

on a post-it note and added on the same manila paper. Group presentations were followed to share the outcomes.

b. Individual evaluation

PYs summarized their outputs of whole sessions in a keyword(s) and explored what action they would take in their country. Each PY had a “keyword” note and an “action” note in hand and then presented their future commitment one by one. A part of the keyword and commitments are introduced below;

<Keyword(s)>

- Many PYs mentioned “change” as a keyword. They confirmed that they had no more afraid of PLWHA and they were already living together with those people. The discussions encouraged PYs to change their mind-set and behavior.

- Some PYs showed “share” as a keyword and expressed the importance of disseminating their outcome to family, friends and community to raise more awareness on the issues.

- A PY who is a medical doctor emphasized a need of “responsibility” at higher level. She addressed her passion to contribute to the DG as well as her community with her professional background.

<Actions>

- Most PYs promised to share their experience in their country such as giving a lecture and a campaign in social media. Moreover, many were keen on joining volunteer activities in various organizations.

- Some PY mentioned their recognition that HIV issue could be their own problem. The discussions and role plays led them to empathy with PLWHA

- A PY confessed that he had a strong bias of HIV/AIDS and he had never attended a meeting although he was assigned to be a member of a council dealing with HIV/AIDS issue in his county. His commitment was to attend the next meeting and gain updated information.

-A PY showed her willingness to take HIV testing as an action in order to keep the promise with a friend of Pinoy Plus Foundation during the institutional visit in the Philippines.

c. Presentation on HIV/AIDS projects in Southern Africa

The facilitator introduced a part of her work as a program officer of the HIV/AIDS projects in Southern Africa and explained how the Red Cross Society is supporting PLWHA. Some good practices of medical

assistance, livelihood support, training for stakeholders and engagement of volunteers were shared.

d. Message from facilitator

To wrap up the whole DG sessions, the facilitator conveyed key messages to PYs in terms of (1)HIV/AIDS, (2)sex and (3)gender/sexuality issues.

**F. Facilitator’s Comment**

First of all, I would like to express my appreciation to the Cabinet Office and Center for International Youth Exchange (CENTERYE) for offering me the opportunity to be a facilitator. It was such an honor to be involved in this program with full of rich history among Japan and ASEAN member countries. Taking this opportunity, I would like to share my comments and feedback for further development of this program.

Pre-Program Assignments

Assignments consisted of individual and contingent parts which would help PYs promote basic knowledge on HIV/AIDS and prepare for the discussions. While many submissions were at the last minute, most of them fairly covered my aim and expectation of the assignments. PYs could successfully develop their knowledge through the discussions based on these assignments.

Youth Leaders’ Summit (YLS)

YLS provided PYs with a special opportunity to meet local youths from Japan and ideal exercises for the discussion program. Since the main theme “Inclusive Society” covered various factors concerning HIV/AIDS, it was helpful for PYs to bridge the later discussions.

Facilitators were basically observers in YLS and a level of intervention was different by group. At that time, I had an impression that the facilitators were not well recognized by the participants. Therefore, it should be noted that facilitators should have been introduced to them in advance and informed on the roles for more effective contribution.

Besides, this event was practical for me to observe an extent of participation of DG5 PYs before the on-board program started.

Institutional visit

“Place Tokyo” and “Community Center akta” are both leading organizations in terms of activities supporting PLWHA and LGBTs in Japan. Their workshop and presentation were impressive and eye-opening for all PYs, raising awareness on HIV/AIDS issues as a good start of

the on-board program.

The institutional visit in Manila demonstrated a good practice that a hospital and an organization work together. Local youths from Pinoy Plus Foundation were so creative that each PY found a friend in pair during whole activity.

Through the both visits, many PYs encountered PLWH for the first time which had them realized their bias on HIV. I truly appreciate the arrangement of these visits and their courage to come out their status.

### Discussion

My focus on DG was on raising awareness of social issues surrounding HIV/AIDS rather than medical issues which are more accessible in various means. The sessions aimed at encouraging PYs to link their knowledge into action by changing their mind-set and challenging social and cultural norms, resulting in reduction of stigma and discrimination because I strongly believe that open-mindedness could support more people in need.

In addition, the sessions were conducted in workshop style by KJ method so that PYs were able to share their ideas and categorize them more easily and mutually. Role-plays were also encouraged in DG to expand their imagination.

Before the program started, I was concerned about PY's level of participation due to sensitivity of the theme, however, all PYs became active and did not hesitate to talk about HIV/AIDS and sexuality issues beyond their cultural



and religious background. Furthermore, PY decided to conduct three types of on-board voluntary activity by themselves.

At the end of all the session, each PY gained a clear idea for future commitment. It was my great pleasure to observe their behavior change and to hear “DG5 changed my perception” in the final presentation as the outcome of DG.

I would like to congratulate all the DG5 PYs for their active participation and successful completion of the program. I truly hope that PYs will take a step of actions and bring impact as youth leaders to their countries or even beyond the border. I also believe that PYs received my key message “be yourself” regardless of sexual orientation or HIV status, enhancing diversity.

### Other remarks

Once again, I would like to extend my deepest gratitude for allowing me to be a member of SSEAYP family. Personally, I am not an ex-PY and it was my very first time to be engaged in this program. Given such an amazing experience as a facilitator, I wish this program would be more friendly to non ex-PYs. I am certain that there must be a number of qualified human resources out of the program.

SSEAYP provided me with other options of life. I am urged to disseminate my adventure to others and contribute to future program as my next task.



## (6) International Relations (ASEAN-Japan Cooperation)

Facilitator: Mr Aldecoa, Tito III Leduna

Number of PYs: 39

### **A. Focus, Aims, and Goals**

#### **Focus**

PYs will understand the current status of partnership between ASEAN and Japan. On that basis, PYs will discuss what youth can do to enhance future partnership between ASEAN and Japan after the establishment of the

ASEAN Community 2015, and make a presentation of their proposals for possible activities in the future.

#### **Aims**

- Participating youths will be:
- a. Knowledgeable on the key issues concerning the Japan and Southeast Asian region.

- b. Able to learn the aspects of international relations between Japan and ASEAN.
- c. Involved as participating youths when they return to their respective countries.
- d. Able to contribute to social progress and national development.

**Goals**

Participating youths will:

- a. Have a clear understanding of the expectations with regards to the discussion program which includes expectations from the facilitator and fellow participating youths.
- b. Learn about the effects of globalization how it affects the whole Japan – Southeast Asian community.
- c. Able to learn about sustainable community design and ways to be involved and be part of the process.
- d. Able to discuss roles and the issues of the youths in their respective countries, learn from the initiatives and experiences from the different youth issues in the Southeast Asian countries and Japan.
- e. Able to create an ASEAN-JAPAN youth network that would be important in starting possible youth projects and initiatives that will be essential in giving back to the community through a community of information network in Southeast Asia and Japan.

**B. Pre-Program Assignments**

**Individual Assignment: Corporate Social Contribution and You**

- a. Setting of Expectations Activity: Please bring something that would best represent you as a person, bring anything from your country.
- b. Japan – ASEAN Partnership: Write an essay on the partnership of Japan and ASEAN with emphasis on the organization’s contributions on Political, Education, Environment and Eco-Tourism in Southeast Asian countries (Maximum of 500 words)  
Guide Questions:
  - What is the importance of the ASEAN organization?
  - What are the key contributions of the ASEAN – Japan Partnership?
  - What has been your country’s contribution to the ASEAN – Japan Partnership?
- c. Sustainability Concept: Research on the Sustainability Design Model. Answer the questions:
  - What are the key sustainability design model components? Discuss the various components.
  - What are resources? How do you handle resources and its limitation?

- What are the key challenges of resource mobilization?
- d. Read on the article on ASEAN Sustainability Resolution. <http://www.asean.org/news/item/asean-declaration-on-environmental-sustainability>. Based on the article make a 200-word essay on the question: What is My Ideal Japan-ASEAN Society?
- e. Read on the article on globalization according to culture, politics, economy etc. from the Global Policy Forum: <https://www.globalpolicy.org/globalization.html>.
- f. Interview a key resource person with expertise in the Japan-ASEAN Relationship. Please discuss about:
  - The history of the Japan- ASEAN partnership
  - The challenges currently being experienced by the Japan – ASEAN Partnership
  - The future of the Japan – ASEAN partnership
 You may ask around ten important questions in relation to the partnership and write down the answers.

**Contingent Assignment**

- a. Youth situation in Japan & Southeast asian countries development  
The participating youths will create a project plan on community development in a creative manner in a power point presentation. On the following aspects:
  - Identify an ideal community project that has been successful in serving the need of the community in this format.

Situation	Solution	Result

- What are the roles of the leaders and stakeholders of the community project?
- How can this community project be emulated by other Southeast Asian countries including Japan?
- How did the community respond to the establishment of this community project?
- Identify one focus community need that you feel that should be tapped in your community? And how would you respond to this need?
- b. Community Development  
The participating youths will create a project plan on community development in a creative manner in a power point presentation. On the following aspects:
  - Identify an ideal community project that has been successful in serving the need of the community in this format.

Situation	Solution	Result

- What are the roles of the leaders and stakeholders of the community project?
- How can this community project be emulated by other Southeast Asian Countries including Japan?
- How did the community respond to the establishment of this community project?
- Identify one focus community need that you feel that should be tapped in your community? And how would you respond to this need?

### C. Proceedings

#### Institutional Visit in Japan

**Institution:** Development Education Association and Resource Center (DEAR)

**Activities:** Trading Game Workshop

#### **What we learned**

DEAR is a network organization which works with members at local and national levels to promote development education. The first symposium on Development Education in Japan was held in 1979 in Tokyo, which was sponsored by UNICEF and UN University (Source: DEAR flyer).

We learned that DEAR's advocacy was toward building a better education for all and made a number of researches in development education. They also act a liaison network among schools and universities in Japan and across nations.

PYs had the chance to play the trading game where they were divided into nation A-F. They were given materials such as papers, pencils, compass, scissors wherein each group have unequal number of materials and add-on materials for which other groups do not have. Each group then appoints various government positions such as Prime Minister, Minister of International Relations, Minister of Information and Citizen. All groups were required to trade with other groups in order to earn as much as possible.

After the 20 minutes trading game, the winners were the group which has the most number of resources, and they were able to increase their resources by using their own resources.

The key learning experience in this trading game is that there are countries that are far richer than other countries, and the participating youths felt that with their resources, they became richer and richer while with those fewer resources become poorer and poorer. The assistance of richer economies is also very important in helping the country rise and improve.

**Institution:** ASEAN Promotion Centre on Trade, Investment and Tourism (ASEAN- JAPAN Centre)

**Activities** Lecture and Discussion Activity

#### **What we learned**

The ASEAN – Japan Centre was actually established on May 25, 1981 and for the last 25 years it has focused its efforts on promoting trade and investment in the ASEAN region. The ASEAN – Japan Centre consists of council, executive board, secretariat that would assist and strengthen the trading partnership between the Japan and ASEAN region.

One of our activity was to be divided into different groups such as Trade (1 group), Investment (1 group) and Tourism (2 groups).

During the discussion session, PYs had the chance to talk about ASEAN Economic Community 2015 goal and its effects and benefits. Investment was also focused on capital infrastructure in various ASEAN economies that proved to have strong key resources While tourism, focused on the rising availability of low-cost airlines which helped people to be mobile and able to visit other countries.

#### Group Discussion Session I:

##### **Objective/s**

- Set expectation on the discussion program proper both for the facilitator and the participating youths.
- Learn about the history, and discuss about the relationship of ASEAN and Japan and discussion of the ASEAN Economic Community.
- Create a symbiotic relationship chart the notes the relationship of Japan – ASEAN over the years.

##### **Activities**

- ASEAN-Japan History: Showing of audio-visual presentation on the History of ASEAN-Japan relationship and the establishment of ASEAN. The video presentation discusses the start of the ASEAN–Japan relationship, and the prospects of the ASEAN - Japan in the future.
- Setting of expectation for the facilitator and participating youths by sharing their items that they bought from their respective countries.

##### **Outcomes**

The discussion session started with introduction about themselves, they have to bring an item from their country and share that item to the group. To make it more interesting that while sharing their items, they will also share their experience which they will not forget.

PYs have also set expectations from participating youths, to their facilitator and the discussion program itself.

The participating youth's expectation about the discussion program includes:

- Respond to each other positively.
- Able to think outside of the box.
- Be open-minded and establish long lasting friendship.
- Practical discussion and real case study including negotiation skills training.

The expectations from among the participating youths include:

- Understand more about each other's countries.
- Promoting cultural understanding (Unity in Diversity)
- Make a real cooperation/project after the program.

The expectation to their facilitator:

- Inclusive discussion
- Encourage engagement and collaboration
- Always well-prepared.

PYs have also discussed about the ASEAN-Japan relationship since the founding of the Association of Southeast Asian Nations. It has been discussed that the ASEAN-Japan relationship is important in binding together every Southeast Asian nation as one. Helping each other's economy and building lasting peace in the region.

The key contributions of the ASEAN – Japan Partnership in terms of:

#### <Socio-Political>

This would include peace and security, political stability among ASEAN-Japan Partnership and socio-cultural exchange such as JENESYS and SSEAYP program.

#### <Environment>

This would include Kyoto protocol, disaster reduction, forest conservation and sustainability concept.

#### <Eco-Tourism>

Protection of cultural heritage and natural disaster reduction preparations.

#### <Education>

JICA has been identified as an assistance partnership in terms of educational development. JICA has been extending assistance to ASEAN country in terms of technical and vocational training programs.

### **Group Discussion Session II:**

#### **Objective/s:**

Participating Youths will be able to:

- a. Learn more about the impact of Globalization
- b. Learn how to globalization can affect the Japan – ASEAN community.
- c. Share their sentiments about the globalization influence in a more personal approach.

#### **Activities**

- a. Separate activity: Film showing of the documentary on Globalization “The Economics of Happiness “. PYs are required to watch this documentary on a separate date and share what they have learned on this date.
- b. Video Presentation on Global Mind: The future of globalization and its impact on our world. Sharing of discussion on the Global Mind. PYs will have to share on what are the thoughts on how they stand on globalization on 5 critical areas: 1) Innovation 2) Culture 3) Economics 4) Society 5) Quality of Life.

#### **Outcomes**

PYs were divided into five groups and discussed about the definition and effects of globalization. The effects of globalization can now be felt by most of the young people. For the PYs, they feel that globalization is an interconnection of people around the world; it is a global integration of technology, culture and race. With the advent of technology, they feel that the world is getting smaller. However, with the advent of Globalization have also its effects and that can be felt through:

- Loss of identity with the generation's adaptation to other cultures.
- Brain Drain in some countries with less income for workers.
- Goods become expensive when produced from one's country and imported products are cheaper. Competitive advantage from other countries.

They were also given the chance to look into the documentary “The Economics of Happiness” which tackles about Globalization and solutions on globalization.

### **Institutional Visit in the Philippines**

**Institution:** Rizal Experimental Station and Pilot School of Cottage Industries (RESPSCI)

**Activities:** Lecture and Hands-on Training

#### **What we have learned**

The Department of Education has been preparing for the implementation of “the K to 12 program” starting in the school. The program will expand the country's education cycle to globally comparable to 12 years. It is also expected to facilitate a smooth transition from education to the labor market.

To support the modelling of the technical vocational (tech-voc) education, the Japan International Cooperation Agency (JICA) launched the project for supporting senior high school modeling in Selected Technical Vocational High Schools in February 2014.

RESPSCI offers food and beverage service, housekeeping and coffee making courses. These are

vocational courses that would help the students earn the skill while finishing their high school degrees.

The event was well-prepared with programs from students and learning sessions through quick glimpse of housekeeping and bartending training. PYs had the chance to learn from the students in cocktail mixing and housekeeping. They also prepared gifts for the students.

### **Group Discussion Session III:**

#### **Objective/s**

PYs will be able to:

- a. Learn about the roles of the youths in Japan and Southeast Asian region.
- b. Discuss about the issues that concern the youth in Japan and Southeast Asian region.

#### **Activities**

- a. Contingent Presentation of youth participation in their country's progress, also highlighting various issues that face the youths of today.
- b. Reflection on Institutional Visit in the Philippines.

#### **Outcomes**

The PYs had interesting time in discussing the various issues that affect the youths in their respective countries. It was an eye opener for the PYs since they were able to discover various issues that concern the youth of today. Here is the excerpt of the PY's discussion about the youth issues in their respective countries.

#### **<Japan>**

For the JPYs, they emphasized on the lack of motivation to work among young Japanese workforce. This was simply because of low self-esteem, that they feel that are not good to become a good employee, they feel someone is better than them or they feel they are not equipped and ready to work. This lack of motivation stems out because of the lack of competitive desire to be employed because there are a lot of good students out there. They have also highlighted the aging population since the youth would have to pay more taxes to pay off expenses by government for elderly care.

#### **<Singapore>**

The PYs of Singapore highlighted that STRESS is a major issue among the youths of their country basically due to pressures from society and family to excel well in school. They have also mentioned that Singapore have a high cost of living the youth is also pressured to earn more for the family and for themselves.

#### **<Indonesia>**

The PYs of Indonesia mentioned that lack of education among the youths in their country is a major roadblock in the youth's success. Government have currently been giving scholarships and funding the nine years of education for those youths in the elementary and high school. Drug Abuse and HIV/AIDS is one of the current rising problems in the country.

#### **<Cambodia>**

Traffic Vehicular accidents are considered as one of the top causes of deaths among the youths in Cambodia with a total of 4,090 injuries with 1,229 traffic deaths. Youth migration and lack of education among the youths are also identified.

#### **<Brunei Darussalam>**

BPYs mentioned that unemployment is on the rise in their country. Actual creation of jobs are not realistically working, most of the youths after graduation work in the government which is their major employer. Divorce is a major problem affecting the youths. While government intervention is there, the number is still on the rise. Also, obesity among the Bruneian youth has been alarming due to increase in disposable income.

#### **<Malaysia>**

For the MaPYs, the high unemployment rate among fresh graduates are on the rise because of lack of job opportunities. Also, MaPYs feel that the Malaysian youths have succumbed to the credit card fad for which a number of youths have considered credit card as money and that's why a lot of youth are on the brink of bankruptcy.

#### **<Lao P.D.R.>**

Human Trafficking is a social issue that has been affecting the youths in Laos. Young ladies are recruited by illegal recruiters to work as maids/sex slaves in other country. Drug and unwanted pregnancy are also top youth issues in the country.

#### **<Vietnam>**

For Vietnam, one of the youth issues they have presented is the lack of cultural identity for which the youths tend to adapt more on the K Pop fad. They follow Hollywood movies or western movies and try to follow them. Social Media addiction is one of the habits the youths are addicted to.

### <Philippines>

For Philippines, it is unemployment that is still a major concern for most of the youths. Unemployment can be due to youth's lack of skill and lack of education. Teenage pregnancy is next because of lack of sex education especially in secondary schools.

### <Thailand>

Teenage pregnancy in Thailand is one of the highest rates in Southeast Asia. The presenters highlighted on the ineffective sex education in schools. Drug addiction is also mentioned as one of the rising youth issues in the country.

### <Myanmar>

Myanmar education system is not according to the ASEAN integration number of school years required, and Myanmar youths would usually graduates early as 20 years old. The presenters feel that it is too early to work and not much skill is developed. Lack of job opportunities in the country is one issue for which the fresh graduates are facing, and they are also asking for government intervention and support to improve the educational system and work opportunities.

### Group Discussion Session IV:

#### **Objective/s**

PYs will be able to:

- Discuss on sustainability design and concept.
- Learn about the impact of a strong sustainable design in the community.

#### **Activities**

- Small groupings and sharing the concept of sustainability and design to each participating youths.
- Activity on My IDEAL JASEAN Society. Creation of an ideal society. Sharing of My IDEAL Society among small groupings and sharing of thoughts to the group.

#### **Outcomes**

The PYs discussed about sustainability and what are sustainable communities. The PYs believes that sustainability is a long-term goal and a sustainable community is not just the development of economy but also the improvement of quality of life in the society and the protection of environment as well. However, in order to achieve the "Sustainable Community" goal, it would largely depend on the conditions of economic, environmental and social factors in each community. The PYs felt that the sustainability concept is a goal and yet to become reality, ASEAN-Japan countries are focused on developing their respective economies and the shift to

sustainable development might take some time for most of the Japan – ASEAN community.

### Group Discussion Session V:

#### **Objective/s**

- To discuss about community development projects in respective countries to use a reference for post-program activity.
- To create ideas for project implementation with regards to the Japan-ASEAN relationship.
- To develop a strong network of youths in the Japan – ASEAN region.
- To develop the importance of the Japan - ASEAN community.

#### **Activities**

- Contingent Presentation on various community development strategies in respective countries.
- Group Discussion on creating the ASEAN Youth Network, what are the ideals and platform of the network.
- Participating youths will be given a chance to become "legislators for a day" and they will be given a task to create laws/policies that can affect the whole Japan - ASEAN region, they have to share this to the whole DG for discussion.

#### **Outcomes**

Community Development is the heart of the Japan – ASEAN relationship; it is where we focus to further help our society to achieve an improved quality of life. The goal of every community is the need to improve the lives of the people living in it; we also need to see community development in a bigger picture learning more about how community development is essential in the Japan and ASEAN community.

The contingent presented their social contributions to the group for other PYs to emulate and with the hope that they will be able to give back to their community.

### <Japan>

The Musical at Rice Field project which is located Mukawa Town in Hokkaido Prefecture is one of the initiatives in Japan where elderly people learn to create real life movies and farmers will act in their own films, the organizers realized that the result would actually increase their self-esteem. This project is worth spreading around Japan.

### <Philippines>

The Kallaysa organization have helped rehabilitate 6

villages and 4 schools in the Philippines and have been organized by youth leaders in the community.

#### <Vietnam>

The project in Vietnam is child-focused and related to disaster risk reduction and climate change adaptation for which it is helping families in disaster-risk areas around Vietnam to take precautionary measures during disasters.

#### <Lao P.D.R.>

The water pump and filter program which was initiated by young leaders in Laos have helped families in the villages to have safe, potable drinking water.

#### <Myanmar>

Myanmar's project is focused on the orphans who are not in schools under the orphanages. One of the programs that have been implemented was the mobile education system for which the bus goes around the town to give lessons to kids and citizens volunteer to teach the kids.

#### <Malaysia>

University students formed a group to help the orphans in Kuala Lumpur, Malaysia partnering with universities to help finance education and basic needs of the orphans in the area.

#### <Brunei Darussalam>

Kenali Negara Kitani is an organization promoting domestic tourism and creates awareness of tourism. Travelers from different countries can do homestay and able to experience the culture of the Bruneian hospitality.

#### <Cambodia>

The We Are One foundation is an educational event focusing on arts and culture under the theme of Youth for Culture. They aim to promote the awareness of culture, tradition, literature and heritage.

#### <Indonesia>

Indonesia Mengajar is a community project with the purpose to create a sustainable project with the presence of young teachers at the village, the project seeks volunteers that would teach in local public schools around Indonesia, The organization also builds a network of future leaders who have an understanding of the grassroots situation in the poor areas of the country.

#### <Thailand>

[Meu] ngYen organization is an environmental group that aims to plant 5,000 trees every year in Chiang Mai.

#### <Singapore>

The parking day initiative transforms urban space for creative and experimentation and activism. Value that arises when individual learns to trust one another, make credible commitments and engage in cooperative activities such as giving to charity or joining civic groups.

These are some of the key learnings in the Discussion Program. International relations is more than politics and government and foreign affairs. It is building a community of educated and empowered citizenry and all of us can do our share in helping others and building a better Japan – ASEAN International community.

### D. Resolution / Prospective Future Course of Action

DG6 has reached to the conclusion that after the discussion program, the PYs will focus on the usage of Social Media for cultural exchange and education.

#### <Fifty Shades of JASEAN>

A video project that showcases cultural appreciation and promotes understanding between Japan and ASEAN member countries through traditional dance, song and language. Video will be created during the SSEAYP in Nippon Maru. It will be published after SSEAYP on Youtube and be shared to all the contingent Facebook pages. It will also be used for alumni and various institutions sharing program. If the feedback is good, we will create more videos and collaborate with our international community.

#### <11 = 1>

In an effort to strengthen the socio-cultural pillar of the J-ASEAN SSEAYP 42 DG6 intends to raise regional community awareness by infusing related activities in each contingent's post program activity. In the long run, DG6 aims to contribute in establishing a regional community that is founded on deeper relations and common identity in order to avoid future conflicts.

### E. Evaluation / Reflection (Self-Evaluation Session)

The discussion program is one of the core highlights of the SSEAYP program. It was a venue for them to share ideas and learn from each other and make lasting friendships.



The international relations topic is an important topic that would facilitate international relations learning among participating youth with or without international relations background.

During the evaluation session, the PYs learned a lot with the discussion topics and they are particularly favorable on the presentation on the Japan-ASEAN relationship from the past, present and future. They are particularly interested on the sustainability concept and globalization as key issues affecting Japan-ASEAN community. Lastly, the community development topics are also their favorites to discuss since this is the heart of the Japan-ASEAN relationship whereby people help each other and learn from each other.

#### F. Facilitator's Comment

First of all, I would like to thank the Government of Japan for giving me this opportunity to be this year's facilitator for DG6. I would also like to extend my deepest gratitude to the government of the Philippines through the National Youth Commission and Alumni Association, SSEAYP International Philippines for giving me the opportunity to be a facilitator once again. Lastly, thank you to the rest of the facilitating team for able to share ideas and able to learn from each of the facilitator from different fields and the administrative team for helping in every

discussion program to ensure it is running smoothly. My warmest thank you to all of you.

I am proud that my participating youths in DG6 have learned a lot in my discussion program. The topics that I presented at the Facilitator's meeting in Japan last August were the core of international relations and how can we improve on the relationship in the future. There were a number of programs that we realized that we can interconnect and have linkages with each other.

As for my comment in the discussion program

I would like to suggest that the facilitators also include in their plans the succeeding discussion sessions after Discussion Session V and present it during the Facilitator's meeting in Japan. After Discussion Session V, we have four sessions more for which we were not prepared. It would have been better if we could have prepared materials or more visual aids to further strengthen discussions on project management, reflection and discussion program wrap-up and evaluation.

Overall, the program was smooth sailing and I have even learned a lot from the PYs. This batch is more outspoken, smart and driven youths from their countries. I have learned that there are a lot of PYs want to be facilitator in the future. I hope that I served a good role model for them.

Thank you! Arigato Gozaimasu!



### (7) School Education

Facilitator: Mr. Low Chai Siong Anthony

Number of PYs: 41

#### A. Focus, Aims, and Goals

##### Focus

PYs will understand the current status of school education in ASEAN member countries and Japan. Subsequently, PYs will discuss the approaches of School Education to develop human resource who can take an active role in the local and global community. On that basis,

PYs will further discuss how the youth can contribute to support School Education and make a presentation of their proposals for possible activities.

##### Aims

- a. PYs will understand the current status of school education in ASEAN member countries and Japan.
- b. PYs from each contingent will have an action plan on

how they can work with the schools in their community to develop human resource after SSEAYP.

### Goals

- PYs will have broad understanding on similarity and differences of the school education in Japan and ASEAN countries in terms of developing human resource in the local and global community.
- PYs will understand the importance of connection between school education and the community where school students can learn on community development.
- PYs will learn the significance of the human resource development in the global society.
- PYs will understand how youth can contribute to support the schools to develop human resource for the local community.
- PYs will understand how to motivate and encourage youth to support school education in developing human resource for the community.

## B. Pre-Program Assignments

### Individual Assignment:

- PYs are required to bring an individual photograph of them as a student studying in Primary School, Secondary School or College to Group Discussion Session V. PYs will use the photograph to recall of a school activity (eg. sports, uniform groups, clubs activities etc) or a person (eg. teacher, lecturer, instructor etc) who had a good influence on the PYs which lead them to what they are today.
- PYs will describe one social contribution activity that they have done in their country and explain why social contribution activities are important. The individual assignment b will be discussed during Group Discussion Session IV.
- PYs will describe how youth can contribute to support the schools to develop human resource for the local community. PYs may consider to research on the activities that their local youth in their respective countries can participate to support schools to develop human resources for their local community. The individual assignment c will be discussed during Group Discussion Session II.

### Contingent Assignment

In order to achieve the Group Discussion Session I objectives and enhance the understanding of discussion theme, each contingent will share and present the current education situation of their countries.

Each contingent will research on their nation's

education systems. PYs may share the education pathways from Pre-School, Primary School, Secondary School (High School), Junior College/Senior High School/Polytechnic to University. The contingent has to prepare 5 minutes presentation about their research findings by using Power Point slides and present it to Discussion Group members during Discussion Group Session I.

### Research Questions:

- What is the current education pathway in your country?
- Is there any areas of education in your country in need of development?
- How does school education in your country helps in developing human resource?
- Is there any funding given by the government to support school education?

## C. Proceedings

### Institutional Visit in Japan

**Institution:** Shinagawa Joshi Gakuin (Shinagawa High School for Girls)

### Activities:

- Brief explanation about Shinagawa Joshi Gakuin's background, history, mission, and curriculum was given by the Principal, Shihoko Urushi.
- Observed the students during their music class, physical education class, social studies and science classes.
- PYs from each contingent gave brief introduction of their countries to the students during their homeroom classes.
- Interactions with the students during lunch and during homeroom class.
- PYs observed the Tea Ceremony performed by the Tea Ceremony Club members.

### What We Learned

- Shinagawa Joshi Gakuin pays attention to women empowerment where they design curriculums to develop women who can contribute to the society.
- The school focuses on women's education to enforce labour participation of women to be equal with men by 2030. PYs understand that it is possible to empower women through education.
- PYs get to know the four main programmes that the school implements in order to achieve their objectives:
  - Entrepreneur Program
  - Internship with companies
  - New product development
  - IT literacy
  - Lecture by CEO of Evernote
  - School Trips Overseas

- Expanding Horizons Program
- Collaborations with schools overseas
- Community Service Project
  - Building elementary school in Cambodia
- d. Shinagawa Joshi Gakuin is a very good example of education reformation. PYs are able to compare with the system they have in respective countries and may implement some of the programmes by Shinagawa Joshi Gakuin back in their countries to improve human resource development.

### **Group Discussion Session I**

#### **Objective:**

To understand the similarity and differences of school education systems in Japan and ASEAN countries in terms of developing human resource in the local and global community.

#### **Activities:**

PYs shared the educational pathways in their respective countries.

#### **Outcomes**

- a. PYs learned the similarities and differences of all the ASEAN member countries and Japan regarding school education.
- b. One common goal for all the education system of the country is to develop human resource.
- c. Some common challenges include preparation of students for work, education in rural areas, impact from politics, distribution and quality of education as well as high emphasis on academic results.
- d. All countries are striving hard to produce globally competitive graduates resulting in huge budgets spent by the governments for education.
- e. Overall, almost all countries have a similar 12-year education program before university.
- f. Primary education is compulsory for school-aged children for all countries.
- g. Technical and vocational training are also provided in all countries.

### **Group Discussion Session II**

#### **Objective:**

To understand the importance of connection between school education and the community where school students can learn on community development.

#### **Activities:**

- a. PYs are required to put on school uniform for Discussion Group session II.
- b. PYs reflected on the previous discussion.

- c. PYs discussed and presented in groups what the school education meant to them.
- d. PYs watched a video regarding on the impact of the social contribution before they moved on to discuss and present on how youth can contribute to the society.

#### **Outcomes:**

- a. PYs appreciate the education which they have received.
- b. PYs reflected on the areas of development for their education system. Some of them include:
  - Critical thinking, problem solving and creativity.
  - Technical and workforce skills that are applicable to future careers.
- c. Education also serves to inculcate moral values, sense of empathy, generosity and consideration for others.
- d. Furthermore, education develops within youths a sense of national identity and enables youths to connect with communities beyond their own.
- e. In general, PYs agreed that school education is essential for youth development and a platform to know about social issues beyond their communities.
- f. Youths can contribute to the society in various ways such as volunteerism, fundraising, social media marketing and lead projects for NGOs and organizations.
- g. Possible projects that youths can do include: peer tutoring, planting trees, cleaning the environment, visiting the elderly and less advantaged and blood donation drive in their local community.
- h. School education is a complex process involving the stakeholders of the community to have globally competitive citizens.
- i. School education and community development should go hand-in-hand.

### **Institutional Visit in Philippines**

**Institution:** Don Bosco Youth Center - Tondo Inc.

#### **Activities**

- a. School's background, aim, focuses and courses offered were shared to the PYs.
- b. School tour for PYs organised by the students of the school.
- c. Lunch prepared by the Food and Beverage department students was served to the PYs.

#### **What we learned**

- a. Don Bosco Youth Center provides education opportunities for the abandoned and marginalized students in order for them to acquire gainful employment in the future and to alleviate them from poverty.
- b. The school also supports the students to acquire an internship and employment with companies both in

- Philippines and overseas.
- c. The school teaches the student not only technical skills but also attitudes and values in life. One of the ways is through religion practices.
  - d. PYs were impressed by the students who were friendly, welcoming and well-disciplined.
  - e. Most of the teachers and instructors are former students who want to contribute to the school, hence they have good interactions and relationships with the students due to similar background.

### **Group Discussion Session III**

#### **Objective:**

To understand the significance of the human resource development in the global society.

#### **Activities:**

- a. PYs reflected on their learning during the institutional visit.
- b. PYs discussed what global society means to them.
- c. Facilitator shared how ex-PYs, Administrative staff and crew of Nippon Maru helped out the victims of Haiyan in 2013 when Singapore was the port of call. The donation items were shipped from Singapore by Nippon Maru to the affected areas by the Haiyan in Philippines.
- d. PYs discussed about how youth can develop human resource and take an active role in global community.
- e. Facilitator also shared the United Nation's definition of "Human resource development" which emphasizes on empowering people by fostering the contributory capacities that they can bring to the improvement of their own quality of life and that of their families, communities, enterprises and societies.

#### **Outcomes**

- a. PYs agreed on some attributes of a global society such as mutual respect and understanding and a connected world regardless of diversity.
- b. PYs considered some ways of developing human resource for the global community:
  - Self-development (a win-win situation where they improve themselves and can in turn contribute back to their communities)
  - Improving communication across borders through the use of English
  - Networking and formation of communities amongst youths
  - Volunteering in international programs
- c. PYs also considered obstacles that hinder how youth can take an active role in the global community:

- Fundamental needs such as food, shelter and family finances.
  - Social norms that discourage youths from participating in international activities.
  - Lack of support from the community and authorities for programs.
- d. PYs agreed that it is more feasible to start with a small project but they should try to look into the sustainability of the projects.

### **Group Discussion Session IV**

#### **Objective:**

To understand how youth can contribute to support the schools to develop human resource for the local community.

#### **Activities:**

Each PY shared their experience about social contribution activities that they have done in their country that help to develop human resources for the local community.

#### **Outcomes**

- a. PYs learnt about social contribution activities done in ASEAN countries and Japan.
- b. PYs shared about the situations faced in their communities which led to the idea of the projects launched by the youths.
- c. They also shared the processes and obstacles faced in launching their projects such as limitation of funds.
- d. PYs could generate new ideas on possible social activities with relation to school education.
- e. PYs are aware that it is not necessary for them to initiate a new activity but to participate actively in social activities as well as encouraging peers and families to get involved in the social contribution activities to create a 'multiplier effect'.

### **Group Discussion Session V**

#### **Objective**

To understand how to motivate and encourage youth to support school education in developing human resource for the community.

#### **Activities**

- a. In small groups, PYs shared about a school activity or a person which was significant in shaping their lives through using a photograph of them as a school student. Some PYs also recalled mentors who developed their character
- b. PYs discussed the best practices to motivate and encourage youth through role-play. PYs were given

practical scenarios during the role-play to encourage the local youth to participate in social contribution activities for their community.

- c. Facilitator also shared how his teacher in High School had inspired him to strive for success in life and how PYs as Youth Leaders should motivate and encourage students in schools through words of affirmation.

#### **Outcomes**

- a. PYs shared about experiences which served as a turning point in their lives such as being in a sports team, joining a student organisation or performing in front of a crowd.
- b. PYs learned different ways to motivate and encourage youths such as provide peer tutoring for their studies, participation of friends, presence of role models, mentorship, benefits of participation and the belief of others in youth to succeed.
- c. Role plays done by PYs also highlighted possible obstacles in motivating youth to participate in social contribution activities. For examples: attitude of youth, lack of support from family and different priorities in life. However, youth leaders should stay positive and try different methods to convince the local youth to participate in social contribution activities.
- d. PYs understand that motivation arise from personal reasons. The willingness to help may be due to past experiences and other intrinsic factors.
- e. Youth should work toward greater heights by actively participating in social contribution activities and making a different to the lives of others.

#### **D. Resolution / Prospective Future Course of Action**

PYs realized the importance of school education in ASEAN member countries and Japan. PYs had brainstorm ideas on their social contribution activities and proposed some projects that they can be done when they return to their respective countries.

#### **Examples of Social Contribution Activities:**

- a. Setting up mobile library for the school children in remote places.
- b. Provide free English Language classes for the school students.
- c. To promote Green Garden for their local community.
- d. To assist the less fortunate families by providing free tuition for their children.
- e. To have annual blood donation drive that encourage youth to donate blood to save life.

PYs had gained the fundamental knowledge of Project Management during the lecture given by the facilitators. PYs were given an opportunity to seek clarifications on the Project Management which focusing on the Assessment Process, Planning Process, Implementation Process and Monitoring & Evaluation Process during the workshop conducted by the Facilitator.

With better understanding of Project Management, PYs are motivated to organize social contribution activities for their community when they return to their respective countries.

#### **E. Evaluation / Reflection (Self-Evaluation Session)**

The PYs had adopted the “Hand Clapper Promise” where they would apply what they had learned during the Discussion Group Sessions for their Social Contribution Activities in their respective countries.

Below are the findings of the evaluation:

- a. PYs were able to learn about the education systems of Japan and ASEAN countries. This provided the opportunity for PYs to discuss and share the similarities and differences between their education systems, as well as its strengths and weaknesses.
- b. PYs were able to learn the importance of connection between school education and the community where school students can learn on community development.
- c. PYs were able to learn the significance of the human resource development in the global society.
- d. PYs were able to understand how youth can contribute to support the schools to develop human resource for the local community.
- e. PYs were able to motivate and encourage youth to support school education in developing human resource for the community.
- f. Through the institutional visits, PYs also learned the connection between the school and the community.
- g. Through the discussion on the various social contribution activities conducted in their respective countries, PYs learned new creative ideas from one another, as well as how to apply these new ideas.
- h. PYs gained more interest in social contribution activities as the discussions went on and were inspired to contribute even more when they returned to their respective countries.
- i. PYs found the Discussion Sessions to be a positive way of learning as they were actively engaged.
- j. PYs were able to recognize the advantages of involving school students in social contribution activities. Thus,

they will utilize this learning by initiating socially relevant activities for school students in their respective countries.

- k. PYs were able to acquire the Project Management skills during the lecture given by the Facilitators.
- l. PYs had documented their “Hand Clapper Promise” in a video clip. The video clip served as a reminder for the PYs to apply what they had learned during the discussion sessions and to have the “Hand Clapper Legacy” by organizing meaningful social contribution activities for their respective countries.

#### **F. Facilitator’s Comment**

To being with, I would like to extend my sincere gratitude to the Cabinet Office of Japan for giving me the honor of working for 42nd SSEAYP as the Discussion Facilitator for School Education topic. My appreciation also goes to the SSEAYP International Singapore (SIS) for trusting me to take such a great responsibility.

#### **Facilitators Meeting**

Being a facilitator means being part of a committed team who works together for the success of the Discussion Program for 42nd SSEAYP. Even though communication between the facilitators and the Cabinet Office have been established earlier through the mailing list and phone-calls used prior to the meeting, I found the Facilitators Meeting in Tokyo was crucial to ensure the plans and objectives of each discussion groups developed by the facilitators were aligned with the purpose and focus for the discussion sessions.

#### **Pre-Program Assignments**

As limited time for discussion onboard of Nippon Maru, PYs are expected to have the necessary prior knowledge to prepare and equip themselves with facts and references. It will surely help the PYs to be active participants in the Discussion Sessions. It is therefore essential for the PYs to complete the individual and contingent assignments before they embarked their SSEAYP journey.

The contingent assignment might be a challenge for contingents who live in different areas to collaborate in completing the assignments before their departure. Thus, I had worked closely with the National Leaders of the respective countries to ensure that the PYs were able to complete the contingent and individual assignments.

The PYs have done well in their pre-program assignment which could be seen by how much they have put their personal opinions in the assignments. I am

pleased to receive 100% submission of the individual and contingent assignments by the PYs despite they were busy involving in their Pre-Departure training.

#### **Japan-ASEAN Youth Leader Summit (YLS)**

The discussions on “inclusive society” at the YLS in Tokyo were a good start to enlighten the PYs on what to expect on board of Nippon Maru. I had worked closely with the coordinator and her team prior going to Tokyo. We exchanged ideas to enhance the learning experience for LYs and PYs. The coordinator and her team did a great job in delivering the objective of each discussion session. Serving as an adviser during YLS session made me share meaningful thoughts as to the core value and impact of the discussions to the participants.

The LYs and the PYs had a harmonious delivery of discussions and outputs. They managed to deliver the message without language barriers and communication gap. The discussion sessions encouraged the LYs and PYs to take an active participation in the discussions to share their views on “inclusive society. There was team dynamic between the PYs and YLs when they were working closely together to present the discussion findings for the summary presentation.

#### **Discussion Group Sessions**

I had adopted the following methodologies to deliver the discussion sessions:

- a. Group Discussion
- b. Role Play
- c. Problem Based Learning
- d. Sharing of experiences
- e. Video

The discussion process in each Group Discussion ran well and the objectives of each Group Discussion were met. Since the beginning, I realized that one of the challenges in designing a good discussion plan for the School Education Discussion Group was to cater the learning needs for all PYs. The PYs came from diversify background such as educators, instructors, trainers and undergraduates who are inspired to become teacher upon graduation from University. To ensure the PYs were meeting the aims and goals of the discussion sessions, I had aligned the focus of the discussion topic on School Education before the commencement of each discussion session.

I requested the PYs to put on their school uniform for Discussion Session II. I had shown a video on how school education transformed the life of the children who was living in poverty. I shared with the PYs that they were

fortunate to receive proper education in their respective countries. However, not everyone is fortunate to have proper education. I reminded the PYs that the uniform they wore served as a reminder that they had received proper education and I challenged the PYs to organize social contribution activities to help those people in their respective countries who did not have an opportunity to receive school education. Many of the PYs teared after watching the video and promised to make a difference in their respective countries.

PYs wrote to me before SSEAYP about their concerns to use English language during the discussion sessions. I encouraged the PYs to get out of their comfort zone and fear not of using English language. For instance, during Group Discussion Session IV, I had given every PYs 3 minutes to share on their personal experience in doing social contributions activities for their local community. This was the opportunity for the PYs to use English language to share on their experiences and build up their confidence in public speaking.

PYs were surprised when I requested them to bring a photograph when they were a student and recall of a school activity or a person who had motivated them. I wanted the PYs to realize the importance of motivation in the school environment. To simulate real-life examples of motivation youth to participate in social contribution activities, I had task the PYs to have role-play. PYs were given practical scenarios during the role-play to encourage the local youth to participate in social contribution activities for their community.



### **Steering Committee**

I was fortunate to have 5 PYs (2 PYs Steering Committee representing the Discussion Group with additional 3 PYs as contingent representatives) from Discussion Group 7 in the Discussion Program Steering Committee. I also had the chances for these PYs to build up their confidence and capacity not only in assisting me but also to lead and manage the execution of the Group Discussion Sessions. As part of the Discussion Program Steering Committee, these PYs representatives were able to organize efficiently and effectively the introductory program and Presentation of Discussion Results with full support from the PYs in DG7. The discussion steering committee members played important roles as the bridge between Facilitators and PYs, to support the Facilitators in organizing the discussion sessions, and to facilitate the post-program sessions after the facilitators have disembarked.

### **Conclusion**

Being a PY in 2011 changes my perspective in life and being a facilitator this year encourages me to further my efforts to empower youth to work with their local schools to develop human resource for the local and global community. We had a tag line in DG7 –“Are you Excited? Take out your clapper and clap!” I am certain that PYs will do their part for social contribution activities for the community and uphold their hand clapper promise to take an active role in shaping the community. This is our hand clapper legacy for DG7 – School Education!



## (8) Information and Media

Facilitator: Ms. Devianti Febriani Faridz

Number of PYs:38

### A. Focus, Aims, and Goals

#### Focus

PYs will understand the social impact of information and media of today. Subsequently, PYs will discuss how actively and effectively people should use the media to convey messages as providers of information as well as how carefully they should choose information as recipients. Based on the discussion, PYs will make presentation of their proposals for possible activities.

#### Aims

- a. PYs gain knowledge on the dynamic changes of media today and how it affects society.
- b. PYs will acquire the know-how of how to create a feasible and effective social issue and/or environmental issue media campaign.

#### Goals

- a. Analyze what is attractive in local popular media, increase awareness of the differences and similarities of media landscape in ASEAN and Japan.
- b. Understand Media Literacy and develop critical thinking skills that will help PYs identify media bias and media spin.
- c. Identify media tools by the government, media and public to disseminate information.
- d. Compare methods on how media has been used to promote social awareness in various countries.
- e. Create a foundation for a post program activity that applies an effective media campaign

### B. Pre-Program Assignments

#### Individual Assignment I:

Choose one sample of a print, radio, TV or online advertisement that you find interesting and effective. You need to reflect the elements of the advertisement (image, color, style, typography etc.). Analyze the message implied with the advertisement.

#### Individual Assignment II:

Choose one sample of media abuse in your country (ex. Use of buzzers, Cyber bullying, Censorship). You need to analyze how it impacts your community. Bring samples of articles on the matter.

#### Individual Assignment III:

Carry out individual research on the subjects as follows

for the discussion session:

- Media development in respective countries.
- ICT (Information & Communication Technology) penetration.
- Methods the government, NGO and local communities help develop ICT penetration
- Impact of locally made viral videos on society.
- Analyze how government, media, public and private sectors use various forms of media to disseminate information.
- Government restrictions on media.

#### Contingent Assignment:

Prepare Power Point presentations on both topics below.

- a. Topic 1: Please develop a five (5 minute) presentation about the most popular local media.
  - Part 1: Which media and type of media is it from?
  - Part 2: Samples of photos, print/on-line articles, TV clips or radio clips of the program.
  - Part 3: How many viewership or audience does it have?
  - Part 4: Why is it so popular and what methods of promotion do they use?
  - Part 5: Public criticism about the program?
- b. Topic 2: Develop a five (5 minute) presentation about how a local person, prominent figure or organization from PY's respective country was able to use social media to promote social awareness or spur social movement.
  - Part 1: Title of presentation and name of your contingent members
  - Part 2: Background of case study
  - Part 3: Impact on society
  - Part 4: Social movement or social awareness it caused.

#### On Board Group Assignment I:

Prepare materials to make a poster for the "Think Before you Click" competition. Materials include magazines, newspapers, photos, and colour markers. Collect materials from home country before going on board the ship. Glue, scissors, cellophane tape, pencils, erasers will be available at the administration counter. Posters will be posted on whiteboards on display near Dining Hall.



## **On Board Group Assignment II:**

Prepare laptop with editing software or smartphones with video recording features to make a 1 minute 30 second citizen journalism video on a social issue on board the ship (ex: Fire Prevention, Food Safety during Homestay, Food Wastage etc.). Laptop with editing software is optional.

### **C. Proceedings**

#### **Institutional Visit in Japan**

**Institution:** YouTube Space Tokyo

#### **Activities:**

- a. Presentation by Mr. Takashi Sugitsuka, Operations Coordinator YouTube Space Asia Pacific
- b. Tour of YouTube Space Tokyo facilities.

#### **What we learned**

YouTube Space is a facility that allows so called Creators or YouTube account holders, who have at least 5,000 subscribers, to use their state-of-the-art production facilities. YouTube Space is equipped with professional cameras, lighting equipment, green room studio and editing software. They have eight YouTube Spaces around the world and Tokyo is their third YouTube Space facility.

During the presentation, PYs learnt that YouTube Space hopes to encourage YouTube users and their partners to produce creative video. They have hundreds of creators from around the world who have used their facilities.

PYs understood that more netizens are looking to YouTube for a source of information and entertainment. Hence, the need to provide creators the ability to create professional quality video.

For those who are not familiar with editing or video production, YouTube Space also offers its creators a range of video production lessons on site. Creators can use YouTube Space facilities free of charge and even use their meeting rooms to meet clients or conduct interviews.

Despite having the tour of the entire facility, PYs expressed their regret that they were not able to talk to a creator in a scheduled session or witness any video production while they were there.

So far, YouTube Space Tokyo has attracted 15,000 visitors every year and expects to attract 20,000 visitors by the end of this year. They plan to expand to several other Asian countries including Bangkok in 2016.

#### **Group Discussion Session I: Popular Media and Media Landscape**

#### **Objective/s**

- a. Clarify goals of the Discussion program.
- b. Understand the impact that popular media has on

society.

- c. Learn about digital divide.

#### **Activities**

- a. PYs list out individual goals and concerns.
- b. PYs present Contingent Assignment Topic 1 on the types of popular local media in their respective countries that have garnered a mass following, high ratings and/or created trends and analyze the reason for the attraction. They chose one type of media (TV, Radio, Print, or On-line). Each presentation was followed by a question and answer session.
- c. PYs discussed in small group discussion setting their Individual Assignment I on analyzing effective print/radio or TV advertisements. They discussed in small groups which print ads garnered the most attention, which were controversial and how was it received society.
- d. PYs share about media development in their respective countries.
- e. PYs share about global ICT (Information & Communication Technology) penetration.
- f. PYs give examples of how the government, NGOs or communities help develop ICT penetration.
- g. PYs share about the impact of viral videos on-line towards public perception.
- h. PYs collaborate in preparing to make a poster that encourages PYs to “Think Before you Click.” PYs from all contingents were able to vote for best poster via ballots during a contingent meeting, which was collected by the person in charge of DG8 from each contingent.

#### **Outcomes**

- a. Through goal setting activities, PYs set common goals and expectations.
- b. PYs deepen their understanding on what elements in TV, radio broadcast, print or on-line video posts are attractive to the audience and amass a large following.
- c. They learnt about the media landscape in ASEAN members and Japan.
- d. PYs analyze print advertisements and discuss why several advertisements are attractive and others not. They enhance their ability to interpret messages within the ads. Each individual interprets ads differently. They understand that emotion-driven advertisements do not always lead to product purchase.
- e. PYs understand that the digital divide exists in most ASEAN countries. It depends on government support to improve access to IT development across the region.

**Group Discussion Session II: Media Literacy****Objective/s**

- a. Understand the concept of media literacy
- b. Distinguish on ways to choose information as recipients
- c. Outline the ethical methods of information dissemination.

**Activities**

- a. PYs watch video on Media Literacy.
- b. PYs discuss different news angles and story perception
- c. PYs share how they can critically assess and acquire reliable information as well as recognize media bias, spin, and agenda-setting.
- d. PYs share about the positive and negative aspects of media use and ethical use of media.
- e. PYs play the “Pass the Message” game.

**Outcomes**

- a. PYs understand that media literacy enables people to leverage on different media platforms to access and disseminate information. Enlightens them and helps them to be aware to think critically of the information presented to them.
- b. PYs enhance their knowledge of media bias, which could appear in different forms. As receivers of information, people must be aware and think critically in receiving information from a certain source.
- c. As users of social media networks, PYs consider the ethical use of media including the positive/negative consequences of posting a message online. Online remarks may start out with good intentions, but could get out of control and could evolve into cyberbullying.
- d. Through “pass the message” game, PYs increased their awareness of how messages could be interpreted as well as misinterpreted through many people.

**Institutional Visit in the Philippines****Institution: TV 5****Activities:**

- a. Presentation by Mr. D.J. Santahana, Head of Operations and Mr. Raymond Joseph Caguin, Brand Manager, News & Info of TV 5
- b. Tour of TV 5 facility

**What we learned:**

PYs visited TV 5, a multi-platform broadcast station in the Philippines. Several PYs have visited TV broadcast stations in their respective home countries before, but for many, it was their first time.

PYs were welcomed into a grand studio where the brand manager gave them an introduction to TV 5. They had a photo opportunity and seven PYs were selected for

an interview.

Following that, the PYs were led by the Head of News Operations for a tour around TV 5 including the control room where they got a glimpse of how a news team prepared for a live newscast.

PYs learnt that it is important to track competitors of TV 5 in order to not miss out on breaking news. A news story will be first released on their social media platform before it is updated in the following newscast.

TV 5 has television and radio programs as well as podcasts. It is interesting that their radio shows are also shown aired live on Aksyon TV, their cable television outlet.

PYs found that apart from branding and positioning of TV5 as a news and sports channel, they are also committed to community service. The TV station provides ambulance and medical support to areas suffering from natural disasters across the Philippines.

However, the PYs felt that that the tour would have been better if they provided more than one speaker to lead the PYs after they were separated into two tour groups. The PYs had also expected to speak with one of the reporters to give them better insight on reporting from the field, however that opportunity was not available.

**Group Discussion Session III: Media Tools****Objective/s**

- a. Compare how different groups in society use media differently.
- b. Create short citizen journalism video.

**Activities**

- a. PYs share in small groups their thoughts and reflection on what they have experienced during institutional visit in the Philippines.
- b. PYs watch Video on Safety Awareness Campaign.
- c. PYs analyze on how the government, media, private and public use the various forms of media to disseminate information and discuss whether there are any existing government restrictions.
- d. PYs learn about the responsibilities of media outlets.
- e. PYs share how actively and effectively people should use the media to convey messages.
- f. PYs learn about citizen journalism.

**Outcomes**

- a. PYs learn about “Dumb Ways to Die,” a train safety campaign from Australia. It is the third most popular Public Service Advertisement in history. Their safety awareness campaign which included the use of a catchy jingle, effective social media use, creative wall size

posters in train stations and gimmicks raised public awareness significantly and helped reduce accidents.

- b. PYs understand that mass communication methods used between the government, NGOs, private and public sector can be different. Traditional media such as TV and radio are still the main source for information and entertainment. However there has been a growing use of social media in the various sectors including among government institutions which usually rely on traditional media.
- c. PYs discuss about the different forms of censorship in their countries.
- d. PYs exchange their ideas on the significance of keeping the media accountable for their news stories through the use of public criticism.
- e. PYs watch an online interview clip of a much followed American citizen journalist and learnt how ordinary people equipped with a smart phone can become influential citizen journalists.

#### **Group Discussion Session IV: Social or Environmental Campaign on Social Media**

##### **Objective/s**

- a. Recognize ways the development of media affects the way people create, send and retrieve information.
- b. Compare on ways social media can spur social movement.

##### **Activities**

- a. PYs watch Video on the Power of Social Media
- b. PYs will present their Contingent Assignment Topic2. PYs present one case study/example of how a local person, public figure, organization used social media to promote social awareness or spur social movement. The presentation was followed by a Q&A session.
- c. PYs discuss what was effective in the methods presented regarding promoting social awareness on social media in the various countries.
- d. One PY of each small group discussion shares the most innovative/attractive cases with other Group Discussion groups.

##### **Outcomes**

- a. PYs had better understanding how social media was used to spur political or social movement in their countries. The campaigns on social media can help fundraise or raise public discourse/ debate on a particular social issue.
- b. PYs learnt that the various social campaigns on social media presented has helped create a behavioral change among the public or triggered a fundraiser

for a particular social cause. Among the cases is a growing interest in bicycling in Thailand, promoting graciousness on Singapore's public transport and a fundraiser for an abused teenager who was a victim of torture in Cambodia.

#### **Group Discussion Session V: Create an Integrated Media Campaign**

##### **Objective/s**

- a. Review Citizen Journalism On-Board Group Project
- b. Practice on how to design and plan a project and create a media promotion strategy.

##### **Activities**

- a. Report on "Think before You Click" Poster Competition. Teams who were in the top three of the "Think before You Click" Poster Competition explained the concept behind their poster design.
- b. Plan and create using several media tools to enhance social – environmental issues for post program activity.

##### **Outcomes**

- a. PYs learnt that in poster design, a strong concept is necessary to attract and engage the public. A simple message and strong visuals create an effective poster.
- b. PYs enhanced their skill and knowledge in designing post-program projects. They discussed on possible post program activities that can be adopted in their respective countries. They assessed and planned several social activities and created a media campaign to promote their event.

#### **D. Resolution / Prospective Future Course of Action**

Throughout the discussions, PYs were aware of the importance of being media savvy and not relying on just one source of information or news.

They will be more aware of media bias, spin and agenda-setting.

PYs realize they need to be more critical when retrieving information and careful in distributing it.

They also understand the importance of taking a stance against cyberbullying on social media and hold media outlets accountable for the news they release.

They will be more supportive of movements or actions that support media literacy in society.

In regards to writing a media planning strategy, PYs will consider carefully and cater to the needs of the event they are organizing in order to ensure effective communication.

### E. Evaluation/Reflection (Self-Evaluation Session)

In general, most PYs were satisfied with the DG activities. They enhanced their knowledge and perspective on information and media and were able to meet all the goals they set at the beginning of the Introductory Program.

Among the goals are a better understanding of the impact of traditional and new media in society as well as how they can take advantage of social media to promote social activities and products.

PYs are now knowledgeable of how the media industry works. Many have enjoyed the flow of the discussion activities and said they gained practical insight on the media industry.

PYs also said they found the on-board group projects helpful as it not only gave them hands on experience in conducting poster design and producing citizen journalism stories but gave them an opportunity to work with PYs of different nationalities.

### F. Facilitator's Comment

Serving as a facilitator of the 42nd SSEAYP was truly a spiritually and intellectually rewarding experience and a great opportunity to contribute to SSEAYP, a youth program that has changed my life for the better in so many ways.

During my time as a PY in 2000, I was appointed as a Discussion Activity chairperson and gained experience in facilitating discussions among youths of different cultural, religious and professional backgrounds. With this, and my role as a facilitator this year, not only was I allowed to facilitate discussions again, but I was able to share my knowledge and expertise on Information & Media issues which are relevant and important for youths to understand. They are empowered on ways to take advantage of media's influence in society to spur social change.

Indirectly, this program had allowed me to nurture and transform the perceptions and mindset of future leaders of various countries.

Therefore, I would like to extend my deepest appreciation to the Cabinet Office of Japan and Center for International Youth Exchange for appointing me to carry out this responsibility.

Before embarking on Nippon-Maru, PYs were able to interact with (LYs at the YLS in Tokyo. This allowed PYs to be conditioned to discussion activities while also exposing LYs to the benefits of the SSEAYP program. Both PYs and LYs found avenues to come up with a consensus despite the cultural and language barriers they faced – a skill that they would find helpful in their professional lives

in the future.

The institutional visits to YouTube Space Tokyo and TV5 in Manila gave PYs insight to the development of social media and traditional media. Many of the PYs were excited to learn about the production aspects of creating online video content for YouTube as well as television news-gathering and production which includes preparing for a live newscast.

Although a brief Q&A session was provided at both institutions, it would have been advantageous for the PYs if they had the opportunity to pose questions directly to a YouTube account holder and a TV Reporter. Many PYs had hoped to interact with a YouTube account holder, or so called creators, who benefited from using the facilities at YouTube Space Tokyo as well as with a seasoned television reporter to share about their experience covering news and sports for a rapidly growing television station like TV 5.

A 30-minute Q&A session with these particular individuals would have allowed PYs to go beyond having a tour of the facility and basic introduction to the institution. It would have further equipped them with insight to the media industry from a certain viewpoint and knowledge of how these institutions impact society.

It was good to see PYs engaged in all group sharing discussions particularly in small group discussions where they were able to discuss pertinent topics such as media development, censorship, communication and promotion technique analysis in a more closer setting. They were able to share and formulate ideas that would help increase media literacy and social change in their communities.

They also showed enthusiasm and creativity when working on poster designs and citizen journalism videos, which were the two main on-board group projects in DG8.

I was impressed to see PYs who were initially very timid and shy at the start of the program slowly gain confidence, become outspoken and deliver a remarkable presentation during the Discussion Results Presentation. Knowing that we were involved in that positive change and quick transformation had given facilitators more reason to feel proud in helping youths build their capacity.

In regards to Project Management sessions, the facilitators worked very hard to produce a presentation and paper hand-outs that would allow PYs to easily grasp project management steps as a tool to create feasible Post Program Activities. They learnt what is needed to manage a project and produce tangible outcomes.

The Discussion Program Steering Committee also played a pivotal role organizing a successful Discussion

Results Presentation that summarized this year's overall Discussion Group Activities.

I would like to express my utmost gratitude for the hardworking Administrator, Administrative staff and NLS in supporting the facilitators and PYs throughout the journey.

It was a great honor to work alongside a group of delightful, hardworking and thoughtful facilitators who are not only experts in their respective fields but truly cared

about the development of their PYs.

Last but not least, I would like to give my sincere gratitude to the 38 members of DG8 for their contribution to the success of the Discussion Program. I am delighted that the PYs were able to reach their goals, which they had set at the start of the program. Their active participation, fun-loving attitude, creativity and well thought out performances had made the Discussion activities an enjoyable experience for everyone.



## 3 Debriefing Session (Proposals of Projects for post-program activity)

### (1) Outline

On December 15, Debriefing Session was held at the Dolphin Hall onboard Nippon Maru. Each contingent presented and shared their action plans and resolutions as well as to consider “Youth Participation in Social Activities” to connect their ideas to implement actions.

- 16:00-17:10 Report by each contingent
- 17:10-17:30 Report by Mr. Hideki Uemura, Administrator

### (2) Summary of the action plans

#### 1. Japan

**Project Title:** Cross-Cultural Walking Rally

**Background:**

- Reflection on SSEAYP experiences – intensive cross-cultural interaction taught a lot
- Current situations in Japan - need to be more open for foreign people

**Objective:**

- To provide more opportunities to touch different cultures and to know lives of foreign people living in Japan

**Target:** Elementary school students (age 10 - 12)

**Contents:**

- Orientation: introducing each other and goal setting
- Walking Rally: ethnic restaurants and glossaries, international schools, language schools, religious places, short homestay
- Experience: cooking, traditional clothes, dance, praying
- Exchange: interaction with students who are learning Japanese, students who are double, foreign people who live in Japan
- Reflection: sharing opinions and what they have learnt

**Expected Outcomes:**

Participants will be:

- Inspired to learn the outside of their own world
- Motivated to communicate with foreign people
- Encouraged to participate other cross-cultural programs
- Be tolerant to different cultures

Then, the society become more inclusive toward foreign people

**Timeline:**

Jan 2016: Project planning

Jan-Feb 2016: Choosing the Venue

Feb-Apr 2016: Negotiation

Apr-Jun 2016: Advertisement

Apr-Aug 2016: Preparing goods

Jun-Jul 2016: Application

Aug 2016: Implementation

Sep 2016: Evaluation

#### 2. Philippines

**Project Title:** SHINE

**Target Area:** Barangay Tinongdan, Itogon, Benguet, Northern Luzon, Philippines

**Objectives:**

- Promote quality education
- Enhance the quality of primary education
- Develop community-based ecotourism (CBET)

**Contents:**

Health education

- Train village health workers on health education, common diseases, weight management, and blood pressure monitoring.
- Conduct medical mission (administer vaccines and distribute medical supplies)

Quality education

- Conduct primary teacher’s training
- Provide leadership training for the youth
- Install solar panels

Ecotourism

- Conduct trainings on tour guiding and community-based ecotourism management
- Provide basic Filipino language training

**Timeline:**

Jan-Feb 2016: needs assessment and coordination with the local community

Apr 2016: execution of the three-day activity in the area

Oct 2016: evaluation for post-assessment of Project SHINE

#### 3. Vietnam

**Project Title:** Warm blankets.

**Background:**

- Small children are lack of warm clothes - do not even have pants to wear, and their skin turned red in a mountainous area in the north of Vietnam
- Most of the families are famers whose income is less than US\$1 per day.
- Children even do not have enough food to eat

**Objective:**

- Provide warm blankets for poor children living in

- mountainous area - assure health conditions in winter
- All 42nd SSEAYP Vietnam PYs can join together
- Enhance the role of Vietnam Alumni Association

**Target:** Underprivileged students (age 6 - 11) of Ta Van Primary School, Lao Cai Province

**Contents:**

- Contact local authority
- Implement fundraising campaign (in collaboration with Vietnam Alumni Association). The rubber bands would be souvenirs for donors at the reunion onboard and part of call activities
- Give blankets, clothes and stationery to children
- Interact with children by music performances and games

**Expected Outcomes:**

- Give 100 gift sets including blankets, winter clothes and stationery for primary students
- Partially assure health condition for children in winter
- Create bonding between VPY 42nd and other batches
- Inspire SI Alumni Associations to conduct similar activities in their respective countries

**Timeline:**

- 17 Dec 2015: Arrange logistics (ex: buy goods, reconfirm with local authority)
- 18 Dec 2015 : Prepare gift-sets, move to targeted place
- 19 Dec 2015: implementation of the project

**4. Lao P.D.R.**

**Project Title:** Hand in Hand II “Stop Ignoring Start Educating”

**Background:**

- In Laos, local community (local youth) has less awareness and education on protected sex
- HIV/AIDS epidemic is low, yet it has been increasing
- Stigma and discrimination are remained in the society

**Objectives:**

- To provide basic knowledge and raise awareness about HIV/AIDS
- To eliminate discrimination towards infected people
- To encourage youth to be more open in sharing about sex and HIV/AIDS issues with their families

**Target:**

Local community: high school students (age 15-18) and their parents/guardians (50-100) in Sangthong District, Vientiane

**Contents:**

- Pre-evaluation
- Speech by infected person
- Basic knowledge HIV/AIDS/STIS

- Proper condom usage practice
- Photo booth (safe sex)
- Role play
- Post-evaluation
- Special campaign: #SISE

**Expected Outcomes:**

- Local youth and local community will gain basic knowledge on HIV/AIDS
- Local youth shall understand that infected people are normally able to live in the society with us
- Local youth and their families especially their parents will be more open-minded in sharing about sex

**Timeline:**

- January, 2016: observe and submit project proposal
- February, 2016: coordinate with concerned organizations
- March, 2016: prepare data and materials
- April, 2016: implement the project and report to LYU & LaoSAA

**5. Myanmar**

**Project Title:** “#i\_was\_a\_child”

**Background:**

- Children in remote areas – find it difficult to possess a happy learning atmosphere
- Lack of health education and knowledge
- Children have high vulnerability to mosquito-borne diseases and food-borne diseases (e.g. Malaria, food-poisoning and dengue fever)

**Contents:**

- One-Day Program on January 29
- A school in Oktwin township, Bago Region
- Aim at educating the children health knowledge

**Expected Outcomes:**

- Healthier lifestyle for children
- Children will know how to stay hygienic
- Children will understand the effectiveness of prevention
- PYs will be able to share the knowledge learnt through SSEAYP

**Timeline:**

- 1st and 2nd week of Jan 2016: research and fund raising
- 3rd week of Jan 2016: Gathering required materials
- January 29, 2016: implementation
- Morning: How to stay hygienic and how to prevent mosquito-borne diseases
- Afternoon: How to eat healthy and how to prevent food-borne diseases

**6. Malaysia**

**Project Title:** SAVING NEMO

**Background:**

- Issue: Coral reefs are dying. Marine life are losing their habitat.
- Solution: Raise awareness and plant artificial reefs at Perhentian Island, Malaysia
- How does it help: Create new marine life communities, able to provide food, shelter, protection and spawning areas for hundreds of marine organisms

**Objective:**

- To raise awareness
- To provide a new marine habitat
- To conserve and preserve the marine organisms
- To establish a SSEAYP diving point

**Target:** villagers and students (age 13-16 ) in the local community and university students

**Contents:**

4 night 5 day activities consisting of:

- Planting the artificial reefs
- Educational activities with the locals
- Beach cleaning
- Boat painting
- Diving lessons and certification

**Expected Outcomes:**

- More habitats are produced for the marine life ecosystem.
- Aid in avoiding extinction
- The participants are aware of the importance of preserving marine life and social contribution activities
- Develop a better understanding of the importance of the coral reefs in the ecosystem

**Timeline:**

Jan 2016: make proposal and itinerary, venue finalization

Jan-Mar 2016: meetings, communication with SI Network

Feb 2016: promotion, finalization of volunteers and agencies, artificial reef preparation

Apr 2016: implementation

**7. Brunei Darussalam**

Project Title: Green Rangers Project “Our Youth, Our Saviours”

**Background:**

- Lack of public awareness on Disaster Risk Reduction (DRR)
- Inadequate public preparedness to cope with natural disaster
- Brunei Darussalam is an advocate for environmental conservation; approximately 70% is forest and a good portion is reserved

**Objective:**

- Raise awareness about DRR
- Promotion of environment conservation
- Strengthening the use of 3Rs (reduce, reuse, recycle)

**Target:** 16 – 20 years old youth (50 participants)

**Contents:**

- Format: 3 days, 2 nights camp
- Collaboration with the Ministry of Health, Ministry of Development, the Fire and Rescue Department and other relevant organizations
- Institutional visit to Natural Disaster Management Centre (NDMC)
- Funding: partnerships, sponsorship, registration and entrance fee, contingent fund

**Activities:**

- Use recycled items for activities of repurposing such as DIY lifesaving tools
- Cleaning campaigns in collaboration with Beach Bunch
- Simulation exercises
- Discussion activities

**Expected Outcomes:**

- Increase awareness and understanding towards the environment
- Instilling a sense of responsibility
- Improvement on practical knowledge
- Ultimately, “a cleaner environment”

**Timeline:**

Jan 2016: Planning- executive committee, content, budgeting

Feb-Apr 2016: Preparation - consent, promotion, logistics, team training, partners

May 2016: Implementation- execution

Jun 2016: Review-survey, feedback, extension project and SWOT analysis

**Possible further actions:**

- School-to-school program
- Starting community-based awareness programs
- Mission Days
- Collaborating with media and environmental organization
- Tree planting project (possible collaboration with the Million Trees Project)

**8. Cambodia**

**Project Title:** 3 IN 1 PROJECT - Angkor Green Bikathon

**Objective:**

- Temple reservation and environment
  - To raise environmental awareness through cycling
  - To promote green tourism
- Promote healthy and active lifestyle



- To promote social contribution and volunteering activities
- Raise funds to build and equip a library in a local community
  - At Angkor Thom Junior High School, Siem Reap Province, Cambodia

**Contents:**

PHASE 1: Raising Awareness & Fundraising

- Activity: organize a cycling event around Angkor Wat Temple Complex (40km)
- Date: Mid June, 2016
- Organizer: CPYs '15
- Co-organizers: Ministry of Environment, Ministry of Education, Youths & Sport, Ministry of Tourism, and others
- Target groups: 500 cyclists and others

PHASE 2: Using fund from Phase 1 to support a local school

- Activity: Build and equip a library for Angkor Thom Junior High School
- Date: Mid July, 2016
- Organizer: CPYs '15
- Co-organizers: Ministry of Education, Youths & Sports and private sponsors
- Target groups: local youths and other students at Angkor Thom Junior High School, Siem Reap, Cambodia

**Expected Outcomes:**

PHASE 1:

- 500+ participants
- Raise awareness through various media coverage
- Raise ~8000 USD for Phase 2

PHASE 2:

- Build and equip a library with over 2000 textbooks
- Fund and support a local librarian

**Timeline:**

Jan 2016: Establish organizing committee, scouting

Feb-Mar 2016: Procedure & registration

Feb-May 2016: Sponsorship

May-Jun 2016: Finalize progress

Jun 2016: Implementation of Phase 1

Jul 2016: Implementation of Phase 2

Jul-Sep 2016: Monitoring and evaluation

## 9. Indonesia

**Project Title:** #iYES (Indonesian Youths 4 Environmental Issues 2 the Society)

**Objective:**

- To disseminating DRR
- To raise awareness about DRR and environmental

issues

- To contribute in building resilient community

**Background:**

- Urgency of DRR due to Indonesia's geographical condition
- Lack of informations about DRR
- Establishment of ASEAN Community in 2015

**Contents:**

- Pilot project to be implemented for a term and long term project to be carried out in 27 provinces across Indonesia according to the needs of the local communities
- One-day Project on 19th of Dec 2015
- Target: Senior High School Students in Jakarta
- Funding: selling JASEAN tumbler - ASEAN Community 2015 + Green lifestyle

**Details:**

- Forum, sharing session, seminar and workshop
- E-book (infographics), through mobile apps and website
- DRR module package (brochures, leaflet)
- Social media campaign - #KnowDisasterNoDisaster

**Expected Outcomes:**

Preparedness to capacity building

**Timeline:**

Dec 2015: Implementation of #iYES pilot project, launch #KnowDisasterNoDisaster

Jan-Feb 2016: project preparation in 27 provinces

Mar-May 2016: project implementation in 27 provinces, monitoring and evaluation once a month

June 2016: 6 months report, evaluation

## 10. Singapore

**Project Title:** The Ripple Movement

**Objective:**

- To create awareness and understanding of the less-privileged groups in Singapore among the local youths
- To create a safe environment between the two groups to encourage interaction
- To cultivate the spirit of volunteerism among the youths so that they can continue to be positive agents of change in the society

**Target:** youth above 13 years old from educational institutions, such as secondary and post-secondary schools

**Action Plan:**

Phase 1: creating awareness and understanding

- Pre-activity introductory session
- Main activity (e.g. jogging with the visually impaired)
- After activity reflection
- Mentorship

Phase 2: Planning and Implementation (possible follow-up)

- Guide and support youth in future community improvement projects

**Expected Outcomes**

- Youth will have a better understanding of the less-privileged
- Youths will be inspired to serve in community service projects
- Youths will share their experiences with their friends and respective institutes through post experience activities such as poster design, class sharing, or even assembly presentations

**Timeline:**

Dec 2015: Connect with potential working partners

Dec 2015-Jan 2016: Prepare proposal

Jan-Feb 2016: Finalize details with working partners

Mar-May 2016: Prepare for project launch

Jun 2016: Implementation

**11. Thailand**

**Project Title:** SSEAYP SAYS -Hug Me Please

**Objective:**

- To reduce HIV/AIDS stigma in Thai society and give HIV patients a chance to live as if they are normal ones

**Contents:**

Phase 1: HIV/AIDS education and short-film competition about HIV/AIDS stigma reduction for university students

- Project preparation which includes coordinating

with government and private organizations, finding sponsors and making viral video to PR the project and the competition

- Training camp to educate all the participants of HIV/AIDS and possible ways to reduce HIV infected stigma in Thai society
- After the camp, the participants will be given one month to produce short-film and publish their films in social media space
- Lastly King's cup award will be given to the best short-film judged by the number of likes and views as well as scores given by the selected committees
- The film will then be published and shared by official organization

Phase 2: "Hug Me Please" campaign in schools, university, popular places for Thai youths and also in social media spaces

- To raise public awareness of HIV/AIDS stigma reduction

**Expected Outcomes:**

Thai youth reduce their HIV/AIDS stigma and treat HIV positive patients as normal people

**Timeline:**

Jan-Feb 2016: Project preparation and PR

Mar 2016: HIV/AIDS training camp

Apr 2016: Short-film production and publish

May 2016: Royal award

Jun-Aug 2016: Hug Me Please campaign