the quality of some students' learning but also cut them off from their access of meals. As junior students, under the Epidemic Era, we experienced the huge change of life—everyone had to stay home having online lessons instead of learning face-to-face in class. Also, we observed, with the schools shutting down, students from disadvantaged families lost their access of regular lunch at school.</p> <p>Study also shows that having a pandemic nutritional gap because of increased food insecurity can lead to a greater pandemic learning gap. Thus the project intends to research approaches in different countries, which help students have adequate access to food in all settings. In addition, we'd like to adopt some strategies for distributing food safely to those students in need and ensure they're appropriately fed both in body, and then, in mind.</p>	
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