

Chapter 5

Discussion Program and Post-Program Sessions



1 Outline of the Discussion Program and Post-Program Sessions

(1) Purpose

The Discussion Program intends to encourage the Participating Youths (PYs) (1) to deepen their understanding of the current situation of the various fields in each country; as well as (2-a) to promote mutual understanding; (2-b) to improve the PYs’ skills in exchanging views with other participants; and, (2-c) to enhance their abilities in presenting their own ideas in public, through a free-flowing and active exchange of opinions.

Furthermore, it aims to equip the PYs with practical knowledge and skills that are necessary for them to conduct post-program activities, to encourage them to come up with concrete ideas for possible post-program activities and enhance their willingness to actively participate in the post-program activities by providing opportunities for PYs to utilize the results of the Discussion Program.

The Post-Program Sessions aims to deepen PYs’ understanding on the Alumni Association (AA) of respective countries and the SSEAYP International (SI) which is the solidarity body of the AAs, and allow PYs to design possible projects to realize their ideas for post-program activities.

(2) Theme

The Discussion Program followed a “common theme” and under it were eight “group themes.” Each Discussion Group (DG) comprised of more or less the same number of PYs from different contingents.

a. Common Theme: “Youth Participation in Social Activities”

The youth, as young leaders, are expected to play an important role in the revitalization and prosperity of their societies. This Discussion Program / Post-Program Sessions aim to raise PYs’ awareness of the importance of their participation in social activities, and to enhance PYs’ willingness and encourage their active participation in the post-program activities by providing opportunity for PYs to understand the current situation in each country and to discuss activities that they can contribute in the various fields.

b. Group Themes

- ① Good and Bad Aspects of Globalization
- ② Information and Media
- ③ International Relations (ASEAN-Japan Cooperation)
- ④ Living in the Longevity Society

- ⑤ Quality Education
- ⑥ Resilient and Sustainable City Design
- ⑦ Soft Power and Youth People-to-People Diplomacy
- ⑧ Use of Affordable, Reliable and Sustainable Energy Services

(3) Proceedings

a. Discussion Program

PYs were divided into eight DGs according to their preference prior to the embarkation. After grouping, the Facilitators provided their PYs with pre-program assignments relevant to their respective group themes. Through such assignments, PYs deepened their knowledge of their respective group themes, as well as worked on the pre-program assignments in preparation for the Discussion Program.

During the country program in Japan, PYs participated in the institutional visits relevant to group themes, as part of an introduction to the Discussion Program.

During the onboard activities, PYs attended the Introductory Program, in which PYs gave presentations on particular cases of social activities in their respective countries or communities, followed by the group discussions administered by the Facilitators by DG. Each Facilitator coordinated and managed his / her DG, assisted by Discussion Program Steering Committee members selected in each group and each contingent.

During the country program in Brunei Darussalam, the institutional visits were arranged according to the eight group themes to further enrich the discussion onboard. Upon experiencing actual activities and interacting with field experts / practitioners, the PYs increased their awareness and appreciation of “Youth Participation in Social Activities” vis-à-vis their respective group themes.

After the five consecutive sessions of group discussions, there was a session in which PYs learned approaches for designing and implementing projects from Facilitators in order to equip themselves with practical knowledge and skills necessary for them in conducting social contribution activities after the SSEAYP. In the following session, PYs also practiced how to design concrete and feasible projects as hands-on experience in workshop, led by the Facilitator and Discussion Program Steering Committee members by DG.

The results of the discussion were presented by DG in the Presentation of Discussion Results and compiled in DG

reports.

b. Post-Program Sessions

Post-Program Session I (by contingent) was led by the representatives of each AA (representatives to Onboard Ship Conference or OBSC). This session primarily contained the introduction of SI which is the solidarity body of respective AAs. This session intended to deepen PYs’ understanding of SI, its mission, objectives and activities, and encouraged them to actively participate or organize post-program activities under their respective AAs or SI. In addition, the status of implementation and the outcomes of the projects which were discussed and prepared by the previous years’ PYs during the Program were introduced,

(4) Facilitators

Discussion Group	Name	Gender	Country
① Good and Bad Aspects of Globalization		M	United Kingdom
② Information and Media		F	Thailand
③ International Relations (ASEAN-Japan Cooperation)		M	Indonesia
④ Living in the Longevity Society		M	Australia
⑤ Quality Education		F	Japan
⑥ Resilient and Sustainable City Design		M	Indonesia
⑦ Soft Power and Youth People-to-People Diplomacy		M	Philippines
⑧ Use of Affordable, Reliable and Sustainable Energy Services		M	Brunei Darussalam

(5) Representatives of Alumni Associations (OBSC Representatives)

Country	Name	Gender	Year of PY
Japan		M	2016
Brunei Darussalam		F	2016
Philippines		M	1994
Thailand		F	2010
Viet Nam		F	2014
Cambodia		M	2012
Indonesia		M	2011
Lao P.D.R.		M	2014
Malaysia		M	2002
Myanmar		F	2000
Singapore		M	2012



Courtesy Call on Mr. Fukuta Masanobu, Director General for International Youth Exchange, Cabinet Office by Representatives of Alumni Associations (December 13)

so that PYs would have better image of the post-program activities and how they could act in their own communities. Also, in this session, PYs deepened their understanding of AAs, activities done by both AAs and former PYs in their respective countries.

In the Post-Program Session II (by contingent), PYs discussed activities and projects which they would like to conduct as their post-program activities in their respective countries and communities and developed the project proposals by receiving advice from the OBSC representatives. PYs also prepared for the presentation at the Debriefing Session.

(6) Flow of Discussion Program and Post-Program Sessions

Pre-Program		Groupings of PYs according to the questionnaires PYs prepared for the Discussion Program and work on pre-program assignments.
↓		
Country Program in Japan	October 29 19:45-21:00	Group Meeting Selection of Discussion Program Steering Committee members
	October 30	Institutional visits relevant to group themes
↓		
Discussion Program (Onboard)	November 3 11:30-12:45 14:15-17:00 November 4 10:00-12:45	Discussion Program Steering Committee Discussion of the details of implementation and preparation for Introductory Program
	November 5 14:15-17:00	Introductory Program Explanation of Discussion Program, Presentation of social activities in each country
	November 6 14:15-17:00	Group Discussion I
	November 7 10:00-12:45	Group Discussion II
	November 8 10:00-12:45 November 9 10:00-12:45	Group Discussion III Group Discussion IV
↓		
Country Program in Brunei Darussalam	November 10	Institutional visits relevant to group themes
↓		
Discussion Program (Onboard)	November 15 10:00-12:45	Group Discussion V
	November 16 10:00-12:45 14:15-17:00	Introduction to post-program projects design and implementation Workshop for post-program projects design and implementation
	November 22 10:00-12:45 14:15-17:00	Wrap-up Discussion Program Steering Committee
	November 23 10:00-12:45	Preparation for Presentation of discussion results, DG report making
	November 29 10:00-17:00	Presentation of Discussion Results
	November 30 10:00-12:45	Self-evaluation
↓		
Post-Program Sessions (Onboard)	December 8 10:00-12:45	I (by contingent) Introduction of SI and activities of SI and AAs, Introduction of former PYs
	December 10 10:00-12:45	II (by contingent) Discussion and designing of post-program activities and preparation for Debriefing Session
	December 12 16:00-17:30	Debriefing Session Presentation of proposal of the project by contingent

2 Group Discussion Reports

(1) Good and Bad Aspects of Globalization

Number of PYs: 42

A. Group Theme Information

a. Theme Description

Globalization affects every aspect of our lives. As the world becomes smaller and new ideas, norms and differing cultures become more accessible, 21st century globalization brings both unique and universal challenges for ASEAN youth. As aspiring future leaders, how can we ensure we respond to globalization in a way that allows for a more equal ASEAN? This theme will assess the various social challenges we are facing through global development, and a space to familiarize ourselves with causes, effects and solutions. We will think about ways in which we can achieve a future vision of the ideal society, and how youth as major players in the next generation should deal with globalization.

b. Achievements and Expected Outcomes

- Learning the various ways in which globalization affects our lives. This will include social and cultural impact, alongside economical.
- We will get an introductory grasp on how themes such as gender, fair trade and migration relate to theories of globalization

c. Competencies to be Acquired

Knowledge

- Being more conscious of the social effects of globalization and how it affects our local societies and cultures, including challenges and advantages
- Developing a multidisciplinary understanding of globalization

Skills

- Develop critical thinking skills through discussing the complexity of globalization
- Develop team building, conflict resolution and practical presentation skills through group activities

Behaviors

- Being able to engage in a culturally sensitive and diverse debate.
- Being able to respect and understand others' viewpoints to achieve common solutions

B. Pre-Program Assignments

Individual Assignment

Defining globalization

Participants are invited to speak to a person of their choice and ask them what they think globalization is and how the world has developed today as a result of it.

This could be a parent, sibling, teacher or friend for example; whoever you feel it would be interesting to ask such questions. The purpose of this assignment will be to explore whether globalization can be a personal experience and if it can be interpreted widely.

Contingent Assignment

a. Global Citizen Assignment

Contingents will be invited to provide a creative interpretation of what it means to be a global citizen. You may present more than one piece, but you have approximately six minutes to present everything as a contingent.

b. Gender and Globalization assignment

Find three policy / initiatives in your home countries that is closing the gap between male and female participation in the economy. In addition to your three examples, please include the following subheadings as introductory research for the situation in your home countries:

The economic participation of women in your home countries i.e. how many men vs women are working, and whether any women are overrepresented or underrepresented in certain industries.

Some, if any, common barriers facing women in accessing certain industries / career.

C. Proceedings

Institutional Visit in Japan

Institution: Japan External Trade Organization (JETRO)

Activities

- Introduction to the system and purpose of JETRO.
- Discussing the importation / exportation of ASEAN member countries and Japan.

What we learned

- In terms of economics, globalization opens up chances for countries to import needed products and also to export quality products.

- b. However, SMEs (Small and Medium Enterprises) are vulnerable in the age of globalization

Institution: Development Education Association and Resource Center (DEAR)

Activities

- Introduction to DEAR.
- Workshop: “If the world was a village with 100 people.”

What we learned

- a. Globalization can cause several challenges in terms of culture and social aspects; this was an interactive workshop which gave insight into key issues such as growing poverty gaps and over-population
- b. As future leaders of ASEAN, we need to be well aware of these challenges and work together to come up with short-term and long-term solutions.

Group Discussion Session I: Defining Globalization

Objectives

- a. To open discussion and gain varied perspectives around the social dimensions of Globalization in the 21st century
- b. Understanding the ways in which globalization is defined across various fields of work and research

Activities

- a. Beginning a conversation on how our world has globalized today through the individual assignment. PYs interviewed a wide range of people including friends, family, professors and co-workers. This began a conversation amongst PYs on how globalization can be interpreted widely according to personal background.
- b. Following this task, we acknowledged globalization as a broad term which ties into many aspects. Thus, we began to build our focus into a more specific framework, namely the social dimensions of globalization (the aspect which affects our daily lives; i.e. jobs, health and education). The key question posed was how social change was being driven at a global level, considering elements like the UN, the EU and ASEAN.
- c. With a more particular framework, we looked at different definitions of globalization in groups, and PYs had to decide whether they agreed or disagreed with the provided definition, or whether they would create their own. The PYs received a range of definitions to work with to consider the depth and nuance in defining such a broad term.

Outcomes

- a. To have solidified the direction and scope of our discussions for the following sessions, namely

discussing how globalization can be discussed through its social dimensions

- b. Understanding the broad perspectives which inform the debate around social dimensions of globalization

Group Discussion Session II: Globalization and Migration Trends

Objectives

- a. To open discussion on migration trends across the world and explore sentiments on the future of globalization and migration
- b. To consider global challenges which may act as barriers for a more open, cross-border ASEAN

Activities

- a. Understanding two academic theories which consider the impact of globalization on migration trends. We considered Samuel Huntington’s ‘Clash of Civilizations,’ and compared it with Francis Fukuyama’s ‘End of History’ theory. PYs were divided into two groups to represent each point of argument and debated to consider many opposing perspectives on the relationship between globalization and migration.
- b. Following this, we looked at Brexit as a case study for PYs to engage with a trend beyond ASEAN, and in turn apply / contrast it with the conversation in their home countries.
- c. Upon engaging with this case study, PYs created their own countries with an aim to grapple with the challenges discussed. PYs considered the migration policies they would have, including aspects such as labor, industry as well as resources.

Outcomes

- a. To have better understood some of the key, social challenges posed by current trends of migration
- b. To have engaged with key academic theories on the future of globalization
- c. To be more aware of dialogue beyond ASEAN on migration and globalization (through Brexit)

Group Discussion Session III: Globalization and Equality of Trade

Objectives

- a. To assess the social impacts of cross-border trade through the process of globalization
- b. To consider social challenges faced in creating more equitable, inclusive trade between countries

Activities

- a. Defining the term ‘social sustainability’ as a way to understand ways in which we can consider the

importance of equitable trade in relation to globalization.

- b. PYs were divided into four groups as part of a role-play, which included cocoa farmers, a chocolate company, retailers and consumers. Each group had to consider their role in the global trade process as well as the power and influence they have.
- c. Upon completing the role-play, PYs got an insight into some facts and statistics that highlight unequal global trade; considering issues including exploitation of vulnerable workers and local businesses versus multinational corporations.

Outcomes

- a. To have better understood some of the key social challenges posed by increased cross-border trade policies in ASEAN and beyond

Group Discussion Session IV: Gender and Globalization Objective

To deepen our understanding of the economic participation of women in the context of a globalized market and opportunities across ASEAN

Activities

- a. Sharing personal experiences of gender in our own countries and considering how it affects our opportunities and lives
- b. Through group activity, getting an insight into our personal experiences of gender and understanding how this determines economic and social participation in an integrated, globalized economy
- c. As part of this session, PYs were to complete contingent assignments researching three policies/ initiatives in their home countries aiming to close the economic gender gap. PYs were put into a group as two contingents during the session and they had to compare and contrast their policies together. PYs then shared their learnings through what they found was common between the countries, and what was distinct.
- d. To end the session, PYs briefly visited key facts and figures on what could be achieved with a more gender-inclusive globalization process across ASEAN-Japan.

Outcomes

To have enriched our insight into social challenges posed by increased cross-border trade policies on the livelihood and opportunities for women in ASEAN and beyond

Institutional Visit in Brunei Darussalam

Institution: Institute for Leadership, Innovation and Advancement (ILIA), Universiti Brunei Darussalam

Activities

- a. Lectures from two distinguished professors from various faculties

What we learned

- a. “Bringing in money means bringing in other culture.” The effect of globalization on economics has a deep connection with the cultural background of one country.
- b. The term “rent seeking” appealed to most PYs, which explains the process of one stakeholder gaining benefits from another stakeholder.

Group Discussion Session V: Wrap-up

Objective

An aim to summarize the past sessions’ content so as to build a coherent picture of the DG

Activities

- a. PYs were divided into four groups, each focusing on the learnings of one session from the DG. They then presented their summaries of each session to reiterate the flow, structure and learnings of the DG thus far.
- b. Presentation of contingent assignments on ‘what it means to be a global citizen’; presented through various creative formats including performance, video and roleplay.

Outcomes

- a. Consolidating our learnings and tying the various themes together
- b. Completing presentation of all assignments

Practical Skill Group Presentation Session

Objective

Applying the skills and knowledge gained through the DG to brainstorm post-program activities (PPAs).

Activities

PYs were divided into four groups of mixed contingents. The group each had a theme related to one of the social issues raised from the discussion group, under which they had to design a project addressing said issues.

Outcomes

- a. From two out of four groups, PYs designed projects directly related to the social issues raised under the DG. Otherwise, PYs designed one project which they wanted to carry out onboard the ship as well as another group designing a project related to increasing the capacity of youth in rural areas with minimal opportunities.
- b. PYs were able to engage the theory of project management into a tangible project design plan, allowing them to familiarize themselves more with the basic concepts of project management as they approach

their post-program activities planning.

D. Resolution / Prospective Future Course of Action

“Globalization is a neutral and ongoing process, and it will go on, even after we all pass on. Therefore, instead of getting answers from 5 sessions, we are more equipped with the necessary information in order to take actions for a better future. We had came up with several project ideas based on the issues we identified during each session, such as project for a more open and freer trade, project for educating primary school children on the benefits of closing the gender gap, as well as a project to solve the problems of people who go abroad to look for jobs, etc.”

E. Evaluation / Reflection (Self-Evaluation Session)

For many PYs, “Good and Bad Aspects of Globalization” is not their first choice, as they all had an impression that this is a broad topic and it would be focused on economics and business. However, after several sessions, PYs were given a chance to explore different aspects of globalization under the theme of social dimensions. We are all aware of the fact that globalization is a big phenomenon, but by looking at it from the social dimensions, we discussed how it affects our normal daily lives, and what it means from a social and cultural context.

Migration, on one hand, may enhance the chances for workers to seek out new opportunities in other countries. On the other hand, it can create a national identity crises and political issues in countries that do not have effective migration policies. With the Brexit event, we are seeing how the world is reacting to migration in the age of globalization. PYs discussed how this trend could reflect a country trying to protect their own values, heritage and economics, as “bringing in money means bringing in other cultures.” This leads us to an issue, that we, as future leaders, have to find a way to balance global, economic development whilst maintaining culture and heritage.

In terms of equality of free trade, we discovered that although every country is trying to reap the benefits of globalization to promote their products as well as their culture, there are inequalities among developed and developing countries. The term “rent seeking” was referenced during our institutional visit as a process of stronger parties gaining profits from weaker parties. We applied this term to various topics in the DG. While free trade is being promoted in many countries, especially in ASEAN through ASEAN Free Trade Area (AFTA), there

still exists a significant number of people who have never seen or heard about AFTA. Furthermore, when looking at increased economic participation, although globalization is creating more opportunities for both men and women, the gap between men and women in terms of economic participation, salary wages, etc. still remains. This is due to the fact that the starting point of women is already lower than men, so opportunities for women are limited due to the discussed social barriers.

Globalization is a process where countries and people become more interconnected, however some groups become more economically vulnerable. It is important to understand the social challenges posed by this process, so we are able to better consider how we can enhance the positive affects and minimize the disadvantages of globalization.

F. Facilitator’s Comment

This theme was approached with a particular lens as we looked at the ‘social dimensions’ of globalisation, namely how this process is affecting the lives of everyday people, including jobs, health and education and posing the question of how just, fair or equitable globalisation can be. With a more particular framework, despite having diverse backgrounds and interests outside of this scope, the PYs were creative, energetic and responsive to the activities proposed.

The format of most sessions started with an introduction to the topic, with a brief idea on the concepts and theories, followed by activities in smaller groups for PYs to bring the ideas alive. Depending on the nature of the activity, PYs presented their learnings in many ways, both creatively, such as role-play or storytelling, and at times in more formal presentation styles and debates. Personally, as a Facilitator, this allowed me to see the diverse talents and skills of PYs and how they work together in different groups, with such varying viewpoints, to present coherent conclusions.

From a general observation, there seemed to be a fair divide between PYs who chose this as their first topic and those who didn’t. However, regardless of their interest or background, many PYs were able to share amongst one another common issues and challenges amongst their countries relating to the topic, and in turn many were able to think of ideas for a project relating to the DG in the project management workshop. Thus, I feel this demonstrates a high quality of engagement as PYs were able to flesh out evident problems and in turn think of creative solutions. The PYs did not design their projects per contingent, but

rather in groups concerning a particular theme from the DG. This was intended to help PYs engage with the basics of project management in a diverse setting, with cross-contingent knowledge being shared before they return to their PPAs.

To support the Discussion Program Steering Committee members, other PYs took on certain roles also. For example, following every session, there were contingent representatives who shared what they learnt from each session which fed into the report making and helped us to clarify the process along the way. Apart from this, PYs showed initiative and willingness in leading smaller groups, note-taking, or simply helping with setting up materials for the sessions. All such roles cultivated stronger collaborative working in the discussion group. For future Facilitators, I would encourage you to make the discussion groups as active as possible and create plenty of opportunities for PYs to present their view in different formats. The most valuable asset in my DG were the personal experiences and knowledge from 11 countries intersecting and coming together in forming new perspectives to the many social issues discussed.

I would like to thank all port-of-call countries for hosting us for the institutional visits also. The visits were of value in that they provided the PYs an opportunity



to see different learning centers and engage with local youth. Going forward, it would be ideal also to see how Facilitators could strengthen collaboration with the institutional visits related to the DG, as I would hope that such cross-communication will provide a better quality of experience for PYs to discuss content that may be more relevant to the DG theme.

I have learnt so much from all of the PYs and they have given me an insight into their countries that one could not find elsewhere. Thus, I am incredibly grateful for this opportunity and would like to thank all of them for being so kind and supportive to one another through the sessions and for bringing so much energy into the DG.

The Cabinet Office of Japan and administrative staff, I thank you for making our job easier and always being on-hand to support us not just in logistics, but listening to us and valuing our concerns throughout the programme. It is important to acknowledge how you work so gracefully behind the scenes, to ensure the DG runs smoothly. I also apologize for any of my own shortcomings as a Facilitator and hope the DG programme in SSEAYP continues to thrive in developing young leaders.

I feel incredibly lucky to have been a part of the 45th SSEAYP family and I look forward to keeping in touch with the future leaders of ASEAN and Japan!



(2) Information and Media

Number of PYs: 41

A. Group Theme Information

a. Theme Description

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 chose information as recipients.

b. Achievements and Expected Outcomes

- To understand and be able to explain the concepts of information and media.
- To understand and be able to explain effects of information and media.
- To understand information and media literacy with practical knowledge and skills to cove with media literacy in everyday life.
- To finalize the concrete practical solution and strategic communication plans that aim to strengthen communities and society regarding media literacy ethically, effectively and efficiently.

c. Competencies to be Acquired

Knowledge

- Knowledge of information and media and its effects on self and society in a changing World
- Knowledge of media in ASEAN and Japan
- Knowledge of information and media literacy
- Knowledge of strategic communication management to execute such plans to achieve the solution of information and media literacy

Skills

- Skills on critical thinking
- Skills on media literacy
- Skills on strategic communication management
- Skills on communication such as presentation and persuasion

Behaviors

- Consume and use information and media from goal, objectives and self-determination
- Be the role model on information and media literacy
- Transform interpersonal skills to leadership and collaboration

B. Pre-Program Assignments

Individual Assignment

- a. Submission of Quantitative survey about media uses in everyday life

- b. Answer the questions about media literacy and uses in everyday life.
- c. Preparation of newspaper and magazine
- d. Reading assignments (3 articles)
- e. Watching a TV Program or a movie
- f. Preparation of Self-Photography

Contingent Assignment

- a. Preparation of media in each country Presentation

C. Proceedings

Institutional Visit in Japan

Institution: Yahoo! Japan

Activities

- a. Briefing
- b. Office tour
- c. workshop
- d. Poster presentation

What we learned

PYs learnt about situation of online media in Japan and Yahoo! Japan, its 5-year strategy and structure that they are going to offer better services by using acquired data as well as factors that make Yahoo! Japan remains no.1 online platform in Japan. PYs also learnt the contribution of Yahoo! Japan to society such as co-working space which is opened to public for those who are interested in new media initiation, business matching, moreover, Yahoo! Japan support national disaster rescue operations in Japan by using their data and technological network. PYs had a tour only in reception area due to confidentiality policies. In addition, PYs learnt to respect Japanese corporation working regulations. In workshop, PYs discussed about what media they would create on the ship.

Key leanings from institutional visit were as follows:

- a. Online situation in Japan
- b. The strategic management of Yahoo! Japan
- c. Yahoo! Japan is online-news-media which selected news from variety of news sources by first using AI but the final selection is still relied on human.
- d. Office tour of Yahoo! Japan
- e. Workshop on creating media projects on Nippon Maru

Group Discussion Session I

Information and media in everyday life

Objectives

- a. To understand the concept of information and media

- b. To understand the multiple uses of information and media from PYs’ everyday life
 - c. To gain awareness on effects of information and media
- Activities

- a. Briefing
- b. Self-introduction with printed media in PYs’ countries.
- c. Group discussion
- d. Poster presentation

Outcomes

Facilitator gave introduction, objectives and expected outcome of the DG2. PYs created 15-second self-introduction with the brought media from their countries so that PYs would not only meet new friends but also gain knowledge about different media in different countries. In order to have PYs understood the foundation of the information and media, the Facilitator gave intensive briefing so that PYs learned the basic concept on media evolution, media’s roles in everyday life, how it worked and what concerned society had toward media, then PYs were divided into groups to discuss on their opinions on information and media and concerned effects then presented their finding to the group. After that, PYs exchanged opinions on media literacy from the assignment. In addition, PYs created news board from news they brought from their countries media and add one fake-news to it. This news board was placed on the second floor lobby.

Key learnings from discussion were that PYs understood overview of information and media through concepts, multiple uses and effects in everyday life.

Group Discussion Session II

Power of Mainstream Media

Objectives

- a. To understand the types and attribute of information and media
- b. To gain knowledge on media industry in each country
- c. To understand the power of media
- d. To understand the media responsibilities and ethics
- e. To gain awareness on information and media literacy

Activities

- a. Presentation report on media usage survey
- b. Briefing
- c. Group discussion
- d. Role play presentation
- e. Poster presentation
- f. PowerPoint presentation

Outcomes

Facilitator presented report on media usage survey*1 to

PYs so that they understand the media consumption from receiver’s perspective and in each country. Moreover, PYs also understood concepts of mainstream media (print, broadcasting) and how they put their content in news as well as advertising and PR via both traditional and digital media from Facilitator’s briefing. PYs were divided into groups to discuss on content in advertising / PR to create persuasive content (selected material from newspaper / magazine). From this activity, PYs gained understanding about media ownership, media as business enterprises and cross-media ownership which might reflect in responsibility and ethics. Later, PYs learnt the overall picture of media industry in each country from country’s presentations.

Key learnings from discussion were as follows:

- a. Understanding on information and media, organization, ownership, regulations and ethics
- b. Aware of varieties persuasive tactics in media
- c. Different media landscape in Asian countries and Japan such as media ownership, control and regulations, however, indifferent in the trend that there was declined in traditional media but speedy grew in digital media

Group Discussion Session III

Media content literacy

Objectives

- a. To understand the concept of media content and its effects
- b. To be able to analyze on issues about information and media literacy in the content
- c. To understand information and media literacy

Activities

- a. Briefing
- b. Group discussion
- c. Role play presentation
- d. Poster presentation
- e. PowerPoint presentation
- f. Watching movie

Outcomes

Facilitator gave brief introduction about media content concept and PYs exchanged opinions on media content from assignment that they had to watch a selected television program or movie for group discussion. PYs were divided into 5 groups as per their selected assignments then each group presented their finding regarding media content and effects. The presentation reflected understanding of PYs toward tactical content that embedded in media both television program and movie. They also realized that media could construct reality, ideology and commercial values to

*1: Media usage survey was implemented online before PYs were onboard.

the recipients. At the end, PYs watched a movie, together to gain more understanding of what were communicated in media and at the end gained media literacy.

Key leanings from discussion were as follows:

- a. Understanding of different kinds of media content and effects
- b. Strengthen the understanding on media literacy

Group Discussion Session IV

Media in the digital World & Media literacy

Objectives

- a. To understand the concept and attribute of digital media
- b. To gain awareness on information and digital media literacy
- c. To be able to analyze on issues about information and media literacy

Activities

- a. Briefing
- b. Group discussion
- c. Role play presentation
- d. Poster presentation
- e. PowerPoint presentation

Outcomes

In order to have PYs realize multi-dimensional effects of digital media, PYs were given three reading assignments which were articles focused on digital media and children, fake-news and cultural imperialism. In discussion group, PYs were divided into three groups based on their interest topic regarding assignments to discuss about situations and concerns in the articles to find solution and presented their finding. From assignments and activities, PYs became more aware of the impact of media, effects, and concerns as well as developed digital media literacy knowledge and skills such as how to differentiate fake news, protect children and digital media usages and live in globalization. Moreover, six thinking hats technique was introduced to enhance critical thinking in discussion.

Key learnings from discussion were as follows:

- Challenges in digital media and cultural imperialism in both bad and good aspects.
- Fake-news identification
- Awareness of digital media consumption for children and its monitoring
- Application of six thinking hat technique in group discussion

Institutional Visit in Brunei Darussalam

Institution: Information Department, Prime Minister’s Office

Media organizations in Brunei Darussalam are operated by the state. During institutional visit, PYs learnt about Information Department, Prime Minister’s Office from both lecture and office tour. First, lecture given by institute executive was about Brunei Darussalam in brief and the department of information. The institute shared the department’s vision, mission, core business, objectives and information strategies. Second, during the tour of newspaper division, PYs learnt about Bruneian national newspaper, named, “Pelita Brunei,” its organizational structure and publishing protocols of this newspaper. PYs were brief about editorial division and gained editing and proof-reading skills, as well as, ways to design columns in the newspaper. In total, PYs gained knowledge of Bruneian national newspaper and media. In addition PYs were explained about history of Bruneian media.

Activities

- a. Briefing
- b. Office tour (newspaper division)

What we learned

Key leanings from visiting were as follows:

- a. The strategic management of Information Department, Prime Minister’s Office
- b. Bruneian national newspaper operation
- c. Bruneian media history in brief

Group Discussion Session V

Information and Media and literacy solution

Objectives

- a. To apply knowledge on media literacy in creative solution projects
- b. To be able to produce strategic communication management on media literacy

Activities

- a. Briefing
- b. Group discussion
- c. Role plays
- d. Poster presentation
- e. PowerPoint presentation

Outcomes

After PYs gained sufficient understanding and practical knowledge on information and media as well as media literacy, they should be able to apply such knowledge to create strategic communication management to pursue media literacy to communities or society.

As a result, PYs worked together to plan projects related to information and media as well as media literacy issues based on actual needs in the communities. The projects either targeted on existing problems regarding digital

media or using media as problem solving tool. PYs applied the knowledge to identify situations and problems, set objectives, communication messages, target audiences and planning. After that, PYs provided the presentation which reflected the understanding of media literacy and strategic communication management with PYs’ creativities. The six thinking hats technique was use to sharpen their critical thinking.

Key learnings from discussion were as follows:

- Knowledge on strategic communication management
- Application of media literacy knowledge and strategic communication management to projects

Practical Skill Group Presentation Session

Objective

To learn the approaches and apply practical knowledge of project management

Activities

- a. Group discussion
- b. Poster presentation

Outcomes

Workshop on post-program project design and management was conducted after PYs had learnt about it from Facilitators’ lecture in the morning. PYs initiated post-program projects so they were divided into groups according to their interests. The projects shown variety of issues such as fake-news, local community campaign, family’s relationship. PYs applied the knowledge in their project based on 5 elements consisted of initiation and analysis, planning, implementation, monitoring and review and sustainability. Effective analysis tools were used such as PEST (Political, Economic, Social / Cultural, and Technological), SWOT, SMART model, budgeting, Gantt chart for task and time controlling, as well as evaluation. The sustainability (financial, resource, and knowledge) of the project was also considered.

D. Resolution / Prospective Future Course of Action

With the knowledge and skills attained from DG2, PYs learnt about media literacy based on Lasswell’s communication model. In addition, they used their understanding to deal with information and media by building knowledge structure. Furthermore, PYs have pledged to create functional campaign projects to educate their communities. Campaigns come in the form of informing and learning about media literacy to young and old audiences, using media to preserve culture and

tradition, and supporting local content creators to prevent cultural imperialism but compromise globalization and local or “glocalization.”

E. Evaluation / Reflection (Self-Evaluation Session)

After the presentation of discussion groups, all PYs have expressed that they learnt substantially about information and media from DG2, and most of them achieved the objectives which they had set when select this topic. Through learning by applying communication theories, they understood media effects which stemmed from the power of the media, agenda, organization, ownership and gained acquired skills on media literacy. In addition, they also gained their understanding and knowledge on other countries’ media landscape.

PYs satisfied with institutional visits which escalated their knowledge and experiences on media in different dimension, however, they mentioned that it would be better if they could see the actual operation at Yahoo! Japan. In Brunei Darussalam, PYs gained knowledge on Bruneian national newspaper, organizational structure and publishing protocols of this newspaper.

As media literacy was gradually built through briefing, critical thinking while reading printed media and watching Hollywood movies and television programs, PYs also learnt how hidden meaning in media could be interpreted or decoded both verbal and nonverbal such as symbols and product placements in the media. Therefore, PYs realized how media could influence their thoughts and also learnt about cultural imperialism through ideology symbolic which was shown in the movie.

Due to the Facilitator’s “golden rule,”^{*2} PYs mentioned that they could freely express their thoughts and opinions during discussion without any fear of judgment. And they gave credit to the Facilitator for encouraging and ensuring that everyone feels safe to speak in self-reflection session.

However, the rough survey shown that there were two groups of different interest and expectation. PYs who were below 25 years old (students or new graduates) tended to have highly satisfaction on DG’s content while those who were above 25 years old had certain work experiences so they expected emphatically discussion such as communication campaign, advertising, news reporting despite the understanding of time constraint.

In conclusion, PYs markedly stated that they had a very fulfilling session in DG2, while extended their learning and having fun at the same time.

^{*2}: “Golden rule” stated that there is no bad idea in discussion but different ideas. Perfect English speaking is not required in discussion as long as PYs could communicate within discussion group.

F. Facilitator’s Comments

DG2 operated smoothly due to the energetic characters, interest and intention of PYs as this topic was the first selection choice for most of them.

The discussion on Information and Media was designed to cove with issues concerning media literacy as now a day media play important roles in everyday life in term of both quantity rather than quality and had impact on people. The discussion was conveyed on the believe that only idea sharing would likely be more on opinion while ideas which laid on theories would structure knowledge, as a result, it was conducted under communication model of Harold Lasswell. Though it is a linear model which showed only one way communication, the model is regarded as one the most influential communication models. The five components in the model consist of ‘who’ (senders), ‘says what’ (message), ‘in which channel’ (communication channels or media), ‘to whom’ (receivers), and with ‘what effect’ in the model were used as an analytical tool for evaluating the communication process and components. Each component is the question to be asked to get the answers and keep communication process going. In addition, the Facilitator did some adjustment to reflect two-way communication and combined the knowledge structure of media literacy to the discussion.

In order to understand information and media and gain media literacy, PYs needed to prepare given assignments before getting onboard because they had to develop critical literacy on their own experiences, once they saw the structure and patterns, they could exercise autonomy and opt to accept or reject agendas presented in media which became lifelong learning. Furthermore, they were expected to empower such knowledge and skills not only to their personal lives but also to communities and societies in post-program activities as young leaders.



However, there are four challenges for the Facilitator, first, number of 41 PYs in the discussion group was considered large and this could effect on opinion exchanging within the groups although it can be divided into smaller groups. Second, varieties of PYs’ background could sway opinions and expectations. Third, PYs’ English speaking ability might lead to silence of ones who had weaker ability. Finally, PYs’ priority to each type of activities may effect on focus they gave to discussion group. To deal with challenges, the Facilitator, first, tried to divide PYs into smaller group and found that four small groups were effective in terms of discussion and management; second, gave introduction and briefing in each session in order to establish knowledge in the same foundation; third, set the ‘golden rule’ in the discussion; and finally applied edutainment concept with active learning technique to discussion group to compete with other PYs obligations.

In conclusion of discussion group, the Facilitator found that PYs not only gaining knowledge on information and media, effects, media in ASEAN information and media literacy in their findings as well as concrete practical solution to strategic communication and project management through critical thinking but they also strengthen their interpersonal skills to leadership and mutual understanding and collaboration with persuasive communication skills which they learnt from each other during the discussion sessions.

Finally, as an ex-PY, the Facilitator of DG2 would like to express her gratitude to SSEAYP, the Cabinet Office of Government of Japan, Center of International Youth Exchange and all responsible organizations for providing opportunity to be back home on “Nippon Maru” in order to pay back her knowledge and experience sharing to the program as quoted, ‘once a PY, forever a PY.’



(3) International Relations (ASEAN-Japan Cooperation)

Number of PYs: 40

A. Group Theme Information

a. Theme Description

PYs will be enlightened with the historical background of ASEAN-Japan Dialogue Relations and its key principles, milestones, and challenges. On that basis, PYs are encouraged to discuss how they can contribute in enhancing future partnership between ASEAN and Japan through youth-related innovative actions / initiatives, with a view to fostering a sense of togetherness, mutual trust, respect and understanding of each other’s traditions and values.

b. Achievements and Expected Outcomes

- PYs will be able to describe key principles, milestones, and challenges in the development of the ASEAN-Japan Dialogue Relations.
- PYs will be able to apply practical frameworks to enhance ASEAN-Japan Dialogue Relations in accordance with “Vision Statement on ASEAN-Japan Friendship and Cooperation”.
- PYs will be able to maintain their strong friendship and network through the effective use of social media to create a goodwill generation that will embrace diversity and appreciate tolerance.

c. Competencies to be Acquired

Knowledge

- PYs to learn major events in the development of ASEAN-Japan Dialogue Relations.
- PYs to possess a practical understanding of project management that emphasizes on Cross-Sector Collaborations (CSC).

Skills

- PYs to develop confidence and competencies in advanced managerial and technological skills in relation to the future global challenges and opportunities.

Behaviors

- PYs are able to engage with an open mind with other people.
- PYs to achieve win-to-win solution in the management of international relations.

B. Pre-Program Assignments

Individual Assignment 1

PYs to read and comprehend the Vision Statement on ASEAN-Japan Friendship and Cooperation (2013 & 2017) and summarize the paragraphs relevant to youth.

Individual Assignment 2

PYs to read and summarize the article on “Designing and Implementing Cross-Sector Collaborations (2015)” and define its relevance in resolving current global challenges.

Contingent Assignment

Each contingent should prepare a power point presentation on the state of youth affairs and development of their respective country in terms of 1) The Role of Youth in Decision Making Process (executive arm & legislative arm); 2) Youth Employability; and 3) Youth Role Model (that the young people in your country look up to and explain what are their achievements).

C. Proceedings

Institutional Visit in Japan

Institution: ASEAN Promotion Center on Trade, Investment and Tourism (ASEAN-Japan Centre)

Activities

- An interactive presentation by the Secretary General of ASEAN-Japan Centre, Mr. Fujita Masataka on ASEAN-Japan Dialogue Relations focusing on economic partnership
- Question and Answer session with Mr. Fujita
- Group discussion and sharing thoughts session – PYs in respecting groups of ten people, discussed 1) how ASEAN and Japan can strengthen partnership in respective fields of trade, investment, tourism, and people-to-people exchanges and 2) What the youths can do to enhance ASEAN-Japan Dialogue Relations?

What we learned

- ASEAN-Japan relationship was first established in 1973 and formalized in 1977 with the holding of the inaugural ASEAN-Japan Summit. Since then the partnership has broadened and deepened, covering political-security, economic and financial, as well as social-cultural areas. In the economic sector, ASEAN and Japan signed the ASEAN-Japan Comprehensive Economic Partnership (AJCEP) on April 14, 2018 and the Agreement entered into force on December 1, 2008.
- The establishment of the ASEAN-Japan Centre in 1981 was considered as a manifestation of Fukuda Doctrine.
- PYs were able to come up with some preliminary thoughts on how ASEAN-Japan youth can support the realization of a constructive and prosperous ASEAN-

Japan Dialogue Relations to be further discussed in the Group Discussion session V.

Institution: Japan International Cooperation Agency (JICA)

Activities

- a. Presentation on the profile of JICA on its development assistance to bridging the connectivity gap within the ASEAN region
- b. Tour of JICA premises

What we learned

- a. From this visit, PYs learned the concept of the ASEAN Connectivity and its five key areas, e.g. 1) Sustainable Infrastructure; 2) Digital Innovation; 3) Seamless Logistics; 4) Regulatory Excellence; and 5) People Mobility.
- b. PYs also learned 1) JICA’s involvement in the development of infrastructure that enhance connectivity in the ASEAN region and 2) how JICA strategize and coordinate with other development agencies and donor countries with regard to the development of “Southern Economic Corridor” and “Maritime Corridor” in the ASEAN region.

Group Discussion Session I

Objective

PYs to learn and identify some major events in the development of ASEAN-Japan Dialogue Relations.

Activities

- a. Brief lecture on the background and progress of ASEAN-Japan Dialogue Relations in terms of political, economic, and socio-cultural throughout the course of history (1973-2017)
- b. Group discussion and sharing thoughts session on the following questions:
 - What is the main driver for the ASEAN-Japan Dialogue Relations?
 - How can ASEAN and Japan mutually benefit from ASEAN regionalism?

Outcomes

- a. PYs acknowledged that the basis of Japan’s relationship with ASEAN has always been trade and investment. Throughout the course of history, the pattern of ASEAN-Japan Dialogue Relations has shifted from economic diplomacy (ASEAN-Japan Forum on Synthetic Rubber) to better understanding (Fukuda Doctrine), to development assistance towards political and economic stability in the Southeast Asia region.
- b. PYs learned that ASEAN regionalism is the utmost

important outcome from Japan’s diplomacy with ASEAN (Vision Statement on ASEAN-Japan Friendship and Cooperation). Hence, at the strategic level, ASEAN and Japan should progress their dialogue relations based on mutual consent and trust as to guarantee regional harmony and prosperity.

Group Discussion Session II

Objective

Based on the previous outcomes from the previous discussion session, PYs to identify the challenges that maybe encountered in the ASEAN-Japan Dialogue Relations.

Activities

- a. Brief lecture on the ASEAN-Japan Dialogue Relations, in terms of mechanism (framework) and strategic priorities (as per the following ASEAN led-mechanism):
 - ASEAN Plus Japan est. 1973 (ASEAN and Japan)
 - ASEAN Plus Three est. 1997 (ASEAN, China, Japan, Republic of Korea)
 - East Asia Summit est. 2005 (ASEAN, China, Japan, Republic of Korea, India, Australia, New Zealand, USA, Russia)
- b. Group discussion and sharing thoughts session on the following questions:
 - Discuss the challenges that may be encountered in the future of ASEAN-Japan Dialogue Relations.
 - What can both ASEAN and Japan do to improve the partnership?

Outcomes

- a. PYs noted that in a continuously changing world, ASEAN-Japan Dialogue Relations have made significant progress in the respective fields of political-security, economic, and socio-cultural, through various ASEAN led-mechanisms.
- b. Below are the challenges that may be encountered in the future of ASEAN-Japan Dialogue Relations mentioned by PYs during the discussion session:
 - Political-security
 - The current threat of extremism and radicalism, as well as organized transnational crimes
 - The rise of China and its geo-political influence in a new world order
 - Economic
 - Narrowing development gap among the ASEAN Member States
 - Trade dispute between China and the USA
 - The rise of India as a new emerging economy

and its potential to compete with Japan in influencing the geo-political landscape of the ASEAN region

- Socio-cultural
 - When it comes to cultural influence, Japan has a greater influence over the ASEAN member states and their culture.
- c. PYs also came up with the following proposed strategic actions to improve the partnership between ASEAN and Japan in light of the 50th Anniversary of ASEAN-Japan Friendship and Cooperation to be commemorated in 2023:
 - Enhancing ASEAN-Japan partnership in all respective fields through all ASEAN led-mechanisms in cost sharing basis.
 - Extending the participation of civic groups (e.g. professional and business organizations, youth sector organizations, academe, women’s sector, rural communities, research institutions) and the public at large, in the development and implementation of ASEAN-Japan development partnership programs.

Group Discussion Session III

Objective

PYs to learn the concept of CSC and its application in international relations.

Activities

- a. Brief lecture on the concept of CSC and its appliance to enhance peace-oriented ideas
- b. Small group discussion and sharing thoughts session on the following question and activity:
 - 1) How do you utilize CSC for strengthening peace-oriented values in the Asia Pacific region?
 - 2) Find a symbol or an emblem in the Nippon Maru that can be used to symbolize peace-oriented ideas.

Outcomes

- a. PYs learned that the concept of CSC falls under public management discipline. It highlights the contributions of multiple and interconnected actors to achieve strategic goals. Strategy-wise, the parties involved in the joint activity can gain significant progress together where it is not possible for them to achieve alone (in silo manner).
- b. PYs also learned the major key points on how CSC is relevant to international relations, where it can be used to enhance the positive concept of peace. One of it is through the promotion of dialogue based on mutual consent and trust, whereby all actors and relevant stakeholders are encouraged to work together towards

the creation of social systems serving that purpose. For instance, the Vision Statement on ASEAN-Japan Friendship and Cooperation and its Implementation Plan (2013 & 2017) promotes the importance for strengthening partnership between ASEAN and Japan through CSC for the following strategic outcomes:

- Enhanced commitment for the maintenance of peace, security, and stability in the Asia Pacific region;
- A constructive and prosperous ASEAN-Japan Dialogue Relations;
- Improved well-being and livelihood of the peoples of ASEAN and Japan; and
- Strengthened mutual trust towards the mutual assurance for “heart-to-heart” partnership through the conduct of people-to-people exchanges across the three ASEAN Pillars.
- c. PYs also discovered some symbols / emblems in the Nippon Maru that can be used to symbolize peace-oriented ideas, such as a ship’s wheel.

Group Discussion Session IV

Objective

This session was the continuation from the session III where PYs will experience the simulation exercise (role play) on the current affairs of international relations.

Activities

- a. PYs to role-play the Meeting on the Conduct of Parties in the South China Sea towards the Mutual Trust and Confidence in the South China Sea
- b. Brief lecture on Japan’s innovative approach to strengthen peace and harmony through the institutionalization of sports values into international politics

Outcomes

- a. Below is the knowledge that PYs gained during the discussions and deliberations:
 - Politeness is a universal diplomatic norm
 - Practical knowledge on the ASEAN practices and protocol of ASEAN meetings
 - The importance of sports as a medium to strengthen peace and harmony, as well as to respect for diversity
- b. PYs also learned on Japan’s initiative so called Sports for Tomorrow Program in light of the upcoming 2020 Tokyo Olympic Games. Globally, the focus of the Program will be on promoting the values of Olympics and Paralympics to people of all generations, in particular the youth.

- c. In the spirit of CSC, several outstanding global institutions that are relevant to sports are also involved. Partnership with the global institutions will enrich the outcome of Japan’s initiative to secure the efforts in strengthening peace-oriented values through the power of sports.

Institutional Visit in Brunei Darussalam

Institution: Ministry of Foreign Affairs

Activities

- a. A presentation by Mr. Nasri Abdul Latif on ASEAN and its vision 2025, as well as Brunei Darussalam’s role in soaring the ASEAN-Japan Dialogue Relations to new heights.
- b. Question and Answer session with Mr. Nasri Abdul Latif.

What we learned

- a. From this visit, PYs learned the history of ASEAN (since its creation in 1967) and the prospects of the ASEAN-Japan Dialogue Relations in the future of Indo-Pacific order.
- b. PYs also learned that Brunei Darussalam will have the honor to hold the ASEAN Chairmanship in 2021.

Group Discussion Session V

Objectives

- a. PYs to identify the types of youth-related initiatives that can enrich ASEAN-Japan Dialogue Relations towards a more youth-synergized nature.
- b. PYs to learn about the strategic priorities of ASEAN partnership on youth based on the ASEAN Work Plan on Youth (2016-2020).

Activities

- a. Small group discussion and sharing thoughts session on how PYs can contribute to enhance future partnership between ASEAN and Japan through youth-related innovative actions.

Outcomes

- a. PYs were able to learn about ASEAN Partnership on Youth Affairs and Development that anchored under the ASEAN Socio-Cultural Community (ASCC) Pillar. Externally, the ASEAN Youth Sector has mandate to address the promotion of youth development and support for young people with the spirit of mutual respect, high appreciation, peace, unity and close cooperation beyond ASEAN region as well, where it involves China, Japan, and the Republic of Korea.
- b. PYs came up with ideas pertaining to the role of youth in supporting the realization of a constructive and

prosperous ASEAN-Japan Dialogue Relations based on “Vision Statement on ASEAN-Japan Friendship and Cooperation”:

- 1) Mainstream
 - Maximizing the positive use of social media platforms and other relevant mediums for dialogue and networking among youths in youth policy formulation
- 2) Commercial
 - Enhancing the growing sector of creative industry driven by passionate young entrepreneurs to sustain a resilient economy and community development
- 3) Out-of-this-world
 - Creating opportunities for ASEAN and Japan youth to learn and understand each other’s cultures in the spirit of unity in diversity through e-sports, performing arts, clubbing scenes and culinary festivals
- c. PYs learned the following five strategic priorities of ASEAN partnership on youth based on the ASEAN Work Plan on Youth (2016-2020):
 - 1) Youth Entrepreneurship
 - 2) Youth Employability
 - 3) Greater ASEAN Awareness
 - 4) Youth Volunteerism and Leadership
 - 5) Youth Resilience and Competencies

Practical Skill Group Presentation Session

Objectives

- a. PYs to develop communication skills through talking turns in presenting and analyzing ideas, as well as solutions
- b. Evaluation on institutional visits in Japan and Brunei Darussalam, as well as group discussion sessions

Activities

- a. PowerPoint presentation on the state of youth affairs and development of each respective country by all contingents
- b. Evaluation on institutional visits in Japan and Brunei Darussalam

Outcomes

- a. PYs were able to deliver a presentation on the state of youth affairs and development of each respective country in a concise manner.
- b. PYs were able to come up with 1) an initial draft of power point presentation of Discussion Group results.

D. Resolution / Prospective Future Course of Action

Objectives

- a. Based on the outcomes from all institutional visits and group discussion sessions, PYs to conceptualize ideas and plan their proposed Post-Program Activities (PPAs) to enhance future partnership between ASEAN and Japan through youth-related innovative actions.

Activities

- a. Group discussion and sharing thoughts session on 1) the key learning from the DG and 2) the proposed PPAs (to be conducted by each contingent)
- b. Brief lecture on resource mobilization

Outcomes

- a. PYs were able to come up with the following ideas / plans of the proposed PPAs to be further discussed.
 - Brunei Darussalam – Greater Awareness of Mental Health Issues
 - Cambodia – Knowledge Sharing and Mutual Learning Platform for Cancer Patients (“CRANE Project”)
 - Indonesia – Training for Children on the Disaster Prevention through the Medium of Art
 - Japan – Raising Awareness of ASEAN in Japanese Primary Schools through the Medium of Digital Technology (“Magic Window”)
 - Lao P.D.R. – Promotion of Lao Culture to the Outside World through Cultural Events and Workshops
 - Malaysia – Improving the Confidence of Orang Asli Community
 - Myanmar – Greater Awareness of Safe Driving Attitude in Yangon and Mandalay
 - Philippines – The Youth Network to Contributing in Disaster Mitigation in Legazpi City of the Bicol Region
 - Singapore – Neutralize Negative Impression of Mental Disabilities through Innovative Problem-Solving Design
 - Thailand – Promoting International Partnership through the SSEAYP Networks across ASEAN and Japan
 - Viet Nam – Greater ASEAN Awareness through Reading Campaign

E. Evaluation / Reflection (Self-Evaluation Session)

Throughout the five group discussion sessions and institutional visits in Japan and Brunei Darussalam, PYs

gained the followings key learning:

- The key principles guiding the dialogue relations between ASEAN and Japan over the past 45 years are (i) full respect for open dialogue in seeking mutual understanding and trust, and (ii) mutual and equal partnership in maintaining peace, security, and stability in the region in accordance with the universally recognized principles of international law.
- ASEAN-Japan Dialogue Relations have made significant progress in the respective fields of political-security, economic, and socio-cultural, through existing ASEAN led-mechanisms, e.g. ASEAN Plus Japan, ASEAN Plus Three (APT), East Asia Summit (EAS), ASEAN Regional Forum (ARF), and ASEAN Defense Ministers’ Meeting Plus (ADMM-Plus), as well as the Expanded ASEAN Maritime Forum (EAMF).
- The realization of “a constructive and prosperous ASEAN-Japan Dialogue Relations” requires multi stakeholders’ engagement and the provision of platforms for them to be fully engaging. The appliance of CSC has the potential to contribute to such aspiration.

F. Facilitator’s Comments

Various approaches have been used in conceptualizing the module of DG3. The weight of pragmatic perspective in the group discussion sessions are quite information-heavy so as to provide the PYs with knowledge on how ASEAN-Japan Dialogue Relations is developed throughout the course of history (1973-2017). Against that backdrop, it is hoped that the PYs will be able to apply practical frameworks to enhance ASEAN-Japan Dialogue Relations towards a constructive and prosperous one.

At first, the session I and II were delivered smoothly where some of the PYs were also actively engaged with the topic of the discussion sessions. However, the quality of the PYs’ engagement in the latter discussion sessions were not as active due to their busy schedule (onboard the ship), language barrier, and poor health. Sadly, the PYs also were not diligent in submitting their pre-program assignments. As a result, I had to slightly adjust the topics covered to stimulate discussion among the PYs. Although the topic of the session III onwards has been adjusted accordingly, some PYs were still unable to focus on the discussion program. Those PYs who actively took interest in the discussion program prefer to approach me outside the discussion sessions for further information.

Despite all that, I was happy with the overall performance of the PYs in my DG. I hope that all PYs have achieved both knowledge and practical skills through the completion

of the five group discussion sessions, institutional visits, as well as several pre-program assignments. I would like to thank and congratulate everyone who has given their hard work and dedication throughout the 45th SSEAYP. This goes to the Cabinet Office of Japan for selecting me as one of the 45th SSEAYP Facilitators, all Administrative Staff for the full support and smooth running of the group discussions, Captain Ninomiya of Nippon Maru and all of the ship crew for their care and hospitality on board the



ship, and SSEAYP alumni networks and their volunteers for preparing the whole activities during the port of calls. Last but not least, my special gratitude to my fellow facilitators, Zain, Ajahn Tor, Zenn, Ayumi-San, Evan, Nery, and Abang Aziz, for the love, pray, and support. I greatly appreciate your ways for making me feel special and for always being there for me. Terima kasih SSEAYP family.



(4) Living in the Longevity Society

Number of PYs: 38

A. Group Theme Information

a. Theme Description

PYs will recognize the challenges surrounding a sustainable society for the elderly, and living a healthy and fulfilling life under the prospective of a rapidly aging society. Subsequently, PYs will discuss their future vision of an ideal society, and how youth, as major players for the next generation, can contribute towards this.

b. Achievements and Expected Outcomes

- PYs will deepen their understanding of the current condition of aging population globally, the current challenges towards a sustainable and healthy aging society, and the current initiatives and policy responses to these challenges particularly within ASEAN and Japan.
- PYs will learn how other countries are working towards a “society for all,” and a sustainable and healthy aging society.
- PYs will be encouraged, empowered and inspired to propose effective programs addressing the challenges of a sustainable and healthy aging society, and achieving an ideal “society for all”.

c. Competencies to be Acquired
Knowledge

- Current condition of aging societies from global, ASEAN and Japan perspectives.
- Current initiatives or policies towards achieving a sustainable and healthy society for all
- Understanding of United Nations ‘Madrid International Plan of Action on Aging and The Political Declaration’

Skills

- Practical presentation skills within a diverse audience
- Identifying root causes of problems or issues, and being able to critically think of solutions to these identified causes
- Group discussion skills in a multicultural environment
- Ability to debate ideas and verbally expressed opinions within a safe environment
- Ability to present ideas clearly both in written and oral

Behaviors

- Professionalism and diplomacy
- Being prepared in each discussion session
- Teamwork and interpersonal skills

B. Pre-Program Assignments

Individual Assignment 1

Each PY presented an overview of the status of older population of their country using two printed photos, of

any size. Each PY presented this assignment orally during Session I.

Individual Assignment 2

Each PY chose one initiative their government is doing to achieve a “society for all” or any program that addresses any issue of an aging population. PYs used the output of this assignment during small group discussion in Session III.

Contingent Assignment 1

Each contingent discussed the current issues and challenges surrounding aging population of their own country.

- What was the status of their country’s social security and services for older people?
- What were the social conditions of older people in their country?

Contingent Assignment 2

Each contingent created a program proposal they can implement to address the issues and / or challenges identified in their respective country with the aim of achieving a sustainable, healthy, and fulfilling life for older people. This was orally presented by each contingent during Session V.

C. Proceedings

Institutional Visit in Japan

Institution: Social Welfare Corporation ‘Kotoen’

Activities

- PYs visited Kotoen and joined the morning exercise of the children and the elderly. An extensive lecture of the facility and its services were provided by Kotoen staff.
- PYs also visited Nagomi center which is a one-stop community center for elderly providing various services such as counselling, financial advices, social support, etc. This center started operating in April 2018. PYs engaged with the local people in this community.
- PYs received a local tour of the Kotoen facilities. PYs interacted with the elderly residents by doing origami together, and had one-on-one discussion about life in the center.

What we learned

- Innovation. PYs were impressed to see the intergenerational communication and interaction between the elderly residents and children in one place.
- Importance of funding. PYs learned that the Japan government financially supports various agencies related to the elderly development and housing (up to 90% funding).
- Youth as part of the solution. PYs learned the

importance that the youth play as part of achieving a sustainable aging society. Raising awareness on living a healthy lifestyle, and the importance of social and intergenerational connection were some key elements observed in achieving sustainable aging society.

Group Discussion Session I

Objective

PYs will understand the different misperceptions about aging, the global status of aging population and its implications to the society.

Activities

- Setting of DG expectations by PYs and Facilitator.
- Setting of DG house rules.
- Watched “What is an aging society?” video and reflection of two major causes of aging population: declining fertility rates and increasing life expectancies.
- Portrait Game (Perceptions of aging). PYs acted how they perceived old people using different life case scenarios (e.g. old people working or the concept of healthy aging).
- Reflection. Facilitator asked PYs to imagine themselves being 90 years old. PYs drew their imagined older self in a paper. After this, PYs watched “100 years of beauty aging” video. This is a video about a couple being physically transformed (via make-up) on what they would look like at 50, 70 and 90 years old. Facilitator led reflection about this video, where it brought a sense of realization that life is short and finite.
- Quiz game about common misperceptions on aging, and the physical and social changes that are associated with it.
- Discussions on aging issues (implications of aging population to the economics, social, cultural and political level).
- Small group discussions on issues regarding aging. Discussion results were presented to the whole group using pantomime role play format.

Outcomes

All PYs understood and gained better understanding of aging process particularly on the physical changes. PYs learned the common misperceptions people have towards aging and older people. PYs also learned the implications of an aging population to the economics, society, culture and political domains. PYs started to understand that coupled with the advancement of technology and the prolongation of life, there are issues needed to be addressed as a result of growing aging population. Youth has a great role to play in addressing these issues.

Group Discussion Session II

Objective

PYs will be exposed to the issues surrounding an aging society and study successful projects in managing these issues.

Activities

- a. Watched “The world’s aging population” video. This video discusses some key issues of a rapidly growing older population.
- b. Watched “Aging Germany” video. This video presented opposing arguments on the policies proposed in Germany such as the social security and employment for older people.
- c. After watching these videos, Facilitator led a reflection process. PYs discussed why there are always trade-offs in solving issues surrounding aging population. For example, on the social security issue - pension system (free financial support to elderly) versus funding or tax (exploitation of working age population).
- d. Group discussion – Reflection of the Kotoen programs in addressing the issues on rapid aging population. Two small groups reflected on the community-based integrated care system in Kotoen and the other two reflected on the Edogawa Smile Community Program. Discussion results presented orally to the whole group.
- e. Contingent assignment 1 – PYs were divided into smaller groups and discussed contingent assignment 1. Discussion results were presented orally to the whole group.

Outcomes

- a. PYs gained more understanding of the various issues surrounding an aging society from global, ASEAN and Japan perspectives.
- b. PYs were able to discourse these issues in a safe environment and debate their opinions academically.
- c. PYs understood key elements of successful programs on aging and came up with few projects that may manage the issues of an aging society.

Group Discussion Session III

Objective

PYs will understand the current challenges and obstacles of living an old life. PYs will learn how to properly communicate with aged people and how to achieve healthy aging lifestyle.

Activities

- a. Facilitator discussed and presented an overview of the Madrid International Plan of Action on Aging.
- b. PYs discussed the significance and implications of

Madrid International Plan of Action on Aging.

- c. PYs experienced Age-Related Impairments by doing an Aging Simulation activity.
- d. Case study evaluation. PYs were given different successful projects to reflect on. Case studies were taken from Europe such as programs on the employment, social security, healthcare, and social rights of older people. Oral presentation of the discussion results to the whole group.
- e. 3-minute test. This test brought out common mistakes that people make without reading the entire instructions given, ending up in more unnecessary work. This activity tied up on how to properly communicate with elderly. Also, some techniques on how to communicate with the elderlies were discussed by the Facilitator.
- f. Facilitator presented evidence-based strategies to achieve a sustainable and healthy society for older people in ASEAN and Japan, e.g. healthy diet and lifestyle, importance of daily exercise, social connection and engagement with the community.

Outcomes

- a. PYs gained better understanding on the current challenges and obstacles faced by older adults and the physical changes that are associated with aging. Also, PYs learned how to age healthier.
- b. PYs learned how to properly evaluate programs on aging and discoursed or debated why these programs were considered good and / or sustainable.
- c. PYs learned better ways of communication with the elderly and the importance of active listening.

Group Discussion Session IV

Objectives

- a. PYs will understand the importance of UN Agenda 2030 “Leave No One Behind” concept.
- b. PYs will be aware of various elder abuses: physical, financial, emotional, sexual and neglect.
- c. PYs will understand different factors that could lead to abuse, e.g. social isolation, conflicted family relationship, mental illness, substance abuse, caregiver stress, lack of community resources, lack of community awareness and ageism.

Activities

- a. The Stigma Game - Five PYs were asked to make friends with the rest of the group. The rest of the group spoke loudly and acted angrily, refused being touched by the five PYs and avoided interaction with the five PYs. This activity was linked and reflected to ageism or discrimination elderly faces.

- b. Facilitator discussed UN Agenda 2030 - Leave No One Behind related to addressing issues on aging population.
- c. Facilitator discussed different forms of elderly abuse. Group was later divided into five small groups. They were asked to role play five different forms of elderly abuse and how they think people, in reality, manage these abuses.
- d. Facilitator led reflection of the five role plays.
- e. Self-reflection activity 1 - PYs were asked to write in post-its two lived experiences: the last time they judged someone and, the last time they were judged by someone.
- f. Self-reflection activity 2 - PYs wrote on a piece of paper a recent experience of how people discriminated their parents who are old, or their grandparents, or great grandparents. PYs were to write what they felt when this event happened.
- g. Individual assignment 2 - PYs discussed in small group and reflected the commonalities of their own country’s program towards older people. Oral presentation of results to the whole group.

Outcomes

- a. PYs understood and embodied the concept of leave no one behind.
- b. PYs learned what it feels like to be discriminated.
- c. PYs were all aware of different abuse forms and what may be the factor that contributes towards these abuses. PYs learned some actions if any form of abuse was witnessed.
- d. PYs learned more aging programs within the ASEAN and Japan.

Institutional Visit in Brunei Darussalam

Institution: Centre of Senior Citizens Activities under Control of Community Development Department, Ministry of Culture, Youth and Sports

Activities

- a. PYs were exposed to the Bruneian culture and ways of life by doing various socio-cultural activities together with the locals in the center.
- b. PYs interacted with the elderly and had a one-on-one conversation with them regarding their life conditions in Brunei Darussalam.
- c. PYs learned traditional dances and songs from the elderly.

What we learned

- a. PYs learned that in Brunei Darussalam, there are no elderly homes as they do not want the elderly being abandoned by their family.

- b. PYs learned that elderly in Brunei Darussalam receives financial assistance from the government (est. of 250 Brunei dollar) when they reach 60 years old and above. Locals and staff from the center were asked how the government can sustain this program. PYs learned that it is always a struggle to find solutions towards a sustainable social security for elderly.
- c. PYs learned that in Brunei Darussalam, kinship and family connectedness matter.
- d. PYs learned that social connection and engagement is very important to healthy aging. The center was able to demonstrate these elements where old people gather in the center on a weekly basis.

Group Discussion Session V

Objectives

- a. PYs will embody the UN Agenda 2030 theme of Leave No One Behind.
- b. PYs will understand the value of life, meaning of their existence, and the concept of death.

Activities

- a. PYs reflected for five minutes what makes a good life? What are their life goals? What does good life look like? Then, PYs were divided into five small groups. Discussion and role play of what makes a good life. Presentation results in the form of a TV ad of no more than 90 seconds. While groups were preparing for their role plays, Facilitator instructed some PYs to leave their group and come back in few minutes. Then the Facilitator flagged to the groups that some of their members were missing. The activity will not continue without missing PYs accounted for. This activity was to simulate “leaving no people behind” in addressing issues of aging population. Also, this was a good leadership exercise between being a task-focused versus people-oriented leader. Facilitator later led reflections on the role plays and the leave no one behind activity.
- b. The funeral exercise. PYs were asked to write on a piece of paper what they would want their friends, family and colleagues tell them when they’re lying on their deathbed. This activity was taken from the seven habits of highly effective people book by Stephen Covey. This activity reflects how someone defines “success” in life.
- c. PYs were asked to reflect on the concept of death. Why is it always important to number our days and focus on the things that really do matter? Discussion and reflection led by Facilitator.

Outcomes

- a. PYs understood and embraced the theme Leave No One Behind. PYs bond got stronger and they become closer with each other. PYs also understood that a good leader should not always be tasks-focus.
- b. PYs understood what things really do matter in life and why it is easy to neglect these.
- c. PYs understood what it meant for them to be successful in life and meaning of their existence.
- d. PYs realized that time and their life is limited.

Practical Skill Group Presentation Session

Objectives

- a. PYs will develop individual and group presentation skills.
- b. PYs will improve communication skills and present ideas in a concise and succinct manner.
- c. PYs will further self-confidence in presenting ideas and joining small group discussion.

Activities

- a. PYs experienced expressing their ideas and thoughts in

various small group discussions.

- b. PYs experienced presenting their discussion results orally and in role plays in the sessions.
- c. PYs prepared discussion results and delivered presentation in a short span of time.

Outcomes

- a. PYs actively engaged in various small group discussion during each DG session.
- b. PYs actively presented discussion results either individually or by group and learned various techniques on how to effectively deliver messages.
- c. PYs developed skills in presentation preparation in a very short span of time, and experienced various methods of presenting discussion results.

D. Resolution / Prospective Future Course of Action

The following are summary of project proposals proposed by each contingent as a result of discussion sessions.

a. Civic Engagement

Country	Project Title	Goal and Objectives	Activities	Duration
Lao P.D.R.	Give for Chance	To facilitate daily life support equipment for elderly people	Engage the youth to gather second-hand life-support equipment for elders and disabled people in Vientiane who cannot afford to purchase	6 months
Japan	Fruitful fruits	To let youth understand the issues of aging in agricultural sector and get engaged in the volunteer work	Engage the youth to volunteer in Tokyo and train them to help the elderly farmers in harvesting fruits and vegetables during the peak harvest season in Iwate prefecture	2 months (July – August 2019)

b. Improving Livelihood

Country	Project Title	Goal and Objectives	Activities	Duration
Myanmar	Old but Gold Online Store	To empower elderly people to be economically productive and improve their life satisfaction	Facilitate craft making skills and training for the elders and create online store on Facebook to advertise and sell the products made by the elders	6 months
Malaysia	Grey Wiser, Grey Happier	To spread love for the elders and in the same time to learn, relearn, teach, reteach by having productive activities	Facilitate craft making skill training for the elders and create online store on Facebook to advertise and sell the products made by the elders	2 days
Thailand	Grow Together	To increase income of elderly in housewife club, Rusamilae, Phatthani province	Expand the marketing of Crispy Roti product made by the elderly in Rusamilae, Phatthani province by creating online store on facebook, and expanding marketing channel in convenient store, local grocery store, and leading supermarket	6 months

c. Raising Awareness

Country	Project Title	Goal and Objectives	Activities	Duration
Indonesia	Remember Me	To raise awareness in the society regarding Dementia in Makassar city to 100 individuals	Conducting both online platform and posting information about Dementia regularly and offline campaign by providing information booth at a public center once a week	1 month (February 2019)
Brunei Darussalam	Old but Gold	To raise awareness among youth about aging society in Brunei Darussalam	Conducting workshop to raise awareness with intergeneration to achieve an inclusive society	6 months
Viet Nam	Keep a Healthy Heart, So We won't be Apart	To raise people awareness about chronic diseases	Conducting workshops in several areas of north Viet Nam	6 months
Singapore	Leave No One Behind	To promote youth volunteering and greater understanding of aging	Conducting workshops on aging issues, actual interaction (dialogue, playing games, having tea) with the elders at old folks home	5 weeks
Cambodia	Thank You, Elderly!	To contribute to raising awareness on issues of aging population in Cambodia	Conducting online campaign through social media on aging issues, offline campaign at four targeted universities in Cambodia	3 months
Philippines	I Care for Marawi Project	To raise awareness on the regulating policies of elderly and strengthen family relationship	Conducting seminar and discussion on expanded senior citizens act of the Philippines, and medical missions in various communities	3 months

E. Voluntary Activities

1. Alone Death Movie by Undercover Asia

This movie pertains to the issues of dying alone in Japan. Estimated 30,000 older Japanese die alone in their homes. This documentary tackles about some key issues why this phenomenon is happening: lack of social connection, and the work culture and environment in Japan. This VA was done on November 22 and there were more than 40 PYs who attended to watch this movie. PYs learned that social and familial connection is very important as people age. It does not only affect healthy aging, but also being family-oriented and responsible citizens.

2. Aging Population in Japan and ASEAN photo essay

DG4 Representatives collected all DG assignment photos and created a photo essay which was displayed in the ship. This photo essay reflected the various landscapes and stories of aging population in Japan and ASEAN. PYs learned that this is a global phenomenon and everyone is already experiencing aging. This photo essay was displayed for a fortnight in Level 2.

3. #LeaveNoOneBehind Campaign

PYs created an online campaign of #leavenoonebehind. PYs shared their stories of not leaving someone behind in their life, be it their friends, families or relatives. PYs posted these videos online and the key message was that, in order to achieve a society for all, everyone must be accounted for especially in developing policies in aging population. No group – be it children, working-age population, LGBT and HIV affected individuals, elderly, women, underprivileged groups, ethnic groups, etc. should be left behind.

F. Evaluation / Reflection (Self-Evaluation Session)

PYs realized that the world is at the brink of an aging phenomenon, and that there are various issues associated with this event that needed immediate attention. Youth has a great role to play in addressing these issues.

PYs learned that elderly people can still contribute to the society. They also realized that a healthy aging population is one of the best approaches towards some issues on aging. To maximise the health of older people to a certain

extent where government allows older people to contribute to the society and be active members of community, has been identified one solution each country can achieve for a sustainable aging society.

PYs learned that for healthy aging population to be sustainable, the government must increase awareness of healthy lifestyle, but same emphasis must be given on social, familial and community connections. The importance of intergenerational interaction and elderly-conscious communities are known to affect healthy aging population. Government should also allow programs for longer age employment, and no to discrimination of older employees, and increase penalties for all types of elder abuse.

PYs learned that change begin within themselves. More importantly, in addressing aging issues, PYs learned that everyone must be considered and that no age group should suffer or left behind in attempt to address rapid aging population. This is what a ‘society for all’ means. In conclusion, the government must always consider sustainable solutions rather a one-stop gap to aging issues.

G. Facilitator’s Comments

It is always an honor and a pleasure to be part of this wonderful program where future world leaders are honed to be their best and further their leadership skills for their community.

I would like to thank the Cabinet Office of Japan and CENTERYE for the trust and for allowing me to come back for the second time. I was really pleased this topic



was considered.

Facilitating discussion group is not always easy, especially if the topic is new. However, the SSEAYP Administrative Staff have tremendously helped me day in and day out in preparing and delivering each discussion session. Thank you to each Administrative Staff. It wouldn’t be a success without your support.

The PYs this year have been tremendously active in their discussion engagement. I was taken aback by the various background and expertise of my PYs. They were mixed professionals from health and medical field, all the way to business, marketing, political and governmental work, social and community work and international relations. Knowing these mixed backgrounds at the beginning was a struggle to facilitate. However, this became a strength to the group as it brought different perspectives to the aging issues as well as proposed better programs using various lenses. PYs attended each session well-prepared, gave all their best to be well-engaged, and contributed above and beyond. Consequently, it made the DG not only educative but fun and interactive. Most PYs prepared their pre-program assignments although there were few that struggled. This however did not negatively affect the content and delivery of the sessions.

Overall, I learned so much in preparing for this DG. I enjoyed each session I had with my PYs. I am inspired by their dedication, their commitment to create change in their society and to address aging issues. Undeniably, SSEAYP has achieved its objectives to equip, inspire and motivate PYs to be social agents of the society.



(5) Quality education

Number of PYs: 43

A. Group Theme Information

a. Theme Description

PYs will understand the current status of education in ASEAN member countries and Japan. On that basis, PYs will discuss how youth can contribute to ensure an inclusive and quality education for all and to promote a lifelong learning.

b. Achievements and Expected Outcomes

- PYs to learn contemporary challenges in education in ASEAN and Japan by understanding the different cases from perspectives of both access and quality
- PYs to learn how to design solutions for their concerned educational issues within ASEAN and Japan by researching and discussing with other participants who have different backgrounds and perspectives; PYs to gain more international perspectives on global educational issues, and develop further presentation and discussion skills
- PYs to understand that youth can contribute to improving students’ learning and how they can help to improve the inclusiveness, quality and access to education in their community

c. Competencies to be Acquired

Knowledge

- Current challenges in education in ASEAN member countries and Japan: for example, challenges including the access to education and the quality of education
- Framework to analyze education and some key concepts in education

Skills

- Discussion and presentation skills in a multicultural environment
- Problem-solving abilities; skills to use some planning framework such as a theory of change and logical framework

Behaviors

- Openness and flexibility to work in diversity
- Leadership and commitments to solve issues in their communities

B. Pre-Program Assignments

Individual Assignment 1

- a. Please read and familiarize Sustainable Development Goal (SDG) 4 and its seven targets.
- b. After reviewing SDG4, please focus and research on

one contemporary educational issue related any one of seven goals in your country and make a report in MS PowerPoint in three pages at most on the current situations of one problem of your interests.

Individual Assignment 2

Please review or research about any school textbooks in your countries and write a one-page note.

Contingent Assignment 1

Please fill in following data and make a 3-minute presentation on the contents in Session I. The formats are already provided in the PowerPoint, but you are required to fill in the following items.

- Public educational system
- Net enrolment data for primary, secondary and postsecondary education and literate rate
- The language of instruction used at school, and a group of people who do not have full fluency in that language in your country

Contingent Assignment 2

Please research out-of-school children in their own countries and present on the situation in three minutes in Session II (Some states have achieved 100% enrolment – in that case, please do research who are not adapted to regular schooling). Please make 1-3-page slides with MS PowerPoint

- The country
- Who is not receiving an education? Who cannot adjust to a school system and not learning?
- Why they are not in education or cannot adapt to regular schooling?
- What are policies and practices to help these out-of-children to get an education?

C. Proceedings

Institutional Visit in Japan

Institution: Tokyo Gakugei University International Secondary School (TGUISS)

Activities

- a. PYs listened to the presentation on TGUISS’s vision, objectives and principles, history, programs, curriculums and standards including International Baccalaureate system.
- b. PYs observed three lessons - one chemistry class at a laboratory, and two English classes, and learned different ways of teaching and students’ attitudes.

- c. PYs were divided into two groups and each attended two types of English lessons – the first group attended English literature class and reviewed one English literature and discussed the contents and analysis from various perspectives together with students. The second group attended the English and society class and discussed about a social issue given in an article in a small group and presented the summary to the group.
- d. PYs listened another presentation on more details of their program including the super science high school system by teachers: they explained the learning map, the combination of skills and program, their service learning through volunteer activities
- e. PYs interacted with students in different classroom by introducing each other, presenting their country’s educational system, and discussing about quality education.

Outcomes

- a. At TGUISS, PYs could see the best practices of quality education by learning the vision, program, curriculum and practices and observing actual practices and interacting with students.
- b. PYs could observe actual student-centered teaching & learning practices and how students are learning and reacting.
- c. PYs gained the understanding in the International Baccalaureate program, and observe the practice of its three characteristic, inquiry-based learning, connection to the world and conceptual and interdisciplinary curriculum.
- d. PYs observed the practice of ‘holistic learning’ to make PYs to output their knowledge through writing thesis and conducting a research at an early stage to develop critical thinking skills.
- e. PYs could interact with students who possess abilities to articulate and present their ideas analytically and logically.

Group Discussion Session I

Objectives

- a. To understand the whole discussion program and set an individual goal for the discussion
- b. To reflect the institutional visit in Japan to deepen their learning
- c. To understand the impacts of education for both positive and negative sides
- d. To learn different educational situation of participating countries
- e. To think about the idea about the quality education and

identify the ideal society and for the education

Activities

- a. Each PY set individual goals for the discussion session
- b. PYs reflected the institutional visit in Japan in a small group by answering two questions:
 - What practices did you like at the school and why?
 - What do you want to bring back to your communities or schools? If you can think of how, please explain it too.
- c. Five contingents presented the overview of the country’s educational system, enrollment and the language of instruction (Contingent Assignment 1)
- d. Discussion on the impact of education for positive and negative sides, and what the quality education is.
- e. PYs discussed the ideal society and the contribution of education for the creation of such society in a small group and drew the image.

Outcomes

- a. PYs shared their learning through the institutional visits and deepened their learnings to have better understanding what they can learn from the school.
- b. PYs gained understanding in the participating countries’ educational situation by preparing presentation and learned other country’s situation by listening to presentations.
- c. PYs gained more idea about the impact of education.

Group Discussion Session II

Objectives

- a. To understand fundamental perspectives of quality education
- b. To define the purpose of education in order to grasp the better idea of the quality education
- c. To gain understanding in different education systems and situations of participating countries

Activities

- a. PYs defined the purpose of education in a small group as the quality of education can be defined as “the fitness for the purpose”
- b. Six contingents presented the overview of the country’s educational system, enrollment and the language of instruction (Contingent Assignment 1)
- c. PYs shared the similarities and differences between the education system across different participating countries

Outcomes

- a. PYs made a purpose of education linking the vision of the ideal society, developed in the previous session.
- b. PYs gained understanding in the education system at

several ASEAN member countries.

- c. PY understood that there are a lot of similarities in educational challenges in achieving quality education across Japan and ASEAN member countries

Group Discussion Session III

Objectives

- a. To understand the access and equity of education in order to achieve quality education
- b. To review situations of out-of-school children in participating countries and develop solutions

Activities

- a. Listened a Facilitator’s briefing on three factors of educational planning and the equity in education (equity is different from equality, and it is to provide different and necessary inputs for each person so that everyone can achieve to the desired level).
- b. Each contingent discussed the issue and solution for out-of-school children in each country’s situation (Contingent Assignment 2).
- c. Each group presented their idea how to give educational opportunities for their children and how to contribute as youth.
- d. Each group shared their observation for their textbooks how men and women are described and how cultures are described (Individual Assignment 2).

Outcomes

- a. PYs gained the importance of access and equity of education in order to achieve quality education.
- b. PYs gained more understanding the root causes of children who cannot go to school and developed idea how to make those out-of-school children to receive education.
- c. PYs shared their observation of the textbooks and understood the differences, and saw that textbooks do not necessarily give fair descriptions for some attributes.

Group Discussion Session IV

Objectives

- a. To gain more understanding factors to make quality education including the 21st century skills
- b. To learn how to develop a lesson plan and conduct it to gain various way of equipping different skills
- c. To understand various educational issues related to SDG4’s seven targets

Activities

- a. PYs discussed what skills are required skills for young learners to succeed in the globalized and digitalized the

21st century in a small group.

- b. Each group picked up one skill and developed a lesson plan to develop that skill.
- c. Every group conduct a mock teaching for all other groups.
- d. PY made a group based on their researched SDG4’s target, and shared their researched issue relevant to one of SDG4’s target (Individual Assignment 1) in their group, then discussed what is common across different countries.

Outcomes

- a. PYs got more familiar with the 21st century skills.
- b. PYs actually designed and simulated an interactive lesson to develop participant’s soft skills. Observing the PY’s reactions.
- c. It was also a good opportunity for PYs to strengthen ties by planning and conducting mock class in small groups.
- d. PYs learned other country’s educational issues and understood that there are lots of similarities among various countries

Institutional Visit in Brunei Darussalam

Institution: Ministry of Education

Activities

The session followed the Ministry’s principles of GRPI, Goals, Roles, Process and Interpersonal, so that PYs can meaningfully learn from the session.

- a. The officer in charge of quality education gave a presentation about their vision and policies as follows:
 - The Ministry’s vision of QEDn, which stands for Quality Education for a Dynamic nation
 - Brunei Darussalam’s national philosophy, Melayu Islam Beraja (MIB) that underline all policies including education; a blend of Malay language, culture, and customs, the teaching of Islamic values and the monarchy system which must be esteemed and practiced by all.
 - The Ministry’s focus on providing 1) equal and equitable access to quality education, 2) the transformation in educational policies and the Ministry, 3) the 21st century skills that they value
- b. Screening of short video of child labor for PYs to reflect on importance of education
- c. Group activities: PYs sit in a group and wrote and presented on their identity, a statement of hope on education and how they can contribute (everyone evaluated other group’s presentation and the most voted group won)

What we learned

- a. Importance of providing equitable access to education to achieve equality
- b. How Brunei Darussalam’s education system focuses on instilling MIB philosophy and the 21st century skills

Group Discussion Session V

Objectives

- a. To reflect the institutional visit in Brunei Darussalam
- b. To development of solutions for educational issues that PY has researched based on SDG4 targets so that PYs can think about the way how they can contribute to solve such challenges.

Activities

- a. PYs discussed and reflected about the institutional visit in Brunei Darussalam in a small group by answering the following questions. Then, they shared their views to all the groups.
 - What do you like the most about the institutional visit in Brunei Darussalam?
 - What did not go well during the visit?
 - What ides that can you bring back to your community?
- b. PYs made a group based on their researched SDG4 targets, and each group chose one issue in one context in one country.
- c. Except for one PY who explains their chosen educational issue, all group rotated to think about the solution.
- d. Based on the given solution, each group developed theory of change to think about their ideal future and steps for the changes.

Outcomes

- a. All PYs has gathered together to discuss about the issues of each countries in education and find out the common issue which made the PYs know more about the current situation of those countries.
- b. All PYs worked together to input some of their ideas and knowledge in different country’s issues.
- c. Each group (six in total) made a theory of change for their chosen issue and designed ideal future and necessary steps for it.
- d. Because of the rotation, PYs got a chance to mix with other PYs and know more about the presenter and the countries’ problems.

Practical Skill Group Presentation Session

Objectives

- a. To brainstorm social project ideas for the topic of

quality education in groups

- b. To practice how to start writing a proposal for a social project with detailed steps

Activities

- a. Sharing of project managing experiences from some representatives of DG5
 - 1) Rachmat (Indonesian PY) – an education project for local students
 - 2) Marky (Philippine PY) – Red Cross’s project of empowering local youth to be more actively engaged in community development
 - 3) Buddy (Vietnamese PY) – “Lá Lá Land” – series of life skills classes for primary school students in “Lá Pagoda,” Go Vap District, Ho Chi Minh City
- b. Following the post-program project design & management workshop, each group discussed and developed a project proposal using the theory of change, developed from the previous session. Project proposal includes a project description, background, situation analysis, monitoring and evaluation plan.
- c. After developing the proposal, each group shared their project ideas with another group, and listened to the other project, and asked questions to clarify the ideas.

Outcome

- a. PYs are inspired by hearing other PYs’ project experiences.
- b. Six groups developed a project proposal for each (the details will be noted in the resolution section).

D. Resolution / Prospective Future Course of Action

PYs made six project proposals in the project management sessions. The project idea is developed by each group based on their chosen SDG4’s seven targets.

- 1) Project “informal education in Lao P.D.R.” – aims to provide informal education for out-of-school children in rural areas. It recruits volunteers to teach in rural areas and teach numeracy and literacy informally – it also aims to reach out international NGOs in order to advocate the promotion of free education to the government (SDG 4.1)
- 2) Project “Teachers for the future” aims at providing series of capability trainings to equip teachers’ teaching proficiency for a sustainable primary education in the Philippines (SDG 4.2)
- 3) Project “TVET information class” aims to promote the importance of TVET and provide information for available vocational training opportunities for students in rural areas (SDG 4.3)

- 4) Project “Career sessions” aims to motivate school students to study and aim for my career and the volunteers will organize sessions to talk about career sessions for high school students (SDG 4.4)
- 5) Project “The bus,” with interactive activities and workshops, aims at helping students from the rural area of Binh Thuan Province, Viet Nam feel more included, motivated and have equal access to quality education (SDG 4.5)
- 6) Project “Care to read, Love to write” aims at maintaining consistent progress on students’ literacy and numeracy by establishing training centers for both teachers and students (SDG 4.6)

E. Wrap-up Session

Objectives

To review and summarizes what DG5 have done in discussion time.

Activities

- a. PYs discussed what the quality education is and made 10 essentials that educator should have to bring quality education in a small group.
- b. Each PY wrote down their commitment for quality education in their community and shared in a pair.
- c. PYs made a commitment tree with each PY’s commitment for quality education.

Outcomes

- a. All PYs reviewed what are discussed in each session.
- b. Each PY gained how an educator can deliver quality education.
- c. PYs exchanged ideas what they are going to do for quality education, and got inspired by hearing other people’s stories.

F. Evaluation / Reflection (Self-Evaluation Session)

Objectives

To understand what PYs have learned from the discussion session and to measure how much they have achieved the previously set goals.

Activities

- a. PY reviewed their own goals for discussion session that they set at the first session, and reflected how much each achieved the goals, what they gained, and how to use the learning for the post-program activities. Then, PYs shared their reflections within the group of three persons.
- b. The Facilitator shared her story how SSEAYP has changed her life as an ex-PY and encouraged PYs to

experience different things and pursue what they are interested in.

- c. PYs wrote a word of appreciation for DG members.
- d. PYs filled up with an evaluation for discussion session.

Outcomes

- a. PYs reflected and shared the ideas, which helped them understand about their achievement through DG, and deepen their learning.
- b. Some PYs (especially those who are seeking for career) were inspired with the Facilitator’s shared stories to change careers due to SSEAYP.
- c. By exchanging messages of the appreciation, PY felt closer to each other.

G. Facilitator’s Comments

Firstly, I would like to thank the Cabinet Office of the Government of Japan, NLs, Administrative staff members, other Facilitators and ship crew for making the discussion sessions possible. Also, I would like to appreciate all the PYs in DG5 for their contributions, openness, tolerance and smiles. I was inspired by each PY’s creativity, passions and talents. The presentation of discussion session was creative and contentful at the same time. PYs care for each other and made everyone on the stage, which I found special feature of this discussion group.

This discussion group first met at the institutional visit in Tokyo. Participants were highly inspired by the high quality of educational program that TGUSS possesses, and they gained the idea how quality school education should be. Then, they started discussions onboard by defining of the purpose of education, and sharing different educational situations of different countries through presentations, thinking of the equity in education – that is to make everybody to achieve to the certain level by providing necessary inputs to meet each individual need in order to achieve the quality education. In the institutional visit in Brunei Darussalam to the Ministry of Education, PY could see that the importance of equity to ensure quality education has been emphasized in Brunei’s educational policies. Then, in later sessions, they designed the lesson plans to develop some specific skills required in the current time, and finally shared educational issues that they brought from each country and developed solutions for some of them. At the end, each participant wrote a commitment statement how to contribute to their quality education to connect the discussions to their post-program lives.

Throughout the discussion sessions, PYs spent time to share their country’s educational situations and challenges.

PY gained more interests and understandings in those challenges by learning different cases directly from person from the country. They found a lot of similarities among countries in educational situations while there are lots of differences. PYs realized that they can work together to tackle with those challenges. Additionally, many PYs were impressed with the idea that achieving the equity is quite important in achieving quality education. When they talked about quality education, they had more about the technique in teaching and different programs to gain better knowledge and skills effectively. Thus, though it was quite conceptual, it was good to start with the fundamental ideas to gain a new point of view.

The challenge of this discussion session was to have a big number of participants coming from diverse cultural and experiential backgrounds, which made them difficult to discuss equally. Although education is something that everyone has experience and some opinion, the levels of understandings and expectations that each PY brought have been substantially different. Not only it was not easy for an experienced teacher and young students to discuss equally, but the educational situation in each country is significantly different,

My regret is that I could not really design and facilitate the interactive sessions. Given my limited former relevant experiences (only experiences at Japanese schools), I could not make them beyond sharing their situations and ideas, and left the discussions at superficial and conceptual level. Also, my guidance was not enough to maximize their learning. If I could ever have a chance to become a Facilitator again, I would make it either discussions of case study based or practical activity based so that PYs can actually develop things and learns different perspectives.

Asides from my program design and facilitation, there I would like to suggest some changes in the setting of discussion program in order for PYs to effectively learn from the sessions. Going forward, I would like to propose that PYs should be given chances to present their ideas for



external experts and receive practical feedbacks from them on their ideas so that their motivations and learning will be maximized. Currently, the goals of discussion sessions are to get them prepared for post program activities, but the discussion results are not directly linked to the formation of post program activities. Moreover, their presentation of the discussion results and the executions of their individual projects are not evaluated. In current formats, PYs cannot easily have incentives to work for discussions, and most of them prioritized other activities.

In such case that PYs can present their ideas externally, the weights for the discussion program in SSEAYP should be much increased. That is that the number of sessions can be increased up to 10 to make PYs to prepare for those levels of professional presentations, and also institutional visits at every port of call can be rearranged to dedicate for discussion sessions. Some visits are for PY to gain inputs for discussion, and some institutional visits should be organized for PYs to present their project ideas for professionals in the country.

Additionally, it is strongly suggested that the guidance and feedbacks for Facilitators should be better designed and implemented to assure the quality of discussion sessions. Currently, the experiences of facilitators significantly vary while the discussion sessions really depend on facilitator's capacities. It is not very easy for every facilitator to develop programs to fit best to the nature of the programs. Further supports and advice in addition to the peer comments during the facilitator's meeting are certainly needed to ensure PYs learning. The sharing of the best practices by former Facilitators is highly recommended in order for new Facilitators who do not have understanding in SSEAYP discussions and much experiences in facilitation to realize how the sessions should be designed and managed.

Lastly, I would like to thank the Cabinet Office of the Government of Japan again to provide me with this great opportunity to participate SSEAYP as a Facilitator and work for highly talented PYs.



(6) Resilient and Sustainable City Design

Number of PYs: 35

A. Group Theme Information

a. Theme Description

PYs will understand the current situation and challenges of physical infrastructures, environmental changes, people's living standards as well as disasters in ASEAN member countries and Japan. On that basis, PYs will get inspired and discuss how youth can contribute for resilient and sustainable city design.

b. Achievements and Expected Outcomes

- PYs will gain their knowledge and develop awareness on resilient and sustainable city design as well as current situation and challenges of ASEAN and Japan efforts in resilient and sustainable city design.
- PYs will get inspired to contribute for resilient and sustainable city design in their respective communities as part of their post program activities.

c. Competencies to be Acquired

Knowledge

- Understanding better about
 - The terms and concepts related to resilient and sustainable city design
 - International and regional frameworks for disaster management
 - ASEAN and Japan efforts in resilient and sustainable city design

Skills

- Having critical and analytical thinking skills
- Being able to present ideas in public
- Being able to construct feasible projects on resilient and sustainable city design

Behaviors

- Being more aware on the importance of resilient and sustainable city design

B. Pre-Program Assignments

Individual Assignment

- Fill in a questionnaire that will help PYs to get familiar with the concepts and terms commonly used in the context of resilient and sustainable city design.
- Summarize four reading materials to prepare PYs for discussion sessions.
 - Sustainable Development Goals by UN
 - Sendai Framework for Disaster Risk Reduction 2015-2030
 - The ASEAN Agreement on Disaster Management

and Emergency Response (AADMER)

- The Paris Agreement on Climate Change

Contingent Assignment

- Write an essay of Urban Area Profile (preferably capital city) in the PYs' countries. The contents should include:
 - The map
 - 3Ps facts: People, Planet and Profit.
 - Dimension of vulnerability
 - City's adaptive capacity
 - Most current disaster: location, causes, impacts to social, economic and environment including transportation infrastructure and living environment as well as casualties and the loss in USD
 - Response to the disaster
 - Challenges and how to address them
- Find one best practice report related to resilient and sustainable city design in each country. It can be either
 - An MS PowerPoint presentation
 - An A4-size-paper poster that should include one picture and a brief summary of the project.

C. Proceedings

Institutional Visit in Japan

Institution: Mitsui Fudosan Co., Ltd.

Activities

- Speech by the Vice President of the company and other leader about the history, projects, future plan, disaster mitigation, etc.
- Lunch at a restaurant owned by the company called Watasu Nihonbashi where PYs got a chance to taste delicious healthy food and had conversation directly with the vice presidents and obtained more useful information on the company's vision and goal on how to design a resilient and sustainable city
- Presentations by staff on the company's current project and future plan
- Sharing session between the company's staff and PYs

What we learned

- The very advanced technology that the company is using for the source of energy. There is a system of energy called Co-Generation system which provides power source of electricity from two systems: power grid and gas.
- The understanding that the preparation and having

clear plan of disaster management is important for the reduction and mitigation of the impacts by disasters

Group Discussion Session I

Objectives

- a. To set up DG targets, expectations and rules
- b. To review what have been done during Institutional Visits
- c. To understand the terms and concepts about resilient and sustainable city design

Activities

- a. PYs discussed what they want to achieve from DG and to set the DG rules.
- b. PYs were divided into four smaller groups and discussed what they have learned from Institutional Visits in Japan.
- c. Representatives from each group shared their discussion results.

Outcomes

- a. Five sessions different minute takers, according to contingents
- b. Responsibility of minute takers
 - Note down ideas shared during each discussion session.
 - Collect all materials e.g. PowerPoint presentations, videos, pictures, etc.
- c. Discussion on how DG sessions to be carried out.
 - Contents and objectives
 - Should provide knowledge and awareness of resilient and sustainable city design issues to inspire PY’s to apply to their respective communities.
 - Method
 - Creative recaps before starting new session
 - Smaller group discussion to allow more participation
 - Creative presentations e.g. role plays
 - Self-participants
 - Eagerness and willingness to cooperate and share opinions
 - Listen more
 - Self-efficient but keep team work spirits
 - Open mindedness even to negativities
 - Build ideas and confidence
 - Institutional Visit in Japan: A lot of PYs think there were some language barrier during the visit and some presentation lack visual description.
 - The PYs were given a session to differentiate definition and shown statistics from the first

pre-program assignment on the statistics of the understanding on the topic and most of them do not have deep knowledge on the topic.

Group Discussion Session II

Objectives

- a. To understand urban profiles in ASEAN and Japan
- b. To understand how resilience is measured

Activities

- a. Mapping of the urban profile of ASEAN and Japan
- b. Identifying and discussing the differences of cities based on economic, social and environmental pillars of sustainability
- c. Discussion using the 5W and 1H Questions
- d. Rating of the country Vulnerability (Climate and Hazards, Environment, Resource, and Community) and Adaptive Capacity by individual PY’s assumptions

Outcomes

Identified similarities and differences in economic, social, and environmental aspects. Countries are group for easier comparison.

Group Discussion Session III

Objectives

- a. To understand how resilience is measured
- b. To understand the three main pillars of sustainability

Activities

- a. Group division (five groups of six PYs from different countries)
- b. Sharing basic knowledge of a resilient city
- c. Sharing facts about the balance of the three pillars of sustainability in different countries

Outcomes

- a. What is a resilient city?
 - Ability to recover after a shock
 - Criteria: low vulnerability, high adaptability
 - Ability to adapt and adjust to the constant changes of both manmade and natural conditions.
- b. Why it’s important?
 - Security of resources
 - Ensure citizens’ well-being
 - Economic stability
 - Maintain functionalities of the city
 - Ensure life of future generation
 - Reduce mitigation effort
 - Urbanization will increase up to 80% by 2050
 - Lessen financial losses
- c. Who are responsible and the beneficiaries?
 - Private sectors, NGOs and others: intellect,

investment, expertise

- Government - policymakers implementation of policies; city planners
 - Citizens: participation and cooperation
 - Beneficiaries: everyone
- d. When the cities become resilient?
 - Least casualties
 - Less negative impact on economy
 - Easy access to facilities and infrastructure
 - e. Where the efforts should take place?
 - Geographically: vulnerable places to earthquake / tsunamis
 - Responsibility: everyone
 - Effort wise: master plan to prepare in recovery, policies
 - Everywhere
 - Record tracking
 - Government to individual
 - f. How to design a resilient city?
 - Assess vulnerability (root causes + research history)
 - Preliminary planning
 - Plan for adaptive capacity
 - Master planning
 - Distribute responsibility
 - Emergency budget: national reserve
 - Engaging and acknowledging everyone
 - Reliable emergency warning system and drill
 - Case study: Philippines: obligatory 5 drills; 2-3 times / year; in school and offices; to know where to run and where to stay during disasters | climate smart city: less fertilizer, mitigate climate change
 - g. How to balance the three pillars of sustainability: Example of sample countries in ASEAN
 - Lao P.D.R.:
 - Economy
 - Foreign investor: China
 - Budget from WB for infrastructure
 - Funding from JICA
 - Social
 - Education: many institutions; scholarship (Fulbright); insufficient facilities/budget; literacy rate: above 99%
 - Healthcare: not reliable, no quality, no hygiene; Viet Nam and Thailand open hospitals in Laos
 - Longevity: elderly stays at home
 - The Philippines:
 - Economy
 - Fund from workers abroad (OFW: Overseas Filipino Worker)

- Importation and exportation are the main factors in general
- Foreign savings: during and after Asian financial crisis in 1997-1998 and the world financial crisis
- Social
- People power: people are allowed to have public demonstration to be heard by the government.

Group Discussion Session IV

Objectives

- a. To be informed about the example of resilient and sustainable cities
- b. To get clear ideas about resilient and sustainable city design initiatives

Activities

- a. The lecture by the Facilitator
- b. Question and answer regarding the video played in the lecturer
- c. Presentation by Japanese PYs about Tokyo Smart City and Disaster Management in Japan
- d. Presentation by Singaporean PYs about the Sustainable Cities Practice in Singapore
- e. Question and Answer to SPYs and JPYs

Outcomes

- a. Lecture: A video about designing cities for resilient and sustainable cities. The video is addressing the problem of traffic jam, drought, and climate change. To build a resilient city it is needed the contribution from all the stakeholders, from the button up to the top down, which will result to the happiness of its people. The need of happiness is not from the money but from a good living condition.
- b. Presentation by Japanese PYs
 - The presentation was about the huge disaster in Japan, the Great East Japan Earthquake and Tsunami in 2011 or “3.11” and smart city in Tokyo.
 - Warning system for disaster in Japan, especially when earthquake happened.
 - Tokyo has a prepared training once a year regarding to the response towards disaster.
 - Measures at that time of Disaster
 - Evacuation place
 - Emergency stores
 - Planned power outage (geothermal power and solar power energy)
 - Measures for the future regarding to the disaster
 - Measures concerning stranded people “do not attempt to take immediate action to head home”
 - Disaster Risk Map “Maintenance of wooden

- densely built city area”
- Kashiwa-no-ha smart city includes:
 - Environment
 - Energy saving
 - Disaster
 - Renewable energy
 - Smart grid
 - Sustainable design
 - Plant factory
 - The area Energy Management System
 - Smart Energy system during disaster
 - Renewable energy, storage battery, groundwater pumps provide 60% of energy continue for three days
- New industry
 - Open innovation lab
 - Entrepreneur support
 - Research factories
 - Business contest
- Healthy living
 - Digital health devices
 - Health Promotion Program
 - Academic Institutions
 - Town Health Station
- Collaboration
 - Public
 - Private
 - Academic
- c. Presentation by Singaporean PYs
 - Singaporean PYs shared about the sustainable cities practice in Singapore, where Singapore places the fourth place of sustainable cities in the world.
 - Sustainable transport in Singapore, the underground MRT and the limitation of the growths of the cars in the cities, the practice of car-free Sunday SG campaign.
 - There is also a ride-sharing, e-vehicles and bike sharing platforms.
 - The dynamic of urban governance in Singapore: the integrity of the government and the engagement with community groups and the public by receiving the people’s view and report.
 - Singapore’s outcome including the competitive economy that attracts investments and provides jobs, the high quality of life and sustainable environment.
 - Singapore aims to be a Zero Waste Nation with an integrated waste management it initiated and the eco-smart town.

Institutional Visit in Brunei Darussalam

Institution: Kampong Ayer Water Village, Ministry of Development

Activities

- a. Boat tour from the main land to the Water Village
- b. Presentation about the Water Village development by the local authority
- c. Visits to sample housing scheme of the local residents
- d. Tasting delicious local food prepared by the organizers while sharing experiences

What we learned

- a. Development of water village for future sustainability
- b. Waste treatment by using vacuum

Group Discussion Session V

Objectives

- a. Review of the Institutional Visit in Brunei Darussalam
- b. To better understand ASEAN and Japan efforts in resilient and sustainable city design

Activities

- a. Collection of feedback regarding the Kampong Ayer Institutional Visit
- b. Best Practice Country Presentation by Lao P.D.R., Viet Nam, the Philippines, and Thailand

Outcomes

- a. Lao P.D.R.:
 - Why is it the best practice?Answer: Solves the traffic congestion problem.
- Challenges

- Answer: 1. Efficient public transport
- 2. Buses do not stop at the designated bus stops
 - 3. Awareness of the population to use public transport
 - What to improve?

- Answer: 1. Education system to teach college students
- 2. Expand more routes and reduce waiting time for the buses (currently the waiting time ranges from 15 minutes to one hour)
 - 3. To educate the bus drivers to stop at the bus stops
 - 4. To educate the drivers to park at the designated areas.

- b. Viet Nam:
 - Why is it the best practice?Answer: 1. High GDP, no air and water pollution due to good practices
- 2. Awareness of resilience is high
- 3. Strict Laws for environment.
- Challenges

Answer: Urbanization might grow it into another big

- city of Viet Nam and lose some of the traits that it has currently
- What to improve?

Answer: Youths are sending their views of the risk of urbanization of Da Nang to the government

- c. The Philippines:
 - Why is it the best practice?

- Answer: 1. Proper planning and Standard Operating Procedure (SOP) for climate and disaster risk assessment
- 2. Comprehensive land use planning
 - 3. Text messaging early warning system
 - 4. Policies and online platform is available to involve the public to gather feedback that can help to mitigate and lessen hazard impact

- Challenges

Answer: 1. Stronger connection to the Internet to facilitate information dissemination

- 2. High expenditure
- What to improve?

Answer: Provision of good internet connection and availability throughout Manila / the Philippines

- d. Thailand:
 - Why is it the best practice?

Answer: Chiang Mai is a smaller city and population with good education system, hence making it easy to manage.

- Challenges

Answer: Chiang Mai faces connectivity problems in disaster situations to support the technologies of a smart city.

- What to improve?

Answer: Improve connectivity and systematic management of CCTVs

Practical Skill Group Presentation Session

Objectives

- a. Post-program projects design and implementation
- b. Set a goal of DG6 campaign on Nippon Maru

Activities

- a. Discuss about sustainable and unsustainable facts on Nippon Maru
- b. Discuss about schedule and goals by each campaign groups
- c. Share each group’s plans

Outcomes

- Three groups for campaign were made:
- 1. Handling food waste
 - Raising Awareness of reducing and reusing food

- packing waste.
- Encouraging PYs to recycle and systematically disposal of trash.
- 2. Efficient use of washing machine
- Raise awareness of PYs about the optimal usage of washing machine.
- Reduce the use of detergent.
- 3. Reduce the use of paper for mailbox
- Make the best of use of paper.

Goal

To encourage sustainable life through the efficient use of Nippon Maru’s resources and achieve an eco-friendly cruise life

Implementation

- In contingent meetings, remind PYs to use recycled paper from the boxes. (Recycled papers are stored at Admin Counter and near Confession Box)
- Be the laundry spy. (Observe PYs who use detergent more than the recommended amount)

D. Resolution / Prospective Future Course of Action

After having discussed through a number of session, PYs were able to deeper understand the important of the resilient and sustainable city design for their respective countries in the future. They gained more insight on how the concepts of city design can be used to build a city that can not only recover quickly from disaster but also continue to strive for the next generation.

As for the time on the ship, DG6 members came up with ideas on raising awareness and encourage all PYs onboard to efficiently make use of the available resources so that an eco-friendly cruise life can be achieved. For instances, three projects were implemented on the ship to promote the usage of recycled papers, reuse food packing waste and proper use of the amount of detergent for washing clothes to save water and electricity.

In the name of all PYs, DG6 members lead the campaign and really made a difference on the above mentioned problems.

We and other PYs promised to maintain the ideas of saving the environment not only on the ship but also when we go back to our respective countries.

E. Evaluation / Reflection (Self-Evaluation Session)

Self-evaluation was done in the last session of the Discussion Program to reflect all the activities since the beginning of the program. PYs were asked to write about

what they have learnt upon the completion of this journey particularly what they have learnt from the discussion of the resilient and sustainable city design topic.

PYs evaluated themselves that they gained significant knowledge about the topic and were amazed to have learnt a lot from the institutional visits as well as from the presentation of each contingent because some of the PYs are very knowledgeable in the field. In addition, PYs also learnt new skills in negotiation and how to listen and also how to get their message across to other PYs. Furthermore, they also made a lot of improvement in terms of self-development. PYs said they have become more confident by moving out of their comfort zone, able to expose and express themselves more than ever before.

In addition to just learning, PYs are happy because they made great new friends and had new experiences.

PYs said they are happy to have been a part of the campaign that raise the awareness on the ship about saving the environment.

Facilitator also asked PYs to reflect themselves by writing a letter to their previous self, the ones before coming to join the program, by giving ideas and advice on what they would want their previous selves to know so that they can fully prepare before entering this discussion program onboard the ship.

Finally, it is the honor to be part of this journey and they are proud not just of themselves alone but of their

families, friends and their countries as a whole.

F. Facilitator’s Comments

First and foremost, I would like to express my sincere gratitude to the Cabinet Office of Japan for giving me this opportunity to give my contribution for the 45th SSEAYP. It is indeed a great pleasure for me to get involved again in this program, the program that has changed my life in many ways.

Resilient and Sustainable City Design was introduced last year which I was also the Facilitator. As in previous years, PYs come from very diverse backgrounds, culturally, educationally, geographically as well as professionally. Apart from that, it is always the challenges for Facilitators to bridge their expectations through the discussion sessions.

However, I am very grateful that PYs were very active in conveying ideas and sharing experiences as well as being critical in the discussion. They were also able to produce significant projects onboard in order to create a more sustainable environment in the ship. Things that are expected later they can also apply in their community.

In conclusion, I would like to end this comment by conveying my highest appreciation to all stakeholders to make this program successful. I am sure, this program will provide many more advantages for young generations individually as well as their community.



(7) Soft Power and People-to-People Youth Diplomacy

Number of PYs: 40

A. Group Theme Information

a. Theme Description

“Soft power” is, different from hard power like military or economic power, defined as the power for getting trust or enhancing one’s influence in the international society by obtaining support and sympathy from others for their culture or value. PYs discussed how youth can contribute to discover the strength and attraction of their own countries’ culture or value, and to take part in the international society with their soft power.

b. Achievements and Expected Outcomes

- PYs have deepened their understanding of soft power and youth people-to-people diplomacy in the context of ASEAN and Japanese experience and realities.
- PYs are able to demonstrate key cultural competencies projecting soft power and promote youth people-to-people diplomacy including sensitivity, openness, and respect to the pluralistic, and sometimes competing, identities and interests of ASEAN and Japanese societies.
- PYs are able to design realistic and practical plans to project their cultures and promote people-to-people diplomacy among young people in ASEAN and Japan.

c. Competencies to be Acquired

At the end of the program-

Knowledge

- PYs have understood the discourse on soft power and youth people-to-people diplomacy and are familiar with the tools and methods how soft-power and youth people-to-people diplomacy can be applied to address issues among young people in ASEAN and Japan.

Skills

- PYs developed and facilitated people-to-people platform to promote cross-cultural dialogue and understanding among young people in ASEAN and Japan.

Behaviors

- PYs are able to model respect, compassion, and appreciation of the differences of cultures of ASEAN and Japan; are able to build on their strengths and work around their barriers to design actions that promote people-to-people diplomacy for young people of ASEAN and Japan.

B. Pre-Program Assignments

Individual Assignment

- PYs were requested to bring an item from their house that they personally feel connected to part of their nationality / ethnicity. They would tell a story why this item matters to them, in relation to their nationality / ethnicity. This item would be used in Day One of the discussion, as part of introductory dynamics.
- PYs were asked speak to at least three foreigners who live in their community / school / workplace. Get their response on the following:
 - What aspect of your (PY) culture (arts, media, food, institutions, technologies, practices, etc.) they think could be easily marketed to foreign countries?
 - What aspect of your (PY) culture they think could easily turn off foreigners?
- Readings
 - Soft Power and the Means to Succeed in World Politics by Joseph S. Nye Jr. (2004), Pages 1-17
 - The Art of Soft Power: A Study of Cultural Diplomacy at UN Office in Geneva by Kings College London (2017), Pages 11-26
 - Tracks of Diplomacy (one page)
 - Track One and a Half Diplomacy and the Complementarity of Tracks by Jeffrey Mapendere published at Culture of Peace Online Journal, 2010. Pages 66-69

Contingent Assignment

- The contingent was requested to read and understand the following:
 - Soft Power and the Means to Succeed in World Politics by Joseph S. Nye Jr. (2004), Pages 1-17
 - The Art of Soft Power: A Study of Cultural Diplomacy at UN Office in Geneva by Kings College London (2017), Pages 11-26
- The contingent was requested to make a poster or video showing an example of an action / activity in their country using Soft Power and / or People-to-People Diplomacy for young people at the international level. Activities where any of the PYs have been a part of were highly preferred. The poster or video was central in creating a marketplace of ideas in Day Three. The poster or video must present information on the following: What is the nature of the action / activity? What does it hope to achieve? What

describes the different activities involved? In which areas the contingent think it was successful? Where did it struggle? If PYs were organizing the action/activity, what would they do differently? The rules for the video or poster were:

- The poster should not exceed 1.5 m x 1.5 m.
- The video must not exceed three minutes.
- The PYs in the DG were given five minutes to present the poster or video, followed by a discussion. Recognition would be given to the most creative poster or video presentation.

C. Proceedings

Institutional Visit in Japan

Institution: GiFT (Global Incubation x Fostering Talents) and Toyo University

Activities

- a. The PYs learned about Toyo University and its approaches to engage in international education. Programs for students and outreach with other countries were shared.
- b. The PYs learned about how GiFT organization worked with soft power to help several countries with different problems. In particular, the story-based approach was used.
- c. The PYs played the SDGs game with a goal of creating a better society; how to make balance between environment, economic and social issues given the limitation of time, economic and technical resources.

What we learned

- a. The institutional visit strongly demonstrated the use of soft power and people to people diplomacy in educational setting.
- b. PYs learned about SDGs and how to work in a team to achieve what the goals set out to do.
- c. PYs noted the negotiation and communication skills required to be able to strategically accomplish long term global goals.

Group Discussion Session I

Objectives

At the end of the session, the PYs-

- a. Understand the fundamental concepts soft power and people-to-people diplomacy and its relevance to the young people of ASEAN and Japan
- b. Are able to reflect on the strengths of their own cultures and identities as projected through the lens of other PYs from ASEAN and Japan
- c. Identifies the opportunities and issues of using soft

power and people-to-people diplomacy in ASEAN and Japan

Activities

The session introduced story-telling as an approach, then proceeded with PYs getting to know others through their stories. In a small group, the PYs introduced themselves and their culture through item they brought from their house (Individual Assignment a).

The session looked into the current discourse on soft power and people-to-people diplomacy as a track in international diplomacy. It involved a short input-lecture on the nature of power as constructed in international relations, the origin of the ideas soft-power and people-to-people diplomacy, and the power of culture in the scheme of global politics. The work of Joseph Nye Jr and the readings on the different tracks of diplomacy were discussed in this part.

The session introduced the model of “culture as an iceberg” and the lens by which people decode behavior and attitude. Using the model, the session problematized some of the ways we use culture to discriminate others such xenophobia and stereotyping -- whether it manifests negatively or positively.

The session ended with PYs identifying the flashpoint issues in ASEAN and Japan where soft power and people-to-people diplomacy can improve further the relationships of people in the region. Some of the issues that came out were:

- Cultural misunderstandings, negative perceptions of other cultures, preservation of culture
- Growing inequality, wealth / economic gaps, poverty, youth unemployment, dwindling fisheries
- Political divisiveness, racial and religious intolerance
- Social isolation, bullying
- Gender inequality
- Territorial dispute
- Education
- Aging population

Outcomes

- a. PYs had a stronger grasp on the discourse, theory and practice of soft power.
- b. PYs understood the types of diplomacies and the differences between track 1, 2 and 3.
- c. PYs practiced the art of storytelling using their own personal stories with a goal arriving at mutual understanding.
- d. PYs understood the potential use of soft power and people-to-people diplomacy to solve broader problems among ASEAN member countries and Japan.

Group Discussion Session II

Objectives

At the end of the session, the PYs-

- a. Are familiar with different tools and approaches to projecting soft power and youth people-to-people diplomacy.
- b. Understand the value and power of cross-cultural dialogue and communication for young people ASEAN and Japan.
- c. Have developed sensitivities in dealing with the nuances of cultures in ASEAN and Japan.
- d. Have modeled communication skills necessary to create genuine cross-cultural dialogue.

Activities

Discussion Session II followed this format:

- 1. Tell your story
- 2. Perceptions and culture
- 3. Soft Power and Cultural Diplomacy
- 4. Multiculturalism
- 5. Dialogue Across Cultures: Fishbowl Simulation

The session started with PYs telling stories about their culture through country’s bank notes. They were challenged to speak about their country through the cultural images represented in their money.

The session then proceeded to discuss about perception and culture, how our own unique socialization creates the bias, lens and our preconceptions about other cultures. They were challenged to be critical of their own perspectives to be able to truly look at other cultures in a unique light.

The session then problematized soft power as this can be used for propaganda and cultural imperialism, after all, soft power is still primarily about power. Culture could be weaponized. The PYs discussed the UN Vienna Report on Soft Power and highlighted that “Soft Power is about standing out and Cultural Diplomacy is about reaching out.” This became the base of learning to humanize soft power where the role of dialogue would be central in the process.

The session then proceeded on the approaches and tools on the practice of soft-power and youth people-to-people diplomacy. The session gave attention on two key tools for cross-cultural understanding: multiculturalism and dialogue.

In multiculturalism, PYs discussed how to make societies (intra and inter-state) more inclusive and oriented to diversity. The session encouraged thinking of approaches to multiculturalism beyond the traditional 4 Ds (Dress, Diet, Dance and Dialects). It explored the questions: In your community / society, how would you

describe the state of multiculturalism and inclusivity? Have you ever felt excluded in your community / society? What are the concrete steps the youth leaders can do to be more inclusive of other cultures?

To illustrate dialogue, the session simulated a simple person-to-person dialogue about an issue facing the youth of ASEAN and Japan and participated in a dialogue using the fishbowl model. The fishbowl model is a dialogue where there is an inner circle (dialoguers) and outer circle (observers). Using the issues they identified in Session I, the PYs volunteered to be part of the inner circle. The issue they focused was on bullying.

The Facilitator set the rules for the dialogue, emphasizing listening, respect, and confidentiality. He invoked the covenant of the presence and Chatham House Rules. The PYs shared their perspectives and experiences in relation to bullying. It was a very emotional but also a powerful moment as the dialogue opened some very personal circumstances and let the PYs discover the personalities of other PYs in their most honest state. It ended with the PYs giving each other an affirmation and a recognition of shared difficulties despite belonging to different cultures.

Outcomes

- a. PYs have developed a more critical appreciation of the positive and negative aspects of soft power.
- b. PYs have identified ways to make soft power promote a better and fairer communities including approaches to cultural diplomacy.
- c. PYs challenged the norm how multiculturalism and dialogue are being used in their countries.
- d. PYs have understood the power of dialogue at the personal level.
- e. PYs have modeled communication skills necessary to create genuine cross-cultural dialogue.

Group Discussion Session III

Objectives

At the end of the session, the PYs-

- a. Are familiar with various cases in ASEAN member countries and Japan where soft-power and people-to-people diplomacy are employed.
- b. Have identified the enabling and hindering factors of different initiatives using soft-power and people-to-people diplomacy.
- c. Have explored the potential activities appropriate for their country to promote soft power and people-to-people diplomacy.

Activities

As per request, the DG started with the distilling of learning from the last two days. The PYs were asked which learning has stayed with them the last two days. Some of the most common answers were:

- Storytelling approach
- Soft power and cultural diplomacy
- Dialogue
- Covenant of the presence

The session transformed into a marketplace of ideas how soft power and people-to-people diplomacy through the presentations of the different contingents on the examples of projects from their countries. They used videos and posters to show the examples of their projects (Contingent Assignment b). Here are some of the projects that their contingent member/s have been involved with:

Brunei Darussalam: A project of their NL doing humanitarian partnership for refugees in Cox’s Bazar, Bangladesh and for Muslim minorities in Cambodia
Singapore: The individual engagements of the PYs focused on sports, martial arts, international exchanges and others
Indonesia: A technology of ride-sharing and deliveries
Malaysia: The project engaging the different cultures, especially the ethnic minorities

Japan and Myanmar: An international educational exchange where Japanese and Myanmar PYs have been engaged with

Philippines: A French-Filipino cultural exchange

Cambodia: An interview with foreigners teaching English in Phnom Penh

Lao P.D.R.: An interview of different international exchange the PYs have been part of

Viet Nam: A program that work on environment and media
Thailand: A cultural event in Bangkok

Having seen what other countries have done, PYs reflected what soft power and people-to-people diplomacy activities were appropriate and feasible for their own culture and context. It explored the question: “*What type of soft power and people-to-people diplomacy activities works for ASEAN and Japan? What doesn’t?*”

Outcomes

- a. PYs were acquainted with the different possibilities in pursuing projects related to soft power and people-to-people diplomacy.
- b. PYs identified the enabling and hindering factors, the scope, and the kind of engagement that is required to succeed in soft power and people-to-people diplomacy.
- c. PYs started to conceptualize of possible post-program activities that use soft power and people-to-people diplomacy.

Group Discussion Session IV

Objectives

- At the end of the session, the PYs-
- a. Are familiar with personal, institutional and cultural barriers to projecting soft power and promoting people-to-people diplomacy in ASEAN and Japan.
 - b. Are able to identify ways and strategies to overcome their personal, institutional and cultural challenges to promote activities using soft power and private diplomacy.

Activities

The session started with a story sharing based on the following instruction: “Remember a moment when you truly feel proud of your country. Remember a moment when you feel you did not feel proud of your country. Take us there.”

This lead to introduction of the complex relationship between personal, institutional and cultural (Attitude-Behaviour-Context or ABC Triangle model) factors that enable or hinder better understanding and relationship across cultures. In small groups, the PYs reflected together to unpack the barriers that make projection of soft power and people-to-people diplomacy successful. They analyzed on the ways to overcome these barriers.

It explored the questions: “What is preventing us (personal, institutional, cultural) as a people from fully utilizing soft-power approaches and people-to-people diplomacy? What can we as youth leaders do about it?”

The result of their small group discussions was shared in the whole group.

Outcomes

- a. PYs pointed out that lack of appreciation of one’s culture will manifest in the least prioritization of culture / arts in the policy and programs of the government.
- b. Resources, technology, poor media infrastructure and lack of support to cultural workers/artists are very strong barriers to project soft power and people-to-people diplomacy.
- c. Given these barriers, the PYs thought that through their personal contacts and sphere of influence they could create activities related to soft power and people-to-people diplomacy.

Institutional Visit in Brunei Darussalam

Institution: National History Centre and the Department of Language and Literature, Ministry of Culture, Youth and Sports

Activities

There were two places the DG visited in Brunei

Darussalam: (1) National History Centre and (1) the Department of Language and Literature, Ministry of Culture, Youth and Sports.

At the National History Centre, the PYs were guided to different sections following Brunei Darussalam’s independence, pre-colonial history of Brunei Darussalam, the colonial trades, and its relation to the rest Asia. Thereafter, the PYs moved to the Department of Language and Literature of the Ministry of Culture, Youth and Sports to meet the Director. There was a mini-workshop where the director asked the PYs in small group to reflect on their thoughts on soft power and the use of culture. He pointed out that the unique soft power of Brunei Darussalam is in its adoption of peaceful Islamic faith as a foundation of its governance.

What we learned

- a. The PYs have a more intimate understanding of the historical background of Brunei Darussalam, their pursuit for independence, and their relations to Asia and the colonial powers.
- b. The PYs were able to understand to understand the work to preserve the culture of Brunei Darussalam and introduce them to general public.

Group Discussion Session V

Objectives

- At the end of the session, the PYs-
- a. Have increased confidence to design and implement social contribution activity related to soft power and people-to-people diplomacy.
 - b. Are able to articulate and co-create quality ideas on social contribution activities related to soft power and people-to-people diplomacy for ASEAN and Japan.

Activities

The session started with a round of storytelling where PYs shared in a pair about a compliment relating to their culture they received from a foreigner (Individual Assignment b). This session highlighted the perceived cultural strengths that attract other countries. It was followed by a reflection on the institutional visit in Brunei Darussalam. They PYs were happy at the National History Centre but they wondered if it could be improved if the guide spoke / shared the materials with passion; or if they were given more time to explore the Centre rather than moving to the Department of Language and Literature in another part of the city to have a workshop that could also be done at the Centre, saving more time in the process. Or maybe, stay at the Department of Language and Literature and see what the projects of the department do.

Half of the session was spent with PYs of each country developing their ideas for social contribution related to projection of soft power and promoting people-to-people diplomacy. Using a template, the ideas contained brief information on the following:

- Why is the activity being considered?
- What do they hope to achieve?
- What actions are being considered?
- How they will know they are succeeding?

PYs were given a chance to provide feedback to the proposed ideas.

The session ends with an affirmation activity that recognizes the strengths and positive qualities of each PY that can effective in the implementing social contribution activity.

Outcomes

- a. PYs conceptualized ideas of their own social projects in their own country related to learning about soft power and people-to-people diplomacy.
- b. PYs improved the ideas for social contribution through feed backing and reflection.
- c. PYs applied tools used on people-to-people diplomacy and soft power even in projects that focused on health, education, or people with disability.

Practical Skill Group Presentation Session

Objectives

- At the end of the session, the PYs-
- a. Have distilled the key learning outcomes from DG7 sessions and formulated a cohesive content for presentation.
 - b. Determined creative methods to share the learnings to all the PYs and SSEAYP staff.

Activities

The team decided to create presentation team to focus on two things: (1) developing the technical content of the DG7 presentation and (2) provide creative inputs how to showcase the content.

Each of the team brainstormed on the proposed presentation and shared it to the larger group. There was a feed backing process and the group assigned key people to present, manage stage, arrange the visual presentations and craft the script.

Outcomes

The group decide to highlight “The seven Key Learnings from DG7” as the core structure of the presentation. These were:

1. Soft Power vs Cultural Diplomacy (Standing Our vs Reaching Out)

- 2. Story-Telling Approach (People-to-People Diplomacy)
- 3. Culture as an iceberg model
- 4. Unpacking culture (ABC Analysis)
- 5. Tools Soft Power and People-to-People Diplomacy: Multiculturalism
- 6. Tools Soft Power and People-to-People Diplomacy: Dialogue
- 7. Trust and relationship building

For each learning, the group decided to highlight which prospective actions / post-program activities that were initially thought through fall under this learning. These prospective courses of action were also made into a pictograph and distributed to all PYs during the DG presentation.

The presentation also highlighted the process used in DG7 (‘Covenant of the Presence,’ safe and nurturing space, and emphasis on personal story) as the platform by which all other learnings were made possible. The presentation also used the song “For Good” from the musical Wicked as a way to capture the spirit of the learnings in the DG.

D. Resolution / Prospective Future Course of Action

The discussion on the prospective course of action started in Day 5 of the DG sessions where the PYs brainstormed on possible actions after the finishing the program. It was further discussed on the Project Management Practical Exercise session where the PYs were asked to put more details on the future ideas and put it in a form of project proposal.

The following were the key ideas forwarded by each of the contingent:

[Cambodia]

Project: The Crane Project

Problem: There is a limited initiative and awareness regarding childhood cancer issues in Cambodia.

Action:

- Create platform of mutual understanding for cancer patients, their families and volunteer youths in Cambodia.
- Encourage the patients / family / friends to share the situation or issues they faced.

Reason: Contribute to the improvement of care for cancer patients in Cambodia.

[Japan]

Project: Promoting International Friendship through SSEAYP

Problem: Singularity (Lack of appreciation of cultural diversity among youth in Japan)

Solution: Hold Workshops about SSEAYP and ASEAN countries in schools

Reason:

- Improve the acceptance of cultural diversity among Japanese people
- Deepen the understandings about ASEAN countries

[Thailand]

Project: Thailand Zero Enemy Hundred Friend

Problem: Low awareness about importance and diversity of Thai culture among youth in the capital and other big cities

Solution: Training-workshop, and cultural festival will be held to celebrate and deepen the understanding of young Thais on their culture.

Reason:

- Young people can act as Thai representative to expand the understanding of Thai Culture, create branding and products.
- Use of storytelling will make the culture / product itself more interesting and tangible.

[Myanmar]

Project: Life in Yangon (Festival for youth ethnic people in Yangon)

Problem: Ghettoization, weak connection and communication among different diverse ethnic communities in Yangon.

Solution:

- Youth exchange program (open and informal dialogue among young ethnic people residing in Yangon)
- Seminar and workshop will be conducted

Reason: Help promote social cohesion and peacebuilding among Yangon youth.

[Viet Nam]

Project: Embracing Beauties

Problem: People with disability are marginalized and have lower economic and cultural opportunities. It is not easy for them to integrate into society.

Solution: Use fashion created by people with disability to unravel stories about the talents of people with disability and raise public awareness on their plight.

Reason: Improve the public perception of people with disability in Viet Nam

[Indonesia]

Project: Children Stories Written by Children

Problem: Some educational issues in rural Indonesia are overlooked by government.

Solution: Collect stories from students especially in rural and marginalized area about their daily life, let the students write their stories, compile them in a book and publish it.

Reason:

- To influence educational stakeholders address issues for education Indonesia that are overlooked by authorities
- To motivate the rural students to hone their literary skills, pursue their dreams, and improve their pride

[Lao P.D.R.]

Project: Bring Local to Global Laos is Asia Problem:

- Low awareness on the hidden beautiful culture / local textiles / handicraft / food / natural attraction in Lao P.D.R. which need opportunity to be shown to people.
- Economic development of Lao P.D.R. provinces is low; products are not well known

Solution: Hold cultural workshop and training for young people in Lao P.D.R. to appreciate the value of cultural products and experiences

Reason:

- To showcase the beautiful of Lao P.D.R. Culture.
- The increase the number of visitor to Lao P.D.R.
- To increase awareness about own culture and spend more in local.
- To increase confidence of youth to promote their own culture.

[Philippines]

Project: Home of Living Traditions

Problem: How to capacitate the Indigenous People’s (IP) community to promote their own culture?

Solution:

- Youth Camp will be conducted where IP youth and non-IP youth are able to interact deeply.
- Teach the IP youth in Mindanao on how to tell story about their own culture.

Reason: Aim and deepen indigenous youth’s understanding and appreciation of their own culture

[Brunei Darussalam]

Project: LEGASIKAMI, SSEAYP Festival

Problem: Youth engagement on international exchange program is low.

Solution: To have a festival that contains of entertainment, charity and about youth exchange program such as SSEAYP.

Reason: To provide exposure on exchange program and develop quality of Bruneian through Entertainment and Charity.

[Singapore]

Project: #SimiCMIO

Problem: Multiculturalism has been narrowly defined by the existence of Chinese, Malay, Indian and others (CMIO).

Solution: Produce a short film about Singapore forefathern, then use it as a tool to facilitate deeper conversations.

Reason:

- Multiculturalism is beyond the 4D - Diet, Dance, Dialect and Dress.
- Think more about the less visible aspects of culture such as value system, family voices, biases, etc.

[Malaysia]

Project: Going Native, #BeAsli

Problem:

- Stereotyping of most Malaysian towards Orang Asli (aboriginal group) in Malaysia.
- The awareness about culture of Orang Asli is still very low in the city, even though the Aslis are trying to preserve their rich culture.

Solution:

- Hold workshops and have a dialogue with the Orang Asli community.
- Soft-skills training for Orang Asli youth to improve their confidence

Reason:

- Improve the confidence of Orang Asli to promote their own culture
- Reduce stereotype among Malaysian towards Orang Asli’s culture

E. Evaluation / Reflection (Self-Evaluation Session)

The evaluation was structured in two ways: (1) personal evaluation that focused on the PYs personal goals for DGs and (2) session evaluation that covered their assessment of the DG contents and processes.

PYs were asked to recall their personal goals and see whether these goals have been met. They were given time to reflect, and in a pair, they shared their reflections. Since this is a personal matter, sharing with the large group was not required, but nonetheless, some have volunteered to air their thoughts. Some of these were:

1. The DG has turned into an “SG” like platform for some of them, as it was not only a place where they were intellectually engaged but it was also a place where they developed genuine friendship.
2. Soft power and people-to-people diplomacy is not a popular topic in their countries; it is seldom talked about even in classrooms. But they realized how much power it can hold when used to bridge people.
3. The institutional visit could be much better if the organizers themselves are immersed with the concept of soft power and people-to-people diplomacy, as the visit to GiFT indicated. It would be better if it is more aligned with the state of learning of the PYs.

4. Personal stories and narrative have power, and to be constantly telling story in the DG was useful in their own thought processing and crystallizing lessons, not just for DG topic but about their life choices, career and values.
5. The DG platform afforded them an official place in Nippon Maru to “just be me.” It has turned into an important space because being a PY, the burden of constantly being reminded that you are an “ambassador of your country” could also take a toll on their mental health. In the DG, there was no pressure to justify the issues/problems they see in their countries and government, hence everyone could speak more honestly without the fear of being judged by other PYs. The idea that “you are a human first before you were a PY” was a liberating thought that helped them relax and create a more genuine and heart-to-heart interaction inside the DGs.
6. Of all the learnings, what appeared constantly as the most important for the PYs was the use of Story-Telling Approach and Dialogue in various types of actions. This was due to the applicability of these tools to any intervention that requires deeper understanding of each other.

F. Facilitator's Comments

Giving Birth and Finding the Right Lens for the DG

Soft Power and Youth People-to-People Diplomacy was the youngest of the topics in the SSEAYP 45 Discussion Group. Narrowing the scope of this DG topic, in the vast canvass of International Relations as Joseph Nye Jr. theorized it in the 90's and under purview of Cross-Cultural Communication, was in itself an exercise of continual reconfiguring until my first information sheet was approved in August 2018. I thought it would end there, but lo and behold, the moment I met the PYs at NYC in Tokyo and factored in their own expectations, level of preparedness, passions and persuasions, I still had to recalibrate the session design.

My challenge was to find the right lens and approach, because in truth, the discussion could go in any direction and could still be relevant. My bias was to approach it like a peacebuilder, a field I am fully immersed with, where we use soft power and people-to-people diplomacy not to sell propaganda or dominate the cultural discourse of other countries but to create genuine, people-to-people encounter that challenges prejudices and stereotypes of the “other.”

This is where the sweet spot of cultural diplomacy becomes truly relevant. After all, soft power is still about

power and it can be weaponized to dominate other cultures, particularly the minoritized ones. The DG held on to the concept that soft power is “standing out” while cultural diplomacy is about “reaching out.”

From there, storytelling became the most obvious approach. As a peacebuilder, I have seen storytelling work effectively specially in conflict situations, where parties in conflict just openly tell their stories as opposed to pushing their stand on an issue. Every single day in the DG, we would start the session with storytelling, where PYs were tasked to speak about aspect of their culture through their lived realities and personal experiences. This approach worked because the PYs loved going deeply about other PYs stories and they loved the feeling of being listened to, something that was not common in the fast life inside Nippon Maru.

The Need for Safe Spaces for the Stories to Truly Become Powerful

What became clear was the need for safe spaces in the DG for the PYs to truly engage in authentic storytelling, where the baggage of being an “ambassador” has to be tempered in order for genuine dialogue to happen, where there is no fear or repercussions even if they espouse unpopular opinions or being critical to the way their culture informs the political, social, economic and security directions of their countries.

Instead of ground rules, we used the “Covenant of the Presence” where PYs agreed on the some of the most important factors to make the storytelling more effective—presuming welcome, no fixing, no forcing of sharing, listening generously, suspending judgement, and others.

It became apparent that such safe spaces were critical in the SSEAYP landscape, as towards the end of the DG sessions, some PYs reflected that what made the DG special was it was the only part of the program where they felt free to be who they are (and not a spokesperson of an entire country) and just listened be to. This sentiment culminated in what would become our voluntary activity “Sunset Conversations” where we recruited listeners to give some PYs a chance to have deeper conversations at the Sun Deck during sunsets. It was well received and the feedback of those who participated was immensely positive, even though it was cut due to an influenza outbreak.

During the evaluation, many of the PYs shared that one of the most meaningful conversations they had in the DG was centered on a quote by Irene Butter “An enemy is one whose story you haven't heard.”

The Evolving Intensity of DG Sessions

As second time Facilitator, I was surprised at the new

level of seriousness in the DG that the Cabinet Office of Japan has instituted this year. By the time of our Facilitators Meeting in Tokyo, the feedbacks and comments were akin to peer-review process I normally encounter in academic circles. I personally welcome this change in tone, as indeed, SSEAYP has long stopped just being simply a cultural exchange but it is already a laboratory for deeper learning, youth human resource development and exchange of ideas to shape the future ASEAN and Japan. As a result, assignments were more serious, readings were thicker and the materials were more complex.

However, this new level of professionalization has not been fully immersed in the pre-departure trainings of PYs where, as we sadly learned, the DG was relegated to a lesser prestige / priority as compared to national presentations. It was not uncommon to hear some PYs talked about surviving the DG through sheer power of glib and articulateness; or that DG was perceived as boring; or that they could make up for the assignments once they are inside the ship. Others simply said: I come here to learn, without considering that DG learning should have started way before they stepped inside the ship.

While some contingents came up with well thought out assignments, others were scrambling to finish their assignments and readings after the program has commenced. As I checked with other Facilitators, some never submitted at all.

Across all DGs, these affected the quality of the discussions particularly on the first two days where most of the topics were on the discourse of each issue. I felt frustrated that I had to scale down the discussion as I originally planned. I reallocated sub-topics. While I felt I was able to get it all sorted and tied up neatly at the end, I still wished I was able to soar up the discussion in a grander manner, because given the smarts of the PYs, they could. Some PYs who came truly prepared felt this too, and I was



approached towards the end why I chose to dial down a bit. I responded that in a group of 40, I felt responsible for the learning of all and unfortunately, others might be unable to keep up if we pushed it further up.

The Desire to Genuinely Connect

As facilitator for almost 15 years, what made SSEAYP a unique space is for DG learning was the challenge of creating a process where learning and friendship are equal goals in the whole experience. To approach it as a pure “leadership development” or “skills / character development” would be a disservice to its own DNA. The DG space should, first and foremost, be space of friendship and goodwill. The PYs needed to see the joy and passion in the face of the Facilitators, that the Facilitator is genuinely enjoying the interactions—only then I felt they trusted the process that created for them in the DG. It was far from perfect but I truly felt the PYs trusted me to manage the DG space for them. True enough, when they trusted the process, we could go truly safely to some of the rawest personal experiences (pain, joy, fear, hope). This was particularly powerful in a dialogue session. After this element was established, the PYs were looking forward to our daily “tell your story,” segment. Many times I would see PYs hugging and validating each other. These dynamics buffered the days where the discussions were very technical (project management, analysis, proposals, etc.). Very seldom I saw a face of boredom even during the most tedious tasks I gave them, likely because they were doing it with “friends.”

Indeed, once we allowed the PYs to connect beyond the intellectual agenda of the DG, a better relationship emerged.

At the end, when we were deciding what to put on our shirt that capture our sentiments for DG7, they used this quote from Chris Spies, “Do not judge me until you walk with me to my river and drink my water.”



(8) Use of Affordable, Reliable and Sustainable Energy Services

Number of PYs: 35

A. Group Theme Information

a. Theme Description

- PYs will recognize the current energy situation in ASEAN member states and Japan. On that basis, PYs will discuss how the youth can contribute to the society where all people can access affordable, reliable and sustainable energy services.
- PYs will understand 1) the energy definition, 2) the countries’ energy sources, 3) the country (ASEAN + Japan) requirement – capacity and capability, 4) energy production and demand, 5) implementation of ideas and actions, and 6) the responsibilities and role of youths in energy services.

b. Achievements and Expected Outcomes

- PYs to understand the type of energy
- PYs understanding on usage and usefulness of energy for society
- PYs to be familiar with the process of generating and producing energy
- PYs to present the result and conclusion confidently
- PYs to understand important of energy for country development
- PYs awareness on energy conservation and reasons for energy efficiency
- PYs interest to the benefit of sustainable energy or renewal energy

c. Competencies to be Acquired

Knowledge

- How the energy helps in developing countries?
- Application of energy in daily lives
- Energy and environment impact in ASEAN and Japan
- Who will be get the benefit from the energy?

Skills

- Develop communication skill among PYs
- PYs will be able to produce and come up with bright ideas
- SWOT Analysis
- Using IT, Tools, Application.

Behaviors

- Understanding on how to works by individual and team requirement
- Self-leadership on presenting the result
- Managing the audience or controlling the PYs mannerly
- No bullying among the PYs
- Self-esteemed and respect people opinions and ideas.

B. Pre-Program Assignments

Individual Assignment 1

PYs will prepare for discussion on what is PYs understanding on the renewal and non-renewal energy? What is the form of energy? Identify the advantages and disadvantages of this energy? What PYs understand on the energy conversion? What will be the type of energy mostly produced, then consumed and available in ASEAN and Japan?

Individual Assignment 2

PYs will prepare for discussion on how important is energy and relates to its benefit? What will happened if there is limited or no energy today? What is the impact in our daily life? Do PYs think youth have a positive attitude towards renewal energy? Do PYs thinks that youths have other option from this renewal energy?

Individual Assignment 3

PYs will prepare for discussion on what is the current energy situation in their respective country? How is the demand for the energy? How is PYs understanding on the impacts of energy in economic, social, cultural or political?

Individual Assignment 4

PYs to prepare for discussion on what is the future of energy in ASEAN and Japan? Do ASEAN and Japan has secure its supply? Do we have enough supply to respond to the demand? What is the challenges of energy in the future? PYs to express this in political, social, cultural and environment. Is there any cooperation or programs exist between ASEAN and Japan? Will the energy cost in the future be more affordable than existing cost?

Individual Assignment 5

PYs to prepare for discussion on who is / are involved in the energy ecosystem? Should youths be part of the stakeholder in the system? How will youths can contribute in the system? What are the role of NGO and media in the energy ecosystem?

Contingent Assignment 1

Contingent to prepare on their understanding on people can access affordable, reliable and sustainable energy services in their respective country? How the access on this energy services with respect to their country situation can be achieved? How will this be implemented? Should the giving access on energy be the responsibility of the government?

Contingent Assignment 2

Contingent to present their preferred type of energy for the country? Give reasons on this? How can this energy be affordable which includes the cost and its tariff? How this preferred energy will give an impact on the economic, social and cultural? If their preference source from fossil fuel, give reasons? If their preference other than fossil fuel, then discuss why this affordable energy better than fossil fuel? Describe their understanding on what is the renewal energy potential in ASEAN and Japan? How this will give benefit?

Contingent Assignment 3

Contingent to present on their understanding on the energy transportation or transfer of energy in their country? Does it involve Land, Sea or Air? If by Land, is it underground or overhead? What mode of transportation would they prefers? Discuss the advantages.

Contingent Assignment 4

Contingent to present on the challenges encountered by ASEAN and Japan in producing or generating energy? Does their government has Sustainable Energy Development Plan? How does their government plan gives an impacts to the economic, social and cultural activities? Does their country have any plan to reduce fossil fuel reliance, and provide investment in renewable energy sources? Discuss their country strategies or policy on renewal or sustainable energy. How does this strategies impact on the economic, social, culture? What is the challenges with regards to environment? How is Youth involvement on this?

C. Proceedings

Institutional Visit in Japan

Institution: Chiba University of Commerce (CUC)

Activities

- Introductory presentation about CUC and the innovative idea of how CUC managed to use solar panels as the means of electricity and revenue.
- Visited the rooftop solar panels on one of the facilities where it harvests its energy for the consumption of the facility and showed the historical statistics and usage of the electricity from the solar panels.
- Question and answer session with the lecturer and presenter.
- Presentation by the university students in raising awareness regarding energy.

What we learned

- CUC has an interesting idea on towards the first 100% Renewable Energy (RE) University in Japan.
- PYs learned how important is energy with respect to

daily activities, especially the production of energy from RE which also available for next generation that will give less impact to environment that benefits to mankind and animals.

- The presentation from the local youths that highlighting their activity was really interesting to be shared. PYs can see that the youths have a chance to develop a project that shows their roles in their society which is remarkably a good example to follow.

Group Discussion Session I

Objectives

- To understand the definition of the DG8 topic and energy related
- To differentiate different type of energy and how the transformation process happens

Activities

- A brief presentation by Facilitator
- Presentation by contingent on the definition of the topic with respect to their countries situation
- Discussion by forming small group on the sustainable and non-sustainable energy and present the outcome

Outcomes

- An understanding on topic definition was established through various contingent presentation. It is important to understand the definition before moving further to other topic.
- The advantages and disadvantages of energy was discussed that includes renewal and non-renewal energy resulting the PYs was be able to differentiate between this.
- The formation of energy was be able to understand by PYs where energy can be experienced in many way as follows:

- energy from movement (kinetic energy)
- energy been stored (potential energy)
- energy that we can hear (sound energy)
- energy that our eyes can be detect (light energy)

Group Discussion Session II

Objectives

- To understand the benefit and important of energy
- To identify and understand affordable, reliable and sustainable energy that relates to economics, social and cultural

Activities

- Presentation by Facilitator
- Presentation by contingent on the affordable, reliable and sustainable energy services relates to economic,

social and cultural on their countries and their preferred energy sources

- c. Discussion by forming Group on the benefit and importance of energy and follow up by their presentation

Outcomes

- a. A group discussion was made regarding Individual Assignment 2 as each group answered the importance of energy as well as the question: “What will happen if there is limited or no energy today.”
- b. PYs do understand and enumerated the importance and benefits of energy such as:
 - Fundamental to our daily life
 - Helps us improve the quality of life
 - Provides means of (1) economic growth, (2) social development, (3) cultural development, (4) political development
 - Major inputs of economic development and supports economic competitive of any country
 - Development of energy generates employments

Group Discussion Session III

Objectives

- a. To understand energy situation in ASEAN and Japan that includes its commonalities and differences
- b. To understand the transportation and transfer of energy

Activities

- a. A brief presentation by Facilitator
- b. Discussion by forming small group on the energy situation in ASEAN and Japan and follow up with presentation on the outcome
- c. Presentation by contingent on their understanding on the transportation and transfer of energy

Outcomes

- a. PYs learned about the importance of energy in ASEAN and Japan. Energy does provide economical, social, cultural and environmental development and sustainability.
- b. Energy transportation plays an important role in providing access to energy services. Through proper transportation, remote or rural areas can have the privileges of energy services.
- c. The population access to the energy services was discussed where currently about 100 million people would not be able to access this energy services. Discussion on to reduce the number or percentage of non-access population to energy was discussed.

Group Discussion Session IV

Objectives

- a. To identify the impact and challenging of energy
- b. To identify the future of energy in ASEAN and Japan

Activities

- a. A brief presentation by Facilitator
- b. Presentation by contingent on their countries strategies for renewal and sustainable energy that includes the challenges and its impact.
- c. Discussion by forming group on the future of energy in ASEAN and Japan includes sustainable energy, security of supplies and its challenges.

Outcomes

- a. PYs understand through their respective governments or regulatory bodies, the introduction or changes in policy, regulation, and framework will give an impact to society.
- b. The challenges of energy especially the renewal energy was highlighted. PYs was aware that many things to be done in providing solutions or respond so the people will be aware on its impact.
- c. Environment issues play another important matters where go for green energy services was discussed. PYs understand why renewal energy need to be placed in the system. The importance of climate protection, economic development, energy access and security was then highlighted.

Institutional Visit in Brunei Darussalam

Institution: Ministry of Energy, Manpower and Industry (MEMI)

Activities

- a. Listening to the lecture from the government officer from MEMI
- b. Divided into five groups then did a short discussion and presented the outcome
- c. Question and answer session after presentation.

What we learned

- a. Learned how to communicate in a very short time, time management and presenting to various audience.
- b. Learned about the governmental Policies of Brunei Darussalam from the lecture and the energy situation in comparison to other ASEAN member states.
- c. Information on awareness raising program and activities in Brunei Darussalam such energy club for school, energy saving talk for government officers.

Group Discussion Session V

Objectives

- a. To understand the relationship between energy and society with regards to its ecosystem and how NGO plays its role
- b. To understand role of youth in access and relations of energy services

Activities

- a. A presentation by Facilitator on youth role and the energy ecosystem
- b. Discussion by forming group on energy ecosystem and relation with society, NGO and media
- c. Discussion on the outcome and feedback from the Institutional visit (Japan and Brunei Darussalam) by contingent presentation

Outcomes

- a. PYs understand the methodologies and strategies used to achieve the outcome with the monitoring process and progress of the plan and development.
- b. Youth have the capability to identify and challenge existing hurdles and barriers and be able to break through the barriers as they bring fresh perspective.
- c. Youth have the advantages in direct knowledge of insights into issues that are not accessible to adults.
- d. Youth can also contribute significantly by understanding research and publication on environment and development related issues.
- e. It is necessary to support and encourage genuine, small, local level NGOs in different parts of the country which can be provided to their needy.
- f. To promote discussion and debate about environment issues
 - Different NGO Roles: Protection, Prevention, Promotion, Transformation
 - Roles depend on the purpose and objective of the NGOs

Practical Skill Group Presentation Session

Objectives

- a. To be able to present their understanding on the topic and objective of each session confidently
- b. To show a teamwork among PYs by sharing their ideas during the discussion
- c. Application of IT through PowerPoint presentation that enhanced PYs skill and experienced
- d. To develop a leadership skill among PYs when working in a group

Activities

- a. PYs are tasked to do a presentation in every session

which divided in two parts which are 1) Group presentation by individual’s assignment and 2) Group presentation by Contingent assignment.

Outcomes

- a. Every PY had a chance to speak and presents in every session which helped them to improve their presentation skill and have more confident to present.
- b. Every PY had a chance to talk and discuss in every session.

D. Resolution / Prospective Future Course of Action

a. Resolution

Each PYs from every contingent are resolute to create a solution to some problem regarding energy. Every contingent has come up with a project proposal that will help in minimizing the consumption of energy and saving the energy in homes, buildings and facilities.

b. Future Course of Action

Each contingent will put their project proposal into action after the end of the SSEAYP where each contingent have set their allocated tasks and duration for the project to be initiated.

E. Evaluation / Reflection (Self-Evaluation Session)

- a. The DG was broken down into five groups for an evaluation activity regarding the past sessions. Each group was tasked to discuss the outcome of the sessions in a comprehensive report.
- b. The PYs had an overview about energy definition and types, as well as the advantages and disadvantages. Moreover, PYs successfully differentiated types of energy and its transformation.
- c. PYs was mostly satisfied with the DG objectives from all sessions that met the expectation. PYs thus came up with various suggestion like the improvement of Institutional Visit that to be more effective and the DG session venue to be more convenient, to have more interactive and practical session.

F. Facilitator’s Comments

It was really an honor to be one of the selected Facilitators for this year program. It is a dream for every PYs to return back to the ship, Nippon Maru and sail again to revive the memory during the day and night while sailing. It was an unforgettable experience to have participated in the 45th SSEAYP on different role as Facilitator for DG8.

The introduction of this topic for the first time in

SSEAYP discussion program responding to the United Nations SDG7 was timely where PYs will further discuss and expound all the issues related to ensure access to affordable, reliable, sustainable and modern energy services. This is an opportunity for ASEAN and Japan through the program by giving the PY a proper platform where planning, solution, action points, implementation, etc. can be identified.

During the discussion and presentation, PYs were exposing to understand their respective countries' energy situation that mostly relied on the fossil fuel though there is small amount of energy produced from the renewal energy. The opportunity for renewal energy for ASEAN and Japan remains high as by geographical the nations are richly endowed with diverse renewal energy sources such as biomass, huge geothermal and moreover located to close to equator, the amount of sunshine throughout the year could bring a significant amount of solar potential and wind potential.

At the end of discussion session, PYs were able to understand the youth role in the energy ecosystem. The PYs were then come up with their main roles for being the future leaders that they have much to do and say although they are from different backgrounds brought with different communities. While our leaders work together to achieve affordable and sustainable energy for all, young people can also play a leadership role as global citizens by learning more and taking action on the issue. PYs have realized on the need to actively inclusive participation and collaboration with respective government and any NGO activities that relates to renewal energy promotion and its



benefit as well as to ensure that youths are presented with the job opportunities in the renewal energy sector.

I am quite impressed and surprised with PYs willingness and cooperation during the session especially in the presentation preparation where the ability to produce ideas and teamwork was demonstrated and be able to come up with an excellent presentation even though with the pressure of time limited and other commitments.

Looking at the PYs interest and involvement during the session, I sense that there is talented PYs from this DG that will become future Facilitators and will be a leader or someone that will lead in any organization in their respective countries.

Last but not least, I wish to express my thankful and great appreciation to the Cabinet Office of Japan, His Majesty the Sultan of Brunei Darussalam government and BERSATU (SI Brunei Darussalam) for having this golden opportunity. I also want to thank to all the Administrative staffs, NLs, Discussion Program Steering Committee members and Nippon Maru crew for their cooperation and endless continues support.

Lastly, I would like to acknowledge and be thankful to my fellow Facilitators – Zain, P-Tor, Budi, Zenn, Ayumi, Evan and Nery for their continue support, contribution and understanding in making the DG session success. All the joyous, laughter, passion, smile, sadness, stress etc will be remains and not forgotten in the Facilitators memory and forever friendship. All the best and hopefully to meet you all again.

Thank you #SSEAYPEnergy45.



3 Debriefing Session

(1) Outline

On December 12, Debriefing Session was held in the Dolphin Hall onboard Nippon Maru. Each contingent presented and shared the action plans of their Post-Program Activities (PPAs). PYs came up with these action plans as their first steps of what they can do for the society, making the best use of what they have learned from the 45th SSEAYP.

- 16:00-17:15 Report by each contingent
- 17:15-17:30 Report by Mr. Yamatani Hideyuki, Administrator

(2) Summary of the action plans

A. Japan

This project, targeting the students aged 13-18, aims to provide opportunities to discuss the idea of peace. Based on the SG-J's session with the local students regarding peace during the local program in Japan, PYs folded paper cranes, a symbol of hopes and peace, onboard. The Contingent of Japan will expand this program with two activities; 1. Bring cranes to the local schools, 2. Request schools to bring to Peace Memorial Park and to write letters to deliver to the PYs.

Project Title: I am a peace warrior

Background: SG-J of the 45th SSEAYP visited and had an exchange with Hibi Junior High School, Tamano City during the local program in Okayama prefecture, Japan. Later, Japanese PYs held Voluntary Activity on November 28 onboard, including following activities.

- Lecture about 1,000 cranes
- Created 350 paper cranes
- Wrote messages for peace

Goal: To contribute in fostering world peace and establish deeper friendship with mutual understandings

Objective: 1,000 paper cranes will be delivered to Hiroshima peace memorial park at the end of January 2019.

Target: 70 PYs and 100 students

Timeline and Content:

- December 2018 to January 2019: Sharing videos and photos about the project and peace
- December 2018 to January 2019: Exchanging messages between PYs and the students
- December 2018: Making introduction panels about each ASEAN member country

B. Brunei Darussalam

LEGASIKAMI: A SSEAYP FESTIVAL, will be a yearlong project consisting of series of mini projects that will lead to the finale in December 2019. The festival aims to raise awareness on the positive impact of SSEAYP and promote ASEAN and Japan. The 4-day project will highlight the development on cultural appreciation and embracing individuality from all walks of life.

Project Title: LEGASIKAMI: A SSEAYP FESTIVAL

Goal: To improve the quality of Bruneian participating youth to join exchange programs

- Target: at least 500 applicants
- 20 Non-governmental Organizations

Objectives:

- To increase the number of applicants for SSEAYP in Brunei Darussalam
- To promote the ASEAN + Japan cultural exchange
- To provide cross-cultural understanding
- To inspire local youth to be more pro-active and develop their interest in International programs

Contents:

- Pre-Festival
 - Awareness programs targeted to youth and seminars at schools
- Main Activities
 - 4 days
 - International performances entrepreneurship village and exhibition on ASEAN and Japan cultural exchange
- Post-Festival
 - Continuation on awareness, charity work and sustainability

Series of Social Contribution Activities:

- Just Check It!
- A Sequel
- Mind Our Minds
- Survivor is no Hero, Survivor is YOU!
- K2E Awareness
- Old but Gold

Objective of “Just Check It!”:

- To educate and increase awareness of fake news and its implications through social media

Expected Outcomes of “Just Check It!”:

- Youths who are aware of global issues and real news
- Youths who are able to challenge themselves and think

- critically before sharing any news
- Pro-Active Bruneian Youth

C. Philippines

Philippine PYs will organize in various areas within the country HERO in YOUth LEADERSHIP SUMMIT series. 30 million Filipino youth lacks participation in youth program, voting in elections and membership in socio-civic organizations. Apathy is growing. They are not concerned about issues regarding young people.

Project Title: Hero in YOUth

Problem: The group identifies the lack of involvement among the youth including but not limited to voting during elections, participation in youth programs, AND membership in organizations.

Goals:

- To activate youth’s potential in creating programs for the community
- To capacitate the youth leaders in creating results-oriented social programs
- To transform youth active communities needed for nation building

Objectives:

- To develop 150 youth leaders (ages 15 to 30) from at least five various communities each year within a span of three years who will be trained in workshops focused on health, environment, and culture and arts
- To introduce SSEAYP to the target number of youth leaders

Activities for Three Years (2019-2021)

- Health: 1. Mental Health, 2. Pre-natal health, 3. HIV Awareness, 4. Health and Wellness, 5. Blood-letting activity
- Environment: 1. Organic Agriculture, 2. Restoration of Rice Terraces, 3. Mangrove Planting, 4. Environmental Youth Camp
- Arts and Music: 1. Media Literacy, 2. Cultural Arts, Songs, and Dance Appreciation
- Development of the Youth: 1. Leadership Camp, 2. Career Orientation, 3. Jobs Fair

Timeline:

April 2019	Quezon Province (Luzon)
June 2019	Binangonan, Rizal (Luzon)
August 2019	Bicol Region (Luzon)
October 2019	Dumaguete City (Visayas)
December 2019	Davao City (Mindanao)
February 2020	Tarlac City (Luzon)
April 2020	Iloilo City (Visayas)
June 2020	Marawi City (Mindanao)

August 2020	Bukidnon (Mindanao)
October 2020	Romblon (Luzon)
January 2021	Mayoyao, Ifugao (Luzon)
March 2021	Ilocos Norte (Luzon)
May 2021	Cebu City (Visayas)
July 2021	Compostela Vally (Mindanao)
September 2021	Maguindanao (Mindanao)

Sources of Funds:

- National Youth Commission
- SSEAYP International Philippines
- Local Government Units
- Private Companies
- Partner Organizations

Expected Outcome:

- At least 450 youth leaders who are
- Actively involved in socio-civic organizations or programs
- Leading projects related to Health, Environment, Culture and Arts
- Informed and appreciate SSEAYP

D. Thailand

Thai PYs’ ‘Goal & Grow’ was initiated on pain point identified of Thai youth to be unclear of tangible life goals and plans necessary to reach them. It might be because of no practical experience to inform life decisions. The project is designed based on the premise of What, How, and Confirm: What is a goal, How to achieve it, and Confirm by turning ideas into actions. Learned life skills from SSEAYP 2018 would be applied as activities at the project to meet the objectives.

Project Title: Goal & Grow

Background of Thai Youths:

- Unclear about their future
- Do not have plan to reach the goal
- Lack of necessary life skills

Target Group and Venue:

- 50 High School Students (16-18 years old)
- Chiang Mai (Northern Thailand) or Narathiwat Province (Southern Thailand) (To be confirmed)

Objectives:

- To equip students with tools to plan their future
- To develop necessary life skills
- To build self-confidence and decision-making for students

Activities: 3-Day Camp

- Provide tools for future planning
 - E.g. get students to consider their 5-year plan
- Life skills activities

- Media and internet literacy
- Mediation
- Art and painting
- Entrepreneurship
- Aging society simulation

Expected Outcomes: Students have more self-confidence in making life plans, have the life skills to make better decisions and thrive in a dynamic society

Timeline:

- Onboard: Initiate the project
- Early December 2018: Contact and survey venue
- January 2019: Finalize contents & rehearse the camp activities
- The third Week of February 2019: Goal & Grow 3-Day Camp
- February 2019: Evaluate the program by analyzing result from questionnaire and students’ interview

E. Viet Nam

Vietnamese PYs will organize an education project in Ba Vi, Hanoi for students in a primary school and a secondary school. Vietnamese PYs plan to donate over 400 books to the schools’ libraries and organize activities to promote reading culture among the students, such as quiz, storytelling, fun experiments, etc. 20 gift sets will be presented to underprivileged students in each school.

Project Title: Embracing Knowledge

Background: Low rate of reading habit among students in rural areas

Objectives: Promoting the habit of reading among primary and secondary students in Ba Vi, Hanoi

Target: 500 students in Minh Quang commune, Ba Vi district

Contents:

- At Minh Quang B Primary School (morning)
 - Giving books to the school library (SSEAYP bookshelf)
 - Introducing useful books to students
- At Minh Quang Secondary School (afternoon)
 - Giving books to the school library (SSEAYP bookshelf)
 - Activities related to Science, English Cross cultural understanding

Expected Outcomes:

- Inspiring and motivating students to improve reading habit
- Sustaining the reading habit of students
- Expanding the project to other rural regions in Viet Nam

Timeline:

- Until December 8, 2018: Initiating
- December 8 to December 13, 2018: Developing Content
- December 9 to December 16, 2018: Preparing and Logistics
- December 17, 2018: Implementing Project
- After: Evaluating
- 2019: Expansion of the project model to different regions of Viet Nam in 2019

Evaluation and Sustainability:

- Keeping track with librarians weekly
- Inspiring schools to apply this project in their curriculum
- Establishing SSEAYP bookshelves & sustaining the project in upcoming years
- Expanding this project to other rural regions in Viet Nam

F. Cambodia

After implementing project “CRANE For KIDs 1.0” to raise awareness on the issues about the cancer on kids in Cambodia, Cambodian PYs realized that the specialist in curing cancer is in needed. Hence, would like to utilize the lessons gained from the program to execute another continuous project, “CRANE for KIDs 2.0,” in order to encourage medical students to take specialization in this field and to raise fund to support nutritious food for patients whose families struggle financially.

Project Title: Crane for Kids 2.0

Background:

- In Cambodia, over 500 children under the age of 15 years old are developing cancer every year.
- Approximately 200 cases were registered in 2016 and only 20% of which were successfully cured.
- Through Social Contribution Activity “CRANE (Cancer Remembrance Appeal for the NEedy) for Kids 1.0,” public awareness on children cancer was achieved.

Objectives:

- Raise awareness to public to understand more about children cancer in Cambodia
- Inspire medical students to take specialization in curing cancer particularly for children
- Raise fund to support patients whose families need financial support

Target:

- Influencers, celebrities and public (Approximately 300 people)
- Medical students (Approximately 400 students in their

- fifth and sixth year)
- Children with cancer and their families

Contents:

- Social media campaign
- Seminar format (one day)
- Presentations by specialists in the field of children cancer
- Panel discussion with families whose children suffer from cancer

Expected Outcomes:

- Medical students who attend the event are inspired to take specialization in curing cancer particularly for kids.
- Participants are more aware of the issue surrounding children cancer.
- Patients whose families face financial problems will be supported with nutritious foods.

Timeline:

- Approximately two months from now
- Event date: February 14, 2019
 - Week 1, January 2019: First Meeting, Core team meeting
 - Week 2, January 2019: Second Meeting: Detailed flow, responsibility division, other preparation
 - Week 3 and 4, January 2019: Conduct social media campaign and approach all related institutions
 - Week 1, February 2019: Finalize the venue, guest speakers
 - Week 2, February 2019: Event day
 - Week 3 and 4, February 2019: Fund allocation and evaluation

Evaluation: Survey the participants before and after the seminar to evaluate their understanding and impressions.

G. Indonesia

As the result of discussion activity onboard, Indonesian PYs will conduct a project “Remember Me Project.” Based on age group, the number of senior citizens in Indonesia has reached 85.89 million people and approximately 4 million of them have Dementia. Thus, this project will be conducted as support to society in raising awareness of young generation towards dementia through workshop and seminar. In addition, Indonesian PYs actively campaign through social media to reach more communities online.

Project Title: Remember Me Project

Background: Currently, 4.07 million senior citizens have dementia, thus leading Indonesia to the top 10 of highest number of dementia patient.

Objectives:

- Raising awareness of young generation towards Dementia through knowledge sharing in the form of seminar, games and other fun activities
- To reach more community through online campaign on dementia through social media

Target: Young generation (age 15 to 25: high school students, college students, potential youth community)

Timeline:

- Short-term
 - Third week of December 2018
 - 30 high school students
 - Jakarta
- Long-Term
 - Throughout 2019
 - 540 youths (20 each province)
 - 27 provinces of Indonesia

Contents:

- Online
 - Online Campaign #remembermeproject #leavenoonebehind
- Offline
 - Visit to Senior Community
 - Seminar on Dementia
 - Fun activities (games, ice breaking, etc.)

Expected Outcomes:

- Young generation will lay an active role in the society to support elderly in the effort of preventing Dementia
- To actively campaign on awareness towards Dementia especially through social media

H. Lao P.D.R.

Lao PYs came up with “We Care We Share.” This project aims to continue our goal that we desire the students to have the brighter future. This project mainly guides the high school students to decide the major or courses effectively, especially in order to promote the unwell-known majors which have been providing in Lao P.D.R. Besides from that the project also aims the students to realize how important of vocational skills which are very helpful for their future career.

Project Title: We Care We Share

Background: In Lao P.D.R.,

- There are many interesting and needed majors in university but not very well known and less enrolled such as: science, agriculture, water recourse management.
- Remaining huge number of unemployment especially

fresh graduates.

- Many students don’t realize that their non-academic skills may be beneficial for their future careers.

Goal: Promote the less well-known majors in University and change the student’s mindset regarding to their own skills.

Objectives:

- To widen the students’ insights regarding majors provided in Lao P.D.R.
- To help the students realize the importance of the needed careers in Lao P.D.R. (e.g. scientist, agriculture field, environmentalist, specialists)
- To encourage the students to earn their own income by their skills

Target: 145 high school students (15-18 years)

Content:

- Sharing session by special guests (university teachers in various fields, HR from companies)
- Workshop about the unwell-known majors
- Sharing personal skills by the PYs and how they can earn benefits from their skills

Expected Outcomes:

- To increase the enrollment of the needed majors
- To stimulate the students to realize more options regarding their future majors
- To diversify the capacities and potential human resources in Lao P.D.R.

Timeline:

- January to February 2019: Research
- March to May 2019: Finalize the activity, agenda and project promotion
- June to July 2019: Start the project
- July to August 2019: Monitoring and evaluation

I. Malaysia

Malaysian PYs would be carrying out our post-program activity at the Orang Asli Village in Sungai Buloh. We have planned to build them a mini library and equip them with LED lights to reduce electricity consumption. In addition to that we have also made arrangements to get the village a set of recycle bins which will be collected in an orderly manner.

Project Title: Going Native #BeAsli

Background:

- Many people (especially internationally) are unaware of the existence of these communities.
- These communities are sometimes marginalized and deprived of basic necessities such as the access to education and financial / economic inclusion.

Aims:

- Creating a sustainable project focusing on the native communities / indigenous people in Malaysia
- Addressing the problems of the native community
- To elevate the native community’s standard of living and make their village an exemplary village for other native communities

Main Objectives / Focus:

1. Quality Education
 - Awareness on the importance of higher education
2. Women Empowerment
 - Economic inclusion for women
3. Hygienic Awareness
 - Recycling, cleanliness

Target: Native / indigenous community of Kampung Orang Asli Sungai Buloh, Selangor, Malaysia. (Elder citizens, youth, children)

Timeline:

- January to March 2019: SSEAYP RUN, collaboration with SSEAYP Alumni and the Ministry of Youth and Sports Malaysia
- April 2019:
 - Library Makeover
 - Handcrafts Marketing
 - Recycle Bins
 - LED Installment
- May 2019:
 - Kidzania Program
 - Book Club (Rewards)
- September 2019:
 - Evaluation of Programs

J. Myanmar

The post-program activity of the Contingent of Myanmar, GIFTS 45 (Green, Information, Friendship, Transportation safety), aims to enhance awareness for social security and environmental impact as well as to promote friendship among ASEAN and Japan Countries. This is a 6-month project that includes Trash awareness in Mandalay, Traffic safety awareness in Yangon, Fake news prevention and Friends without borders on the social media.

Project Title: GIFTS 45

- GREEN: Promote trash separation near Mandalay Region
- INFORMATION: Educate high school students and guardians on the awareness of social media
- FRIENDSHIP: Expand the community after the 45th SSEAYP is imperative

- TRANSPORTATION SAFETY: Ensure fastening seat-belts to reduce the risks of car accidents on highways

[About “GREEN” of GIFTS 45]

Background:

- Mandalay is the Second largest commercial city of Myanmar.
- Due to its population, the disposal of trash is corresponding high.
- Local’s lack of awareness in trash separation is still obvious.
- Trash disposal as well is not systematic.
- Patheingyi Township is the highly polluted area with Mandalay Region.

Objectives:

- To enhance the awareness of the trash pollution consequences
- To provide systematic trash disposal at schools
- To deliver a message of “Trash is GOLD” to the high school students

Target:

- High school students
- Guardians and parents
- Teachers
- Nearby locals

Contents:

- The project will be conducted in Patheingyi High School with 230 students in total.
- Educate High School students, parents and teachers (even the nearby residents) on the separation of raw waste, bottles and papers by seminars.
- Donate separable waste bins at designated areas around the campus.
- The separated trashes will be sold to the nearby recycle factories.
- The rewards will be regarded as school funds for future uses on students.

Timeline:

- January 2019: Introduction Seminars & Donation of Trash Bins
- March 2019: First Evaluation on the trash Separation and Connection to recycle factories
- May 2019: Second Evaluation on the Trash Separation and Connection to recycle factories
- June 2019: Overall Evaluation of the Project

K. Singapore

Singaporean PYs will organize a ‘Walks of Life’ project that seeks to promote 1. Intergenerational understanding between the young and old, 2. Promote a Healthy lifestyle,

3. Conversations on Race and Ethnicity. With youth volunteers and Non-Profit Organizations, the Singaporean PYs will be bringing the elderly and youth volunteers on a walk around places of heritage, while facilitating conversations between the two groups. Project outcomes include youth being more proactive in engaging the elderly on their own.

Project Title: Walks of Life

Background and Rationale:

- Diminishing sense of community in Singapore
- Lack of inter-racial understanding
- Lack in intergenerational interaction
- Lack of knowledge of neighborhood and places of interest

Target Participants:

- Youth and elderly of the 3 major races in Singapore. 1. Chinese, 2. Malay and 3. Indian
- 30 participants per group, equal number of youth and elderly

Objectives:

- Foster intergenerational interaction
- Promote healthy lifestyle
- Educating participants about places of interest
- Promote deeper understanding about multiculturalism

Contents:

- Guided walks around places of interest in Singapore
- Promote social interaction, cultural exchange and sense of community among participants

[Example of Walking Tour: Chinatown]

Background:

- One of the key places of cultural significance in Singapore
- Home for the coolies who built Singapore
- A mixing pot of religions and cultures (e.g. Sri Mariamman Temple)

Execution:

- Youths will be pared with the elderly who have knowledge to share.
- Both will get to engage in outdoor activities while also promoting intergenerational knowledge transfer.
- PYs will help to facilitate multiracial and heritage discussions during the walk.

Timeline:

- December 2018 to February 2019: Planning and conceptualization
- February to April 2019: Sourcing for participants
- April to May 2019: Finalizing logistics
- June 2019: Execution

Evaluation:

- To be done on July 2019 after the project
- Measures of success:
 - Feedback of participants via surveys
 - Number of self-initiated projects by youth