

Chapter 5

Discussion Program and Post-Program Sessions



DG1



DG2



DG3



DG4



DG5



DG6



DG7



DG8



DG9

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 and motivate them to act for solving problems in the respective fields; 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 aim to deepen PYs' understanding on the Alumni Association (AA) of the 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 nine "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 and the 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 Disaster Risk Reduction and Recovery
- ② Diversity and Social Inclusion

- ③ Education
- ④ Employment and Decent Work
- ⑤ Environment and Sustainability
- ⑥ Good Health and Well-being
- ⑦ Information and Media
- ⑧ Soft Power and Youth Diplomacy
- ⑨ Youth Entrepreneurship

(3) Proceedings

a. Discussion Program

PYs were divided into nine 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 Field Studies relevant to group themes to deepen their perspectives on their themes by learning the cases in Japan. Also, the Facilitator by DG held the Introductory Program to introduce their background related to each responsible DG theme. PYs understood the needs to discuss on each DG theme through learning the Facilitator's background.

During the onboard activities, each Facilitator coordinated and managed his / her DG, assisted by PY Steering Committee members selected in each group and each contingent.

During the country program in Viet Nam, the Field Studies were arranged according to the nine 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 PY Steering Committee members by DG.

The Discussion Program Steering Committee named the Presentation of Discussion Results as “DG Day,” and the members organized the day to be knowledgeable and interactive. In the morning session, each DG presented the results of discussion, and in the afternoon session, each DG exhibited their discussion outcomes by stamp rally styled workshops. By visiting each DG booth, PYs discussed or asked questions to the PYs from the DG, not only listened to their poster-presentations or exhibits. As the result of overall Discussion Program, PYs presented the “Joint Statement of Discussion Program” to commit in society by using the learning outcomes of discussion results after participating in this Program. The PY Steering Committee members experienced the agreement process like other international conferences and meetings through negotiations with the representatives from different DGs.

b. Post-Program Sessions

Post-Program Session I (plenary session) 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, 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 and brainstormed 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 continued their discussions onboard as reflecting the ideas gained from Discussion Program during the Post-Program Session III (by contingent), and each contingent presented their projects in the Post-Program Session IV to inspire PYs from different contingent before they finalize their project ideas. PYs also prepared for the presentation at the Debriefing Session.

(4) Facilitators

Discussion Group	Name	Gender	Country
① Disaster Risk Reduction and Recovery		M	Malaysia
② Diversity and Social Inclusion		F	Japan
③ Education		M	Indonesia
④ Employment and Decent Work		M	Philippines
⑤ Environment and Sustainability		F	Philippines
⑥ Good Health and Well-being		F	Indonesia
⑦ Information and Media		F	Thailand
⑧ Soft Power and Youth Diplomacy		M	Japan
⑨ Youth Entrepreneurship		M	Singapore

(5) Representatives of Alumni Associations (OBSC Representatives)

Country	Name	Gender	Year of PY
Japan		F	2017
Viet Nam		F	2011
Singapore		M	1996
Myanmar		M	2003
Malaysia		M	2005
Brunei Darussalam		M	2011
Cambodia		F	2015
Indonesia		F	2011
Lao P.D.R.		F	2014
Philippines		F	1989
Thailand		M	2012



Courtesy Call on Mr. Fukuta Masanobu, Director General for International Youth Exchange, Cabinet Office by Representatives of Alumni Associations (November 3)

(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	Discussion Group Meeting Selection of Discussion Program Steering Committee members
	October 30	Discussion Program (Field Study) relevant to group themes
	October 31	Discussion Program (Introductory Program) Explanation of Discussion Program Post-Program Session I (plenary session) Introduction of activities of SSEAYP International (SI) and the respective AAs, as well as the status of implementation and the outcomes of the projects which were discussed and prepared by the previous years' PYs during the Program
	November 1	Post-Program Session II (by contingent) Introduction of activities of respective AAs and former PYs
Discussion Program (Onboard)	November 6 10:00-12:45	Group Discussion I
	November 8 10:00-12:45	Group Discussion II
	November 9 10:00-12:45	Group Discussion III
Country Program in Viet Nam	November 11	Discussion Program (Field Study) relevant to group themes
Discussion Program (Onboard)	November 15 10:00-12:45	Group Discussion IV
	November 21 10:00-12:45	Group Discussion V
	November 27 10:00-17:00	Introduction to post-program projects design and implementation Workshop for post-program projects design and implementation
	November 28 10:00-12:45	Wrap-up
	December 4 10:00-12:45	Preparation for Presentation of discussion results, DG report making
	December 5 10:00-17:00	Presentation of Discussion Results
Post-Program Sessions (Onboard)	December 6 10:00-12:45	Post-Program Session III (by contingent) Discussion and designing of post-program activities
	December 8 10:00-12:45	Post-Program Session IV (by contingent) Finalization of project designing and preparation for the Debriefing Session
	December 9 10:00-12:45	Discussion Program (Self-Evaluation)
	December 12 16:00-17:30	Debriefing Session Presentation of proposal of the project by contingent

2 Group Discussion Reports

(1) Disaster Risk Reduction and Recovery Group

Number of PYs: 30

A. Group Theme Information

a. Theme Description

PYs will discuss how youth can contribute and maximize the achievement of disaster risk reduction and post-disaster recovery in the fields of politics, society, education and others. Subsequently, PYs will discuss current disaster situation from different perspectives and recognize the challenges and opportunities held among ASEAN member countries and Japan.

b. Achievements and Expected Outcomes

At the end of the programme, PYs are expected to achieve the following outcome through;

- Promoting respect for diversity and human dignity, and reduce intolerance, discrimination and social exclusion among ASEAN member countries during Disaster Risk Reduction (DRR) Activities.
- Scaling up youth actions with vulnerable communities in health promotion, diseases prevention and disaster risk reduction.
- Maximizing capacity building among PYs by initiating the “SSEAYP Disaster Network” into a sustainable DRR platform among regional and local youth movement.

c. Competencies to be Acquired

Knowledge

- Understand the challenges of diversity humanitarian response during disaster.
- Instilling one-ness mechanisms as human being during disaster response.
- Outline the disaster management policy of each ASEAN member country, and identify the existing gaps, strength and weakness.

Skills

- Understand the role of youth involvement and capacity building in DRR.
- Exhibit expertise while adapting cross-cultural collaboration among youth.

Behaviors

- Compassion and acceptance of diversity disaster management.
- Cross-cultural tolerance during complex humanitarian action.

- Critical thinking in solving complex disaster / emergencies situation.

B. Pre-Program Assignments

Individual Assignment

Based on compulsory reading, each PYs are required to prepare the strategies and approach on how these all six components can help to enhance DRR practices through youth involvement. Please refer to the components below as a template for this assignment.

- Component 1: Political
- Component 2: Education
- Component 3: Environment
- Component 4: Health and Medical
- Component 5: Water and Sanitation
- Component 6: Psychological Support

The strategy and approach could be activity that has been done / implemented or sole idea / thought suggested by PYs. As long as the activity involve youth action and empowerment in DRR.

Contingent Assignment

Based on PYs National Disaster Plan, PYs will be grouped based on their contingent to summarize the existing National Disaster Management Policy and Mechanism at their home country. The report submitted shall include National Disaster Management Mechanism. A summary report from each contingent of not more than Microsoft Word A4 10 pages, and to include the following;

- National Disaster Management Mechanism, the “management” shall include preparedness, response, recovery and mitigation (whichever applicable).
- The involved agency / stakeholder for the above mention shall be included.

Based on the summary report, PY from each contingent shall prepare a slide preparation of not more than Microsoft PowerPoint five slides, and the total presentation for each contingent is 10 minutes only. At the end of this session, each PY is expected to understand the disaster management’s working mechanism at each country.

C. Proceedings**Field Study in Japan****Institution:** Mitsui Fudosan Co., Ltd.**Activities**

- a. Clean energy power plant visit
- b. Discussion Forum

What we learned

- a. Importance of clean energy and sustainability in DRR
- b. Preparation as a disaster volunteer

Group Discussion Session I**Objective**

Outline the disaster management policy / mechanism among ASEAN member countries.

Activities

- a. A video on “The Sendai Framework for Disaster Risk Reduction (DRR)” will be watched before Discussion Session I begin to recap their knowledge after compulsory readings.
- b. A 10-minute lecture to summarize the current trend of DRR practice across ASEAN member countries and current challenges and opportunities to achieve United Nations Sustainable Development Goals (SDGs) through developed the developed Sendai DRR.
- c. Contingent Assignment: Information literacy and Interactive Discussion – This is a contingent assignment, based on each PYs’ contingent, they need to find out the existing National Disaster Management Policy at their home country.
- d. During this Discussion Session I, three Manila papers will be placed at the front room, each with written word “similarity,” “strength” and “challenge.”
- e. Each contingent will present their home countries DRR plan to other contingent
- f. PYs from each contingent will discuss and reflect by looking for “similarity,” “strength” and “challenge” in their home country in their respective sticker note.
- g. Different color of sticker will be placed at Manila paper written “similarity,” “strength” and “challenge.”

Outcome

Discussion Session I ended by summarizing the note identified at three manila papers, each PYs bring back the insights of the disaster management policy / mechanism among ASEAN member countries and the current strength and challenges encountered by each contingents.

Group Discussion Session II**Objectives**

- a. Understand the emotional trauma experienced by

victims and rescuer.

- b. Identify the cultural / social diversity, human dignity, tolerance, and discrimination during DRR among ASEAN member countries and Japan.

Activities

- a. This session is designed to create the understanding of emotional trauma experienced by victims across ASEAN member countries. Therefore, those who ever experienced disaster will be asked to share with experience (physical and emotional) with participants.
- b. Every contingent will share what the main disaster that happened in their own countries.
- c. Each PY will be assigned to either rescuer / responder or victim randomly. The video of after earthquake tsunami hit will be played. Following the video sharing, each PYs will be provided with 3 - 5 minutes of reflection to think of two situations of either they will go along or against “empathy” as an inherent force for decision making for both rescuer / responder and victim.
- d. One rescuer will be paired with one victim and start sharing / reflecting their feeling with each other in one minute. Both rescuer and victim’s feeling will be jot down in sticker note and place in a manila paper at the front.
- e. Facilitator looks into the similarity and difference shown by “rescuers and victims” in the Manila paper and brings on the discussion on how cultural / social diversity, human dignity, tolerance, and discrimination during DRR could possibly happen among ASEAN member countries.
- f. Following the above discussion session, an iceberg graph will be drawn into another manila paper. Based on the sticker note that prepared by PYs during self-reflection session, each PYs have to re-recognize the challenges / obstacles they identified earlier into either appear at the tip of iceberg (above the water) or below the water (hidden fact).

Outcome

Discussion Session II ended by summarizing the iceberg graph, PYs bring back the knowledge and insights of the existing gaps we had across ASEAN member countries and Japan country when it comes to DRR.

Group Discussion Session III**Objective**

Discuss the role of youth action / involvement in different sectors’ of DRR and recovery support

Activities

- a. Interactive Discussion and Presentation Skills – Individual Assignment: Based on compulsory reading, each PYs are required to prepare the strategies and approach on how this six components can help to enhance DRR practices through youth involvement.
 - Component 1: Political
 - Component 2: Education
 - Component 3: Environment
 - Component 4: Health and Medical
 - Component 5: Water and Sanitation
 - Component 6: Psychological Support
- b. Upon receiving the output of Individual Assignment from each PYs, Facilitator will summarize the strategies and approach for each components to be used during Discussion Session III.
- c. During Discussion Session III, six tables will be prepared in the room, each table represent one component. On the table, the summarize list of each component suggested by PYs during Individual Assignment 1 will be pre-summarized by Facilitator and printed out.
- d. Upon arrival of PYs, they will be asked to choose which component they interest to join in for Discussion Session III based on their individual assignments' experience and interest.
- e. Each PYs will work on their chosen component by first going through the list of summarizing strategies and after going through the strategies and approaches, they are encouraged to come out with additional thoughts (if any).
- f. Based on the pre-summarize strategies and approach in the provided list, plus the additional thoughts added during Discussion Session, each component should prepare a strategized program / project / plan to be shared with the rest of components after 45 minutes of discussion.
- g. For instance, PYs from Component 3 “Youth Involvement in Environment program / project / plan to enhance DRR,” they would receive the pre-summarize strategies and approach from Individual Assignment 1, and their group might brainstorm among themselves to add-in additional thoughts. After 45 minutes, PYs from Component 3 shall present in front on how youth can play a role in enhancing DRR through strategized environmental-related program / project / plan.
- h. Each component group will be given 45 minutes of preparation / brainstorm inside their component, and will be given 15 minutes of presentation by using white board, Manila paper or oral presentation.

Outcome

Discussion Session III ended by having each PYs having the different insights on how role of youth action / involvement could empower and make an impact on different sectors' of DRR and recovery support.

Field Study in Viet Nam

Institution: Ho Chi Minh City University of Technology – Viet Nam National University of Ho Chi Minh City

Activities

- a. Lecture about Global Climate Change Impact in Viet Nam
- b. Discussion Group among PYs and Local Student
- c. Presentation of Outcome
- d. Solar Café Visit

What we learned

Relationship between climate change and disaster idea on advocate youth in climate change program.

Group Discussion Session IV

Objectives

- a. Provide a clearer picture of how a DRR program can be accomplished through combination of expertise from different sector.
- b. Exhibit expertise while adapting cross-cultural collaboration among youth.

Activities

- a. This session would be done based on the compulsory reading.
- b. Table-top exercises – A case scenario “Tsunami Disaster expected to affect regional ASEAN members” will be made up. Facilitator will read out the case scenario before Discussion Session IV.
- c. PYs will be grouped based group component they choose during Discussion III Session.
- d. The first scenario will be started by “Tsunami Mitigation and Preparedness.” At this stage, each component would be given five minutes to suggest on how youth could play a role or involving in “Mitigation and Preparedness.”
- e. The second scenario will be continued with “Tsunami Response.” At this stage, each component would be given five minutes to suggest on how youth could play a role or involving during “Tsunami Response.”
- f. The third scenario will be continued with “Tsunami Recovery.” At this stage, each component would be given 30 minutes to work on planning a temporary shelter for displayed victim from Tsunami. The temporary shelter will be made up like miniature model

with manila card and color paper. Each component should be contributed in the temporary shelter setting-up through decision making, idea exchange, problem solving from the perspective of six different components.

- g. At the end of third scenario, a miniature temporary shelter will be built which sustainably cover political, education, environment, health and medical, water and sanitation, psychological support with youth action and involvement throughout recovery phase.

Outcome

Discussion Session IV ended by providing a clearer picture of how a DRR program can be accomplished through combination of expertise from different sector, as well as exhibiting expertise while adapting cross-cultural collaboration among youth.

Group Discussion Session V

Objective

PYs will establish a network mechanism which could highlight the involvement of youth action and building capacity among ASEAN member countries and Japan.

Activities

- a. Interactive discussion, information literacy and presentation skills: Based on the background knowledge, skills and behaviors received from Discussion Session I – IV, PYs from each country to prepare and present a “SSEAYP Disaster Network” based on building capacity needs by considering strength and weakness, existing gaps, cultural and expert different among ASEAN member countries and Japan.
- b. The network mechanism will be designed and suggested by PYs to highlight the involvement of youth action and capacity building, as well as best practices approach each PYs could be initiated and sustainably implement after they back in their home country.

Outcome

At the end of Discussion Session V, this network aims to initiate a sustainable DRR platform to share passions and thoughts through their experiences and each of youth members will be beneficial by accessing to their stories to draw their global careers or get idea of new initiatives in the regions.

Practical Skill Group Presentation Session

Objective

To ensure all PYs involve in every discussion and built confidence and trust inside them.

Activities

- a. Project Presentation
- b. Group Discussion

Outcomes

- a. Everyone has confidence to speak and stand in front of everyone.
- b. Every PY establishes a great connection after having a support system in every session.

D. Resolution / Prospective Future Course of Action

Will establish a network not only for DG1, but will also invite all related DGs for more collaboration, sharing knowledge, and also for human resources during disaster.

E. Evaluation / Reflection (Self-Evaluation Session)

- a. PYs realize DRR is not only after disaster subject, but it is for everyone.
- b. Disaster knowledge is NOT for people living in disaster area, but for any human kind.
- c. People living in countries not have disaster have more responsibility to help people who get disaster.
- d. Climate Change is real and will effect everyone in this world. No one will save if we not take an action.

F. Facilitator’s Comments

I would like to thanks to the Cabinet Office of Japan for selecting me as one of the 46th SSEAYP Facilitators. Also to all the Administrative staff for full heart support during all my discussion session. Also to my brother and sister Andy, Kaya, Dimas, Jay, Koki, Malu, Fai and P’tor, thank you for all the guide, support and love for me. Really appreciate it. And also to all PYs who very energetic and make the discussion more interactive. Honestly, I’m glad having them as my PYs.

DG1 program was indeed a challenging topic to carry as DRR is upcoming issues that getting attention, especially at the ASEAN region. Using Japan as the learning example to explore selected youth from ASEAN member countries to DRR is a great approach that would help to create understanding and potential collaboration in the future.

It is new for me to join SSEAYP, as a first timer, I wish I would be provided with reference manual on designing / preparing learning materials, as well as mentoring and observation PYs. It would also be great if the country program can align with DG’s group where the PYs can apply knowledge and skills learn during the DG’s discussion with the good example / cases study practiced

by other ASEAN member countries.

SSEAYP is a good initiative to kick-off a sustainable youth platform based on DG where the youth is expected to share good knowledge and practices even when they go back in their home country or in their future endeavors. This establishment would send a message of sustainable youth empowerment via Japan and ASEAN member countries rich cultural and harmony to the entire world.

In addition, provide more room for role-play, role-modeling or mock group session by cross learning with other DGs. This is because DRR by itself is a transdisciplinary topic that include health science, social science, and life science and etc. involvement in DRR strategies planning. I would suggest to have a sharing session / workshop where all DGs joining in and adding a “system thinking” approach to let youth from ASEAN member countries see how the youth collaboration system’s constituent parts interrelate

and how each system in different DGs works over time and within the context of larger systems. For example, combining sharing workshop / session DG1 (Disaster Risk Reduction and Recovery) and DG5 (Environment and Sustainability), that would enhance the understanding and collaboration among youth on role-playing in tackling issues related to reducing disaster risk through creating a sustainable environment.

Reducing disaster risks and enhancing the long-term adaptive capacities and resilience of individuals and communities is recognized as a global challenge requiring immediate action, it is important to continue this DG – DRR for next SSEAYP as building youth leadership in disaster risk reduction is a core business that ASEAN member countries shall be initiated for adequate and sustainable resilient community development.

(2) Diversity and Social Inclusion Group

Number of PYs: 36

A. Group Theme Information

a. Theme Description

PYs were asked to understand a variety of social and economic changes in ASEAN member countries and Japan caused by the recent progress of globalization, and discuss what and how to establish a society including the socially vulnerable and respecting diversity based on each country’s history and culture.

b. Achievements and Outcomes

- PYs were prepared to become advocates for marginalized and vulnerable populations.
- PYs grew in awareness of diversity in their own and other nations.
- PYs gained understanding of “Vulnerability” and “Vulnerable Populations” and their challenges, and solutions.
- PYs gained awareness of “Social Inclusion” and “Social Justice.”
- PYs were asked to understand challenges experienced by ethnic, economic and other subgroups, grow in acceptance and compassion, and develop ways to address their needs.

c. Competencies Acquired

Knowledge

- Understanding of the concepts of Multiculturalism and Diversity.
- Understanding Social Inclusion, and how it relates

to religious minorities, the disabled, LGBTQ community, the mentally illness, and others affected by discrimination.

Skills

- Understanding of basic principles of Intercultural Communication Skills and Assessment skills
- Identity Analysis Skills
- Discussion skills
- Presentation Skills
- Researching Skills
- Critical Thinking

Behaviors

- Ability to step outside one’s own experience, and understand the experiences of others.
- Tolerance in the acceptance of differing views.

B. Pre-Program Assignments

Individual Assignment 1

- The “See-up-stagram” Exercise

Each PY presented an image and #hashtags that described and represented their culture.

Individual Assignment 2

- Cultural Value Lens Worksheet

PYs filled out a worksheet with words that represented their cultural values.

Individual Assignment 3

- Terminology Exercise

PYs defined terms related to “Diversity and Social Inclusion.”

Individual Assignment 4

- PYs researched one project addressing United Nations Sustainable Development Goals (SDGs) that related to theme.

Contingent Assignment 1

- PYs researched and reported on issues and challenges in their home nations.
- Presentation included socially vulnerable populations, their challenges, and how they are victimized and marginalized.
- Each Contingent prepared a presentation (approximately five minutes), preferably using PowerPoint, to be delivered at Discussion Session III.

Contingent Assignment 2

- “A Path to Being an Advocate”
 - Contingents reflected on being change-makers and advocates for the socially vulnerable.
 - PYs were asked: What actions could you take to make the world a better place for them?
 - Based on Contingent Assignment 1, PYs were asked to design their own campaigns to raise awareness and advocate for a socially vulnerable population that interests them.
 - PYs were asked to make a 5-minute presentation to the group.

C. Proceedings

Field Study in Japan

Institution: Borderless Japan Corporation

Activities

- Executive Vice President of Borderless Japan presented his business and its mission.
- CEO of UNROOF. Inc. told us why he launched his business - after suffering a spinal cord injury. He is now creating jobs for those who are socially excluded.
- Engineer at People Port gave us a presentation on refugees in Japan and the support his company provides.

What we learned

- Social Business Market in Japan and how the company found its place
- Difficulties disabled and handicapped face in Japan
- Assimilation challenges faced by refugees in Japan
- Opportunities and social support offered

Group Discussion Session I

Objectives

- Part I: Icebreaking and Team building
 - PYs will work on “Who am I” Sheet. PYs will share their goals and expectations for Discussion Program.
- Part II-1 Cultures and Values
 - PYs will learn the concept of “Culture” and how it relates to their identity.
- Part II-2 Cultures and Values
 - PYs will learn their own perspectives and values.
 - PYs will experience the different lenses of others.

Activities

- Part I
 - Icebreaking and Team building
 - “Who am I sheet” worksheet
 - Reflection on Field Study in Tokyo (Borderless Japan, UNROOF. Inc., People Port)
 - Discussion on Field Study
- Ground Rules
 - PYs introduced to ground rules
- Part II-1 & 2
 - Cultures and Values
 - Introduction of cultural models and methods (The Onion Model, and Tip of Iceberg)
 - PYs shared Values Lens Sheet with others.

Outcomes

- PYs learned their own identities.
- PYs gained understanding of the complexity of cultures.
- PYs learned to be mindful and respectful of other cultures.

Group Discussion Session II

Objectives

- Part I: Diversity in Communication Customs
 - “See-up-land” activity
 - PYs will gain sensitivity in intercultural settings.
- Part II-1: Terminology Exercise
 - PYs will share and discuss how the terms used in the sessions.
- Part II-2 Vulnerable Groups Around the World
 - PYs will learn about cases in the world where attitudes changed.

Activities

- Part I: Diversity in Communication Customs
 - “See-up-land” and Terminology relating to home countries.
- Part II-2 Vulnerable Groups around the World
 - Cases where attitudes towards excluded groups

changed to reduce bias and gain equality through campaigns and projects.

Outcomes

- a. Part I: Diversity in Communication Customs
 - PYs learned importance of withholding judgment and acclimate to a culture.
 - PYs learned about non-verbal and verbal gestures.
 - PYs shared their own experiences.

Group Discussion Session III

Objectives

- a. Part I: Story Based Activity
 - PYs will learn on “My Life Curve” activity on turning points.
 - PYs will discuss “comfort zones,” and “stretch zones.”
 - PYs will reflect on the process of their coming to SSEAYP.
- b. Part II: Contingent Assignment No.1
 - PYs acquired awareness of social inclusion and empathy.
 - PYs learned of discrimination and social exclusion, and socially excluded groups in ASEAN member countries and Japan.

Activities

- a. PYs worked on and shared “My Life Curve.”
- b. PYs presented contingent assignment and home nation challenges.

Outcomes

- a. PYs reflected on ups and downs and milestones through “My Life Curve.”
- b. PYs realized issues common to ASEAN member countries and Japan.

Field Study in Viet Nam

Institution: Ho Chi Minh City University of Social Sciences and Humanities (USSH) – Viet Nam National University of Ho Chi Minh City

Activities

- a. Lecture by the faculty of USSH
- b. Cultural Activities (Craft and poster making)
- c. PYs and USSH students discussed National Identities and Solutions for social and cultural-related issues.

What we learned

- Reflection and debriefing on the field study on the USSH visit
- Outcomes:
- PYs were exposed to a new concept of “social inclusion.”

- PYs shared ideas and opinions with USSH students.
- PYs raised awareness of socially vulnerable groups in Viet Nam.

Group Discussion Session IV

Objectives

- a. Continued from Session III of Part II: Cultures and Society
 - PYs will learn the dimension of cultures by nationality.
- b. Part I: SDGs
 - PYs will discuss their individual research on SDGs.
 - PYs will discuss what they can do to as global citizens to achieve the goals in based on our theme.
- c. Part II: Communication Styles in Conflict Resolution
 - PYs will learn how different communications styles can promote or interfere with conflict resolution.
 - PYs will gain cultural competencies to improve conflict resolution in diversified settings.

Activities

PYs reflected their Field Study experience in Viet Nam.

- a. Part I: UN SDGs
 - Facilitator discussed the SDGs and Japan activities.
 - Facilitator introduced “Leaving No-One Behind,” and introduced United Nations Secretary General Ban Ki-Moon quote.
 - “Your actions to reach SDGs 17 Goals as a Global Citizen.”
 - Facilitator introduced “The Lazy Person’s Guide to Saving the World.”
 - PYs came up with actions to achieve their SDGs.
- b. Part II: Communication Styles in Conflict Resolution
 - Facilitator introduced concepts of “The Intercultural Conflict Style Model (ICS).”
 - PY analyzed case studies on conflict resolution.

Outcomes

- a. PYs deepened understanding of Viet Nam, exchanging their viewpoints with Vietnamese PYs.
- b. PYs learned of projects implemented in other countries.
- c. PYs defined what SDGs their research project aims at.
- d. PYs came up with practical actions to achieve SDGs 17 Goals.

Group Discussion Session V

Objectives

- a. PYs will reflect on their experience in Singapore
- b. PYs to debrief on skills and knowledge they gained
- c. Contingents to present “A Path to Being an Advocate”

Activities

- a. PYs reflected on their experience in Singapore
- b. “A Path to Being an Advocate”
- c. PYs shared feedback

Outcomes

- a. PYs shared views on the experiences and discussed with Singapore PYs.
- b. Contingents came up with their own DG2 projects / campaigns.

D. Resolution / Prospective Future Course of Action

Review how presentation and exhibition were received via feedback from NLs, PYs and Facilitators from other DGs.

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

- a. To identify what PYs have learned from DG2 and other DGs during DG Day and Post-Program Session IV.
- b. To give feedback on the Joint Statement draft.

Activities

- a. Plenary Presentation and Gallery Walk reflection by members of these two groups.
- b. PYs were divided into six groups for individual feedback and review on the following topics (Presentations, Post Program Activity, DG Day, Joint Statement in draft).

Outcomes

- a. PYs learned valuable lessons and room for improvement from DG Day, Post-Program Session IV, and gave feedback on Joint Statement draft review.
 - Feedback on DG Day
 - Plenary Presentation: more interactive and informative.
 - Gallery work: brochure (hard copy / online) distribution for better review; location of different booths for better management; time allocation for each booth; prizes and awards.
- b. Joint Statement draft feedback
 - Title: whether this piece of paper could be changed into Resolution or Mission Statement by the 46th SSEAYP PYs.
 - Citation Language

F. Facilitator’s Comments

As participants in “Diversity and Social Inclusion,” PYs often had to step out of their comfort zones.

From the start, the Facilitator and PYs agreed to create

a safe space to share and discuss sensitive and emotional topics with no judgment, to respect each other’s opinions, and be mindful that many PYs are second-language speakers of English.

Sessions were intentionally divided into two parts: Part I, Intercultural Communication, was intended to raise cultural awareness and gain understanding and empathy for people from different backgrounds. Part II was directly related to Diversity and Social Inclusion and social issues around the world.

Despite the sensitive topics, PYs researched issues thoroughly and in detail, and fearlessly presented the facts about socially vulnerable people in their home nations, including senior citizens, younger women, ethnic groups who are considered minorities in rural area, members of LGBTQ community, immigrants and refugees.

Through their work, PYs not only learned about their own nations, but, through the presentations of others, learned about issues in the other 10 ASEAN member countries and Japan. And that included the differing perspectives and understanding of social inclusion, based on values and priorities. At the same time, they were able to gain strength and commitment to stand up for them, coming up with suggestions on how to support them.

Regarding Outcomes, PYs were able to learn about their own cultural values. They discovered how their identities grew out of their upbringing, socio-economic status and other factors in their home nations. And they learned about social issues in both ASEAN member countries and Japan.

In the final sessions, each Contingent had the chance relate their “Path to Becoming an Advocate” and share their commitment to serving vulnerable and marginalized parts of society as advocates.

On DG Day, PYs made a plenary presentation to share their new knowledge from DG2. Their style of storytelling presentation - delivered in the voices of socially vulnerable groups such as the handicapped, international low-wage workers and refugees was a wonderful way to portray the difficulties they can experience. At the same time, at the Gallery Walk, they presented their research on data for socially excluded groups - which had a huge impact because it clearly demonstrated the difficulties and challenges facing socially vulnerable groups in ASEAN member countries and Japan.

As a Facilitator, it was gratifying to read PY comments like:

“... by learning about the society and culture of another person, I learnt to see things from their points of view, becoming more empathetic towards their cultures, social

issues and understanding struggles of others.” - DG2 PY
and:

“Things that we have never thought to be a big of an issue can be the things that other people are fighting their lives for. So, never look down or underestimate another people’s problem” - DG2 PY

As a Facilitator for this DG2, I can’t find any words other than to say I can’t be more proud of our PYs. Through the sessions, I was able to experience so many wonderful

moments that made me feel lucky to be in charge of DG2. I was able to witness the bonds among PYs growing stronger and stronger as they learned about each other through our sessions. I have seen their intellectual strength, but also their hearts full of empathy and kindness, and with beautiful souls growing committed to the fight for social justice and equality. And I’m looking forward to learning how their further studies and career paths have been influenced by the 46th SSEAYP. #ibelieveinyouths #foreverDG2

(3) Education Group

Number of PYs: 38

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 inclusive and quality education and lifelong learning for all.

b. Achievements and Expected Outcomes

- PYs understand the current status of education in ASEAN member countries and Japan.
- PYs gain solid perspective on how education can positively contribute to developing nations.
- PYs provided with information and strategies to develop projects for improving the quality and efficiency of education.

c. Competencies to be Acquired

Knowledge

- The public value of education, a policy-level overview of the propositions related to societal improvement through education.
- Theories of change in education development strategies (i.e., in what ways educational organization proposes to improve educational outcomes).
- Analysis of promising strategies for improving the quality and efficiency of education.

Skills

- Communication skills; Verbal and non-verbal communication, active listening, questioning and giving positive feedback.
- Persuasion and influencing skills; developing empathy, building rapport and creating a coherent team.
- Problem-Solving and conflict resolution skills; managing emotions, understanding others and leveraging diversity.

Behaviors

- Respect for self; Having pride and confidence in themselves, and behaving with grace, honor, and dignity.
- Respect for others; practicing tolerance, being considerate of others and dealing peacefully with disagreements.
- Respect for environment; appreciating the socio-cultural environment as well as the natural environment.
- Respect for learning; embracing the process, taking intellectual and creative risks.

B. Pre-Program Assignments

Individual Assignment 1: List of Educational Organization

Each PY was requested to contribute detailed information of three educational organizations. The information should include names of organization, types of organization, vision(s) and mission(s), stakeholders served, areas of work, and sources of funding for work(s).

- The list was used on Discussion Session II as an instrument to reveal how educational organizations answer the need of society and measure the public value(s) generated by educational organizations.
- The list was used on Discussion Session III as an instrument to uncover and develop the assumptions within the Theory of Change engendered by educational organizations.

Individual Assignment 2: Case Study for Evaluation

Each PY was requested to conduct research on their preferred educational organization. The emphases of the research were:

- (1) The organization’s background,
- (2) The organization’s activities on improving the quality and efficiency of education, and;

(3) The result of their activities

- The research result was used on Discussion Session IV as a compilation of cases that can be particularly useful for understanding how the evaluation works, how different elements fit together and produce the observed impacts.

Contingent Assignment: Current Education Status in Your Country

Each contingent was requested to prepare a presentation about the current education status of their own country.

- The presentation was delivered on Discussion Session I to explicate current status of education in ASEAN member countries and Japan.

References #1 - Public Value Proposition

- Mark H. Moore - Public Value: A Quick Overview of a Complex Idea
- New Zealand Leaders Roundtable with Professor Mark Moore

References #2 - Theory of Change

- The introduction to Theory of Change hosted on this Learning for Sustainability blog page. They are annotated links to a number of resources.
- The Center for Theory of Change

References #3 – Evaluation

- Canadian Evaluation Society – What is evaluation?
- Utilization-Focused Evaluation, founded by Michael Quinn Patton in 1978 to support evaluation designed for intended use by intended users

C. Proceedings

Field Study in Japan

Institution: Shinagawa Joshi Gakuin

Activities

- Introductory presentation from the school's leadership. The presentation expounded on the school's history, educational philosophy, vision and mission, areas of work and sources of funding.
- School tour. The tour facilitated PYs' direct experience of the schooling process and assisted them to go through some of the school's facilities.
- Exchange program with the students. The school prepared a non-formal discussion during lunch time and an interactive plenary session in the student hall.
- Exchange program with the teachers. The conversation provided PYs with opportunities to discuss the teachers' teaching methods, strategies and challenges.

What we learned

- PYs learned about the school's history, educational philosophy, vision and mission, related stakeholders,

areas of work and sources of funding.

- PYs learned about the school's unique programs, namely collaboration with companies, entrepreneurial programs, social programs and Japanese cultural classes.
- PYs learned about the school's project: The 28 Project, a restatement of the school's mission in a modern context, encourages graduates to be significant contributors to society by the time they turn 28 years old.
- PYs learned about the school's public value proposition, and how the school applied its Theory of Change.

Group Discussion Session I: Education 101: Education and Its Role in A Nation's Development

Objectives

- To understand the current state of education in ASEAN member countries and Japan.
- To examine educational issues within the context of local practices (ASEAN member countries and Japan).

Activities

- Each contingent shared the current state of education in its country.
- PYs observed and discussed the similarities and differences in the current state of education across different participating countries.
- PYs discussed the ideal society and the contribution of education to the creation of such society (e.g. the qualities of effective schools and classroom practices).

Outcomes

All PYs agreed that education is one of the most important investments a country can make in its people and future. Every child should have the right to quality education so that he or she can have better opportunities in life, including employment, healthcare and participation in the political process.

PYs gained better understanding that educational organizations provide a large variety of learning environments and spaces. However, there are certain problems in the way, the most significant of which is the poor standard of education. Thus, PYs deemed that the authorities must ensure that educational institutions meet the students' need for quality education.

PYs discovered that despite the rapid progress in the last few years, millions of children are still denied their right to education. Particularly, girls are still facing major barriers to education in most regions. PYs believed that every element in society is responsible to ensure that all students are provided with favorable environments wherein

they are not afraid to go to pursue their education in order to become responsible citizens of the country.

Group Discussion Session II: Overview of the Public Value of Education

Objectives

- a. To understand the notion of a public value proposition in education, how it works and how we can develop it.
- b. To understand how individuals or educational organizations can contribute to the common good.

Activities

- a. Facilitator discussed the concept and history of the public value.
 - Watched a video depicting the Tragedy of the Commons.
 - Watched a video of Mark Moore, author of Public Value.
 - Introduction to Mark Moore’s famous “Strategic Triangle.”
- b. PYs shared information of educational organizations, including their names, types, vision and mission, related stakeholders, areas of work and sources of funding.
- c. PYs reviewed the list of educational organizations, then examined their public value propositions.
- d. Small group discussion based on the various identified public values.

Outcomes

PYs understood that as a concept, public value is a practical guide for those who are in positions of executive authority. It asks what “value” is added by any given policy, program, agency etc. beyond mere monetary costs and benefits.

PYs learned that educational organizations are of considerable importance. They can supply us with instruments whereby we can realize our social goals. These goals and values are defined by the system of education prevalent in our society. PYs also learned that most educational organizations work in a multitude of particular circumstances in which public leaders confront public problems and seek to solve them.

Group Discussion Session III: The Theory of Change in Education Development Strategies

Objectives

- a. To understand the Theory of Change (ToC), a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.
- b. To understand the application of the Theory of Change

in various educational organizations.

- c. To write PYs’ own Theory of Change.

Activities

- a. Facilitator explained the Theory of Change as a way to describe a set of assumptions (or theories) that explain all the steps leading to a long-term goal, and the connections between program activities and outcomes that occur at each step.
- b. PYs scrutinized the Theory of Change of educational organizations.
- c. Facilitator distributed ToC’s toolkits, a template that will help PYs to plan their own ToC.
- d. Small group discussion based on the problems raised. Each PY wrote his or her own Theory of Change.
- e. Jigsaw group models: PYs summarized and explained their own Theory of Change.

Outcomes

PYs were taught that the Theory of Change is a predictive assumption about the relationship between desired changes and the actions that may produce those changes. In other words, “If we do x, then we expect y to occur, and for these reasons.”

PYs learned how the use of the ToC logic model can encourage organizational and individual learning and adaptive management that support more reflective and responsive program development.

PYs learned to link the ToC to other organizational tools to increase organizational alignment, efficiency and, most importantly, impact.

Field Study in Viet Nam

Institution: Ho Chi Minh City Pedagogical University

Activities

- a. Introductory presentation by the Deputy Head of the International Cooperation Office. The presentation expounded on the university’s history, management and organization, faculties, departments and centers, mission, functions and objectives.
- b. Discussion session with faculty members and university students. The topic presented was STEM (Science, Technology, Engineering and Mathematics) education as it has been adopted as an important measure to promote Viet Nam’s global competitiveness through the national education system.

What we learned

- a. PYs learned about Ho Chi Minh City Pedagogical University and its roles in raising the quality of teaching staff members and their professional skills through high standards of training and highly qualified teacher

trainers, as well as in solving the socio-economic and cultural problems of the country.

- b. PYs learned that STEM education helps to develop the essential 21st-century learning skills, including creativity, collaboration, critical thinking and communication. STEM curriculum is engaging and motivates students to think through real-world scenarios.

Group Discussion Session IV: Evaluation of Educational Strategies

Objectives

- a. To understand the standards and guiding principles for evaluation.
- b. To get acquainted with logic models and evaluation toolkits as a helpful tool for conducting evaluation.
- c. To design an evaluation or evaluate educational strategies:
- d. Is the theory working? Why does it work, or why does it not work?

Activities

- a. Facilitator discussed insights into key evaluation methodologies to ensure that PYs manage the process better next time.
- b. Facilitator distributed samples of logic models and templates that will help PYs do their own evaluation.
- c. Discussion and exercises
 - PYs analyzed the evaluation cases presented by the facilitators and their peers.
 - PYs identified the educational organizations or individuals who successfully met their objectives.

Outcomes

PYs learned that evaluation is a process that critically examines a program, the purpose of which is to make judgments about a program, to improve its effectiveness, and / or to inform programming decisions.

PYs realized that in educational organizations, evaluation involves collecting and analyzing information about the educational program's activities, characteristics and outcomes.

PY understood that a logic model helped with evaluation by setting out the relationships and assumptions between what a program will do and what changes it expects to deliver. A logic model can be particularly valuable in identifying the gaps between the components of a program, the underlying assumptions and the anticipated outcomes.

Group Discussion Session V: Sub-Group Discussion based on Education Strategy's Dimension

Objective

- a. To develop organizational / individual educational strategies to improve education in ASEAN member countries and Japan.
- b. Grouping rationales:
 - Level: Early childhood education, Primary education, Secondary education, Higher Education, Vocational education
 - Processual: Subject specific education, Inclusive education, Non-formal education
 - Population specific: Girls education, Special education (disabilities), Out of school education, Refugee education

Activity

Small group discussion based on the strategy for the selected dimension, whereby each group: Create public value proposition, Create Theory of Change, and Evaluate their strategies.

Outcomes

PYs divided themselves into six groups: early childhood education, out-of-school children education, education for students with special needs / inclusive education, girls' education, STEM education and higher education.

Each group created its own public value proposition and ToC and eventually evaluated its strategy for achieving the objectives.

Practical Skill Group Presentation Session

Objectives

- a. PYs can strengthen the effectiveness of their presentations through careful planning, organization, and presentation practice.
- b. PYs practice and acquire the skills necessary to deliver effective, presentation with clarity and impact.

Activities

- a. PYs worked in five groups to develop ideas and prepare their group presentation.
- b. PYs synthesized group ideas from a range of sources in order to group and present common ideas or arguments.

Outcome

PYs created one presentation with strong narration. The presentation accentuates the importance of early childhood education, out of school children education, education for students with special need / inclusive education, girl education, STEM education, and higher education.

D. Resolution / Prospective Future Course of Action

After SSEAYP discussion sessions, PYs should have been equipped with a myriad of skills, gained true learning, and become richer thanks to the exchange of experience. Thus, they are now capable of starting their advocacy.

DG3 members are committed to creating an online collaboration to foster conversations about educational challenges and innovations that give credence to their efforts to create a culture that values education and encourages individuals to get involved in improving the education system.

Social media such as Facebook and Instagram will be used as a platform for advocacy and as a medium of interaction and marketing purposes to achieve the goals. As a long-term impact, these project and platform will be passed on to the 47th SSEAYP Batch, who will be able to conduct their next project on education as well.

E. Reflection (Self-Evaluation Session)

One major goal of our self-evaluation session is to highlight PYs' accomplishments and recollect milestones throughout their discussion sessions. During the self-evaluation session, they also had a chance to critically assess the times when they and the Facilitator came up short.

The PYs in DG3 are education professionals, students in education majors, or individuals who are deeply in love with the field of education. Stirred by issues and ideas that are changing our education world, they were drawn to the obstacles of and potential for lifelong learning for all. However, they also realized that five sessions would not be enough to discuss and find solutions to the educational issues revolving around them.

Many PYs expressed how the Discussion Group had evolved into something more than a platform for sifting through problems, sorting out ideas, analyzing information and making conclusions from different points of view. It had grown into a "home" where they developed genuine friendship.

F. Facilitator's Comments

To serve as a discussion facilitator is a great honor and privilege. I would like to thank the Cabinet Office of the Government of Japan for the trust and opportunity

given to me, and SSEAYP International Indonesia for the continued support and endorsement. I would also like to thank Dr. Christopher Johnstone for the lecture and fruitful discussions about the "Education Trinity," i.e. Public Value – Theory of Change – Evaluation Strategy, which eventually became the essential element of this year's SSEAYP discussion.

Education is a broad subject comprising various related disciplines. It is, therefore, not convenient for us to examine the entire wide-ranging area of educational issues in limited SSEAYP discussion sessions. The core objective of this year's discussion on education is to provide knowledge, skills and behavior necessary for the youth to be able to contribute to ensuring inclusive and quality education and lifelong learning for all. Thus, our discussion focused on the improvement in educational establishments by analyzing the root cause through recognizing their public value propositions, bridging the gaps between the problems through the theory of change, and constantly evaluating their strategy through evaluation skills. Those are the key elements that define the broad direction and destination of any educational organization.

Throughout the discussion, the Facilitator needed to make a few adjustments as the proposed concepts turned out to be too heavy and complicated for many PYs. At times, engaging participatory learning seemed unlikely, which led to some sessions being conducted as planned, whereas others not. Nevertheless, as the Facilitator, I would like to express my sincere gratitude to all DG3 members who made a considerable effort to participate in the discussion.

The PYs taught me some invaluable lessons, and I would like to share the most important ones here. They helped me to think more clearly about what I wanted them to know and do, and who I wanted them to become: a passionate educator! Also, they gave all the things I had received little from my higher education: determination, motivation and inspiration. In other words, they have made me a better Facilitator, a better educator and, ultimately, a better person. Lastly, I would like to express my greatest appreciation to my fellow Facilitators; Dino, Kaya, Jay, Malou, Fai, P'Tor, Koki and Andy. I am proud of working with a group of extraordinary people. Thank you for caring and supporting me wholeheartedly. Thank you for being my family. Thank you for being you!

(4) Employment and Decent Work Group

Number of PYs: 32

A. Group Theme Information

a. Theme Description

PYs will understand the current situation of youth employment and challenges in ASEAN member countries and Japan. On that basis, PYs will discuss how youth can contribute to the achievement of the decent work (aspirations of people in their working lives in other words) based on each country's history and culture and to promote sustainable modes of jobs and employment.

b. Achievements and Expected Outcomes

- PYs will understand the current status, challenges and conditions of the labor workforce in the respective Southeast Asian countries and Japan and make a presentation on the scenario of the labor market.
- PYs will be able to collaborate on different activities that enhance youth network through participation in the discussion and able to create proposal on how to create social contribution activities that increase Japan-ASEAN awareness and participation.
- PYs will be able to discuss thoroughly on the United Nations Sustainable Development Goals (SDGs) No. 8 which is Economic Growth and Decent Work for all.

c. Competencies to be Acquired

Knowledge

- The PYs will be able to understand the various labor market indicators in their respective countries and will be able to analyze the impact of such labor conditions.
- The PYs will be able to know the various labor issues that affect workers in the workplace.
- The PYs will be able to understand the Strength, Weakness, Opportunities and Threats of each labor market.
- The PYs will be able to know about the conditions and needed skillset of labor workforce in Southeast Asia and Japan

Skills

- The PYs will be able to express genuinely through effective communication his / her sentiments on the labor conditions and opportunities in the market today.

Behaviors

- The PYs will be open to sharing various concepts that affect workforce and labor relations per country and share it to the group and share feelings that would affect individuals.

B. Pre-Program Assignments

Individual Assignment

PYs are asked to answer individually, the definition of social justice and if they believe that people live in a world where social justice is equally-implemented. Labor unions are also the topic that we covered in the assignment. PYs are asked on the advantages and disadvantages of such labor organizations and what are the goals of the labor unions and tackle on ways to ensure promotion of worker's rights, safety standard and equal wages.

Contingent Assignments

PYs created a PowerPoint presentation based on their country's labor indicators with reference to International Labor Organization's published journal. International Labor Organization Asia-Pacific Social Outlook. Presentation are based on the statistics on Gross Domestic Product, Total Employment to Population Ratio, Male and Female Employment to Population Ratio, Unemployment Rate and Youth Unemployment Rate from 2015 to 2017 (latest data).

Each country is also assigned to the respective sub-topics to discuss covering various social issues at workplace.

C. Proceedings

Field Study in Japan

Institution: Decent Work Co., Ltd.

Activities

- Lecture by the Chief Operating Officer Mr. Takahashi Hidenori.
- Discussion Session on the question: What is Decent Work? How do we achieve decent work?

What we learned

- During the Field Study in Japan, the PYs had the chance to listen to the Chief Operating Officer regarding recruitment process and recruitment experiences in Japan. The CEO was knowledgeable and expert in his field, his experiences in connecting with Japanese companies on looking for the right candidates and hiring the right employees.
- He was able to provide a case study on various company situations and provide questions to the PYs regarding the differences in the culture of companies, it actually allowed the PYs to have a glimpse of the different cultures in the organization. Each company

has different set-up that give options to the PYs for a possible working environment they might have in the future.

Group Discussion Session I

Objective

PYs will be able to get to know each and build rapport with each other.

Activities

- a. Video Presentation on the History of Work and SDGs and the emphasis on the SDGs No. 8 which is Decent Work and Economic Development.
- b. Presentation of Labor Market Indicators per country.

Outcomes

The history of work provides start of the discussion proper, sharing perspectives on why we need to discuss Decent Work and Employment and why it is, emphasized as part of the SDGs. The PYs shared their sentiments on the importance of ensuring worker's rights, improving on their skillset, and creating decent work for all. The PYs they feel that working is giving back to their respective family and helping them improve their lives.

The PYs have discussed on the labor market indicators in their respective countries.

Group Discussion Session II

Objective

PYs will be able to identify key Strength, Weakness, Opportunities and Threat in the labor workforce and share their understanding to the group.

Activity

Contingent Presentation on the Strengths, Weaknesses, Opportunities and Threats that affect the labor market or SWOT Analysis.

Outcomes

PYs have collaborated by small groupings on what are the strengths, weaknesses, opportunities and threats of the Southeast Asia and Japan labor markets. In summary, the PYs have observed that: (1) Most of the labor markets are composed of rising new generation of millennials. These are the young people who are dynamic, engaging and career driven. (2) There are also emerging economies that require increasing skillset in the labor market such as Information Technology, Computer Sciences and Engineering graduates. (3) The young labor force is learning to speak English, Mandarin Chinese, Japanese, and other languages as part of their added skillset to be able to communicate with their international counterparts.

So much opportunity is also happening in the region,

such as strong investments from the United States, Japan and European countries that are looking for most cost-efficient human resource in the Southeast Asian region.

There are also weaknesses and threats that surround the labor market, competition from China in terms of labor cost have disrupted the economies of younger and emerging markets. Skills gap among graduates and experienced and tenured employees is quite wide. Skills in terms of technology adaptability have identified as the most identified lacking skill among labor markets. Other identified threats are natural disasters, job automation and digitalization, political instability are points that were, raised in the discussion.

Group Discussion Session III

Objective

PYs will be able to share the impact of existing laws and regulations that would create regional work security and work stability.

Activities

- a. Contingent Presentation on Actions and Strategies of Governments on Employment and Decent Work.
- b. Small groupings on the issues regarding working hours, work-life balance, stability and security at work and equal opportunity and treatment in employment especially on women.

Outcome

Government have been identified as the most important stakeholder in terms of creating policies and standardization of labor-related issues. PYs have shared various government policies were enacted to provide solutions on labor-related issues and constantly have been working on developing new policies to promote employee safety and security, fair and just compensation and upholding worker's rights and welfare.

Field Study in Viet Nam

Institution: Youth Employment Service Center (YES Center)

Activities

- a. Lecture from the CEO of Youth Employment Service Center (YES Center)
- b. Discussion session in small groupings with local youth of Viet Nam

What we learned

- a. We have learned on the various services of the Youth Employment Services offices from organizing job fairs in various cities in Viet Nam to providing assistance to companies for their human resource needs.

- b. The discussion program with the host institution was fruitful and encouraged interaction with the local youth and able to discuss topics that concerns achieving decent work in the region.

Group Discussion Session IV

Objective

PYs will be able to explain the definition of Social Justice and Labor Union.

Activities

- a. PYs have the chance to discuss what is the definition of social justice for them, and if social justice achievable our society today and able to provide specific examples of social injustices in their respective countries.
- b. The PYs discussed on what are labor unions and its advantages and disadvantages and discussed, also if current labor unions are relevant today.

Outcome

PYs have mentioned that we still live in a society where social justice is far from happening. Simply because there are still violations of human rights, discriminations at the workplace especially with women, people with HIV, people with disabilities and LGBTQ+ employees. Worker's rights and protection are still a work in progress in many countries. These social issues can be, addressed when government institution takes mandate on key issues that surround the country.

Group Discussion Session V

Objective

The PYs will understand on the future of work and be able to share their opinions on the digitalization of work in the future.

Activities

PYs were, divided into small groupings and discuss the threats of technology to the labor market today.

Outcome

The PYs have discussed on the future of work place, and share inputs on how technology have been taking over on some aspects of work productivity. The PYs were able to share that there is a global threat that robots are already taking over aspects of work however, the end goal of robots or technology is to ensure that, work efficiency and work productivity and to also ensure increasing revenue for the business and service remain excellent.

Practical Skill Group Presentation Session

Objective

PYs will be able to learn project management theories

and able to apply these theories during the post-program activity in their respective countries.

Activities

- a. The PYs were divided into four groups and challenged them to create the most beautiful dress using Manila paper and colored pens.
- b. Discussed with them on the five phases of project management and provide answers to their questions so the PYs can clearly plan their proposed post program activities in the future.

Outcome

The PYs were able to participate actively in the activity. We discussed on how they were able to set objectives and targets during the activity and how they were able to come up with solutions when planning to execute the proposed projects.

D. Resolution / Prospective Future Course of Action

The PYs have proposed various plans of actions that revolve around job creation, job availability information sharing, job fairs and promotion of decent work in their respective countries. Social media will be the most common platform to share and discuss important issues regarding work and how we will be able to achieve decent work in the region.

E. Evaluation / Reflection (Self-Evaluation Session)

During evaluation session, the PYs have shared on the importance of work. The PYs have agreed that in the region, social justice is far from becoming a reality, and the government is an important stakeholder in our quest decent work is still in the W.O.R.K.S (Wages, Opportunity, Rights, Knowledge-Transfer and Security). (1) A fair wage and just compensation for our skills, (2) Opportunity to work and the chance to earn for a living, (3) Right to a better work place conditions and the right to feel safe at work, (4) Knowledge-transfer which means the ability to learn thru trainings and skillset upscaling, and (5) Security of tenure and have the chance to work as much as we can.

F. Facilitator's Comments

I would like to thank the Cabinet Office of Japan for giving me the chance to once again join the SSEAYP. I am so grateful for the opportunity to be back for the third time. The chance to be able to serve as a Facilitator is a wonderful learning experience.

This year, we have seen birth pains for both the

Facilitators and the program. Facilitators have been given, the post-program session a new sight, a new perspective bringing in theoretical and academic inputs. The current model of ensuring that the seminar on project management down to planning the post-program activity is a welcome change, and I hope it will, still continue. The Facilitators this year have added so much value in terms of inputs, presentation and expected outcomes after the Program.

Another thing, for most of us, the Debriefing session was relatively a new segment of the program. The presentation to the Cabinet Office on the post-program plans and initiatives have been the vision on why SSEAYP exists. We pin it down to the after-program activities that sets the program apart from other youth programs.

The individual advocacy projects placed on the spotlight, which pushes the SSEAYP to create ripples of change in the community. The individual advocacy projects have created impact to the PYs, and have made it

collaborative in terms of sharing information and working towards bringing youth-led projects to their respective countries.

This vision from the cabinet office was at some point have been blurry as to how we, as Facilitators bring in light to the situation. Facilitators had an exchange of insights on how we can better improve the future of SSEAYP. I believe we have made impact on bringing such vision to a fruition.

My perspective for the SSEAYP have changed. It allowed me to take a different lens and look the program on an eagle's vantage point, which means to a bigger perspective. The changes in the Program this year is for the better. And I am happy, that I am part of these changes. After all, we are all here in the Program because we believe in the purpose, and these purposes are to develop a new generation of leaders and builds a foundation that engages young citizen to be proactive members of the community.

(5) Environment and Sustainability Group

Number of PYs: 34

A. Group Theme Information

a. Theme Description

PYs will recognize the current environmental situation and acknowledge the issues of climate change and biodiversity in ASEAN member countries and Japan. On that basis, PYs will discuss how the youth can contribute in balancing developments, urbanization and the establishment of sustainable society.

b. Achievements and Expected Outcomes

- PYs will have a common and clear understanding of the causes, impacts and effects of climate change, and how are these connected with the state of environment and biodiversity especially in the Japan and ASEAN context.
- PYs will discuss practical approaches to drawing solutions towards sustainability with reference to the targets set by the United Nations Sustainable Development Goals (SDGs).
- PYs will make presentations of their proposals for post-program activities with an emphasis on climate change efforts and / or sustainable development.

c. Competencies to be Acquired

Knowledge

- Current situation of the impacts of climate change on the environment and biodiversity of Japan and ASEAN

member countries.

- Understanding of the SDGs specifically SDGs: (13) Climate Action, (14) Life below Water, and (15) Life on Land.
- Current measures and strategies that are taken to promote sustainable environmental management and development in Japan and ASEAN member countries.

Skills

- Identifying and understanding the key terms, strategies and frameworks related to climate change, environmental management, and sustainable development.
- Presenting and proposing in groups or plenary setting about practical information, education and communication materials relevant to climate change and sustainable development.
- Analyzing key materials and work on proposals to carry out viable post-program activities in connection with the learning in DG5.

Behaviors

- Interacting and exchanging views with others regarding the topics covered in the sessions and during Field Studies.
- Appreciating the efforts on environmental protection and mainstreaming sustainable development.

- Embracing the role of being responsible stewards of the environment and agents towards sustainability.

B. Pre-Program Assignments

Individual Assignments

- PYs to research and familiarize the terms, concepts and frameworks pertaining to climate change and sustainable development.
- PYs to research an environmental issue in Japan or any ASEAN member countries that needs the most attention and solution.
- PYs to research individuals who strongly work on environmental protection or sustainable development.

Contingent Assignments

- Taking reference on PYs' respective countries, the following should be accomplished:
 - List of the impacts of climate change.
 - List of the initiatives / solutions in place to reduce the impacts of climate change.
- PYs to research on Paris Agreement.
 - A PowerPoint presentation focusing on the Intended Nationally Determined Contributions (INDCs) of PYs' respective countries will be prepared.
- PYs to bring five printed photos that depict sustainable development in their countries.
- PYs to interview 2 - 5 people in their country to check the level of public awareness pertaining to the SDGs.

C. Proceedings

Field Study in Japan

Institution: Kokusai Kogyo Co., Ltd.

Activities

- Lecture and Plenary Discussion
- Group workshop and discussion
- Fieldtrip

What we learned

- Awareness on the environmental issues especially the common ones faced by countries in the region.
- Processes or "behind the scenes" in producing maps and other relevant outputs.
- Positive impact of technology in human efforts to offer solutions.
- It is resource-intensive (time-consuming and costly) to produce maps and other relevant outputs to make sense of the impacts of disasters, and how we can protect the environment.
- There is hope that things could get better taking account the changes towards better environment that happened in Japan through people's cooperation and given the

use of technology.

Group Discussion Session I

Objectives

- To understand the terminologies pertaining to Environment, Climate Change, Sustainability.
- To be aware of the complex issues and their current state in Japan and ASEAN member countries.

Activities

- PowerPoint presentation / sharing of relevant videos
- Group sharing about the environmental issues in Japan and ASEAN member countries
- Plenary discussion

Outcomes

- PYs understood key terminologies pertaining environment, climate change and sustainability along with practical examples.
- PYs were made aware of the critical environmental issues in Japan and ASEAN member countries. Through the sharing and discussions, they have identified common issues faced in the region.
- PYs who want to share their initiatives towards solutions to the problems spoke up and let their voices heard.

Group Discussion Session II

Objectives

- To understand fully climate change – its causes, effects, impacts, solutions.
- To know and understand the Paris Agreement, INDCs of Japan and ASEAN member countries.

Activities

- Contingent presentation regarding INDCs
- PowerPoint presentation / sharing of relevant videos
- Plenary discussion

Outcomes

- PYs were able to deepen their knowledge about climate change and how it unfolds from local to global scale.
- PYs understood that human activities play a huge part in the climate crisis.
- PYs were made aware of the negative impacts of climate change to people, habitats, environment, agriculture, the oceans, and extreme weather events that prompt disasters.
- Through contingent presentations, PYs understood the situation of other countries. Therefore, this prompted them to be more mindful of their actions towards environmental protection.
- PYs learned from other countries' initiatives to counter

the impacts of climate change. This inspired them to rollout to their respective countries whenever deemed applicable / fit.

- f. PYs realized the importance of cooperation and the need for concrete agreements among nations that face similar issues as in the case of Paris Agreement.
- g. PYs gained key information about Paris Agreement, and INDCs of Japan and ASEAN member countries.

Group Discussion Session III

Objectives

- a. To be aware of the importance of environmental management.
- b. To appreciate the Triple Bottom Line Framework (Social – Economic - Environmental) as a good mechanism to achieve sustainable development.

Activities

- a. PowerPoint presentation / sharing of relevant videos
- b. Exhibit of photos depicting sustainable development
- c. Group sharing about the exhibit
- d. Plenary discussion

Outcomes

- a. PYs learned that sustainability was a way of life, not a one-off thing. That to achieve sustainability, is to constantly work on whatever we do to ensure longevity without harming or depleting the available resources.
- b. PYs learned that circular economy was the way to go when it comes to sustainability. Materials can be recycled or upcycled upon reaching the end of its useful life.
- c. PYs realized that innovative ideas must be developed in each respective context in order to formulate a best-fit solution. Framework and ideas can be shared, but each community or society must modify them to suit the local context.
- d. PYs affirmed the importance of mindfulness in their actions for every action, big or small, would directly or indirectly contribute to the problem or solution of any pursuit.
- e. PYs acknowledged that through awareness and education, people were empowered to make responsible and well-informed decision in their life to lead a sustainable lifestyle.

Field Study in Viet Nam

Institution: University of Science – Viet Nam National University of Ho Chi Minh City

Activities

- a. Lecture on climate change: the causes, effects, impacts

and solutions

- b. Group sharing about the lecture
- c. Group presentation

What we learned

- a. Relevant and updated information on the causes of Climate Change, and how the crisis affects everyone.
- b. Deeper understanding about the present situation, and the alternative solutions and the best practices we can employ in mitigating climate change.
- c. Increased level of awareness through the discussions where we commit to heed the call for climate action.
- d. Current innovations and alternatives that we might adopt in our respective countries.

Group Discussion Session IV

Objectives

- a. To be aware of the SDGs.
- b. To appreciate the targets of SDGs 13, 14 and 15 in protecting the environment and biodiversity.

Activities

- a. PowerPoint presentation / sharing of relevant videos
- b. Contingent Presentation on the public's awareness regarding SDGs
- c. Group sharing about the level of awareness of SDGs in Japan and ASEAN member countries
- d. Plenary discussion

Outcomes

- a. PYs understood the SDGs as a global agenda which are interconnected with each other. That it has a vision of ending poverty, protecting the planet and ensuring that all people enjoy peace and prosperity including 17 SDGs and target by 2030.
- b. PYs were able to highlight the specific efforts of each country in Japan and ASEAN member countries to achieve the targets of SDGs.
- c. PY realized the low level of awareness and the lack of understanding about SDGs among the people in Japan and ASEAN member countries.
- d. PYs were inspired to raise awareness on the SDGs, and collaboration of efforts between Japan and ASEAN member countries was an option worth exploring.
- e. PYs learned that for some countries in ASEAN specifically Cambodia and Lao P.D.R. had SDG 18 which deals with the issue on landmines.
- f. PYs understood the specific problem that each SDGs addresses significantly SDG13: Climate Action, SDG14: Life below Water, and SDG15: Life on Land.
- g. PYs realized that the protection of biodiversity is crucial to sustain the survival of species on earth.

Group Discussion Session V**Objectives**

- a. To report and assess the commitments of Japan and ASEAN member countries in meeting the targets of the SDGs especially that of 13, 14 and 15.
- b. To share the efforts of individuals, communities, and organizations in achieving the commitments to meet the targets of the SDGs.

Activities

- a. Japan and ASEAN SDGs Roadmap
- b. Sharing about PY initiatives on sustainability and / or environmental Protection
- c. Sharing on Environment and Sustainable Development advocates
- d. Plenary discussion

Outcomes

- a. PYs gained a more in-depth understanding of the context of the 17 SDGs as well as the inter-relatedness and interdependence through a Japan and ASEAN SDGs Roadmap.
- b. PYs were able to understand more clearly the main goals of SDGs 13, 14 and 15.
- c. PYs were able to put their understanding of SDGs 13, 14 and 15 into a practical context through a participative exhibition of the 11 Japan and ASEAN countries' initiatives that are in line with the SDGs 13, 14 and 15.
- d. PYs were able to hear and appreciate other individual projects that are initiated by other PYs in their own communities that are in line with the SDGs 13, 14 and 15.
- e. A discussion on the addressed SDGs country-level and community-level efforts allowed PYs to analyze the effectiveness of SDGs 13, 14 and 15. Many PYs agreed that the current SDGs efforts are more on national laws and little on communities.

Practical Skill Group Presentation Session**Activities**

- a. Discussions, preparation of materials, and sharing of key learning through plenary.
- b. Finalization of the outline to be covered for the presentation during the DG Day.
- c. Feedbacking on the presentation and exhibit ideas for the DG Day.

Outcomes

- a. PYs helped each other finalize presentation and exhibit ideas through a plenary discussion/feedbacking session.
- b. PYs were able to finalize and have worked on the content of the presentation and exhibit plans for the DG

Day.

D. Resolution / Prospective Future Course of Action

- a. PYs discussed that real change begins through a myriad of levels, from individual effort, to community effort to national efforts. A commendable tactic to adopt was to test ideas through a smaller community as a test bed, which was inspired by the efforts of Singapore.
- b. PYs learned about Environment and Sustainability advocates and workers from all around Japan and ASEAN member countries. Through this inspiring sharing session, PYs were able to receive sustainable-and-environmental related ideas that can be implemented in their households, communities or country.
- c. PYs identified key takeaways and efforts that can be implemented back in their countries. This includes forming international partnership through social media, spreading awareness on how waste can be a resource if segregated well, and more.

E. Evaluation / Reflection (Self-Evaluation Session)

- a. Generally, PYs have achieved the goals they have set before the rollout of the formal DG sessions. Most of the PYs were satisfied of their contributions in the DG.
- b. PYs highlighted that the presentations, discussions and sharing during each DG session had helped broaden their understanding of the issues and solutions on the Environment and Sustainability, and other relevant topics.
- c. It helped that the PYs were open to sharing and learning all throughout the DG sessions and Field Studies. Such attitude of PYs is key in their continued information exchange via Facebook DG group chat regarding climate action and sustainable practices they observed while in homestay or in the field studies.

F. Facilitator's Comments

I thank everyone who has trusted and has given me the opportunity to return to SSEAYP to be able to share in the field of Environment and Sustainability. Generally, it was a great opportunity for me to not only share what I know, but to also learn from the PYs in DG5.

It was a humbling experience to be in the midst of the emerging leaders in the region who are very passionate in carrying out a good brand of change wherever they are a part of back in their home countries. When PYs were

asked why they chose DG5, all of them expressed that they were interested to know more about the environmental issues we now face, what are the concrete climate actions they can take, and how to ensure that sustainability is at the fore of what they do. I thought this DG topic couldn't be more apt and timely to cover in such an influential program like SSEAYP.

PYs learned a lot from the Field Studies which offered them various perspectives in the field of Environment and Sustainability. Further, these experiences are deepened through the sharing of PYs through discussions. The Facebook chatgroup they set up during the program has been a great avenue for them to share the climate actions and sustainable practices they have observed while in homestay.

When I look back on all our discussions, there is this constant emphasis on CHANGE. And, such can only happen when we fully know and understand the roots of the wicked / complex problems we face. The change can only take place if we all get the courage to commit ourselves to go against the "Business As Usual" (BAU) that aggravates the situation. I believe I have found 35 allies from this DG to push real changes we need in our work for environmental protection and sustainable development.

Off we continue to work the best that we can with the best of what we have and the best of who we are. Let us make this world a better place for all of us and the generations to come. The Earth needs no saving, we ought to pull our acts together now to for the survivability or humanity.

(6) Good Health and Well-being Group

Number of PYs: 37

A. Group Theme Information

a. Theme Description

PYs will consider youth's health from physical, mental and social perspectives, especially, the situations and challenges of youth mental health. At the same time, they consider defining what an ideal well-being is for youth and methods to achieve it.

b. Achievements and Expected Outcomes

- PYs will have an understanding of youth well-being according to United Nations Sustainable Development Goals (SDGs) and health in the context of Asian youth.
- PYs will have an engaging knowledge to the current situation of the nine areas of youth health globally, particularly in the ASEAN member countries and Japan, specifically in mental health.
- PYs will acknowledge the challenge to achieve mental health in context, and critically analyze current initiatives, movements, and policy relevance to support youth mental health globally, in Japan and ASEAN member countries.
- PYs will have an elaborate understanding of mental health and well-being from a youth perspective and propose effective and creative initiatives to promote youth well-being in context.

c. Competencies to be Acquired

Knowledge

- An elaborate and contextual understanding of health and well-being based on the SDGs.

- Deeper understanding of the current situation of youth health globally and particularly in the ASEAN member countries and Japan.
- Critical perspective on initiatives, movements, and policy to support youth mental health and well-being.
- Meaningful standpoint of mental health and well-being in context.
- Youth-based participatory perspective in defining and achieving the ASEAN member countries and Japan youth mental health and well-being.

Skills

- Ability to learn and work in a diverse environment through discussion and group work.
- Identify problems in context and practice critical thinking in addressing the solutions
- Ability to define arguments and deliver ideas in written and oral.
- Practical presentation skills, such as public speaking and persuasive communication.
- Ability to design initiatives and manage practical deliverables to achieve.

Behaviors

- Interpersonal; engage for peer learning.
- Leadership; understand community problems and take action.
- Attitude; Inclusive and openness.
- Critical and sensitive to multicultural differences, race and gender identity, and social justice.

B. Pre-Program Assignments

Individual Assignment 1

PY to present one self-taken photograph and print it with a 50-word caption. When taking the picture, PYs must think “What comes in mind when you hear the term youth well-being?”

Individual Assignment 2

PY to look for a news from the media about the health of socially and economically marginalized youth in your country in the period of September 2018 - current.

Individual Assignment 3

PY to look up to the website the Mental Health Innovation Networks Initiatives based on Asian and / or adolescent and write up a comment of the most relevant initiative to their personal experience or community issues in mental health.

Contingent Assignment 1

Each contingent to create a poster, either handmade on a poster paper or software made and printed, be creative! All posters need to have a map picture as the background and use symbols to describe youth health issues in their country.

Contingent Assignment 2

Each contingent to make a PowerPoint of 5 - 10 services in their respective countries that provides service to support youth health and well-being with a description profile.

Contingent Assignment 3

Each contingent to make a PowerPoint of current policy, government programs and current community action / movement to support youth mental health and well-being.

C. Proceedings

Field Study in Japan

Institution 1: b-lab, Certified NPO Corporation Katariba

Activities

- Presentation and Q&A of b-lab background, activities, and a tour around the facilities.
- Work in group to feedback the facilities suitability for youth: How would it be ideal?

What we learned

- PYs learned the values behind the facility; to be active, create healthy relationship among youth, and attend to their needs.
- Government support for NPO and any campaign is very important for mental health support in the community.

Institution 2: Certified NPO Corporation PIECES

Activities

- Presentation about PIECES profile, activity, and adverse youth related issue by the director.
- Group work and presentation about youth health issues related to PIECES service.

What we learned

- Children isolation can cause mental breakdown and affect their future.
- It is important to promote respect to children, hear, and bring forward children’s voice and ideas in the society so they can grow healthy.

Group Discussion Session I

Objectives

- PYs to set learning goals for the DG.
- PYs to learn the different terms of youth, adolescent, and young adulthood and implications of the differences.
- PYs to learn the SDGs for youth.

Activities

- PYs were divided into groups and asked to write personal goals, share in the group, and the group represented it to everyone.
- Lecture and interactive session about different definition of youth and young people, and the implications of youth age as a fluid concept.
- Lecture the significance of youth issues in SDGs indicators.

Outcomes

- PYs have similar goals to learn about mental health to help themselves and others.
- The similar situation, concerns, and intention of youth well-being across ASEAN member countries and Japan.
- Different terms of youth and its consequence.

Group Discussion Session II

Objectives

- Learn the well-being index domain based on the SDGs indicator and discuss the situation of youth in their country.
- PYs learn the objective of adolescent health and well-being study, common issues of youth health globally, and current situation of youth health in Japan and ASEAN member countries.
- PYs learn and analyze the social determinants, enabling and protective factors of health in context.

Activities

- PYs were journaling to record their feelings.
- Brief lecture of the significant findings in the Youth

Well-being Index 2017, the importance to study adolescent health and well-being, and young people's brain development.

- c. PYs presented Individual Assignment 1 and discussed photos the meaning of well-being.
- d. Brief lecture of common youth health issues across the world, ASEAN member countries, and Japan, enabling and protective factors of health, and the social determinants of mental health.
- e. PYs presented contingent assignment about youth health issues in their country.

Outcomes

- a. Everyone has their own definition of well-being that needs to be understood and appreciated. Some feel well-being is related to family and friends, some other feel it's freedom or being relaxed.
- b. Health is just one aspect of well-being.
- c. Youth health issues across countries such as Karoshi in Japan due to overwork culture, obesity in Malaysia, or HIV cases in Lao P.D.R.
- d. Learn new terms related to social health such as marital rape, power abuse, intimate violence, and gender based violence.

Group Discussion Session III

Objectives

- a. After learning all the youth health issues, PYs to discuss the similarities and differences of the issues across Southeast Asian countries and Japan.
- b. PYs to learn the study objective youth mental health study and its' framing in SDGs.
- c. PYs to identify the challenges to achieve youth mental health and well-being including among marginalized youth.
- d. PYs to learn current initiatives to achieve youth mental health and well-being in their countries.

Activities

- a. PYs continue to present their contingent assignments about youth health issues.
- b. Interactive discussion about the similarities of youth health issues across Southeast Asian countries and Japan.
- c. PYs incorporated the discussion result to the definition of mental health and well-being, prevalence of youth mental health issues, mental health and its framing in SDGs.
- d. PYs work in a non-contingent group and discussed Individual Assignment 2 and 3.

Outcomes

- a. Deep discussion about common mental health issues among youth such as peer pressure, self-identity, and acceptance in community.
- b. Every nation has their own initiative to address mental health and other health related concerns.
- c. The need to implement health activities should be realized to help achieve a healthier community.

Field Study in Viet Nam

Institution: University of Medicine Pham Ngoc Thach

Activities

- a. Presentation and video about Happiness: Youth Physical, Mental, and Social Health.
- b. Group work with local students to determine factors of physical, mental and social health.

What we learned

- a. Happiness contributes to all aspects of youth health and it comes by attending to the present moment instead of chasing over it.
- b. Young people need to incorporate a healthy lifestyle in order to achieve well-being.

Group Discussion Session IV

Objectives

- a. PYs to recognize the current service to support youth health and well-being in their respective country.
- b. PYs to learn the pyramid of intervention in mental health.
- c. PYs to learn the current initiatives, policy, and programs to support youth mental health and well-being globally.
- d. PYs to learn the principle to involve young people in transforming mental health.
- e. PYs to consider the multi-sector approach to support youth mental health.

Activities

- a. PYs work in non-contingent group and discussed the contingent assignment 2 and 3.
- b. Brief lecture on Pyramid of Intervention in Mental Health Services and the policy brief on Young People Will Transform Mental Health.
- c. PYs work in a world-café style to feedback each groups' discussion about support for youth health from peer, teacher / school, parents, media, non-profit and government.

Outcomes

- a. Most countries in ASEAN member countries and Japan have services to support marginalized people well-being, from general to specific.

- b. The existence of good service is works hand in hand with the challenge to address stigma.
- c. Culture, gender issues, and social gap contributes to the mental health issues related to pressure and well-being.

Group Discussion Session V

Objectives

- a. PYs to analyze the characteristic of Asian Youth and give the context of Youth Health and Well-being in Asia.
- b. PYs to learn the levels of intervention and young people's engagement in health.
- c. PYs to develop ideas to support the achievement of youth mental health and well-being according to the need onboard.

Activities

- a. PYs continue the discussion about support for youth mental health from peer, parents, teacher / school, non-profit, media, and government in a world café style.
- b. Interactive discussion about characteristic of Asian, both the stigma and common characters.
- c. PYs to draw a picture of a healthy and unhealthy person and consider the characteristic of young Asian in the story.
- d. Brief lecture on the levels of Intervention of Young People in Health and a video from WHO regarding youth leadership in health
- e. PYs discussed some ideas to conduct onboard voluntary activities.

Outcomes

- a. Asian characteristic creates a certain issue among young people in ASEAN member countries and Japan related to parents and children relationship and meeting the society's expectation.
- b. Multi-stakeholder such as school, government, NPO and media have an equal role to support youth mental health.
- c. Adequate peer and family are significant to support youth health and well-being.

Practical Skill Group Presentation Session

Objectives

- a. Generate project ideas based on the DG learning.
- b. Apply the project management steps in the chosen topic related to the DG theme.

Activities

- a. PYs work in three groups to practice project management and implementation planning.
- b. PYs presented the work and received feedback from

other PYs and the Facilitator.

Outcomes

- a. Ideas for project implementation are related to water access, youth mental health awareness, and youth healthy lifestyle.
- b. PYs applied the general steps to address the need and plan for the implementation, timeline and evaluation within a limited time.

Voluntary Activities

Towards the end of the Program, DG6 proposed to conduct several voluntary activities to support youth health and well-being onboard: (1) Caring Mailbox, for PYs to pour their feelings in a confidential letter, (2) Doing Nothing Session, a session to check out from the busy routine by coming to the theater, listening to calm music, and do nothing. Some PYs come take a power nap to recharge their energy, (3) Thanks Giving notes to Ship Crew. PYs expressed their heartfelt gratitude towards the ship crew for their service. They received small gifts and notes from PYs and it created a good relationship among them.

D. Resolution / Prospective Future Course of Action

As PYs learn various ways to achieve well-being for youth, both for themselves and others, PYs express ways to change the conversation of mental health in their respective country and community, by advocating against stigma to ask for help, break stigma of suicide, and other mental health issues starting from their closest relatives. In addition, in the DG result presentation, PYs proposed "Project Sentimental," a Facebook page to share life activities to support youth health and well-being.

E. Evaluation / Reflection (Self-Evaluation Session)

Self-evaluation is conducted three days before the end of the program to reflect on PYs goals that they set in the first session, discuss on small actions to do after PYs arrive to their respective countries, and key takeaways after all the sessions. PYs mostly share a common reflection that they learn from their peers about youth health issues across Japan and Southeast Asian countries in the small group discussions. In addition, they also learn that in general the Asian youth have some issues in common, which is shared within the cultural value of being an Eastern youth. Furthermore, PYs reflect that there is no one-size fit all model to solve the mental health among youth, each

action matters and can start from the simplest thing. Next, Facilitator shared some major mental health problems and ask PYs what they want to change related to the myth and misconceptions and how they can make a difference in their community. Some issues to reflect on are suicide, depression, and post-partum depression. PYs have some ideas to become health advocates, a care taker for others and for themselves. Lastly, Facilitator shared the key takeaways to continue the spirit as “Once a PY, forever a PY,” that after the DG6 sessions, for PYs to continue the spirit being a health advocate, health future leader, and take part in youth health related issues in their respective country and community.

F. Facilitator’s Comments

The theme of Good Health and Well-being initially is being approached with a youth-participatory and Asian culture perspective, which means that the PYs as country representative share their perspective and Facilitator gives context with the Asian / eastern culture. During the implementation, Facilitator shares a general discussion about youth health issues in Southeast Asia. However, throughout the sessions, Facilitator needs to adjust with the

condition that good health and well-being is a new topic for many PYs. It was quite challenging to expect for an engaging participatory learning, thus some discussions are deep and some are not. In addition, the quality of contingent assignment, especially the health issues in each country is not done with an equal quality, thus not all contingent can equally benefit from other contingent with a poor assignment quality. Nevertheless, Facilitator tries to add the knowledge and explain terminologies in mental health in plain words for the benefit of all. Facilitator learns that the discussion can reach a certain depth if there is a lengthy time to discuss only one or two topic that explores PYs personal experience, instead of speaking about technical knowledge that requires some sort of health background. After all five sessions, Facilitator learns that for a broad topic as good health and well-being, PYs can benefit and take the lessons home if the materials are deep and practical. For instance, only discussing myth and misconceptions about mental health or making health promotion materials for youth. The initial plan to promote awareness and ways to achieve youth well-being, at least benefit PYs perspective in health for their personal and future life.

(7) Information and Media Group

Number of PYs: 38

A. Group Theme Information

a. Theme Description

PYs will understand the social impact from information and media in everyday life. Subsequently, PYs will discuss on the important of being media literate on how people should use the information and media to convey messages as senders and as receivers. Furthermore, PYs will gain knowledge and skills on citizen journalism and strategic communication management. At the end, PYs should be able to apply the knowledge for their post-program activities.

b. Achievements and Expected Outcomes

- PYs will understand the concepts and current situations of information and media (both traditional media and new media) as well as how they are formed or constructed to become media literate.
- PYs will gain mutual understanding on media landscape in Asian countries and Japan.
- PYs will become strategic and active media users (both receivers and senders) and be able to apply knowledge

in post program activities for the benefit of their societies effectively and efficiently.

c. Competencies to be Acquired

Knowledge

- Information and media and their effects in a changing context
- Media literacy
- Media landscape in Asian countries and Japan
- Content construction and distribution
- Citizen journalism and strategic communication management

Skills

- Critical thinking
- Media literacy (from applying media literacy blocks)
- Interpersonal skills such as leadership, listening, group discussion, public speaking and presentation in intercultural environment
- Communication skills in journalism and strategic management

Behaviors

- Active in information and media as both sender and receiver
- Be role models or change agents especially in information and media in their societies
- Initiate, cooperate and lead post-program activities

B. Pre-Program Assignments**Individual Assignment 1**

Prepare media (newspaper and magazines) from his / her country.

Individual Assignment 2

Prepare a note on his / her self-observation on media consumption.

Individual Assignment 3

Prepare answers of his / her understanding on media literacy.

Individual Assignment 4

Fill in google form, the online survey, about his / her media uses in everyday life.

Individual Assignment 5

Prepare a note on media content observation from his / her watching a TV program or a movie.

Individual Assignment 6

Read the overview concepts on information and media, two articles on digital media and prepare digital content both positive and negative.

Contingent Assignment 1

Prepare 5-minute presentation on media landscape in each country (leading media organization in print, broadcasting and new media, media consumption and regulations).

Contingent Assignment 2

Prepare a draft post-program activity proposal which inspired from information and media knowledge or existed issues or existed projects to create sustainability benefit for their societies.

C. Proceedings**Field Study in Japan**

Institution: HakuHodo DY Holdings Inc.

HakuHodo, founded since 1895, is Japan's second-largest advertisement agency and ranks world's top 12. The agency is known for its Institute of Life and Living, which was set up in 1981 to study consumer and sociological trends.

PYs were impressed with eye-opening projects. Due to heavy knowledge sharing, PYs felt that the discussion time was too short as they would like to discuss on media

consumption and creativity including Q&A. However, field study at HakuHodo stimulated interest of media's development in Southeast Asia and Japan.

Activities

- a. HakuHodo presented corporate background and philosophy overview.
- b. HakuHodo shared survey result on media situation and trends in Japan, media consumption behavior and case studies on advertising.
- c. HakuHodo organized group discussion on media situation and case studies in groups.

What we learned

- a. PYs learned about history of HakuHodo and its philosophy called, "Sei-katsu-sha" which is a holistic commitment approach to create new ideas and trends to consumers' lives. PYs learned about projects regarding this philosophy such as "The Restaurant of Mistaken Orders," an event-style restaurant that employed dementia front staff.
- b. Current media environment. PYs learned about situation of media consumption time in Tokyo which shown trend toward digital media. HakuHodo shared survey result on media consumption and information behavior patterns and media lifestyle which found that consumers were multi-screen users and aware that they spent long hours on their smartphones and want to create a more satisfactory media consumption experience rather than free sources of information. Moreover, consumers felt that they were experiencing information overload.
- c. PYs were impressed in case studies that applied the combination of "Age-old and Brand-new" in creative advertising such as rice-code since everything in the internet of things age could become media has reshaped advertising creativity in communicating and satisfying people.
- d. PYs learned about media situation through group discussion and case studies.

Group Discussion Session I: Media in everyday life**Objectives**

- a. PYs will understand concepts of information and media, multiple uses from media and effects.
- b. PYs will realize the important of media literacy and learn how to be media literate.

Activities

- a. Facilitator presented the concepts of communication and information and media.
- b. PYs created self-introduction with selected news the

- brought from their countries in order to get familiar with media and content.
- c. Facilitator presented survey result on media behavior of the 46th SSEAYP PYs.
 - d. PYs discussed on media content and media consumption behavior to figure out effects of media in their everyday lives.
 - e. Facilitator presented the concepts of media literacy building block so that PYs could use it as a tool to become media literate.

Outcome

PYs understood the concepts of information and media which started from the question which stated that, “Do the fish know that they are wet?” This implied that people used media without conscious of being overwhelmed by media. Moreover, result of PYs’ media consumption survey shown that PYs spent time on digital media which they saw as a less reliable sources longer than on traditional media which they’d rather trust. PYs gained understanding that they had used media both active and passive without questioning the effects that they received from them. Facilitator used this as a springboard to media literacy so that PYs could grab the point. As a result, PYs realized the importance of media literacy. At the end of session, PYs produced news board which consisted of different types of content to reaffirm their understanding of media and effects.

Group Discussion Session II

Objectives

- a. In order to become media literate, PYs need to understand the goal of media organizations as the producers and distributors of media content as well as media influences and effects.
- b. PYs will understand media landscape in Southeast Asian countries and Japan and exchange knowledge through differences of media system.

Activities

- a. Facilitator presented overview of media landscape and issue concerning media such as cross-media ownership, media concentration, freedom of the press.
- b. PYs presented their media landscape of their countries.
- c. PYs were divided into groups to discuss media landscape and media issues then presented their mutual learning from each other.

Outcomes

- a. PYs learned about media landscapes of Southeast Asian countries and Japan in terms of media consumption, leading media organizations and platforms, current media situations, implications of information and

media as well as control.

- b. PYs understood the media landscape in Southeast Asian countries and Japan as well as gained perspectives of the different media platforms and came to realize the disparities and best practices of each country.
- c. PYs realized the importance of responsibility on media organizations.

Group Discussion Session III: How information and media is constructed

Objectives

- a. After understood media landscape, PYs will gain understanding on types of content in media and how meanings are constructed.
- b. PYs will learn issues regarding media content, effects and ethics.

Activities

- a. Facilitator presented different types of content in media which are journalism, advertising and public relations. PYs learned that each type had different purposes and practices of construction.
- b. PYs were divided into groups to discuss how meaning in media content was constructed through creation of persuasive advertising campaign based on newspapers they have brought from their countries.
- c. PYs were divided into two groups based on selected media activities, one is watching TV programs another is watching a movie to discuss on meaning construction (both implicit and explicit) in such media. Then PYs presented their finding.

Outcomes

- a. PYs gained understanding on concepts of journalism, advertising and public relations.
- b. PYs realized persuasive power of media especially in advertising. PYs also learned about agenda-setting theory, they found that customer consent could be engineered.
- c. PYs learned the importance of meaning and critical / cultural model which reflected the influence of media in culture and how media changed people’s behaviors. PYs were then introduced to Spiderman: Homecoming movie to find out hidden content in the movie as well as TV program.
- d. From advertisement campaign activity, PYs learned about five key questions for strategizing advertisement campaigns. After each group created and presented their content to other PYs in fun and creative ways, PYs learned about the need of carefully plan in advertising campaign.

- e. PYs learned that mislead content such as hoax and fake news are not new but instead, they have been in media for centuries, however, this became concerned because the multiply quantity of news that had been circulated.
- f. PYs gained understanding on the importance of media ethics and code of conduct.

Field Study in Viet Nam

Institution: Ho Chi Minh City Newspaper Center

Ho Chi Minh City Newspaper Center was established under the decision of the People’s Committee of Ho Chi Minh City dated March 18, 2019 as the first center in Viet Nam to perform function of providing services for press agencies of Ho Chi Minh City and representatives of international press agencies.

Activities

- a. Lecturer lectured on information and communication in the disruptive technology era.
- b. PYs and local youths discussed and presented the given discussion topics.

What we learned

- a. PYs were lectured on “information and communication in the disruptive technology era: advantages and challenges” by Dr. Trieu Thanh Le, University of Social Sciences and Humanities, Ho Chi Minh City. PYs gained knowledge on digital media situation and its effects.
- b. PYs were divided into groups to discuss with local youth on four topics which were: how to use the media positively, safely and efficiently; how to recognize and prevent fake news; how to make use of media in connecting and exchanging activities between ASEAN member countries and Japan and the role. PYs and local youth had learned about the given topics and gained mutual understanding among each other. The results of the discussion were at satisfactory level.

Group Discussion Session IV: Digital media - opportunities and threats

Objective

PYs will understand the concepts of digital media and its effects in both opportunities and threats in order to become digital media literate users.

Activities

- a. Facilitator presented the concepts of digitization, internet and mobile technologies.
- b. PYs were divided into groups to discuss on two articles which are: “A Study on Positive and Negative Effects of Social Media on Society” and “Trump says, ‘Fake

News has contributed greatly to the anger and rage’ after shootings,” and presented their findings.

- c. PYs shared and discussed on content in social media from cases in their countries both positive and negative (especially fake news).

Outcomes

- a. PYs gained deeper understanding on digital media and its effects.
- b. From articles, PYs discussed and gained understanding on the key ideas, issues or state of problems in the article as well as were able to find solutions or recommendations for those issues.
- c. PYs learned about cases regarding positive and negative content in social media from each country and PYs discussed on how they could find solutions toward those issues.

Group Discussion Session V: Becoming active strategic media users

Objective

As active media users, PYs will understand concepts and roles of citizen journalism as well as basic news reporting and be able to produce news reporting.

Activities

- a. Facilitator presented concepts and roles of citizen journalism.
- b. Facilitator presented concepts of basic news reporting.
- c. PYs were divided into groups to discuss and create news in their interested areas.

Outcome

In order to reaffirm the knowledges of citizen journalism and basic news reporting, PYs were divided into groups to discuss and create news in their interested area. The groups concluded topics in five categories which were Nippon Maru, food, ship crew, life, and traveling. In order to write the news, PYs needed time to collect data. Later, PYs presented the news board which reflected their understanding on basic news writing with some suggestions from Facilitator. The news boards presented that PYs understood not only the basic news reporting but also their creativities.

Practical Skill Group Presentation Session

Objective

After the plenary session on concepts of post-program projects design and implementation, PYs will understand and be able to create and manage post-program projects. In addition to this, PYs should be able to apply the concepts of strategic communication management to the projects.

Activities

- a. Facilitator debriefed on post-program projects design and implementation.
- b. Facilitator presented concepts of strategic communication management so that PYs could apply in their post-program projects.
- c. PYs were divided into groups to discuss and initiate projects or used their post-program projects by applying concepts of post-program projects design and implementation.

Outcome

PYs understood on projects design and implementation although the output is not concrete due to time constraint, but the workshop reflected how well PYs could reaffirm the knowledge and gained experiences from discussion and workshop. PYs should be able to apply the concepts in their post-program projects design and implementation.

D. Resolution / Prospective Future Course of Action

The presentation of DG knowledge was a one-day event which was different from the previous year. It was called, “DG Day,” which consisted of plenary presentation in the morning and exhibition in the afternoon. For plenary session, PYs had presented their key knowledge from discussion group in the creative and multi-media approaches or “edutainment.” The presentation consisted of role play, visual graphic, video clip and a song instead of in traditional presentation because PYs believed that “edutainment” would encourage audiences to gain awareness, interest which finally would lead to knowledge. In addition to that, the exhibition of knowledge was aimed to open opportunities to elaborate key elements of learning and open for interactive knowledge-sharing among PYs from all DGs. All exhibitions were presented in creative approaches. To PYs, the results of this event were in high satisfactory level. Moreover, some PYs were inspired and started thinking about improving their behavior or applying knowledge in post-program projects within SSEAYP network.

E. Evaluation / Reflection (Self-Evaluation Session)

Facilitator presented discussion group theme and expected outcome so that PYs could recall and reflect their learning and self-evaluation on the discussion sessions. PYs were divided into groups to share their self-reflection and presented the group finding.

According to discussion group theme’s expected

outcome, PYs informed that they became active senders and receivers in information and media from knowledge they have gained in because they understood usage of media in everyday life, media organization, media content and meanings, the effects which helped in media literacy construction. Most PYs assured that they were media literate and would apply this knowledge in their everyday lives.

PYs restated “The fish philosophy” to reflect how people use media with less thinking on their effects and would like to share this concept to others to help them in gaining media literacy awareness and knowledge.

PYs appreciated the knowledge they gained from media landscape of Southeast Asian countries and Japan as well as understood and respected different of media landscape.

PYs showed high interests in presentation technic, advertising campaign, citizen journalism and strategic communication management and would like to learn deeply on these topics in order to convey the messages more effectively and efficiently.

PYs understood disruptive technology both situation and effects as well as learned how to be media literate in dynamic of Internet of Things era.

PYs mentioned that they have improved skills on critical thinking, presentation and discussion.

PYs would like to apply knowledge gained from the discussion group to post-program activities.

F. Facilitator’s Comments

To be the second time Facilitator in the same group theme with many changes in 2019, I found tremendous issues to mention:

- DG under information and media was proceeded satisfactorily. Started with Cabinet Office of Government of Japan coordinating team and numbers of pre-assignments were given to assure that PYs have knowledge preparation on information and media for discussion when they were on board. Although group theme of information and media seemed to be familiar with PYs, the name of group theme could be misled. Many PYs expected to gain knowledge on media management practices when group theme focused on media literacy even though Facilitator has included concepts of citizen journalism and strategic management in the discussion. Despite that, PYs were very energetic and eager to learn. PYs have shown their learning through opinions, creativity and critical thinking in discussion. At the end, PYs acknowledged the substance of media literacy and active media users.

As Discussion Program was the core of SSEAYP, each session needed to convey PYs to meet DG's objectives while Facilitator found significant challenges to establish learning foundation for PYs whom came from different backgrounds between those who had known media background and those who had none. To enhance learning dynamic, Facilitator applied active learning technique in each session where PYs accessed to knowledge by themselves (under the framing or guidelines of Facilitator) and later produce the knowledge output and finally the knowledge outcome. Fortunately, PYs had paid attention on assignments although there were variety of pre-departure preparation. As a result, they were able to discuss on information and media creatively and critically which led to the success of the group theme successfully.

- DG Day was another challenge that Facilitator helped PYs to conduct their knowledge resolution session. PYs were enthusiastic to produce their knowledge outcome in edutainment approach. The non-traditional presentation affirmed that PYs had well established group theme understanding and been able to interpret their understanding in creative and attractive knowledge construction. This DG Day had shown greater form of PYs' knowledge.

- Year 2019 was the first time that had Facilitator responsible for post-program activities. Without previous trace, a team of Facilitators worked intensively on post-program projects design and implementation both plenary session and workshop. Facilitators were debated and facilitated post-program activity session in order to reinforce project management structure in all post-program activities of each country. In addition, this year was the first time that PYs' advocacies were welcomed to pitch in order to encourage individual post-program activities that strengthen SSEAYP network. The post-program activities which presented in briefing session were done impressively even though they would be evaluated once again at the substantive events in progress.
- Lastly, I would like to express my gratitude to the Cabinet office of Government of Japan, the International Youth Exchange Organization of Japan, National Leaders, SSEAYP Alumni, and PYs to support and contribute the outstanding results of discussion groups. I would like to share this favorably outcome to all Facilitators whom had worked unitedly to the advantageous of discussion group. It is my honor to work with all of you, and this shall be the remark of my accomplishment as the Facilitator.

(8) Soft Power and Youth Diplomacy Group

Number of PYs: 36

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 will discuss 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

- Utilize soft power / public diplomacy as a strategy to prepare / execute their own post-program activities (PPAs).
- Capability to analyze and evaluate the intention of the soft power diplomacy carried out by other nations.
- Be confident to represent own national interest as a youth ambassador / future leader.

c. Competencies to be Acquired

Knowledge

- Be more conscious of the power of diplomacy and how it can affect the behaviors of people in other countries.
- Basic understanding of “Hard / Soft power” in the world of diplomacy and its effect on the international relations.
- Knowledge of successful soft power diplomacy / strategies carried out by nation and its outcome.

Skills

- Presentation Skills - effective message delivery.
- Team-building and diplomatic skills, a way to find a common / middle ground.
- Ability to lead group by providing platforms and by being a rule maker.

Behaviors

- Be confident to present own thoughts and ideas in public.

- Be able to represent their own countries through understanding the strength of the country.
- Be active and confident to advocate for what they believe in.
- Be confident to be a change in society.

B. Pre-Program Assignments

Individual Assignment 1

Read and write a review (200 - 300 words):

Soft Power: The Means to Success in World Politics - Joseph S. Nye Jr. - Chapter 1

This reading provided PYs the basic knowledge about the Power in Diplomacy and this book was used to be the basic understanding throughout DG sessions.

Individual Assignment 2

Prepare 2-minute presentation; “Soft-power that influenced me.”

PYs were asked to bring any item(s) to explain the contents of Soft-power (Anime / Movie / Nobel etc. from other countries) that have influenced them in the past and required to prepare 2-minute presentation to explain how it affected / impacted them mentioning how it changed their perspectives on the country where it came from.

Contingent Assignment 1

Make 3-minute presentation on “Why is SSEAYP successful / unsuccessful as soft power diplomacy” Research on how SSEAYP contributed / failed to foster future leaders in ASEAN member countries and in Japan. PYs were asked to Contact Alumni Association (AA) to do research on former PY and their activities after SSEAYP as individuals and as Alumni to evaluate the outcome of the SSEAYP.

Contingent Assignment 2

Make 3 - 5-minute presentation in any format (PowerPoint / video / song, etc.) to persuade PYs from other contingents to be a fan of your own country. You can choose what aspect to pick up for the presentation (e.g.; Culture, food, history, tradition, touristic sights, etc.). PYs were requested to make original presentation and any content made / shot / edited by other parties were not allowed to use during presentation including any images and footage.

C. Proceedings

Field Study in Japan

Institution: GiFT (Global Incubation x Fostering Talents)

Activities

- a. Presentation from GiFT staff
- b. SDGs card game

What we learned

- a. From the presentation, PYs have realized that the GiFT shares almost the same sense of value as SSEAYP believing in promoting youth involvement in social activity and how youth can joint hand to make the world a better place.
- b. Through card game, PYs learned that changing mindset of the community can change the outcome of the game and realized the importance of setting rules and mindset of people involved.

Group Discussion Session I

Objectives

- a. Reflection on Field Study in Tokyo from Public Diplomacy perspectives.
- b. Understand the goal of diplomacy. Have a good understanding on its players and tools.
- c. Understand the role of Soft Power in diplomacy.

Activities

- a. Lecture by the Facilitator - “Why I decided to devote myself into the world of diplomacy”
- b. Reflection on the Field Study in Japan
- c. Group Discussion
 - Why did the Cabinet Office decided GiFT for the Field Study
 - What is the goal of Diplomacy / What should be the outcome of successful diplomacy
 - What tools can be used in the world of diplomacy
 - What is the role of Soft Power in the world of Diplomacy

Outcomes

PYs shared each other on what they have learned from the Field Study at GiFT and thinking critically of why GiFT was chosen by the Cabinet Office, and discussed in a group of six on a possible motivation or intention for the Cabinet Office to choose Gift as a destination of Field Study for this DG. One of the main reason, was that the founders of the GiFT were mostly ex-PYs from SWY (Ship for World Youth Program) and SSEAYP, which can be influential for PYs to build up their confident and believing of how much they could make impact to their society and the world by widen the PYs views of the PPAs to be conducted after the Program.

PYs have also discussed about the goal of diplomacy, in which to understand the importance of diplomacy and how countries use diplomacy to achieve their goals. Through this discussion, PYs have learned that the most important role of the diplomacy is to maximize their national interest. PYs have also discussed on the possible tools that any country may use for diplomacy and sorted them in to two

categories, Soft Power and Hard Power.

In addition, PYs also discussed the definition of Soft Power and learned that Soft power is a power that get others to buy in your values and be attractive so that the community wants to help you achieve shared objective. And soft power is more than just persuasion or the ability to move people by argument, though that is an important part of it. It is also the ability to attract, and attraction often leads to acquiescence. Simply put, in behavioral terms soft power is attractive power. In terms of resources, soft-power resources are the assets that produce such attraction.

Group Discussion Session II

Objectives

- Understand how soft power can affect people's behavior and their way of thinking.
- Understand why Soft Power became huge in the world of diplomacy.
- Share ideas on what can be used as soft power in each country.

Activities

- Recap of previous session - PYs shared in groups on what they have learned from the first session.
- Lecture on Soft Power by Facilitator - "Where did the concept of Soft Power came from / The art of diplomacy"
- Presentation of Contingent Assignment 2

Outcomes

From the lecture by the Facilitator, it was an eye-opening for PYs to learn how the Soft Power became popular in the world of diplomacy and intension behind it, PYs also realized on how academic term "Soft Power" became the standard in the world of diplomacy. Facilitator also introduced successful soft power strategy in the world and explained on its outcome and its effect. After the presentation, PYs discussed the difference between "Diplomacy" and "Youth Diplomacy" to deepen their understanding on how they can be a change in the society.

After the Discussion, PYs made presentation by contingent about the attraction of their country aiming to make PYs from other countries became fan of the country. Through this activity, PYs have realized the power that respective countries have and most importantly realized the attraction of own country. PYs also learned the importance of effective message delivery.

Group Discussion Session III

Objectives

- To understand the impact of information as a tool of

diplomacy.

- To realize that information may contain hidden message and to realize the importance to analyze them.
- To understand how SSEAYP has been carried out as a tool of diplomacy and its role as a soft power.

Activities

- Recap from last session
- Presentation by Facilitator - "information" as a tool of diplomacy
- Contingent Assignment 1 Presentation
- Discussion - "How SSEAYP playing its role as Soft Power"

Outcomes

At the beginning of the session, Facilitator showed PYs a video on how information has been used as a tool of diplomacy and PYs have learned how information could shape the way people see and think. Information sometimes can be a propaganda to shape and give great impact even to the policies. PYs also learned that they should be careful when they encountered any information and learned the importance of evaluating the information and try to understand the hidden message or intentions in it.

PYs then made presentation by contingent on "Why is SSEAYP successful / unsuccessful as soft power diplomacy." All the contingents and PYs agreed that SSEAYP is a very successful program attributes to growth of future leader and playing a big role among participants by providing platform. PYs agreed that all the participants have been attracted to this program and once they are involved, they become the instrument that helps the program achieve its goal and became a big fan of the countries involved, especially the hosting country.

Field Study in Viet Nam

Institution: University of Economics and Finance

Activities

- Lecture from the professor
- Group discussion with local student and presentation about the outcome of the discussion
- Campus Tour

What we learned

Through the discussion, PYs realized that the local youths have different theory about Soft Power and they had an opportunity to share ideas and knowledge that they have gained onboard with them. PYs also could help facilitate the discussion and preparation for the presentation by asking the opinion from them and successfully combined ideas of both parties and they have deepened their relationship through these activities.

Group Discussion Session IV

Objectives

- a. Reflection on Field Study in Viet Nam.
- b. To be a practitioner from learner, discussion on possible PPA as a DG to start acting on what PYs have learned.
- c. Understand that the PYs are the hope and expectation from the world by watching message from dignitary.
- d. Planning for the presentation on December 5.

Activities

- a. Preparation for the presentation
- b. Watch video message from dignitary
- c. Discussion - What should be the outcome (PPA) of DG8

Outcomes

The main activity of the session was to discuss the post-program activity plans as a discussion group. PYs were decided into six groups and discussed on the learnings from the past sessions and how they can utilize those learnings. Each group made presented the possible PPA and agreed to work on creating “Joint Statement” not as DG8 but as whole 46th SSEAYP badge. Since Soft power is about creating platform and get others to buy in your values and be attractive so that the community wants to help you achieve shared objective. Then PYs started to come up with a strategy that the declaration will be celebrated and presented as a result of the whole program. Some PYs organized an ad-hoc team to draft the content of Joint Statement while other PYs discussed on how can DG8 members become a diplomat to promote this initiative to all the participants on the ship.

Group Discussion Session V

Objectives

- a. Understand the importance of flags.
- b. Understand the message behind the country program in Singapore.
- c. Preparation for the presentation.

Activities

- a. Discussion - Meaning of flags and its role
- b. Discussion - What was the key message of country program in Singapore
- c. Preparation of the DG Day presentation
- d. Preparation of the Joint Statement

Outcomes

At the beginning of the session, PYs were divided into six groups to discuss on their country’s flag. PYs were assigned to discuss the meaning of their flags and their feeling towards their flag. After sharing the outcome of the discussion, Facilitator explained how flag represents

not only the country but also its history and pride of the people in that country, and explained flags needed to be treated with uppermost respect.

Then PYs discussed on what they have seen in the country program in Singapore, especially the reasons why Singapore planned two visits to different ports. PYs understood that for Singapore, commerce and trade are the main source of national income and they take it very seriously and wanted to showcase how they are keeping their national interest at the port. Some group spotted that the Singapore are trying to set standards at maritime port and airports to be a leading country in the region.

D. Facilitator’s Comments

When I first started planning for the sessions, I was very careful not to make the sessions to be very academic where PYs are forced to sit and listen to what I say. Along with knowledge on the topic, I wanted them to bring back some skills that they can practice in their respective communities. Also, I wanted all the PYs to have chances to share their ideas and thoughts so that this DG can be a unique platform that no other program can offer.

Thanks to all the participants coming from different and unique backgrounds, my plan became reality and I have witnessed PYs learn from each other and thought themselves by discussing on the topics I provided.

I was surprised to see how PYs were engaging, passionate and committed to actually practice on what they have learned during sessions. They did not only learn the concept of soft power and youth diplomacy but also successfully planned and conducted a project onboard using the skills they have learned.

When people hear a word ”soft power,” they tend to think it’s something to do with culture like Hollywood movies or the influence of Coca-cola, but the PYs of DG8 defined it is as “a power that attracts people and makes people follow it, and lets people help implement the project without doubting the intention.” With this definition, they decided to lead an initiative to make Joint Statement for the 46th SSEAYP. It was a way for them to practice their learning to provide platform to the community and be a rule maker.

The statement was planned, drafted, shared and publicized all by DG8 participants, but they have set a goal of the project to be a platform of the whole program. To achieve their goal, they have decided not to tell other DGs that this is coming from them, and all of the DG8 participants acted as a youth diplomat to approach others so that this declaration can be accepted and celebrated by

all the participants and staff.

To make this statement a collaborative outcome of the whole program, PYs created a structure where any PYs from other DGs can give feedbacks to the statement and finally completed it after many revisions. Because of their commitment and tireless effort, the Joint Statement was accepted not only by PYs but also all the Facilitators and Administrative staff.

The Joint Statement first became public on December 5 during the DG Day as one of the result of the PY's activities onboard and signed not only by DG8 members but also by the participants from all the other DGs.

As I explained, PYs set the goal of this initiative "to

become a rule-maker within the community and provide platform for others where they can share value with many people as possible." Although they have completed their hands-on activity as a young diplomat with a great success, they decided not to tell other participants that the initiative came from DG8 so that all the participants can look at the declaration as their own outcome. I was moved and touched to see all the DG8 members left the ship with the pride that they have successfully completed their project. Seeing what they have accomplished, I am very confident that these future leaders will be a change in their community, society or in the respective countries and become a role model there and make SSEAYP proud in near future.

(9) Youth Entrepreneurship Group

Number of PYs: 36

A. Group Theme Information

a. Theme Description

PYs will acknowledge the relationship between society and business and the current situation in ASEAN member countries and Japan. On that basis, PYs will discuss what approaches are necessary in society and how youth can work to encourage youth to launch new business with a perspective of promotion and revitalization of the society and economy.

b. Achievements and Expected Outcomes

- PYs understand and appreciate the significance and impact of a vibrant entrepreneurial scene on the economy and society.
- PYs learn and recognize the conditions, environment and factors in society that encourage and promote youth entrepreneurship to thrive.

c. Competencies to be Acquired

Knowledge

- Relationship between entrepreneurship and the society and economy
- Challenges faced by youth entrepreneurs and their businesses
- Internal and external factors that contribute to successful youth entrepreneurs and enterprises in general

Skills

- Management and collaborative skills
- Critical thinking and reasoning skills
- Presentation and communication skills

Behaviors

- Responsibility and accountability

- Personal, professional and social awareness

B. Pre-Program Assignments

Individual Assignment 1

Readings:

- Defining Entrepreneurial Activity (Paper)
- Types of Entrepreneurship and Economic Growth (Paper)
- Articles on United Nations Sustainable Development Goals (SDGs) that are related to entrepreneurship

Individual Assignment 2

PYs identified and interviewed a successful youth entrepreneur from their respective countries.

Contingent Assignment 1

PYs researched an example of a local enterprise or business that impacted both the society and economy in a positive way, and another separate example that impacted in a negative way.

Contingent Assignment 2

PYs researched about and / or interview a prominent individual or a major Non-Government Organization (NGO), and a major governmental organization or agency, in their respective countries that supports entrepreneurs and / or entrepreneurial activities.

C. Proceedings

Field Study in Japan

Institution 1: LORANS. Co., Ltd.

Activities

- CEO Ms. Fukuju Mizuki gave a presentation about

her personal journey as a social entrepreneur and also shared about how she founded, managed and grew LORANS.

- b. Small group discussions about managing workers with disabilities and creating a safe and productive working environment.

What we learned

- a. Mutual respect and taking effort to understand the strengths of team members rather than just applying commonly-accepted practices are paramount in effectively deploying workers with disabilities.
- b. The working environment is crucial. It's not just about business, it is also about providing job opportunities and a safe working environment for people with disabilities.

Institution 2: BOUNDLESS Inc.

Activities

- a. Introduction about BOUNDLESS and a presentation about Disappearing Municipalities in Japan
- b. Small group discussions and group work about the challenge of Regional Revitalization and how to tackle it

What we learned

- a. Identification of the root of the problem
- b. The nature of regional sustainability
- c. Gaining fresh perspectives and new ideas for revitalization of local regions

Group Discussion Session I

Objective

PYs understand and appreciate the significance and impact of entrepreneurship on the economy and society.

Activities

- a. "Word / Phrase Association" activity to gauge PYs' understanding of entrepreneurship
- b. PYs discussed through small group discussions and presented their results through role plays about the positive and negative impacts of entrepreneurship.

Outcomes

- a. PYs, together with Facilitator, discussed and agreed upon a working definition of Entrepreneurship for the Discussion Program.
- b. PYs explored and understood the different positive and negative impacts of entrepreneurship:
 - Positive Impacts - Economic development; Creation of job opportunities; Possible global impact due to expanded market exposure; Increased life convenience due to technology advancement; Dissemination and

elevation of information skills and knowledge; Personal or self-development of the entrepreneur.

- Negative Impacts - Local small businesses can be adversely affected; Harmful effects on the environment; Adverse effects on public health; Badly managed enterprises can lead to a recession; Waste of resources due to low success rate of entrepreneurship.

Group Discussion Session II

Objectives

- a. PYs discover and learn about the struggles and challenges of a youth entrepreneur.
- b. PYs identify the various internal and external factors that contribute to the success or failure of a youth entrepreneur.

Activities

- a. PYs who are entrepreneurs shared with the other PYs who are not entrepreneurs about their journey as a youth entrepreneur and the challenges they faced through small group sharing.
- b. PYs discussed the internal and external factors that contribute to the success or failure of a youth entrepreneur through small group discussions and "World Café" style sharing.

Outcomes

- a. PYs who are not entrepreneurs learned about the challenges and adversities a youth entrepreneur faces directly from their fellow PYs who are youth entrepreneurs. In the process, they developed more empathy and understanding of what being a youth entrepreneur entails.
- b. Awareness of the factors (internal and external) that contribute to the success of a youth entrepreneur: Knowing your why; Resourcefulness; Creativity or ability to be innovative; Networking; Support from surrounding people; Mentoring.
- c. Awareness of the factors (internal and external) that contribute to the failure of a youth entrepreneur: Instant gratification; Lack of grit or patience; Scarcity mindset; Youthful over-enthusiasm; Non-existing or insufficient external support system; Lack of entrepreneurial role models.

Group Discussion Session III

Objectives

- a. PYs recognize all the different elements of a conducive environment that encourages and supports youth entrepreneurs to flourish and thrive.
- b. PYs identify the various internal and external factors

that contribute to the success or failure of an enterprise or business (Part 1).

Activities

- a. PYs went through a simulation activity in small groups where each group was the government of a fictional “country” and each “government” had to establish an ideal “government agency” that encourages and supports youth entrepreneurs to flourish and thrive.
- b. PYs went through a scenario-based challenge activity in small groups where they were given three different problem scenarios based on different phases of growth of an enterprise and were told to come up with solutions to those problems.

Outcomes

- a. PYs exhibited creativity and displayed understanding of what they have learned in the previous discussion sessions and what are the different elements of a conducive environment for youth entrepreneurs in the different ‘government agencies’ they came up with.
- b. PYs learned how to identify the problems of different types of enterprises based on given scenarios and planned key activities to solve the problems.
 - Scenario 1 - Validating a new business idea to enhance success.
Key activities - Apply 7Ps and market research before starting the enterprise, set the business apart by being innovative and make use of technology and networking to enable the enterprise to thrive.
 - Scenario 2 - Marketing a new software product on a budget.
Key activities - Promote the software to yoga business owners through online platforms, and direct sales. Attract interest by providing free trials of the software and follow up to ensure service satisfaction of the customers.
 - Scenario 3 - Growing stagnant sales of a 5-year old enterprise.
Key activities - Rebrand the business by identifying new target customers, invent new product lines and increase marketing activities.

Field Study in Viet Nam

Institution: Sai Gon Innovation HUB

Activities

- a. Presentation about the local start-up ecosystem by a local entrepreneur
- b. PYs are divided into four groups where they have discussions with local entrepreneurs about four different topics respectively. Thereafter, each group

presented their findings and results.

- c. Q&A session about the Sai Gon Innovation HUB

What we learned

- a. Insights about the start-up ecosystem in Viet Nam as well as in ASEAN member countries.
- b. PYs learned more about these four topics: ASEAN’s Entrepreneurial Boom, Social Entrepreneurship, Innovative Entrepreneurship and Entrepreneurial Education.

Group Discussion Session IV

Objective

PYs identify the various internal and external factors that contribute to the success or failure of an enterprise or business (Part 2).

Activities

- a. PYs discussed and shared with each other about the internal and external factors that contribute to the success or failure of an enterprise through small group discussions and sharing.
- b. PYs discussed, together with Facilitator, the difference between Business and Entrepreneurship.

Outcomes

- a. Awareness of the factors (internal and external) that contribute to the success of an enterprise:
Well-planned operations; Well-planned financial and fiscal systems; Optimal marketing and sales strategies; Clear vision and objectives; Good teamwork; Demographical advantage; Mentorship and networking; Seasonal advantage; Governmental support.
- b. Awareness of the factors (internal and external) that contribute to the failure of an enterprise:
Market understanding; Low quality products and services; Lack of technological advancement; Lack of capital and investments; Natural disasters; Lack of raw materials; Market saturation; Political instability.
- c. PYs learned that Business is more focused on the selling while Entrepreneurship is more about being innovative and having a mindset of always differentiating from other enterprises.

Group Discussion Session V

Objective

PYs apply the findings and results of previous discussion sessions to real life conditions in ASEAN member countries & Japan.

Activity

PYs were grouped according to their respective countries and each group had to conceptualize, plan and

present their respective ideas in a “Hackathon” on how to boost or improve the promotion of Youth Entrepreneurship in their respective countries or communities.

Outcome

PYs produced ideas and plans that were feasible and addressed real and actual needs or service gaps. They also exhibited comprehensive understanding of the Discussion Program content by effectively applying the findings and results of the discussion sessions in their respective plans.

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 discussions.

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 presentations in a short span of time.

Outcomes

- a. PYs actively engaged in various small group discussions during discussion sessions.
- 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

- a. Each contingent came up with prospective post-program activity plans to implement in their respective countries.
- b. Some PYs formed a networking group to support each other in their respective social entrepreneurial journeys.

E. Evaluation / Reflection (Self-Evaluation Session)

In the first discussion session, PYs went through an exercise where they wrote down their personal goals and expectations for the discussion program. These written goals and expectations were returned to them for self-

review, evaluation and reflection in the Self-Evaluation Session.

- a. A handful of PYs felt that they achieved all the personal goals they set for themselves in the discussion program.
- b. A majority of the PYs felt that they achieved more than 50% of the personal goals they set for themselves.
- c. A few PYs felt they achieved less than 50% of the personal goals that they set. However, they feedback that this was due to personal reasons rather than failings in the discussion program.
- d. There were no PYs who felt that they achieved none of their set goals.

F. Facilitator’s Comments

PYs Participation in DG9

PYs were quite engaged with the content of the discussion program. They participated well in the discussion sessions and discussions were consistently lively and relatively extensive.

Furthermore, the quality of the PYs in DG9 were impressive. They exhibited great enthusiasm towards learning and sharing with each other in the discussion sessions. And they didn’t shy away from added responsibility and showed high initiative whenever volunteers were requested for other tasks in the discussion sessions and the discussion program in general.

There were even some PYs who got together and organized a Voluntary Activity (VA) where they gathered other PYs who had interest in social entrepreneurship, with the objective of forming a network of social entrepreneurs in the 46th SSEAYP who support each other in their entrepreneurial journeys. Such level of initiative is highly commendable indeed.

As such, I am extremely heartened to have been the Facilitator for Youth Entrepreneurship and I would like to take this opportunity to express my sincere and heartfelt gratitude to all the PYs in DG9 for a fruitful and valuable experience in the Discussion Program.

Entrepreneurship as a Vehicle of Advocacy

In talking to many PYs, including those from other DGs, it became apparent that this topic of Youth Entrepreneurship can be deployed more potently in the Discussion Program. There were PYs I spoke with who were passionate about other social causes and advocacies but yet had many questions about entrepreneurship, specifically social entrepreneurship, because they see it as a viable and feasible model through which they can realize and sustain their advocacy work.

This made me see that the topic of entrepreneurship is

not only relevant to PYs who are interested in advocating it or PYs who are interested in being entrepreneurs, it is also highly relevant to PYs who are serious about being activists for their respective social causes in a way that is effective, efficient and sustainable.

As such, this is my recommendation: if the Discussion Program (and SSEAYP in general) aims to remain a relevant platform in today's world - a platform that helps produce young change makers and advocates who create real-world, tangible positive impacts in civil society - it needs to include an entrepreneurship training component that is available to all PYs.

Conclusion

It was truly a privilege and an honor for me to once again be a Discussion Facilitator for the SSEAYP Discussion Program. I personally and honestly found the experience to be supremely enriching and fulfilling.

I would like to express my deepest and sincerest gratitude to the Cabinet Office of Japan for selecting me as one of the 46th SSEAYP Discussion Facilitators. My heartfelt thanks goes out also to everyone who supported me and contributed to the successful conclusion of the Discussion Program, especially members of the Administrative staff and of course my beloved fellow Discussion Facilitators.

3 Joint Statement of Discussion Program by Participating Youths

- (1) We, the Participating Youths (PYs) of the 46th SSEAYP, gathered from October 25 to December 13, 2019, reiterate the importance of continuity and sustainability of SSEAYP, given its role in promoting people-to-people relations among ASEAN member states and Japan and fostering future leaders for the respective countries.
- (2) We underscore the importance of SSEAYP as a catalyst to bring closer and promoting warmer ties among Japanese and Southeast Asian youths. Since its inception in 1974, SSEAYP has been a leading force in providing myriad learning opportunities for young and potential leaders from all across ASEAN member states and Japan. The Program should continue as it is the reflection of Japanese Government goodwill in building long-lasting relations with ASEAN member states – a region where nearly 700 million people call home, and the epicenter of various economic powerhouses.
- (3) We are pleased with the achievements and progress championed by the former PYs, whose actions mirror the very core objective of SSEAYP – building a promising and unparalleled future generation of young leaders. What they have grasped in the Program enables them to become policymakers, entrepreneurs and social workers among others; these are the people whose decisions and actions shape the course of their nations and thus, the world. Their success also attributes to the success of SSEAYP as well.
- (4) Becoming a PY is more than just an experience onboard the ship; it is the exposure to a diverse culture offered by every Port-of-Call and Japan; it is the experience we encountered along the way, and it is a dedication and compassion that one has for the betterment of the world. From community services to volunteerism, PYs also initiate and implement projects with their respective contingents. These projects are the outcomes of Discussion Programs that focus on different fields:
 - a. Raising awareness on disaster risk reduction through an eco-centric approach aiming for future sustainable developments;
 - b. Promoting inclusivity, diversity, mental health, and well-being, as well as ensuring equal access to quality education;
 - c. Encouraging youth entrepreneurship in parallel with work-life balance;
 - d. Increasing media literacy as citizen journalists in terms of identifying and preventing fake news;
 - e. Encouraging PYs to take lead in social causes and link the said spirit to a lifelong commitment for the betterment of their communities, or to simply put, be the leader of tomorrow.
- (5) We applaud ASEAN member states and Japan for their efforts in sustaining the Program over the years. Their continuous support has enabled PYs to unleash their true potential. What PYs bring back home is more than just academic wise; it is also the memories and the bonds that they have built throughout the journey. The best investment should start with the people, and this is what ASEAN member states and Japan have been rightly oriented in the past decades.
- (6) We encourage the ASEAN member states' and Japanese Governments to continue their support for the Program by providing necessary ways and means to attract more youths to join this Program. The Alumni Associations, in this respect, would continue their role as the main advocates and advisors to each of our respectful governments in facilitating the Program.

4 Debriefing Session (Proposals of Projects for Post-Program Activities)

(1) Outline

On December 12, Debriefing Session was held in the Dolphin Hall onboard Nippon Maru. Each contingent and individuals presented and shared the action plans of their post-program activities (PPAs). PYs came up with these action plans as the first steps of what they can do for the society, making the best use of what they have learned from the 46th SSEAYP.

- 16:00-17:15 Report by each contingent
- 17:15-17:30 Report by individuals

(2) Summary of the action plans by contingent

A. Japan

This project, targeting the high school students aged 15 - 18, aims to provide opportunities to expand their potentials to be future global leaders. Local high school students in Japan have limited information access to broaden their perspectives on diverse cultures. As identifying the issues, Japanese PYs plan to hold interactive cultural sessions in high schools to increase awareness of various cultures existing in Japan and multicultural symbiotic society.

Project Title: TOUCH (TO Understand Culture from the Heart)

Background:

- Increasing the number of foreigners in Japan such as trainees, students and tourists
- Troubles due to the lack of cross-cultural understanding
- A lack of opportunity to touch and learn diverse cultures

Objective: To achieve a multicultural symbiotic society and to promote cross-cultural understanding based on the fields of religion, lifestyle and languages.

Target:

- High School Students (15 - 18 years old)
 - Future leaders
 - Flexible ideas
 - Connection to local areas
 - Approach to those who are not interested in the topic
 - Effect to their parents
- About 15 high schools all over Japan
 - Examples: Yamagata, Ibaraki, Tokyo, Osaka, Hiroshima
- 100 - 150 students per implementation

Activities:

- Inviting guests who moved from foreign countries to

Japan

- Cultural exchange through lectures, games and interactive activities
- Learning about daily life in foreign countries by videos, photos and stories
- Q&A session to understand diversity in Japan and other countries
- Pre- and post-evaluation to measure students' awareness

Expected Outcomes:

- Broaden perspectives and become interested in different cultures
- Understand that you should not judge people by your perspectives
- Increase awareness of various cultures existing in Japan
- Take positive actions to achieve a multicultural symbiotic society

Timeline:

- December 2019: Plan details, Make a list of high schools and partners
- January 2020: Contact and negotiate with high schools and partners
- February 2020: Decide the schedule of implementation
- March 2020: Prepare for activities
- April - July 2020: Implement the project, improve based on feedback

B. Viet Nam

To solve the hygienic issues in the mountainous areas, the project by Vietnamese PYs do not only establish hygienic satisfactory washrooms in school, but also educational activities to teach the needs of hand washing and the importance of water-saving for students and teachers. This project is planned to involve various stakeholders from the public to private fields for its further development and sustainability.

Project Title: Hygienic Education for Children Living in Mountainous Areas in Northern Viet Nam

Background:

- Internal capacity: Vietnamese PYs' background
- Current situation: Gap between urban and rural areas and lack of knowledge
- Experience from SSEAYP: Project management and project implementation

Location for the first Project: Muong Men School, Muong Men Village, Van Ho Ward, Son La Province

Objectives:

- 300 school students (aged 6 - 14) gain access to basic knowledge regarding dental and hand sanitation and water saving.
- Provide the school with new WCs that meet hygienic standard
- Hand over teaching materials and skills for students and teachers for sustainability

Timeline:

- Before SSEAYP: Idea formation, Fund-raising, Site check, Money transaction
- During SSEAYP: Idea adjustment and completion
- December 15, 2019: Project implementation
- March 2020: Evaluation

Agenda:

- Primary and secondary school students: hand and dental sanitation
- Secondary school students: water saving
- Teachers: knowledge and skill sharing

Connection and Alliances:

- The Ho Chi Minh Communist Youth Union
 - Support from the central administrative level
 - Key contact point for further connection and other stakeholders
- Youth Union at the local level
 - Understanding of the needs and help contact schools at the local level
 - Help to assemble and facilitate on-site
- Local schools
 - Actors: Principles, teachers, staff and school students
 - Direct target group to receive benefits and voice the needs
 - Help assemble and facilitate on-site
- Sponsors
 - Companies and organization providing tangible (money, products and services, etc.) and intangible (knowledge, support, connection, etc.) values to the project
 - Further connection and alliances in the future

Sustainability:

- How to make this project more SUSTAINABLE in the school
 - Instructing the hand-washing song
 - Sticking the correct hand-washing procedure around the school
 - Creating a bookshelf of maintaining the document
- How to make this project more SUSTAINABLE in Viet Nam

- Upholding raising fund
- SSEAYP Tour
- Creating an online platform

C. Singapore

PYs from Singapore identify the current Singaporean youths have strong academic excellence focus and no place to get inspired or exposed in other cultures. Under the collaboration of various community partners, this project is established to empower youth by increasing their cultural understandings and encouraging them to advocate on causes they are passionate about.

Project Title: Camp Youthnity

Background:

- **Problem identified:** Lack of awareness among youths in Singapore about the diversity of cultures and current affairs in Southeast Asia and Japan
- **Context:** Youths are highly focused on academic excellence where less focus is placed on cultural understanding and current affairs in the region
- **Community need identified:** Youths need the motivation to be in the know through positive exposure and role-modelling
- **Partners and stakeholders:** Schools, social service organisations and grassroots networks

Objectives:

- To share the positive SSEAYP experiences to youths who may not be exposed to the rich culture of ASEAN and Japan
- To serve as a networking opportunity for youths of different backgrounds
- To inspire youths to take action and advocate for causes that they are passionate in

Goals:

- Mission Statement:
 - To collaborate with community partners and spread the positive influence of SSEAYP to youths
- S.M.A.R.T. Goals:
 - Conduct a weekend camp in March 2020 for 50 - 80 youths (aged 13 - 17 years old)
 - Increase their awareness of cultural understanding by at least 30% (measured through the pre- and post-activity quizzes)
 - Empower youths to take action and propose a project that addresses a community need that can be implemented within six months after the camp

Activities:

- Pre- and post-activity quizzes to measure the knowledge level of the youths regarding cultural understanding

- Interactive learning through sharing sessions and engaging games
- Facilitated debriefing and reflection sessions with youths throughout the camp
- Youths will state their advocacies on causes they are passionate about
- Apply the knowledge and skills gained from the camp to the post-camp activity

Expected Outcomes:

Youths will be empowered to propose their post-camp activity which will:

- Identify and address a community need;
- Allow the youths to have a better cultural understanding;
- Strengthen their planning, problem-solving and leadership skills; and
- Encourage continuous collaboration and mutual sharing of ideas

Timeline:

- By January 31, 2020: Identify and connect with community partners for possible funding and sponsorship (e.g. schools, social service organizations and grassroots youth networks)
- Ongoing till camp starts: Discussions and planning with community partners to familiarize ourselves with the needs and interests of the youths
- By Mid-February 2020: Confirmation of camp venue
- By March 6, 2020: Procurement of necessary logistics
- Mid-March 2020: Camp
- Within six months after camp: Post-camp activities

D. Myanmar

PYs from Myanmar aim to lower the school drop-out rate and educate students for overall life skill development. The project proposes to expand a school building for a proper learning environment and organize skill training sessions in the fields of language, hygiene, moral value, reproductive health or self-development.

Project Title: Project Goodwill 2.0

Background:

- Located in Phwar Saw village, Bagan
- A government school
- Currently an elementary school
- Not enough funding to build a school building
- Depended on by students from four neighbouring villages

Objectives:

- To enable the students in the Phwar Saw area to finish their basic education
- To provide essential infrastructure to accommodate

extended classes and curriculum for high school

- To educate the students for the development of their life skills

Stakeholders and Alliances:

- Government: will assign teachers for the high school
- Myanmar PYs of the 46th SSEAYP: planning and educating program
- UAB Bank: financial support
- Village community: local support

Target:

- Primary target
 - School children around Phwar Saw area
- Secondary target
 - The village community

Activities:

- Project planning
- Life skill training for the school children
 - hygiene (for primary students)
 - moral value (for early elementary kids)
 - sex education and self-awareness (for older elementary children)
- English language skills courses (public speaking and communicative skills)

Expected Outcomes:

- Lower dropout rate during the transition from elementary to high school
- Better chances for the children to join higher education
- Less burden for the village community
- Life skill development of school kids

Timeline:

- First quarter of 2020: planning, construction phase one, and educational program
- Rainy season: construction break, check-up
- Third quarter of 2020: construction phase two, educational program
- Fourth quarter of 2020: finishing touch
- Early 2021: opening ceremony of the new school building

E. Malaysia

As Malaysian PYs recognized the current situation of Lenggong Valley, they decide to take action on solving the community issue as increasing the awareness and the importance. Through holding educational and entrepreneurial programs, they organize various activities for local students, youth and community to give positive impacts on the area in Lenggong Valley.

Project Title: “WARISAN KITA” (Our Heritage)

Introduction:

- Lenggong Valley is known as a place with the oldest discovery of human activities in Peninsular Malaysia.
- In addition, the most significant archaeological discovery here was the Perak Man.
- Lenggong Valley was declared as a UNESCO World Heritage Site on June 30, 2012.

Problem Statement:

- The community in Lenggong, Perak do not appreciate the declaration of the Lenggong Valley as one of the World Heritage Sites.
- Low level of knowledge towards the recognition of Lenggong Valley as World Heritage Site
- Majority of the youth in Lenggong have no intention to stay in their hometown because of limited job opportunities.
- Lack of sense of belonging
- Vandalism

Objectives:

- To instill the sense of belonging among the community in Lenggong, Perak towards Lenggong Valley as World Heritage Site
- To increase the awareness among the community in Lenggong on the importance of appreciating the heritage and the historical relics in Lenggong Valley
- To promote eco-tourism in Lenggong, Perak, Malaysia through entrepreneurship programs

Target: 13 - 40 years old

Activities:

- Malaysian PYs of the 46th SSEAYP:
 - Covert Observation: (Engage and building up the rapport with the community) January 2020 – (Week 1)
 - Working on Connections and Alliances: (Networking and Marketing) January 2020 – February 2020
 - Post Mortem: (Documentation or Presentation to KABESA) August 2020 – September 2020
- Youth:
 - Entrepreneurship Programs: (Local Product and Tour Guide Volunteer) January 2020- September 2020
 - Short Video Competition: (Influencer / Viral on Social Media) March 2020 – April 2020
 - Warisan Kita Concert: (Community Gathering) August 2020
- Students:
 - High School Attack: (Edutainment Program) January 2020 –April 2020

- Fun Run Jejak Lenggong: (Promotion of historical sites) June 2020 (Week 2) – July 2020 (Week 2)

Expected Outcomes:

- To provide more opportunities and assistance in maintaining the World Heritage Site status.
- To create a platform to produce more young entrepreneurs.
- To establish Lenggong Valley as an iconic place to be visited in Perak.
- To remark Lenggong Valley among the must visit places in Visit Perak Tourism Calendar.

Connections and Alliances:

- Perak State Department of Tourism, Arts and Culture
- Perak State Department of Information
- District Office of Lenggong
- Head of Village
- Befrienders
- District Education Office of Lenggong
- SMK Sultan Azlan Shah Secondary School
- SMK Tan Sri Abdul Aziz Secondary School
- SMK Dato Ahmad Secondary School
- MRSM Lenggong (Maktab Rendah Sains MARA Lenggong)

F. Brunei Darussalam

PYs from Brunei Darussalam will launch a youth entrepreneurship project to benefit both local youth entrepreneurs and SSEAYP global alumni members. Calling them to Brunei Darussalam for participating in the three-day event gives valuable chances to gain entrepreneurial knowledge and networking.

Project Title: BRUNEI SSEAYPRENEUR FESTIVAL

Background:

- Achieving quality education and high quality of life is built on the environment of having dynamic and sustainable economy. The environment could impact on the situation below:
 - High sustainable growth
 - Diversified economy
 - Low unemployment
 - Macro-economic stability
- His Majesty the Sultan
 - In conjunction with the titah (decree) of His Majesty on the 34th National Day in 2018
 - The country needs its youth to be brave and lead development while grabbing opportunities for self-development through programs that are offered within or outside the country.
 - The youths are the hope in breathing new life to the

nation's development

Objectives:

- Instill entrepreneurial mindset in youths
- Bring collaboration between SSEAYP alumni
- Promote SSEAYP

Target:

- What: three days festival to promote youth entrepreneurship
- Who: SSEAYP alumni entrepreneurs and local youth entrepreneurs

Activities:

- Main Event
 - SSEAYP Alumni vendors
 - New startup businesses
- Education
 - Entrepreneur workshops on financial literacy and business startup
 - Dialogue sessions with successful entrepreneurs
- Entertainment
 - Video / picture competitions to promote social issues awareness
 - Performances showcasing different advocacies
 - Interactive activities to showcase SSEAYP

Key Performance Index:

- Number of visitors
 - 500 visitors
- Success rate
 - 60% visitors aware of SSEAYP
 - 40% interested in entrepreneur
- Number of vendors
 - 30 vendors

Tool for Measuring Outcome:

- Distribution of survey
 - Visitors are given survey at the entrance
- Submission of survey
 - Visitors to submit survey at the end of the festival
- Evaluation of event
 - Evaluation to be made from the responses in the survey

Timeline:

- December 2019 – January 2020: Planning and research
- Feb - March 2020: Finding sponsors and fundraising
- April – May 2020: Execution of SSEAYPpreneur festival
- June 2020: Execution of SSEAYPpreneur festival

Upgrading and Sustainability:

- SSEAYPpreneur Mini Festival
- Brunei+2 SSEAYPpreneur Festival
- JASEAN SSEAYPpreneur Festival

G. Cambodia

Cambodian students living in rural areas or having disabilities accomplish less educational achievements due to lack of support, resources or low self-esteem. To solve the issues, the PYs offer a mentoring program to motivate and develop local student's skills and lives through various activities.

Project Title: Future Discovery Day

Background:

- Problem Analysis
 - Grade 10 - 12 students are not taking their future into their own hands.
 - Limited resources, exposure and choices
 - Lack of support and guidance
 - Low confidence and goal-setting skill.
- Challenge Overview:
 - Enrolment Rate (UNICEF, 2017)
 - Primary: 97.8 %
 - Secondary: 89.85 %
 - Tertiary: 13.13 %
 - Drop-out Rate
 - Two times: Rural student is more likely to drop-out of school compared to urban. (PIC, 2017)
 - Four times: Disadvantaged student is less likely to achieve baseline level in PISA (Programme for International Student Assessment). (Ministry of Education, Youth and Sport, 2018)

Location:

- September 2019: Kampot
- January 2020: Banteay Meanchey
- March 2020: Kampong Speu

Proposed Solution:

- Ice-breakers
- Inspirational Stories
- Career-fit Test
- University and Career Counselling Booths
- Goal Setting Skill Learning Resources
- Learning Resources

Activities: Mentoring Program

- Monthly Call
- Online Chat
- Facebook Group
- Opportunity and Learning Resources
- Student-led Initiatives
- On-demand supports

Mentor Commitment Requirement:

- At least one call per month: two – three hours per month
- Four months commitment
- Mentee's progress tracker: one hour per month

- Attend mentor's training / group meeting: one hour per month
- Contribute to Facebook group opportunity of learning database: one hour per month

H. Indonesia

Indonesian PYs will hold both short and long-term project to increase awareness of the importance on SDGs among marginalized communities. As they will implement a pilot project together in one location, all PYs bring back and run the project in their provinces to spread the project idea and impact on more number of people.

Project Title: All of Us Matter Project

Objective: To raise awareness about SDGs points towards marginalized communities through short and long-term PPAs

Activities:

- Short-term project:
 - Location: Lembaga Pembinaan Khusus Anak Tangerang (Special Child Development Institute)
 - Agenda: "Positive Self Talks" – a session where we encourage the participant to ignite their hopes and instill a positive perspective towards life.
 - SDG points: good health and well-being
 - Time: December 16, 2019
 - Target Groups: Marginalized community (kids in custody, 14 - 18 years old. 75 - 90 participants.)
- Long-term project:
 - Location: 28 respective PYs' provinces (from Aceh to West Papua)
 - Agenda: TBC
 - SDGs points: all fields
 - Time: January to September, 2020
 - Target Groups: Marginalized community (14 - 50 years old. Approximately 560 people)

Timeline:

- December 2019: Pilot project implementation
- January to March 2020: Project finalization
- April to July 2020: Project implementation
- August to September 2020: Project evaluation

I. Lao P.D.R.

Waste management issue is currently increasing in Lao P.D.R., and raising awareness among students is considered as the key to solving it. PYs will hold activities on waste management and reduction to change students' attitudes and promote SSEAYP by visiting schools.

Project Title: Big Share: Wide Thoughts

Background:

- Waste generation per day: 330 tons (2015) and 600 tons (2017)
- Total waste collected: Approximately 40 to 60% (Global Green Growth Institute)

Objectives:

- Raise awareness of students regarding consequences of trash in selected schools.
- Raise awareness of waste management and reduction through 4Rs: Reduce, Reuse, Recycle, Refuse.
- Change students' attitude
- Promote SSEAYP program to students

Target:

- 12 - 18 years old students

Activities:

1. SSEAYP introduction
2. Impact of waste
3. Process of waste management
4. 4Rs principles (plenary session including video, activities and Q&A)
5. Provide cleaning materials

Timeline:

- December 13 - 17, 2019: Proposal drafting and budget plan
- December 16 - 17, 2019: Material Preparation
- December 18 - 20, 2019: School Visit
- January 18, 2020: Evaluation project
- February 18, 2020: Follow up and project promotion

Expected Outcomes:

- Improve students' understanding on waste management through activities and teacher involvement
- Develop student's mindset
- Improve schools' environment
- Students interest in SSEAYP and social contribution

J. Philippines

Filipino youth or young leaders have prospect ideas on society, but it is difficult to communicate with local governments to share their ideas because they do not have any connection to contact the governments. PYs from the Philippines propose to establish a new framework by being an intermediate to bridge them with sharing their knowledge.

Project Title: ISIP SALITA GAWA (Thoughts words actions)

Target Stakeholders:

- Youth leaders and young leaders
- Local government officials and employees

Activities:

- Knowledge exchange workshops
 - One contingent activity
 - 17 + individual activities
- Meeting with local government
 - To incorporate the results of the knowledge exchange to their strategic development plans.

Timeline:

- Fourth quarter of 2019: One contingent knowledge exchange workshop
- Second quarter of 2020: 17 individual knowledge exchange workshop
- Second to fourth quarter of 2021: Meeting with local government officials

Expected Outcomes:

- Knowledge exchange workshops
- Meeting with local governments
- Government plans

K. Thailand

Thai PYs establish a local community-based project called “One school, one product.” This project aims to build an entrepreneurial mindset among youth to financially impact the community. The plan includes holding three-day workshop to provide practical skill training with the mind of entrepreneurship.

Project Title: One school, one product

Background:

- While Thailand is available of rich resources and manpower, it is lack of entrepreneurial knowledge and having a huge income gap.

Goals:

- Promoting young entrepreneurship in local community

Objectives:

- To implant entrepreneurship mindset for young adults
- To create an alternative income for community

Targets:

- Young adults (age 15 - 18) in Khlong Teoy community, Bangkok

Activities:

- Day 1 (Intro to Entrepreneurship)
 - Inspirational session
 - Basic financial plan
- Day 2 (Workshop)
 - Design thinking
 - Online marketing
- Day 3 (Workshop)
 - Product design
 - Presentation skills

Expected Outcomes:

- All young adults gain basic knowledge of entrepreneurship according to the curriculum in the program.
- The 90% of young adults develop presentation skill.
- The young adults are able to come up with at least one product which can generate money to local community.

Timeline:

- December 2019:
 - Research / analyze community issues
 - Finalize results / resource / budget
- January 2020:
 - Create entrepreneurial curriculum
 - Contact stakeholders
- February 2020: PPA preparation
- February 28 to March 2, 2020: Ongoing PPA

Sustainability:

- Acquired entrepreneurial mindset
- Set-up replicable model
- Increase economic growth

(3) Summary of the action plans by individuals

A. I am M.A.D. Camp

Presenters: P-12, J-64 and B-59

Introduction:

As P-12 shared the story of his ongoing program of volunteer organization, J-64 and B-59 decide to travel for the scheduled camp activities to support. After joining the camp, they are planning to bring back the idea to their countries.

Project Title: I am M.A.D. (Making A Difference) Camps

Objectives:

- To inspire school children to be passionate citizens through camp activities
- To reduce apathy on society and increase youth participation
- To expand the international network by the involvements of PYs from other countries.

Content:

- The “I am M.A.D. Camp” is a three-day outreach program for the volunteers, especially the youth, to engage themselves with school children who are ages 10 to 12, inspiring them to be passionate citizens championing love for the following:

- Love for environment
- Love for others
- Love of God
- Love of country

Activities:

- This initiative aims to sustain the connection of PYs of the 46th SSEAYP in ASEAN and Japan through a camp advocating Global Citizenship which is under United Nations Sustainable Development Goal 4
- Specifically, the PYs plan to:
 - Visit and volunteer in the Philippines
 - Hold a camp in their respective countries afterwards. Currently, planning in Brunei Darussalam, Singapore and Japan.
 - Create a network of PYs advocating Global Citizenship

B. PERIOD.

Presenters: C-64 and P-51

Introduction:

C-64 held a PY seminar onboard of eco-friendly menstrual products since she was already an advocate for it. As P-51 was impressed with the idea after participating in this seminar, she decides to contribute to this advocacy movement and plans to hold some advocating activities in her country.

Project Title: PERIOD.

Background:

- Using a plastic menstruation products causes some negative facts:
 - 432 million of disposable pad per month in India
 - 500 to 800+ years to biodegrade
 - Hidden chemicals: Furans and Dioxins
 - One pad = four plastic bags

Objectives:

- Inform people about the advantages.
- Lessen the monthly consumption.
- Lessen or stop the exposure of the female bodies to chemically treated products.
- Save money and resources.
- Partner with other ASEAN member countries.

Target:

- Women of all ages and everyone who is interested in sharing the same advocacy.

Activities:

- Knowledge Sharing
- Provide knowledge and alternative materials such as

the cloth pad and menstrual cups to rural communities and schools

Partnership:

- National Youth Commission (Philippines)
- Social Media
- Local Government Units
- Public Schools
- Leadership Trainings and Workshops

Expected Outcomes:

- People will be more aware.
- People will have a choice to be part of this advocacy.
- To have more partners from Japan and ASEAN member countries
- To have more partners in our own communities.

Timeline:

- April 2020: to hold activities at 32 “Barangays (smallest government unit)” and public high schools around the province of Oriental Mindoro, the Philippines.
- Before the end of 2020: to have another PY as a resource speaker. To have a group handling a social enterprise.
- 2021: to hold activities at Mimaropa Region, the Philippines and other places all over JASEAN.

C. YOUth-Breaking Violence Project

Presenters: P-62, I-03, I-56

Introduction:

P-62 runs a project catering to former combatants in Mindanao. As being inspired by her projects, I-03 and I-56 plan to bring the project idea to Papua region in Indonesia for achieving community peace-building.

Project Title: YOUth-Breaking Violence Project

Background:

- Program Against Violent Extremism for Peace

Objectives:

- Change perspective of the young people who are involved in violence to be active citizens and agent of peace in the community
- Increase more youths to be involved in peace building in ASEAN and Japan
- Reduce the number of youths involvement in violence

Target:

- Former Combatants (12 - 30 years old)
- Out of School Youths

Content:

- Establish a platform of the Philippines and Indonesia

to break the cycle of violence breaking the cycle of violence through SSEAYP.

- Set-up of platform for exchanges of peace education ideas (Facebook Page)
- Regular online meeting
- Invitation for partners and volunteers
- Mapping networks and alliances

Activities:

- Education
- Skills Training Capacity Building

- Livelihood

Expected Outcomes:

- Former combatants are active and productive in the communities
- Lower number of youths in violence

Timeline:

2019: Pre-implementation

2020 to 2024: Implementation

2021 to 2024: Post-implementation