Chapter 3 Group Discussion Reports

1 | Policy Group

Facilitator: Mr. Martin Polaine
Number of PYs: 32

(1) Discussion Theme Question

How may we make and implement policies in relation to COVID-19 (or any similar crisis) that are effective, popular and have regard to the interests of all of society?

(2) Pre-Program Assignments

Individual Assignment

Consideration of a scenario (designed to encourage thinking about the policy cycle and policy challenges) focusing on workplace policies and how to create and operationalise them

(3) Proceedings

Group Discussion Session I

Objectives

a. To recognize that 'policy' is reflected in more than laws / regulations and formal initiatives

b. To arrive at a process that is informed by an appropriate range of expertise and views, but not unduly delayed thereby

c. To consider when and whether the political divide may be bridged

Activities

a. What do we mean by 'policy' and what are its constituent elements?

b. How should policy be created and who should be consulted (and how) when formulating COVID-19 or crisis response policies? Should the process be different in a crisis?

c. Should policy formulation reach across party / political divides?

Outcomes

a. Understanding that policymaking is a multi-faceted task that requires a wide range of personal & organisational skills.

b. Recognising advantages / dangers of cross-political action and the absence of constructive opposition.

Field Study

Institution: The Matsushita Institute of Government and Management (MIGM)

Activities

a. Presentation of the approach / ethos of MIGM

b. Breakout problem-solving

What we learned

a. Value of student-created syllabus

b. Methods to solve long-term crisis

Group Discussion Session II

Objectives

a. To examine the recurring policy challenge of balancing competing interests

b. To explore how the varying needs of different sections of society may be met

c. To focus participants on the above central challenges and bring recognition that the 'right' answer may vary depending upon the particular circumstance

Activities

a. Should and can a balance be achieved between, for instance, public health and economic interests?

b. How may the specific needs and concerns of different generations be reflected in COVID-19 policies and their operation?

c. Should COVID-19 policies seek to engender a feeling of 'ownership' or 'buy in' on the part of the public? If so, how?

Outcomes

a. Using well-informed judgement and balancing sometimes competing interests to formulate a successful policy.

b. Ascertaining how 'buy in' by wider society may be achieved.

Group Discussion Session III

Objectives

a. To examine the core principle of governance, while recognizing that there may be limits in a crisis

b. To explore risk and risk management and the relationship between policy and risk

c. To encourage thought about 'success' in the widest terms, including empirical versus anecdotal, short-term versus long-term and perception versus reality

Activities

a. How transparent should the formulation and implementation of policies be?

b. In a crisis, does the wider population want clear direction, rather than discursive engagement?

c. Is policy formulation and operation really a risk management exercise in a pandemic or similar crisis?

d. How may we measure the success of a policy or policies?

Outcomes

a. Identification of practical solutions for policy risks and appropriate transparency.

b. Enhancement of leadership, risk management and decision-making skills.

c. Co-ordinated, multi-disciplined working and greater cross-cultural understanding.

(4) Presentation of the Discussion Results

a. The group concluded that policy is 'a strategy (implicit or explicit) implemented to stipulate a people's rights or responsibilities, provide useful courses of action in addressing specific concerns and improve a nation's well-being'. But it also noted that 'policy is only a policy once implemented'.

b. The group sought to create a policy framework that is applicable to any crisis, whether public health or otherwise. It was agreed that the policy cycle has a

reference value, but is idealistic and needs practical adaptation. During a crisis, specific issues and demands require a context-specific response.

c. Policy consultation retains its importance in a crisis, but has to be timely. The overriding need, however, is for public 'buy in' (rather than ownership) and for trust to be gained and retained. There are those who will inevitably be excluded from decision-making and effective communication channels are therefore necessary, especially to those likely to be negatively impacted.

d. Local co-ordination is an important component in implementing policy in a crisis and is an integral part of the overall national resilience that must be built. At the same time, though, the group emphasized that intra-government co-ordination is essential.

(5) Facilitator's Comments

a. The group was extremely constructive in its discussions and in the solutions it formulated. Both in breakouts and in plenary, all members were collegiate, willing to embrace the ideas of their fellows and meaningfully analytical.

b. The group's judgements were thoughtfully arrived at, always rationally argued and articulately communicated.

c. The policy framework and strategy created took into account lessons learnt from the pandemic, existing academic and practitioner insight and the wide range of best practices found among the 11 states represented.

d. I am extremely grateful to have the privilege of facilitating and very much hope that our sessions together have provided every group member with enhanced decision-making and leadership skills, greater cross-cultural awareness and firm and lasting friendships.

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2 Diplomacy Group

Facilitator: Mr. Fukasaku Koki J.
Number of PYs: 32

(1) Discussion Theme Question

How our lives are affected by the power of diplomacy and how youth can/should take part in the world of diplomacy.

(2) Pre-Program Assignments

Individual Assignment

PYs were asked to answer questions online such as "What is the most important diplomatic issue for you and for your country?"

(3) Proceedings

Group Discussion Session I

Objectives

To understand the outline of the DG, its aim and goal. Also to define what is diplomacy and what is the role of it.

Activities

a. Lecture by the facilitator on the basics of diplomacy

b. PYs were divided into eight groups (four PYs each) to discuss the following two topics following their self-introductions. (1) Why I have joined this program, and what I want to achieve. (2) What's the role of diplomacy, and what is the ultimate goal of diplomacy.

Outcomes

PYs had chances to discuss their interest in the topic and also had a chance to share ideas on their own definition of diplomacy through the discussion sessions. PYs also learned from the facilitator's lecture that the ultimate goal of diplomacy is to maximize their national interests and also to protect citizens' life, land and sovereignty. The facilitator also encouraged PYs to always think about how they might represent their own country throughout this conference and even outside of the conference.

Field Study

Institution: Ministry of Foreign Affairs of Japan

Activities

The session was led by Deputy Director of Press Division, Ministry of Foreign Affairs, Government of Japan. He gave a lecture on the preferable candidate profile of Diplomat, the Organization of Ministry of Foreign Affairs, Diplomat's Job, and lastly regarding the influence of COVID-19 pandemic to the diplomatic world.

What we learned

This Field Study gave the PYs a clear explanation both in technical matters and practical matters on how the Ministry of Foreign Affairs conducts its duties in the world of diplomacy. The presentation was not only about the role of diplomacy but its effect on our daily life and how we/ youth can take actions and be a change in the society.

Group Discussion Session II

Objectives

Understand "Diplomacy around you and its impact on our daily life" by sharing their individual assignment "What's the most important diplomatic issue for you/your country"

Activities

a. Reflection on the Field Study

b. Sharing ideas / thoughts on the objectives mentioned

above using whiteboard application Miro

c. Discussion in the zoom breakout room based on their interests

Outcomes

The session focused on how every diplomatic issue is related to others and the importance of international effort to tackle those problems. PYs were divided into small groups to discuss current problems that the world is facing and how those problems can be solved diplomatically. The facilitator asked all the PYs to come up with solutions to the problems as if they are representing their own country. It was great training for the PYs to understand the standing point of their countries in the problem and also the strength of their own countries.

Group Discussion Session III

Objectives

Understand the role of youth in the world of diplomacy, preparation for the final presentation

Activities

a. Lecture by the facilitator 'multi-dimension of the diplomacy'

b. Discussion among PYs "defining the problem and its possible solutions," "What is the role of youth in the world of diplomacy," and "Successful advocacy of youth in the world and the reason why it was a success"

Outcomes

At the beginning of the session, the facilitator lectured on the multi-dimension of diplomacy where PYs learned that diplomacy consists of Policy-making and Technics to practice such as negotiation skills, intelligence, and so on. Based on that knowledge, PYs discussed above mentioned three topics. During the discussion, PYs shared ideas on how youth can take part in the world of diplomacy and how youth can start initiatives to tackle social problems that we are facing. The discussion was a great opportunity for the PYs to think about how we can achieve the ultimate goal of diplomacy, "to maximize national interests." During the discussions, PYs were also asked to think about what kind of assets, tools, and strength they have and one of the PYs pointed out that by joining this conference it gave them a strong network between Japan-ASEAN youths that can be their strong assets to tackle social issues.

(4) Presentation of the Discussion Results

The PYs shared the importance of youth participation in diplomacy and how they can be part of it. One example was to utilize digital tools such as social networking sites to speak-up for the social issues by realizing that they will

be the leading generation in their community, society, and their countries. PYs also pointed out that this program itself is one of the diplomatic relations between Japan and ASEAN member countries by investing the young generation through open discussion to foster mutual understanding and strong friendship.

At the conclusion, the presenter mentioned that a continuous and tireless effort is needed for the success of diplomacy, and each small step is a way to success and all the PYs who joined this group promised that they will be a leading force of small changes in their community believing that those small steps can give a positive impact to the world.

(5) Facilitator's Comments

First of all, I would like to congratulate all of the participants who joined this program for their dedication and active participation. Though we had many restrictions in this online program, each participant positively participated by sharing their ideas. It was very impressive

that most of the sessions were led by participants and the facilitator's role was just to suggest a topic to discuss. We only had three sessions, but as the program progressed, each participant recognized that they are the youth diplomat representing their countries, rather than simply joining this program. They all tried so hard to learn from each other and tried to answer the discussion theme question by thinking about how their countries can play their roles in various problems and how they can tackle those issues as an individual. Seeing those achievements, I understood the importance of this program giving positive impacts to the youth in Japan and ASEAN member countries.

I would like to conclude my comment by showing my respect for all participants who voluntarily gathered outside of the official program and exchanged opinions with each other in order to have the best presentation. Also, I was strongly impressed by the conviction of the participants and I believe that they will be the leading force in the near future. I would like to once again commend their efforts and achievements.

3 Education Group

Facilitator: Mr. Somkiat Kamolpun
Number of PYs: 31

(1) Discussion Theme Question

Disruption, Deficiency and Deconstruction: What should we learn, re-learn and unlearn amidst COVID-19 apocalypse and beyond? It focuses on the need to strategically transform education and learning approach to make them keep pace with current contexts and ready for the uncertain future.

(2) Pre-Program Assignments

Individual Assignment

PEST analysis is an only assignment aiming to help PYs understand the connection between education and contexts beyond the education sector.

Contingent Assignment

Each contingent prepares a brief information on the education system. It gives PYs ideas on common education goals, policies, and challenges between ASEAN member states and Japan.

(3) Proceedings

Group Discussion Session I

Objectives

The first session aims to increase PYs' awareness on 1) education issues, challenges, and policies in ASEAN member states and Japan, and 2) how political, economic, social and technology development affects the education sector. These factors are disruption or driving forces to education transformation.

Activities

a. The identification of common goals, issues, and challenges between ASEAN member states and Japan.
b. PEST analysis in education.

Outcomes

PYs identify two common education goals:
a. to promote equal access to education for all,
b. to enhance education quality, particularly in preparing learners for the dynamic labor market and continuously developing the workforce.

The most urgent and important challenges are 1) teacher quality, 2) education inequality, 3) policy and budget

allocation inconsistency, 4) outdated curriculum and learning approach, and 5) digital technology in education. These challenges are amplified by the COVID-19 pandemic.

The PEST analysis unearths disrupting factors forcing education transformation. The significant ones are 1) the labor market dynamism and skill gap, 2) COVID-19 pandemic, 3) aging society and non-traditional aged learners, 4) online learning and digital divide, and 5) education inequality.

Field Study

Institution: Tobitate! (Leap for Tomorrow) Study Abroad Initiative by Ministry of Education Culture, Sports, Science and Technology (MEXT)

Activities

a. Introduction to Tobitate!
b. Experiences sharing from Tobitate! alumni

What we learned

a. Rationale behind Tobitate! initiative is to connect a learning process to human capital development and soft power and economic competitiveness enhancement.
b. The importance of stakeholders in education. The stakeholders provide financial support which expands learner's opportunity and increase flexibility in managing the program
c. Study abroad helps developing both academic competencies and soft skills, for instance self-reliance, intercultural and language ability.

Group Discussion Session II

Objectives

Session II focuses on developing PYs' ability to identify the shortcomings of education system, potential solutions, and the role of stakeholders.

Activities

Education gap analysis and potential solutions and the role of stakeholder identification.

Outcomes

PYs identify shortcomings in the current education system and learning approach, focusing in two aspects: accessibility and quality.

a. The main issue in accessibility is on inequality, particularly among vulnerable groups, learners from lower socio-economic households, and workforce. To address this challenge, it requires support from both the government and private sectors, more flexible mode of learning, and necessary facility for people with disability.

b. On quality, the concern is on mismatching between graduates' competencies and labor market needs. It is a result of a low teacher and curriculum quality, exam-based learning approach, and quality assurance system. In addition, parents and learners prefer academic-oriented disciplines which does not serve the economic sector. To address such issues, PYs focus on teacher development, TVET (Technical and Vocational Education and Training) promotion, and curriculum revision. It requires collective efforts from the government, private sector, and education administrators.

Group Discussion Session III

Objectives

Session III focuses on developing PYs' project management, collaboration, and presentation skills through project development and business idea pitching activities. In addition, this session aims to create awareness on the United Nations Sustainable Development Goals (SDGs) No.4: quality education.

Activities

a. Discussion on SDG4: quality education
b. Education project / business idea pitching

Outcomes

Regarding SDG4, PYs gained basic knowledge on SDG4 principle, its seven targets, and connection to other SDGs. On project / business idea pitching, PYs worked and collaborated within small groups to develop education projects and present them to DG members. Each presentation was well crafted and has strong potential to be a post-program activity. The audience provided valuable comments helping PYs to polish their ideas, as well as project design and presentation skills.

(4) Presentation of the Discussion Results

The leading question is "*Disruption, deficiency, and deconstruction: What should we learn, re-learn and unlearn amidst COVID-19 apocalypse and beyond?*" The presentation aims to provide recommendations to make education and learning approaches keep pace with current and future contexts. Although a number of disrupting forces exist, DG3 focuses on bridging the gap between labor market needs and learners' competencies. This challenge is caused by inaccessible and inequality in education, as well as lackluster in teacher and curriculum quality.

DG3 provides five recommendations: 1) enhancing pre-service and in-service teacher training system, 2) reforming curriculum, 3) improving budget allocation, 4) promoting

non-formal education, and 5) upgrading ICT facility and school infrastructure. In addition, the presentation includes a post-program activity with an aim to raise awareness and gather ideas on improving education and learning. DG3 plans to launch the program in April 2021.

(5) Facilitator's Comments

I would like to commend the Japanese government for initiating the program and providing opportunity for youths from ASEAN member states and Japan to collaborate,

interact, and befriend. The COVID-19 pandemic strongly affects people-to-people connectivity. Hence, the online program is the most suitable approach in this difficult circumstance.

I am impressed with PYs energy, integrity, and willingness to share and learn from one another. They take lead and collaborate when required. With their characteristics, ability, and potential, I am certain they will be a leader and serve as a strong foundation for ASEAN-Japan cooperation and development in a foreseeable future.

4   Global Company Group

Facilitator: Mr. Feby Budi Dayono
Number of PYs: 30

(1) Discussion Theme Question

How will youth contribute to social changes through global companies? How will COVID-19 shifted profit-oriented companies do business that youth will be a part of?

(2) Pre-Program Assignments

Individual Assignment

Mini survey on PYs understanding and experience of DG topic for facilitator to adjust the session's modules for relevancy

(3) Proceedings

Group Discussion Session I

Objectives

a. Scope setting and to introduce the global company (both business objectives and social impacts)
b. To understand young professional roles in global companies
c. PYs to practice their communication skill

Activities

a. Facilitator's sharing on DG Introduction
b. Breakout room - PYs who have experiences with global company share their knowledge to PYs who have no experience.
c. Each breakout room presented what they learned on the breakout room to the audience.

Outcomes

Facilitator and PYs agreed on the mutual understanding of DG topic. PYs were active to share their ideas and PYs who tend to have less experience had more courage to ask and discuss on the topic.

Field Study

Institution: EY Japan Co., Ltd.

Activities

a. Presentation on global company in general by EY Japan representative
b. Discussion and sharing by PYs on global company and relation with COVID-19

What we learned

a. During the time of Volatility, Uncertainty, Complexity, Ambiguity (VUCA) of pandemic, global companies are capable to contribute to influence positive social impact in the markets they operate.
b. Many global companies also adjusted the way employee work utilizing digital technology.

Group Discussion Session II

Objectives

a. To understand what youth are capable in global organizations
b. To understand that business objectives and social impacts of global company don't always clash
c. PYs to have diplomatic skill in making their proposal to be accepted by the decision makers

Activities

a. Open discussion on "the power of youth"
b. Facilitator gave a situation where a business objective needs to be met and how PYs who act as employee can contribute to the social impact (PYs discussed in the breakout room).

Outcomes

PYs understood that profit oriented business is not a bad thing and the objective is to use the profit to generate more social impact. PYs were triggered to see the gap and contribute after understanding their power.

Group Discussion Session III

Objectives

a. To understand how COVID-19 plays the role in shaping a better operations in global company
b. To have a can-do attitude and confidence to showcase self-ability in multicultural stage

Activities

a. Following up from previous week, PYs shared each group's proposal.
b. Discussion on how COVID-19 has been changing user behavior and global company's role in it

Outcomes

PYs were confident that as a youth, they have the power to influence the decision makers and to always put social impact, no matter how small, in every initiative they will do. Additionally, PYs understood that COVID-19 is momentum for more businesses to offer impact-based products and offerings.

(4) Presentation of the Discussion Results

• Roles of Youth and Perception Towards Youth - shifting stereotype of youth to be an opportunity for youth to be able to contribute in global companies with different objectives
• How COVID-19 Influenced Global Company - showcasing that global company that connects the world has the ability to Innovate, Change people's behavior, and Contribute to social impact
• Giving Strategic Recommendation (1) For Youth to Champion sustainability issues and be adaptable to digital change, (2) For Global Company to design and promote Social Impact

(5) Facilitator's Comments

SSEAYP Future Youth Leaders Conference is a great way for the future leaders across Japan and ASEAN to understand what they are capable of and the PYs in DG4 have been actively involved in the discussion. Besides understanding the content, PYs were conditioned as they were in the organizations where they needed to convince many stakeholders and discuss many possibilities, making it a great exercise.

5   Entrepreneurship Group

Facilitator: Mr. Panagiotis Mamouzakis
Number of PYs: 31

(1) Discussion Theme Question

My Social Enterprise: How is it possible to create social impact while ensuring a sustainable remuneration?

(2) Pre-Program Assignments

Individual Assignment

PYs were asked to research and choose an enterprise of their preference and explore its value in creating cultural or social aspects. Additionally, they were asked to identify its revenue streams making the enterprise sustainable.

(3) Proceedings

Group Discussion Session I

Objectives

• Get to know each other
• Get acquainted with the basics of Entrepreneurship and Social Entrepreneurship
• Identify what matters to the participants and lay the

foundation for deeper change
• Understanding the types of impact

Activities

• Introductory interactive activity
• Interactive presentation of basic terminology and approaches to be used in the DG.
• Group discussion in six groups: Formulate what matters to them. Identify the problems, and start crafting their goal.
• Theory, Video and Quiz: Test knowledge on the different types of change and how Systems Change differs from Direct Change. (Direct Change, Scaled Direct Service, System Change, Shifting Mindset)
• Group Homework: reflect on the types of impact they can have on the problem they want to tackle

Outcomes

• Participants in six international groups identified six problems that they are connected to.

- Participants declared six statements in a form of vision for these problems.

Field Study

Institution: Borderless Japan Corporation

Activities

- Speakers from Borderless Japan Corporation enlightened the participants more on what is a business and what is entrepreneurship.
- It was followed by group activities and ended.
- With participants being introduced to a Borderless business, the leather industry in Bangladesh.
- Q&A

What we learned

How the company which came up with business solutions for social problems such as poverty, lack of job opportunities, and racial discrimination and aims to provide developing countries with workforce and know-how considering their local situation and their needs

Group Discussion Session II

Objectives

- Analysing the issue / problem through system
- Making the issue workable by identifying the three main systems that interfere the most.

Activities

- Small Groups Homework presentation (problem, vision, ways of impact can be used)
- Theory of Systems, Video, Group Work and Presentation in the group on the benefit of changing a system, while looking deeper into what a system is, and start defining the systems that are affecting the problem
- Group Homework: Theory and worksheet to be filled in group setting

Outcomes

Six different problems and several options (24+) on how they can be resolved.

Group Discussion Session III

Objectives

- Breaking down each system by using the structure of the 5 R's (Resources, Roles, Relationships, Rules, Results) and digging deeper to see how to change a system.
- Creating a statement of change

Activities

- Small Groups Homework presentation (three systems that influence our problem)
- Theory of Systems, Video, Group Work and Presentation in the group the 5 R's
- Group work: Creating a statement of change for their problem
- Planning for presenting the Discussion results.

Outcomes

Six different change statements for six problems they wished to resolve.

(4) Presentation of the Discussion Results

- Explaining the discussion question
- Describing the path that this can be answered: Look at any problem, create a vision, choose what kind of impact you want to create, find the systems that influence it, choose a system that influences and the R's that are in the system. Finally create a statement of change and act upon it with a business solution.
- Brief presentations of the six statements of change made in the group discussion

(5) Facilitator's Comments

I am extremely grateful for being given the opportunity to hold the space and facilitate the process of 31 ASEAN and Japanese PYs to explore entrepreneurship as a path not only to create profit but also social and/or cultural impact. The topic was very connected to my personal transformation that happened to me after I participated in the Ship for World Youth program of the Cabinet Office of Japan because the program led me to become a social entrepreneur. I wish our discussion group participants get inspired to create social or cultural impact from the discussions and the impressively fitting field study to Borderless Japan Corporation.

6　ICT Group

Facilitator: Ms. Samantha P. Javier
Number of PYs: 30

(1) Discussion Theme Questions

What is the future that we want? How might we reimagine our future through the power of Information and Communication Technologies?

Framework: Appreciate Inquiry (AI) 5D approach to organizational development (Define – Discovery – Dream – Design – Delivery)

(2) Pre-Program Assignment

Individual Assignment

The first two stages in the AI 5D approach - Define and Discovery - were explored individually by the PYs through a pre-program reflection paper on the most memorable ICT-based or digital innovation they have seen in their own countries of origin.

(3) Proceedings

Group Discussion Session I

Objectives

At the end of this session, the PYs should be able to:
a. Describe what the appreciative inquiry (AI) approach is
b. Share significant moments in the PYs' lives where they felt so excited by the potential of technology for inclusivity

Activities

a. Orientation to DG6 and expectations check
b. AI Define and Discovery stages on Miro.com

Outcomes

While Session I centered on program preliminaries and rapport-building, a deeper realization that there are more similarities than differences in COVID-19 responses in the Japan and ASEAN region came out during the discussions. The PYs also clearly had a better appreciation about the fact that tech application in COVID-19 response encompasses a wide range of disciplines, not just public health.

Field Study

Institution: IT Director of Multinational Clothing Company

Activities

a. Sharing about the ways by which an international company coped with the pandemic
b. Discussion about the features of a workplace of the future

What we learned

Through the two-hour field study, the PYs learned that human decision-making may not be entirely replaced by artificial intelligence, and that maintaining clear lines of communication in business processes remained prime even in the midst of medicated ICT tool use during the pandemic.

Group Discussion Session II

Objectives

At the end of this session, the PYs should be able to:
a. Describe the 2030 Agenda their DG dreamt of during the AI dream stage
b. Form their own hackathon teams
c. Explain in their own words the 21st century literacies being expected of this generation's global citizens

Activities

a. Field Study sharing
b. AI Dream stage on Zoom
c. Future wheels exercise for pointing out root causes and consequences of social issues and problems
d. Lecturette on ICTs, the media, and United Nations Sustainable Development Goals

Outcomes

Session II centered on the Dream stage and was built upon the outcomes of Session I and served as a venue where the PYs had a deep rethinking about the core and direct and indirect consequences of the pandemic in the political, social, and economic spheres. They also had an appreciation of the importance of having 21st century literacies such as technology and media literacy in working towards sustainable development.

Group Discussion Session III

Objectives

At the end of this session, the PYs should be able to:
a. Describe how a hackathon experience feels like
b. Deliver their own strong concept for COVID-19 response / rehabilitation through a three-minute pitch deck

Activities

a. Orientation on hackathon mechanics and use of business tools for ideation and planning

b. AI Design and Delivery stages in breakouts

c. Crafting of own pitch deck and recording

d. Preparation for plenary session

Outcomes

The AI stages of Design and Delivery were brought to life through the three-hour hackathon within each 'startup team.' Here, the PYs strengthened their collaborative skills with young leaders from various backgrounds, and created strong pitches for potential investors, partners, and team members.

(4) Presentation of the Discussion Results

Here, the PYs presented their discussion results (i.e., ideas for a collaborative ICT-related project using the hackathon pitching approach) plenary. Their tech solutions included the following:

a. Well-Fam, an app that provides self, expert, and community mental support

b. FUndTURE, a crowd support platform for enterprises

c. Green Panda, an environment-friendly food delivery platform

d. Fresh Nest, a socially responsible farm-to-table delivery and learning app

e. EdFun, a microlearning app that connects learners and educators in a safe and fun environment

(5) Facilitator's Comments

The COVID-19 pandemic has truly shown the strengths and weaknesses of all sectors of societies. The unique delivery of this year's SSEAYP comes at a very important point in the lives of the emerging leaders of the Japan and ASEAN region. This is the time when global leaders come together with one goal in mind - to respond, rehabilitate, and recover better than what we had before the pandemic. It is also the time when global measures of development and even targets are being reviewed for sustainability.

Through the ICT DG, this year's PYs from 10 countries came together not only to talk about their important roles in achieving the 'better normal' but also to immerse themselves deeply into the root causes and potential consequences of any technology-based, -backed, or -enabled applications for COVID-19 response and rehabilitation - that which does not leave anyone behind.

At a glance, the virtual setup might look too challenging for such deep discussions to take place. But this year's ICT DG PYs proved these people wrong, even me. The 16-hour intensive program served as their safe space for raising hard-hitting questions and coming up with practical solutions that are truly empathic and sensitive to the needs of the most vulnerable. They have proven that young people truly know what they need best and that they have the agency to initiate such changes in their own communities, regardless of geographic limitations and cultural diversity. Young people must not just be consulted in matters that affect them, but they must always have a seat at the table for decision-making.

7 NGO/NPO Group

Facilitator: Mr. Khairuddin Bin Othman
Number of PYs: 31

(1) Discussion Theme Question

Youth-led NGO/NPO to solidarity network: Exploring sustainable and innovative crisis response in the era of COVID-19

(2) Pre-Program Assignments

Contingent Assignment

PYs will be grouped according to their home country (contingent) to summarize the existing National Policy and Mechanism of NGO/NPO in their home countries. Each contingent is expected to present for five minutes in the Group Discussion Session I. The content shall summarize into PowerPoint slide (maximum five slides) which include;

a. The government body involve during NGO/NPO registration and others body who involve (if have);

b. The type of NGO/NPO commonly found in home country;

c. The involvement of NGO/NPO in home country (Education, Environment, Health and Medical, Water and Sanitation, Psychological Support)

(3) Proceedings

Group Discussion Session I

Objectives

Facilitate youth-led action and commitment during COVID-19 pandemic by understanding roles, principles and strategies of NGO/NPO in Japan and ASEAN

Activities

Interactive discussion and idea mapping –

• PYs present their contingent assignment to others.

• After the presentation, PYs discuss the example of diversified youth-led action and commitment during COVID-19 pandemic.

• Next, based on information literacy, PYs mind-map the differences and similarity of Japan-ASEAN roles, principles and strategies of NGO/NPO action during COVID-19 pandemic

Outcomes

Empower youth to volunteer / contribute as active citizen in COVID-19 era by initiating / participating in youth-led action and commitment.

Facilitate understanding the differences and similarities in roles, principles and strategies of involvement in youth-led NGO/NPO in Japan and ASEAN.

Field Study

Institution: Specified Nonprofit Corporation Dappi

Activities

a. Introduction of the Dappi

b. Question & Answer

What we learned

a. Differentiate between NGO and NPO

b. How to structure and create NPO movement

c. How youth can play part in different angle in humanity movement

Group Discussion Session II

Objectives

Identify adaptive planning for resources mobilization in the time of COVID-19

Activities

Scenario-based case study and discussion –

• Demonstrate an adaptive strategy plan for NGO/NPO-resources mobilization, include resources utilization, logistic management, and financial allocation in the time of COVID-19 crisis.

Outcomes

Demonstrate the key issues of NGO/NPO in resources mobilization during COVID-19 crisis and strengthen their capacity to prepare an adaptive planning.

Group Discussion Session III

Objectives

Evaluate role of youth in NGO/NPO using SWOT analysis of COVID-19 prevention and control strategies in Japan and ASEAN

Activities

Game Storming – SWOT matrix analysis

• PYs are grouped into COVID-19 crisis and post-COVID-19 crisis scenario and will task to identify role of youth in sustainable NGO/NPO strategic planning based on SWOT matrix analysis.

Outcomes

Enhance youth engagement and participation in NGO/NPO with the techniques of building institutional sustainability in Japan and ASEAN.

(4) Presentation of the Discussion Results

PYs initiate "JASEAN YOU(th)NION" platform with curated ideas of sustainable youth-led program, such as social and community services, youth to youth services, information services and Japan-ASEAN collaboration via social media with both short-term and long-term goals.

(5) Facilitator's Comments

I would like to thanks to the Cabinet Office of Japan for selecting me as one of the Facilitators. Also to all the administrative staff for a full heart support from the beginning in my journey. Thank you to my fellow facilitator teammate who really energetic and make this program more successful one. And also to all PYs who stay energetic and interactive from the beginning of the discussion session. I am glad having them as my PYs.

Even though the program was conducted virtually online, it would be more effective to increase the group discussion session to 1-2 slot and integrate virtual communication tools to create an interactive and engaging group discussion session. For example, I used small groups and breakout rooms to engage PYs in collaborative learning and call on PYs to make for a more inclusive discussion while preparing for Group Presentation.

It is also possible that post-program activity can also be used as one of the outcomes that can be displayed in the final presentation in the future as PYs are in their own countries and post-program activity is conducted based on topics discussed during the year.

8 Environment and Disaster Risk Reduction Group

Facilitator: Dr. Nguon Pheakkdey
Number of PYs: 30

(1) Discussion Theme Question

What are the roles of youth in the management of and recovery from the COVID-19 based on lessons from past management of environmental problems and disasters in ASEAN and Japan?

(2) Pre-Program Assignments

Individual Assignment

Three readings (one page per reading), each relating to the topics covered in each discussion session:

a. UN. Sendai Framework for Disaster Risk Reduction 2015 - 2030
b. OECD. 2020. Youth and COVID-19: Response, Recovery and Resilience
c. UNDP. 2020. Recovering From COVID-19: Lessons from Past Disasters in Asia and the Pacific

Contingent Assignment

Prepare a 3-minute presentation (no PowerPoint presentation required) on an initiative or project by government or an NGO in your country whose work focuses on environment and disaster risk reduction. The presentation should focus on:

a. Are youth involved in this project? If so, how are they involved (e.g. volunteer)? If not, what are the challenges?
b. Is the project affected by the COVID-19? If so, how do they adapt?

(3) Proceedings

Group Discussion Session I

Objectives

• Introduce PYs to some of the most common environmental disasters in ASEAN and Japan.
• Discuss the social and economic impacts of environmental disasters in ASEAN and Japan.
• Analyze priority actions in Sendai Framework for Disaster Risk Reduction (DRR) in terms of youth participation, health crisis and disaster risk mitigation strategies.

Activities

a. Each contingent shared some of the most common natural hazards and man-made disasters in their countries; their experiences dealing with these events; and the impacts on their country's society and economy.
b. Facilitator introduced the Sendai Framework to PYs focusing on key aspects such as scope, purpose, priority actions, expected outcome, target and timeline.
c. PYs worked in groups to study the Sendai Framework with regards to roles of youth, health pandemic and disaster risks.

Outcomes

• Common environmental disasters in ASEAN and Japan that PYs identified were flood, earthquake, drought, landslide, air pollution, typhoon in addition to the COVID-19.
• PYs learned that additional to the economic losses (e.g. decreased in GDP), environmental disasters incur disproportional hidden costs and challenges to people in the country due to their different socio-economic status.
• With regards to the Sendai Framework, while recognizing the government's regulatory and coordination role, PYs viewed youth as agents of change and should be given the modalities and opportunities to contribute to disaster risk reduction, in accordance with legislation, national practice and educational curricula.

Field Study

Institution: Kokusai Kogyo Co., Ltd.

Activities

Interactive sessions with three engaging guest speakers from Kokusai Kogyo Co., Ltd. Each speaker shared a component of their work in the company, followed by discussions with PYs.

What we learned

a. Disasters do not stop during the COVID-19. They often happen concurrently (e.g. typhoon, flood). Thus, we need to remain ready.
b. Engagement of private sector in DRR at national and international level is beneficial for the private sector and the general public.
c. Technological tools are essential for all phases of DRR, especially for first responders during the evacuation and later in recovery phase.

Group Discussion Session II

Objectives

• Understand the concept and challenges related to DRR efforts in ASEAN and Japan.
• Analyze the impacts of COVID-19 on efforts to mitigate the impacts of disasters.

Activities

a. PYs discussed the concept of disaster risk governance and the challenges to develop and implement a good DRR governance project.
b. PYs shared their contingent assignment with a focus on analyzing the impacts of COVID-19 on current efforts to prevent and mitigate the impacts of environmental disasters.

Outcomes

• PYs learned that a good DRR governance project needs sufficient levels of capacity and resources to be made available to prevent, prepare for, manage and recover from disasters. It also entails mechanisms and processes for citizens, including youth, to articulate their interests, and exercise their legal rights and obligations.
• PYs reported that a majority of the projects presented in the contingent assignments have been affected by the COVID-19 in terms of its operations, budgets and other aspects. They also reported on some of the strategies that these projects have adapted.

Group Discussion Session III

Objectives

• Understand the concept of DRR, emergency management, disaster risk management or disaster relief; and the four phases of DRR.
• Identify the challenges for youth to engage in DRR programs and potential solutions.
• Identify lessons from DRR for management of and recovery from COVID-19, and the roles of youth in that process.

Activities

a. PYs discussed in plenary DRR concepts and its four phases, followed by an introduction to ASEAN ERAT (ASEAN Emergency Response and Assessment Team) and JICA (Japan International Cooperation Agency) Volunteer Program on DRR and Management in the Philippines.
b. PYs discussed in groups the challenges for youth to participate in DRR programs and potential ways to increases their participation.
c. PYs worked in groups on a case study to develop suggestions to community leaders on how to prepare for a flood during COVID-19.
d. PYs discussed in plenary key lessons from DRR that are applicable for the management of and recovery from COVID-19.

Outcomes

• PYs learned that DRR refers to the process of responding to a natural hazard or man-made disaster. It involves these phases: prevention; preparedness; response; and recovery.
• PYs stated that the most common challenges that limit their engagement in DRR included time availability, suitability of the program, their own lack of awareness, and their lack of required skills to be able to participate. PYs offered suggestions targeted towards youth and those suggestions focusing on increasing the support from relevant stakeholders to create an enabling environment for youth to engage in these DRR initiatives.
• PYs came up with six recommendations for their community leaders on how to manage flood during the time of COVID-19.
• PYs identified ten key lessons from DRR that are applicable for the management of and recovery from COVID-19.

(4) Presentation of the Discussion Results

PYs elected three presenters from the DG to share the following reflections on the DG question:

• Definition of DRR according to the Sendai Framework, the four phases of DRR, and a reminder that disaster does not stop during the COVID-19 pandemic.
• Four lessons from DRR that are suitable for the COVID-19 focusing on the importance of technological tools, social and spatial approaches, engagement of private sector and youth collaboration.
• Four common challenges that youth face in the management of and recovery from COVID-19, and four concrete proposals on how to improve youth participation in the management of DRR and COVID-19.
• Their presentation was followed by lively Q&A session from participants. Questions focused on the roles of youth at a personal level to in their country and in the region.

(5) Facilitator's Comments

Given that the discussion sessions were virtual, I was nervous initially. I was pleasantly surprised that there were no technical issues in terms of Wi-Fi connectivity.

This virtual setting did not affect PYs' enthusiasm and active participation in the discussion sessions. I could not have asked for a better group of PYs for my DG because they were: polite not only to me as Facilitator but also to their DG mates; enthusiastic about the topics and actively participating. It was an absolute pleasure to be with this group of active PYs. I would like to attribute the success of the group discussion sessions also to the dedicated support and preparation from the administrative staff of the Center for International Youth Exchange. Plus, I appreciated the selected field study company (Kokusai Kogyo Co., Ltd.) because they were very engaging speakers who shared with PY topics in the DG. Finally, I thank the Cabinet Office of Japan and the governments of ASEAN member states for supporting this conference and bringing together the PYs.

9 Infrastructure Group

Facilitator: Ms. Pannaritsara Chuenjitrabhiramon
Number of PYs: 32

(1) Discussion Theme Question

Sustainable city planning in light of COVID-19 - How can we strive for more healthy future, better public welfare, economic development and recovery, social safety net, and environmental responsibility?

(2) Pre-Program Assignments

Individual Assignment

Each PY must write a short note (Max. 250 words) regarding the type of infrastructure that they were interested in after they discussed with their contingent mates.

Contingent Assignment

PYs were asked to discuss the infrastructure situation in their countries both before and during the pandemic with their contingent mates. They discussed how the location, climate, political and economic systems, ecology and culture of their countries influenced or affected the development of their countries' infrastructure and urban planning.

(3) Proceedings

Group Discussion Session I

Objectives

a. To provide knowledge of a sustainable and smart city and how a smart city will change the population's way of life and have less negative impact on the environment.
b. To make PYs aware of the infrastructure problem in their own countries and to broaden PYs' views on other PYs' countries' infrastructure.
c. To make PYs understand the strength and weakness of their countries that affected how government decided on urban planning and design.

Activities

a. PYs introduced themselves for one minute each.
b. Facilitator introduced the concept of a sustainable city, United Nations Sustainable Development Goals, soft and hard infrastructure, and sustainable infrastructure.
c. PYs shared the contents of their notes about the infrastructure situations in their countries and PYs from other countries commented or shared their ideas.
d. PYs shared with each other about why the infrastructure in their countries were having problems and what caused the problems.
e. PYs discussed how the pandemic affected the soft and hard infrastructure in their countries which in turn affected their lifestyle and environment, and how each government and the people managed to live, work, play, commute, and travel during the pandemic.

Outcomes

a. PYs learnt from their discussion sharing of ideas that some countries had better soft and hard infrastructure and they learnt that if they adopted the concept of sustainable soft and hard infrastructure to their countries, they would have a safer, better, and more healthy living conditions.
b. PYs learnt about how to make People, Planet and Profit coexist in order to create a better future for their own and the future generations.
c. PYs learnt about the causes of bad infrastructure in their countries and others. They then discussed how they could make the infrastructure in their countries more resilient and sustainable, especially after the pandemic.

Field Study

Institution: Mitsui Fudosan Co., Ltd.

Activities

a. Watasu Nihonbashi project was introduced to PYs.
b. CGS (Cogeneration system), new eco-energy system which reduced energy consumption and CO2 emission by 30% was introduced to PYs.
c. Kashiwa no Ha, a smart city that created a new vision of tomorrow was introduced to PYs.

What we learned

a. PYs learnt that the Watasu Nihonbashi project was Mitsui Fudosan Co., Ltd.'s efforts to support the recovery from the Great East Japan Earthquake. It tried to create bridges of the heart between Minamisanriku and Nihonbashi and between people and the future. It promoted exchange and volunteer spirit of local people and employees.
b. PYs learnt that it did not matter if it was a regular or smart city that must be built. What was most important in creating a society and city is the leadership and human capital.
c. PYs learnt that using of sustainable energy system, although costly, is needed for the safety of people and the planet.

Group Discussion Session II

Objectives

To provide PYs with the knowledge of a smart city and how it can help government manage, communication, and interact better with its citizens and other inhabitants, especially during the pandemic and how it can provide solutions to the economic, social, and cultural development and recovery while reducing the impact on the environment.

Activities

a. PYs shared about what they learnt from the field study.
b. PYs discussed what a smart city could do to provide solutions to economic, social and cultural development while reviving the economy after the pandemic.

Outcomes

Through the sharing of what PYs learnt from the field study which included sustainable energy system, Watasu Nihonbashi project, and a smart city project, Kashiwa no Ha, PYs understood better about how sustainable soft and hard infrastructure could save the planet, create a better and safer future for the next generations, and that human capitals and leadership were as important as the hard infrastructure. They leant about social responsibility, how to do business with good governance, and how they could contribute to shape the future of their cities and countries as young leaders.

Group Discussion Session III

Objectives

To encourage PYs to share their vision and passion and to take leadership and think big and outside the box to make a positive change to the world by building their dream sustainable and smart city that would incorporate all the sustainable soft and hard infrastructure.

Activities

a. PYs continued to share their ideas of the infrastructure in their countries that had problem, analyzed the problems, and how to fix them to make them better, more sustainable, safer for their lives and the planet.
b. PYs discussed in the breakout rooms about different kinds of soft and hard infrastructure that they wanted to put in their dream sustainable and smart city and the reasons why they wanted to have these infrastructures in place and how they would benefit the people and the planet. They discussed the city name, who would live in their city, the political, economic, social, cultural and environmental systems and policies of the city, how the city would operate, what activities it would have, and how the governor would communicate, interact and manage the people who lived in the city and the interaction with the local communities outside their dream city.

Outcomes

PYs were able to structure their dream city with all the sustainable soft and hard infrastructure in a conceptual proposal and learn about how they could get funding to make their dream city come true.

(4) Presentation of the Discussion Results

PYs presented their dream sustainable and smart city (Edelweiss Smart City) with the outcomes of all their three discussion sessions and what they learnt from the field study.

(5) Facilitator's Comments

a. The discussion program was so well though-out and managed when it combined the three sessions with the field study. PYs were given a great opportunity to learn from the experts directly which was a rare chance.
b. It will be nice to have an extra session for presentation preparation.