

Proposal for Educational Activities and Extracurricular Programs

Unified Values Statement Between Seibo and St. Mary's

At Seibo, we believe in the intrinsic dignity and worth of every individual, and we strive to foster an environment where human dignity is respected, nurtured, and upheld. We are committed to the principles of global solidarity and human unity, understanding that our collective responsibility is to create a just and equitable world where everyone has the opportunity to thrive. We advocate for integrity and responsibility in all our endeavors, particularly in building ethical business models that prioritise fairness and accountability.

We share a strong alignment with St. Mary's International School, whose values of respect, responsibility, and courage resonate with our own. Both Seibo and St. Mary's are dedicated to the principles of sustainability and stewardship and a shared commitment to community engagement and collective responsibility, encouraging students to be active participants in their communities and in the broader global context.

Our collaboration will center on providing an educational experience that integrates the balance of self-gift and self-interest, helping students understand how to contribute to the greater good while also pursuing their personal goals. We aim to empower students with the skills and knowledge to make a meaningful impact, fostering passion and freedom to pursue their purpose with integrity.

Together, we can create a space where students are inspired to live with courage, to make responsible choices, and to engage with the world around them, shaping a future rooted in justice, compassion, and empowerment. Through this partnership, we can cultivate the next generation of leaders who will approach challenges with integrity, make ethical decisions, and contribute to a more just and sustainable world.

Background of the Proposal

Seibo is dedicated to supporting school lunch programs in Malawi, located in Southeast Africa. In partnership with British company Mobal and Japanese trading company Ataka

Trading, we sell Malawi fair trade coffee, with the proceeds directed towards supporting the Malawi school lunch program.

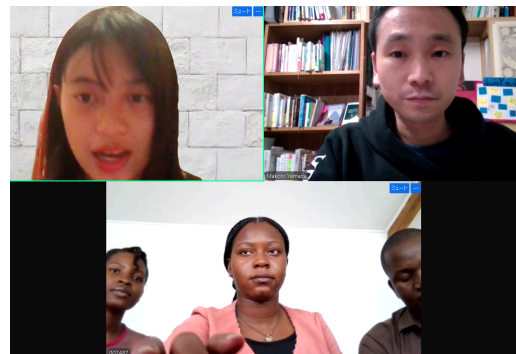
Our activities are aimed at students from elementary school through high school, providing opportunities for comprehensive study, inquiry-based learning, extracurricular activities, and volunteer work. These activities are designed to foster an understanding of social business, international awareness, and cultural exchange, with a particular focus on Africa and a real-world introduction to the **Sustainable Development Goals (SDGs)**.



Aim of the Proposal

The purpose of this proposal is to help high school and junior high school students:

- **Learn about specific practices** related to social business, sustainability, and global issues.
- **Acquire skills** that will allow them to develop systems that generate social profit and contribute positively to society.
- **Engage with Malawi** by selling related products and participating in various activities, thereby deepening their understanding of the challenges faced by Malawi and its people.
- **Develop international dialogue skills** through practical engagement with SDGs, which will also support their learning in subjects like English reading, social studies, and business concepts.
- **Foster entrepreneurial skills** by providing students with opportunities to develop, manage, and execute business ideas that contribute to the social good, empowering them to think critically and innovate for positive change.



Specific Implementation Methods

1. **Study Sessions and Workshops:**
 - About Malawi, coffee production, fair trade practices, and related topics.
2. **Student Research and Preparation:**
 - Research on products for sale, market analysis, and building connections with supporting companies.
3. **Entrepreneurial Skill Development:**
 - Students will develop and pitch business ideas, create business models, and plan marketing strategies to sell the products.
 - Students will gain experience in budgeting, financial management, and understanding profit margins.
4. **Product Promotion and Sales Activities:**
 - Engaging in actual sales events to promote the products and donating the proceeds.
5. **Online Interaction:**
 - Connecting with local staff in Malawi and collaborating with Japanese staff for experiential learning.
6. **Evaluation and Feedback:**
 - *University lecturers or university students will provide feedback on students' activities.*
7. **Product Promotion via Blogs:**
 - Students can share their learning through blogs and use an affiliate model to donate proceeds.
8. **Seasonal Product Planning:**
 - Students will plan and execute a sales event, donate proceeds, and report back online to Malawi.
9. **Collaboration with Companies and NPOs:**
 - Partnering with companies and NPOs working on international development issues to promote collaboration.
10. **Exchange Meetings:**
 - Connecting high school students with university students and NPO staff through exchange meetings and collaborative learning activities.



Examples of Activities

- **Study Sessions and Workshops:**
 - On Malawi, coffee production, fair trade coffee, and how social business supports sustainable development.
 - **Student-led Research and Marketing Strategy Development:**
 - Students conduct in-depth research on Malawi coffee, exploring its unique qualities and market potential. They connect with local coffee producers and partners, gaining insights into the coffee's origin, flavor profiles, and production processes. Through this process, students develop strategies for effectively marketing Malawi coffee to their customers.
 - **Entrepreneurial Experience:**
 - Students will develop their own business plans, manage product marketing and sales, and practice negotiation and teamwork skills.
 - **Sales Events:**
 - Students participate actively in product promotion, organising sales events, and donating the proceeds.
 - **Online Interaction:**
 - Engage with Malawi-based staff to gain insights into their work and discuss ways to make a global impact.
 - **Collaboration with Universities:**
 - Students will interact with university students and professors, receiving guidance and feedback.
 - **Product Development and SDGs Integration:**
 - product planning and creating awareness of the SDGs through practical engagement.
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Cooperation with Elementary Schools

In this project, we also aim to engage elementary school students by introducing them to the country of Malawi and demonstrating how school lunches have a significant impact on shaping the future of the children in those populations.



The focus will be on:

- **Introducing the SDGs**, food security, and how small contributions can make a big difference.
- **Product Sales Involvement:** Elementary students will be actively involved in selling fair trade coffee to their parents, friends, and family, thereby contributing to the cause.

Specific Activities for Elementary Schools:

Class Flow (Maximum 50 minutes x 3 sessions + extracurricular activities)

- **Introduction to Malawi and the Importance of School Lunches.**
 - **Coffee Production Areas** and the characteristics of fair trade coffee.
 - **Cost of One School Meal (15 yen):** What can you buy with 15 yen in Japan? (Illustrating the comparison using examples of local sweets.).
 - **Sales Preparation:** Students will create posters, POP (point-of-purchase) materials, and announcements based on class learning.
 - **Actual Sales Event:** Products will be sold in [...].
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Class Image (Sample)

- **Theme:** Social Business and Entrepreneurship
 - **Lecturer:** Makoto Yamada
 - **Target Grades:** Junior High School 1st Year to High School 3rd Year
 - **Period:** One semester (subject to discussion)
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Overall Overview

This initiative will provide students with an opportunity to:

- **Experience NPO activities** and learn about international support systems.
- **Identify ways Japan can contribute** to the SDGs and global challenges.
- **Develop strategies for selling products** and soliciting donations.
- **Learn and apply entrepreneurial skills:** developing business plans, pitching ideas, marketing products, managing finances, and understanding market dynamics.
- **Evaluate and create replicable models** for future support activities.

Additional Information

- The number of sessions can be adjusted based on consultation.
 - Makoto Yamada, Seibo's representative, will lead the events with support from university staff.
 - **Course implementation costs** can be negotiated as a donation equivalent to the cost of school lunches in Malawi (approximately 6,000 yen for one year's worth of lunches for two children per class).
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Additional Elements:

1. **Incorporating Digital Learning:**
 - Develop online modules or webinars to complement the in-person learning experience, particularly for remote interactions with local staff in Malawi.
2. **Interdisciplinary Approach:**
 - Integrating subjects like economics, geography, and global studies into the curriculum to provide a more holistic view of international development and social business.
3. **Community Involvement:**
 - Involve the local community in the sales events or fundraising activities to foster a greater sense of social responsibility and connection.
4. **Sustainability Focus:**
 - By including lessons on sustainability in the curriculum, it teaches students not only about fair trade but also about environmental impact and ethical business practices.

We are excited about the potential of this collaboration and look forward to working together to provide students with invaluable learning experiences that contribute to both personal growth and global well-being.

Specific areas connected to Sustainable Development Goals (SDGs) 1, 2, 4, and 5 can be effectively incorporated into the proposed activities, particularly in the areas of learning, community engagement, and entrepreneurial projects. Below is a breakdown of how each SDG can be highlighted:



SDG 1: No Poverty



- **Introduction to School Lunch Programs:** Through this program, students will learn how Seibo's school lunch initiatives directly address poverty by providing essential meals to children in Malawi. This will highlight the role of nutrition and education in breaking the cycle of poverty.
- **Entrepreneurial Activities:** As students sell fair trade coffee, they will learn how supporting social businesses can contribute to poverty alleviation. The proceeds from the sales help fund school lunches, emphasizing the link between ethical consumption and poverty reduction.
- **Discussion on Global Inequality:** In class discussions, students can compare the economic realities of Malawi with those in Japan, exploring the role of economic disparity in shaping education and social outcomes. Students will gain a deeper understanding of how global poverty impacts children's access to education and nutrition.

SDG 2: Zero Hunger



- **Focus on School Lunches:** The heart of the project revolves around the school lunch program in Malawi, directly addressing SDG 2. Students will explore how providing meals to children improves educational outcomes and supports food security in vulnerable regions.
- **Coffee and Fair Trade Education:** Students will learn how the fair trade coffee business connects food security with ethical sourcing practices. They will understand how global trade can be harnessed to support local farmers and contribute to sustainable food systems.
- **Engagement with Local Communities:** The product sales and related events will teach students the importance of food security and how small efforts—such as purchasing fair trade products—can contribute to alleviating hunger.

SDG 4: Quality Education



- **Curriculum Integration and Workshops:** The project will integrate discussions on how education and nutrition intersect in global development. Students will explore the barriers to education faced by children in Malawi, where hunger and poverty often hinder educational progress.
- **Student-Led Research Projects:** As students research Malawi, fair trade practices, and the SDGs, they will develop valuable research and analytical skills, linking education with sustainable development. They will also learn how educational access can be enhanced through programs like the school lunch initiative.

- **Collaboration with Universities:** Engaging with university students and professors will provide high school students with access to higher education perspectives, motivating them to think about education from both a global and personal viewpoint.

SDG 5: Gender Equality







- **Gender-Sensitive Learning:** In the context of Malawi, students can explore how gender disparities affect education. For example, girls in Malawi may face additional barriers to accessing education, and the provision of school lunches can play a role in encouraging greater school attendance among girls.
- **Fostering Gender Equality in Product Planning:** During the entrepreneurial activities, students can be encouraged to design marketing campaigns that promote gender equality, whether through inclusive product names or showcasing both male and female role models in the marketing materials.
- **The Role of Boys in Promoting Gender Equality in the Future:** It is important to emphasise that boys and men have a critical role in advancing gender equality. Students can be taught that they are not just passive beneficiaries of a gender-equal society but can actively contribute to shaping a future where women and men have equal opportunities in all aspects of life.
- Discussions around the importance of positive male role models in advocating for gender equality can help students see how their future roles in society can directly influence progress toward SDG 5. They will also learn that promoting gender equality is not just for the benefit of women and girls but for the benefit of society as a whole, improving overall societal well-being and cohesion.

Additional Areas for Integration of SDGs

- **SDG 1 & 2 (Poverty and Hunger):** Highlighting how entrepreneurial ventures can support social profit-making models that address both poverty and hunger, allowing students to see the direct impact of their efforts in alleviating global challenges.
- **SDG 4 (Education):** Emphasising how sustainable business practices, such as fair trade, can fund educational initiatives in underserved areas, including scholarships or school improvements.

In summary, SDGs 1, 2, 4, and 5 can be woven into every aspect of the curriculum—from the global challenges discussed in workshops to the hands-on activities in product sales and entrepreneurial ventures and through reflection and discussions about how students can make a difference in their local and global communities.

Phase	Contents communicated by the instructor	Student homework and in-class considerations	Unified values
<p>1. Get to know Malawi</p> 	<ul style="list-style-type: none"> •The founding story of the organisation •Local information and activities •Support activities in Japan •Product introduction •Session with Malawians 	<ul style="list-style-type: none"> •Think of questions for Malawians during class [Contents] •Questions about Malawi •What support activities can we do together? •Scene of school lunch support 	<p>Human dignity and respect.</p> <p>Global solidarity and human unity.</p> <p>Justice and equity.</p>
<p>2. Get to know the product</p> 	<ul style="list-style-type: none"> •Overview of Malawi coffee •Coffee business model •People involved in coffee sales and distribution •Interaction with students involved in sales *Try drinking coffee. 	<ul style="list-style-type: none"> •Think about how to advertise •Understand and use business models •Understand product distribution <p>【homework】 Think about marketing strategy</p>	<p>Integrity and responsibility in ethical business model</p>
<p>3. Know the business</p> 	<ul style="list-style-type: none"> •Listen to students' homework presentations •Lecturer's comments •Summarize the plans of the five groups •Make a plan for sales •Consultation from university student staff 	<ul style="list-style-type: none"> •Student strategy presentation •Make a plan for sales •Modify the proposal •Understand the implementation plan you received 	<p>Responsibility.</p> <p>Sustainability and stewardship.</p> <p>Intergenerational Value Creation</p>
<p>4. Marketing practice and reflection</p>	<ul style="list-style-type: none"> •Accompaniment on the day of the event •Promote collaboration with local communities, etc. 	<ul style="list-style-type: none"> •Creating a shift •Announcement in blog article •Use of social media, etc. 	<p>Community Engagement and Collective Responsibility.</p> <p>Integrity and courage.</p> <p>Self-Gift and Self-Interest Balance.</p>
<p>Summary</p> 	<p>Invite university professors to evaluate case studies</p> <ul style="list-style-type: none"> •Online exchange with supporting countries •Review of sales implementation details •Planning for the next time onwards 	<p>Review of overall reflection points mainly for upperclassmen</p> <ul style="list-style-type: none"> •Members present what they learned •Organise information for reproducibility next time •Message to juniors 	<p>Educational impact and empowerment.</p> <p>Passion and Freedom.</p>

Appendix : Example slides

What? Where? Why?

We feed Malawi Children in schools

↑ Poverty

↑ Hunger, Health & Malnutrition

↓ Education

1 NO POVERTY

2 ZERO HUNGER

4 QUALITY EDUCATION

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World Bank data
<https://data.worldbank.org/?locations=MW-JP>

	Malawi	Japan
Population (2023)	20,931,751	124,516,650
Life expectancy (2022)	63 years	84 years
Poverty headcount ratio at \$2.15*	70.1%	0.7%
Access to electricity (2022)	14%	100%
Individuals using internet (2023)	18%	85%
Unemployment (2023)	5%	2.6%
safe sanitation services (2022)	46%	99%

MALAWI

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*The poverty headcount ratio at \$2.15 a day is the percentage of the population living on less than \$2.15 a day at 2017 international prices.

Why is the food given at school?
 (United Nations World Food Program, 2023)

- Education Opportunity
- Brain Development
- Reduced Financial Burden on Families
- Empowering Girls
- Central Community Location

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<https://www.wfpusa.org/articles/effects-child-nutrition-academic-performance-how-school-meals-can-break-cycle-poverty/>