

Chapter 3 Group Discussion Reports

1 Empowerment of All People Group

Facilitator: Mr. Martin Polaine

Number of PYs: 32

(1) Discussion Topic Question

How can youth turn the ideal of 'empowerment' into a practical reality for the benefit of all?

(2) Pre-Program Assignments

Individual Assignment

Consideration of a scenario (designed to encourage thinking about empowering a disenfranchised group) focusing on how an NGO might help a disabled group of young people has a voice and future opportunities.

(3) Proceedings

Group Discussion Session I

Objectives

- Recognition of why parts of society have been deprived of power.
- Understanding of what 'empowerment' is and what it means to different sectors.
- Identifying those without power and influence.
- Understanding why empowerment is needed.

Activities

Group discussions:

- What are the challenges faced by some members of society in having their voices heard and influencing decisions?
- What is 'empowerment'?
- Who lacks power?
- What is the purpose of 'empowerment'?

Outcomes

- Reaching agreed definitions of 'empowerment'
- An understanding of why some groups are disempowered and why there is a need for empowerment.

Group Discussion Session II

Objectives

- Identifying key steps / building blocks and how youth can contribute to them and work together with other

sections of society.

- Exploring and identifying what works in empowering the wide range of marginalised interests and the role for youth.
- Assessing the nature of opposition to empowerment (including by one marginalised group towards another) and finding ways of countering it.
- Concretising the objectives of the relevant SDGs / other initiatives and their impact on youth engagement.

Activities

Group discussions:

- Are there pre-requisites or common key steps for empowerment?
- What are the different approaches to giving different sections of society a voice?
- What is the likely opposition and how best may opposition be met?
- How may the SDGs and other international initiatives be used to best effect in empowering?

Outcomes

- Formulation and agreement as to the four key steps to empowerment.
- How to identify and counter opposition to empowerment.
- How to use the SDGs to best effect in advancing empowerment.

Group Discussion Session III

Objectives

- Understanding personal empowerment and its importance in building leadership that will embrace the widest possible scope of society.
- Identifying the most effective use of personal power and control.
- Bringing personal and collective power together for maximum benefit.

Activities

Group discussions:

- a. What is personal empowerment and why is it important for wider society?
- b. How may a youth with personal empowerment use that power to best effect for the benefit of others?
- c. How may personal and collective empowerment be mutually complementary?

Outcomes

- a. Reaching agreement as to the nature of personal empowerment and how it complements collective empowerment.
- b. Identifying how personal empowerment may be most effectively utilized to empower others.

Group Discussion Session IV

Objectives

- a. Creation of a workable 'action plan', including roles for youth.
- b. Formulation of specific components for particular groups / interests.
- c. Identification of the most effective ways of using power once achieved (including the part to be played by youth).

Activities

Group discussions:

- a. What are the components of an empowerment 'action plan'?
- b. What additional measures are needed for particular interest groups / marginalised sectors?
- c. How may power, once achieved, be used to the best and most beneficial effect?

Outcomes

- a. Creation of an empowerment action plan.
- b. Identifying additional measures needed for particular groups and incorporating them into the action plan.

Lecture by Guest Speaker

Name and Position Title of Guest Speaker: Ms. Baljit Ubhey, Director of Strategy and Policy, Crown Prosecution Service (England & Wales), former Chief Crown Prosecutor for London and the first UK senior civil servant 'Director of Diversity and Equality'

Topic of Lecture: Empowering Myself and Others

What we learned

- a. The importance of self-belief and encouraging and being encouraged by others
- b. The need to have goals and ambitions and persevering to achieve them

(4) Presentation of the Discussion Results

- a. DG1 defined empowerment as the ability and control to make one's own decisions and meet one's basic needs. When a person is empowered, they are, in turn, equipped to help empower others.
- b. DG1 identified a number of social issues being faced across the region and noted that many successful initiatives are being undertaken by young people; however, more action is needed.
- c. DG1 formulated a framework for empowerment that encompasses the following: planning, implementation, monitoring / reporting, and evaluation (which, in turn, may lead to new recommendations).
- d. At the heart of DG1's action plan was its Four Pillars of Empowerment: (1) Empowered to Know, (2) Empowered to Be, (3) Empowered to Do, and (4) Empowered for Others.
- e. While recognizing that young people do not always have the benefit of finance, time and existing networks, DG1 nevertheless fervently hoped that its action plan would provide a useful springboard for youth empowerment activities in the future.

(5) Self-Evaluation

The members of DG1 were unanimous in recognizing the remarkable opportunity that the program had given them. All members spoke and highlighted that lasting friendships had been formed, greater understanding across national borders achieved, and profound inspiration gained. Moreover, all agreed that the action plan would be useful and would be deployed in their activities in the future.

(6) Facilitator's Comments

- a. As a group, DG1 was extremely constructive in its discussions and in the solutions it formulated. Most of the members were collegiate, willing to embrace the ideas of their fellows and consistently and meaningfully analytical.
- b. The topic of empowerment naturally resulted in discussion of issues of some sensitivity; however, all such discussion and interaction was entered into in a friendly and constructive manner, often with deeply moving personal experiences being recounted and shared.
- c. The group's judgements were thoughtfully arrived at, always rationally argued and articulately communicated.
- d. The empowerment action plan and the 'four pillars of empowerment' strategy that the group created took into account lessons learnt from the wealth of personal

experience that was present and from lessons drawn from across the region.

- e. I am extremely grateful to have had the privilege of facilitating such an engaging group 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.

2 Poverty / Access to Water and Food Group

Facilitator: Mr. Rahmat Hidayat HM

Number of PYs: 30

(1) Discussion Topic Question

How can youth understand and their participation contribute to provide access to water and food, and eradicate poverty in ASEAN and Japan?

(2) Pre-Program Assignments

Individual Assignment

PYs had to post an image on their social media platform about poverty or access to water and food that they observe in their environment. The image must be taken by the PYs, not taken from the internet.

Contingent Assignment

PYs must create an info-graphic related to the poverty / access to water and food issue in their respective countries. The info-graphic must be submitted before the program and would be presented in the first discussion session.

(3) Proceedings

Group Discussion Session I

Objectives

- To understand expected outputs, schedule and tools
- To get to know facilitators and PYs
- To be aware of poverty issues, challenges, and policies in Japan and ASEAN member countries

Activities

- Activity 1: Program and PYs introduction
- Activity 2: Country group presentation: Understanding of poverty issues and policies in Japan and ASEAN member countries
- Activity 3: Causes and challenge of poverty and water / food provision in Japan and ASEAN member countries

Outcomes

- PYs understand and aware of the expected output, schedules, and flow of discussions.
- PYs know the facilitator and their fellow DG mates better.
- PYs understand and can identify the root causes

of poverty by using Jamboard and Miro as online application to ease the brainstorming.

Group Discussion Session II

Objectives

- To be aware of how politics, economics, society, health, and technology affect the poverty and access to water and food
- To be aware of poverty as one of the SDGs

Activities

- Activity 1: Group reflection and session goal
- Activity 2: Poverty Analysis using PEST tools
- Activity 3: Discussion on Poverty, no hunger, access to water as SDGs

Outcomes

- PYs are aware how politics, economics, society, health, and technology affect the poverty and access to water and food by using PEST model.
- PYs understand the SDGs targets for poverty (SDG1), access to food (SDG2) and access to water (SDG6).

Group Discussion Session III

Objectives

- To be able to anticipate situations and contexts that might affect poverty
- To understand poverty eradication program in ASEAN and Japan

Activities

- Activity 1: Lecture by Guest Speaker
- Activity 2: Contingents' presentation and discussion about their nation poverty alleviation programs

Outcomes

- PYs are able to understand some programs that have been implementing in ASEAN member countries.
- PYs understand what make the poverty alleviation program successful and failed in ASEAN from real cases.

Lecture by Guest Speaker

Name and Position Title of Guest Speaker: Mr. M. Alif Timur Ghifari, Quantitative Specialist at the National Team for the Acceleration of Poverty Reduction, Republic of Indonesia

Topic of Lecture: Poverty Alleviation in ASEAN; Progress, Programs, and Challenges.

What we learned

- a. Fighting against poverty does not always mean we have to implement a large scale program.
- b. Fighting against poverty does not mean that we have to ensure that the program immediately increases wages / consumption, either.
- c. What is important is that the program / intervention has a clear channel to increase wages / consumption in the middle-long term.

Group Discussion Session IV

Objectives

- a. To be able to understand how policy is created
- b. To be able to provide policy recommendation
- c. To be able to communicate the policy recommendation to stakeholders

Activities

- a. Activity 1: Group reflection and session goal
- b. Activity 2: Brainstorming poverty and access to water and food related solution
- c. Activity 3: Giving feedback on each other policy recommendation

Outcomes

- a. PYs are able to provide policy recommendation after analyzing the existing or alternative solutions that is available in the status quo.
- b. PYs can communicate the policy recommendation to stakeholders by identifying and mapping the stakeholders.
- c. PYs succeed to make a presentation and stated their participation as youth to deal with poverty / access to water and food issues.

(4) Presentation of the Discussion Results

PYs successfully presented their discussion results which covers the problem identification in poverty and access to water and food, alternative solutions that have been implementing in their respective countries, their analysis towards the alternative solutions which result their recommendation, and youth participations. The presentation was delivered by three PYs from Brunei Darussalam, Indonesia and Viet Nam.

(5) Self-Evaluation

PYs shared their self-evaluation in the last meeting after the presentation. We had online survey and also verbal evaluation during the Zoom meeting. Some points from the PYs' reflection:

- a. They found that the SSEAYP Youth Conference was a very great avenue to interact and connect with youth from ASEAN and Japan, although some of them were still very shy and reluctant to speak up in the big group discussion.
- b. Majority of PYs found that they learned many things during the program and would like to use the knowledge and skills that they gained in their study and also professional works.
- c. Some PYs realized that some of them were lucky that they don't have chronic poverty issue in their country, but this also means that now they are more emphatic to others who are still experiencing poverty or having a difficult life.
- d. All of the PYs agree that they still want to connect after the program and look forward to meeting with everyone in person after the pandemic.

(6) Facilitator's Comments

- a. Some PYs were still inactive during the discussion in big group, thus having a break out rooms was very effective to make everyone spoke up.
- b. I had to make some adjustment in method and planned activities due to time constrain and technical glitches during the session.
- c. I am looking forward to having discussion sessions on the ship next time.

3 Employment and Decent Work Group

Facilitator: Ms. Dini Hajarrahmah

Number of PYs: 31

(1) Discussion Topic Question

In the post-COVID-19 where there is a significant job loss; how to drive youth in ASEAN and Japan to contribute by providing high quality and decent work to achieve sustainable employment and economic growth?

(2) Pre-Program Assignments

Individual Assignment

- PYs are asked to read two case studies about COVID-19 and the youth unemployment issue provided.
- PYs must work on the 1-page PowerPoint file assignment provided to answer the questions such as: what is their definition of employment and decent work, what is the future of work in their imagination, what is the most challenging issue in their country about this topic, and who are the most vulnerable groups in their country?

(3) Proceedings

Group Discussion Session I

Objectives

- To get to know all PYs background and interests related to “employment and decent work” and their idea / hope for CHANGE
- To understand the terms “Employment and Decent Work” as part of SDGs
- To understand what the most challenging issue in this topic is and who are the most impacted group that face job losses during the COVID-19

Activities

- A presentation about the topic, sharing personal experience, an issue that PYs find in their surroundings, discussion to share their basic knowledge and what they want to learn
- Breakout room session with the team to discuss what is their own explanation about “Employment and Decent Work,” what is the most challenging issue in ASEAN and Japan about this topic, and who are the most impactful community that faces job losses during COVID-19?
- Presentation in a big group

Outcomes

- PYs get to know the other PYs with Quizizz fun session

- PYs break into six groups and each group came up with their own definition of “employment and decent work,” challenges on this topic, and the most impacted group that faces job losses.

Group Discussion Session II

Objectives

- To learn from the best practice about “inclusion and diversity at work” for sustainable employment and decent work
- To learn about “Unconscious Bias at Work”
- To discuss in a team about: “What does it need to be a decent workplace that creates peace and resilience?”

Activities

- General discussion on the article and video that were provided in a pre-meeting
- Learn from the best practice about “Inclusion, diversity, and equity for sustainable employment and decent work”
- Breakout Room: Discuss with the team: What does it need to be a decent workplace that creates peace and resilience?
- Presentation of the key takeout and learning from “Best Place to Work” companies

Outcomes

- PYs are more aware of providing inclusion, diversity, and equity at their workplace, especially to take care of “unconscious bias” with their teammates.
- PYs are able to identify what it needs to be the best place to work that can bring peace and resilience, what are their hope for an ideal company to work for.

Group Discussion Session III

Objectives

- To understand the importance of “Entrepreneurial Mindset” and how we can build this mindset to drive youth employment
- To understand what the role of “Social Entrepreneurship” is to foster change and create employment and decent work
- To come up with the creative idea to boost #DecentJobsForYouth using LEAN CANVAS

Activities

- a. Learn about the role of “Entrepreneurial mindset” for youth employment and “Social Entrepreneurship” to foster change and provide decent jobs in rural areas
- b. Breakout Room: Discuss with the team and work on your LEAN CANVAS based on several role (Government, Private, Start-up / SMEs (small and medium enterprises), Social Entrepreneurship / Non-Profit): Identify the problem and what is your solution to boost #DecentJobsForYouth using Entrepreneurial Mindset
- c. Presentation of LEAN CANVAS idea

Outcomes

- a. PYs understand how to use LEAN CANVAS.
- b. PYs are aware of using entrepreneurial mindset in their workplace.
- c. PYs present their creative ideas to boost #DecentJobsForYouth representing four groups (Government, Private, Start-up, Social Entrepreneurship).

Group Discussion Session IV

Objectives

- a. To understand the importance of social enterprise to provide more meaningful employment and decent work to tackle unemployment issues from the guest speaker
- b. To build network between the guest speaker and PYs
- c. To finalize group presentation idea and come up with a post-program project

Activities

- a. Ice breaker, Sharing on post-program project discussion
- b. Guest Speaker Session
- c. Post-Program Project Presentation and Vote for the Best Project

Outcomes

- a. PYs are inspired a lot from the guest speaker’s success story and are willing to apply that in their life.
- b. PYs are very enthusiastic and ask a lot of questions to the guest speaker related to Aruna businesses and social impacts.
- c. PYs learn about creating a leading social enterprise that can empower rural communities and at the same time become a global company.

Lecture by Guest Speaker

Name and Position Title of Guest Speaker: Ms. Utari Octavianity, Chief Sustainability Officer, PT Aruna Jaya Nuswantara

Topic of Lecture: How Aruna as a social enterprise could

change the lives of the fishermen and their family, tackling the issue of employment and decent work from a rural area in Indonesia

What we learned

- a. All about Aruna Indonesia as a social enterprise; business model, organizational culture, marketing strategy, etc.
- b. How to empower women community in the rural coastal areas by providing their needs at work.
- c. How to keep persistency and resilience in running a business during the COVID-19 pandemic.
- d. How to empower youth employment.

(4) Presentation of the Discussion Results

PYs make a video as a wrap-up from their discussion result, starting with the “Hello” in languages of ASEAN and Japan. Then, the presentation led by two PYs from Brunei Darussalam and the Philippines cover several aspects as follows:

- a. Describe the problem they found with the issue of Employment and Decent Work in Japan and ASEAN.
- b. Explain the solutions that they discuss to tackle those challenges.
- c. Come up with a post-program project called “YEM (Youth Empowerment) Convention” which will be held by PYs from DG3 but inviting every DG PY’s to participate as the Youth Ambassadors and the participant of the convention. The convention will be an online webinar that will cover the emerging topic on Employment and Decent Work in ASEAN and Japan such as work culture, career planning, career trend and shift after COVID-19, etc. The webinar will contain several activities such as: workshops, career mentoring, speed networking, and others.

(5) Self-Evaluation

- a. Discussion on what the PYs have learned during the program, what are some self-improvements that PYs discover.
- b. PYs have an action plan (post-program project) to contribute in the real life on how to promote SDGs point on Employment and Decent Work to achieve sustainable employment and decent work in ASEAN and Japan.

(6) Facilitator’s Comments

In the beginning, I was afraid that the virtual SSEAYP Youth Conference will decrease many insightful experiences for PYs compared to the real ones on the ship.

However, I must admit that with all the barriers we have, I am impressed with the creativity, the spirit of collaboration, and friendship that our DG made in only five meetings every Sunday. It's not only them who learn about the issue of employment and decent work, but I also learn a lot from every PYs with their different background and experience

that makes our group very diverse, rich, and lots of fun! Thank you, the Cabinet Office, Government of Japan and the Center for International Youth Exchange, for making this happen and making me become part of this beautiful SSEAYP family!

4 Education Group

Facilitator: Mr. Somkiat Kamolpun

Number of PYs: 31

(1) Discussion Topic Question

Live and learn: How will we enhance life-long learning experiences and outcomes?

(2) Pre-Program Assignments

Individual Assignment

Each PY is required to read the overview of SDG4.

Contingent Assignment

Each contingent is to prepare a presentation on education in their respective countries.

(3) Proceedings

Group Discussion Session I

Objectives

- PYs are aware of the basic concepts and goals of education, lifelong learning, and SDGs.
- PYs can utilize the diverge-and-converge technique to draw ideas from the discussion.

Activities

- Lecture by Guest Speaker
- Discussion on necessary competencies in achieving SDGs and the roles of education in personal, and national political, economic and social development.

Outcomes

- The group identifies necessary competencies in achieving SDGs, including open-mindedness, collaboration, critical thinking, leadership and communication skills, as well as being adaptable and resilient.
- The group concludes the significance of education and learning, particularly in personal knowledge, skill and behavior development, and political, economic and social development at the national, regional and global levels.

Lecture by Guest Speaker

Name and Position Title of Guest Speaker: Asst. Prof. Dr. Romyen Kosaikanont, Centre Director, SEAMEO RIHED (Southeast Asian Ministers of Education Organization (SEAMEO) Regional Centre specialising in higher education and development)

Topic of Lecture: The Power of Youth Towards Equitable and Inclusive Quality Education (SDG4)

What we learned

- The importance and the roles of youth in supporting SDGs. Many examples at global, regional and national levels are discussed.
- The SDG4 goals, seven outcomes target and means of implementation. In addition, the group discusses the challenges in achieving SDGs which will be a basis for the final presentation.

Group Discussion Session II

Objectives

PYs understand common education goals, challenges and policy between ASEAN member states and Japan.

Activities

- Each contingent presents the education system, challenges and direction in their respective countries. The presentation is the contingent pre-program assignment.
- PYs provide constructive comments on other contingent presentations, focusing on what each contingent does well and what they should do better in the future.
- The group wraps up by identifying common education goals and challenges between ASEAN member states and Japan.

Outcomes

- The group identifies common goals: 1. recovery from COVID-19; 2. enhancing education quality; and, 3.

- promoting access to education.
- b. The common challenges are: 1. outdated curriculum and learning approach; 2. poverty and inequality; 3. teacher quantity and quality; 4. digital literacy; and, 5. student mental health.
- c. PYs learn how to provide constructive comments and suggestions to the presentation and ideas.

Group Discussion Session III

Objectives

- a. PYs understand the concept of lifelong learning, education quality and accessibility, and different learning methods and outcome-based education (OBE).
- b. PYs can identify necessary competencies for different groups of learners (age, gender physical and mental ability).
- c. PYs can develop an OBE course / module and methods to suit learners' needs.

Activities

- a. PYs discussed the concept of education quality and accessibility, as well as different groups of learners.
- b. PYs work in small groups to identify necessary competencies for traditional-age learners, the workforce, senior citizens, and people with special needs, particularly physically and mentally disabled learners.

Outcomes

- a. The group understands the discourse of quality: 1. exceptional and excellence; 2. perfection and consistency; 3. fitness for purpose; 4. value for money; and, 5. transformation from the input to output.
- b. The group understands that accessibility is a process of designing courses and methods to suit learners' backgrounds.
- c. The group understands different learning methods from all classroom meeting, group work, and collaborative work-integrated learning.
- d. The group has knowledge on the different learners, why they need to learn and what are their challenges in accessing to learning.
- e. The group possesses skills in designing OBE courses and methods.

Group Discussion Session IV

Objectives

- a. PYs are able to utilize different tools and technics to identify and select challenges / issues, based on their urgency and impacts.
- b. PYs can develop a project to address the said challenges

and issues.

Activities

PYs work in small groups to identify a challenge they want to address and develop a project and provide recommendations.

Outcomes

- a. The group raises two important issues: 1. equal access to education for people; and, 2. the gap between the education sector and labor market.
- b. On the first issue, three small groups argue that the online / hybrid education approach will increase fair/equal access to education. The scope ranges from student who cannot go to a school because of the pandemic to the workforce, senior citizens and people with disability who need flexibility in learning.
- c. There are concerns on the internet access, digital divide, people's ability in utilizing digital technology and the quality of online courses.
- d. The groups propose developmental issues, namely: 1. promote the internet access and reduce digital divide; 2. provide IT equipment to learner; 3. provide financial support in infrastructure development, scholarship and the internet access; 4. provide mental health support; 5. develop personalized courses; and, 6. develop digital literacy to both instructor and learner.
- e. On the gap between the education sector and labor market, the group argues that the outdated curriculum and the lack of relevance are the main cause. To prepare learners for the future of work, it is crucial to update the curriculum, focusing on integrating the development of soft skills and work experiences into the curriculum. In addition, we need to identify stakeholders and their roles in education course development and operation.

(4) Presentation of the Discussion Results

The presentation focuses on addressing challenges in education quality and accessibility, particularly out of school children, disparity, digital literacy and mental health issues. The goals are to ensure inclusive and equitable access to quality education and promote lifelong learning in a post-COVID-19 era. The recommendations are to: 1. develop learner's digital literacy and IT for education infrastructure; 2. increase flexibility and adopt innovative teaching and learning approaches to ensure accessibility for people of all backgrounds; and, 3. update curriculum focusing on cultivating necessary competencies to learners.

(5) Self-Evaluation

PYs provide feedback on what they learn and are able

to apply it to their study and work. The groups reflect that they know more about education, particularly challenges, diverse groups of learner and education approaches. In addition, they understand basic concepts of design thinking and project development. The PYs may be able to apply what they learn to their study and work, particularly group work and time management, project development and management and critical and systematic thinking skills.

PYs also provide comments on how we make the session more engaging and interesting, for instance, playing game, ice breaking activities, or discussing general topics at the beginning of each session. The PYs' outstanding concerns are their language ability and background knowledge on the DG topic.

(6) Facilitator's Comments

I would like to commend the Japanese government for providing an opportunity for youths from ASEAN member states and Japan to collaborate, interact, and befriend amid the COVID-19 pandemic. The continuation of the program demonstrates our resilience and how much we value regional cooperation, people-to-people connectivity and the role of youth in supporting SDGs.

As the facilitator, I am impressed with PYs' integrity, empathy and willingness to share and learn from one another. With their ability and potential, they will contribute and serve as a strong foundation for ASEAN-Japan cooperation and SDGs achievement in a foreseeable future.

5 Resilient and Sustainable Cities Group

Facilitator: Ms. Pannaritsara Chuenjittrabhiramon

Number of PYs: 28

(1) Discussion Topic Question

How can youth build sustainable, resilient, and environmentally-friendly cities that will bring a better future for themselves and others in their countries by understanding the current global situations, environmental challenges, and natural disasters in ASEAN member countries and Japan, especially post COVID-19?

(2) Pre-Program Assignments

Individual Assignment

PYs had to submit an essay of 500 words maximum, stating: 1. why they want to join this DG topic; 2. what they expect to learn from participating in this DG topic; 3. what they think of the city where they live in now; and, 4. as a youth, what they think they can and should do to make their city better.

Contingent Assignment

PYs were asked to get together with other PYs from the same contingent to discuss what they liked and disliked about the cities where they lived in, why and how they wanted to change or re-build their cities.

(3) Proceedings

Group Discussion Session I

Objectives

- a. To provide PYs with general knowledge of SDG11 and its importance.

- b. To raise awareness among all PYs of the urban planning, soft and hard infrastructures, environmental situations and natural disaster concerns in their countries, and why we needed to build resilient and sustainable cities.

Activities

- a. PYs introduced themselves.
- b. PYs shared ideas of what a resilient and sustainable city was in their opinions.
- c. Facilitator introduced the 17 SDGs and Goal 11, Resilient and Sustainable cities and its importance to sustainable development by focusing on not only the materials, objects, property, technology, economic development, but also on the human development.
- d. PYs shared their concerns and awareness of environmental situations, natural disasters, COVID-19 impact on their lives, problems of soft and hard infrastructures such as public spaces, transportation infrastructure, waste management, energy usage, access to food and clean water, health care and education system, employment opportunity for youths, climate change and pollution problems in ASEAN member countries and Japan.

Outcomes

- a. PYs had a broader view on resilient and sustainable cities.
- b. PYs became quite aware of the more violent and frequent environment situations in their cities, the problems that

natural disasters and man-made disaster could cause on both the soft and hard infrastructures and that bad city planning and ignorance of the environment could harm people's life and well-being, property, employment and learning opportunity of every city dweller.

- c. PYs learned that it was important to consider the well-being of all inhabitants and the planet when planning and developing a city.

Group Discussion Session II

Objectives

- a. To broaden PYs' views on resilient and sustainable cities by learning from, interacting and connecting with the experts who designed and developed resilient and sustainable cities.
- b. To provide PYs an opportunity to think of how they could apply their passion and professions to make cities resilient and sustainable.

Activities

- a. Lecture by Guest Speakers
- b. Sharing of what PYs learned from the guest speakers

Outcomes

- a. PYs became more aware that cities must be designed and planned to make them resilient and sustainable for all current and future inhabitants.
- b. PYs had their perspectives broaden and they realized that they all could help make cities resilient and sustainable through their life activities and professions.

Lecture by Guest Speakers

Name and Position Title of Guest Speakers: 1. Mr. SUGENO Isamu, Director, Head of Singapore Office, Mitsubishi Jisho Sekkei Asia Pte. Ltd.; and, 2. Ms. KOIBUCHI Yuko, General Manager of Urban Energy Strategy Planning Department, Mitsubishi Estate Co., Ltd.

Topic of Lecture: Resilient and Sustainable Cities in Marunouchi, Tokyo, Japan

What we learned

PYs learned about Mitsubishi Estate Company and Mitsubishi Jisho Sekkei (MJS)'s history, business, and goal which focus on sustainable development. PYs learned about both companies' sustainable city / urban planning and development starting from Marunouchi district over 100-plus years ago. PYs learned about human-oriented sustainable development and that sustainable city development must focus on people's safety and convenience, the future growth of the community, the importance of energy and material usage such as Cross-laminated timber (CLT) that were environmentally-

friendly and left no waste and that city planning needed to balance people, planet and profit.

Group Discussion Session III

Objectives

- a. To provide PYs an opportunity to brainstorm and work together as a team to identify the causes of problems in their cities and to find solutions.
- b. To empower PYs to take leadership and actions to make positive changes to their cities.

Activities

- a. PYs from each contingent presented what they liked and disliked about their cities, the causes of problems, and their suggested solutions to the problems.
- b. PYs shared and exchanged ideas, suggestions and concerns after they listened to the presentations of other PYs.

Outcomes

- a. PYs learned that many cities shared similar problems such as flood, traffic jams, education, healthcare, bad pedestrian walkways, noise and dust pollution, inefficient and ineffective bureaucratic system, corruption, low housing quality in developing countries, unemployment, aging society, etc. PYs also learned that developed and developing countries had different problems, i.e., while many developing countries had slum and homeless problems, Japan, on the contrary, faced with empty house problem and Singapore faced with waste management despite the fact that it had a visionary government.
- b. PYs had their views and perspectives broaden about resilient and sustainable cities as they could learn about the good and bad practices in other cities.

Group Discussion Session IV

Objectives

- a. To empower PYs to take leadership, think outside the box, and take actions to build their own resilient and sustainable cities to meet with SDG11.
- b. To provide PYs the opportunity to plan a city building project and apply what they were passionate about to make cities resilient and sustainable.

Activities

- a. PYs discussed the soft and hard infrastructure that they wished to have in their dream city which would be a resilient and sustainable city and how to build a city that balanced the people, the planet and the profits.
- b. PYs discussed what they, as youth, could do in their dream resilient and sustainable city by applying their

passion and career plans to make cities resilient and sustainable, especially post COVID-19

Outcomes

PYs could create their own conceptually resilient and sustainable dream city which featured the resilient and sustainable soft and hard infrastructure as well as the systems and activities that would focus equally on the people, planet and profits.

(4) Presentation of the Discussion Results

PYs presented their DG5's resilient and sustainable dream city which reflected the outcomes of all four discussion sessions. These included the environmental and social problems that happened in many cities, natural disasters and man-made disaster that damaged both the soft and hard infrastructure in their cities, their new resilient

and sustainable city that focused on the safety of the people and planet, and the profits that would be generated from the environmentally-friendly economic, social and cultural activities.

(5) Self-Evaluation

PYs shared about what they learned and gained from the discussion group and how their participation in the program changed them.

(6) Facilitator's Comments

A compulsory presentation preparation session among all PYs might be beneficial to the program since this will get all PYs to collaborate and contribute to the final presentation.

6 Good Health and Well-being Group

Facilitator: Ms. Carmela D. Barcelona

Number of PYs: 33

(1) Discussion Topic Question

How can the youth of today become drivers of change towards a healthier tomorrow?

(2) Pre-Program Assignments

Individual Assignment

- a. Please record a short informal video of yourself (maximum of one minute) saying your:
 - Name
 - Hometown and country
 - One expectation for our DG
 - In a scale of 1-5, 5 being the highest, how healthy in general are you now?
- b. In preparation for the group discussions, please read the following materials:
 - The Lancet Commission on global mental health and sustainable development
 - Mental health action plan 2013 – 2020 (World Health Organization)
 - Guide for Advocates: Updated WHO Comprehensive Mental Health Action Plan
- c. Relative to your readings, please submit your answers to the following:
 - What are the main problems related to mental health in your country?

- What are the current initiatives on mental health in your country?
- Give examples of best practices on promoting and protecting mental health in your country, including those led by the youth.
- Who are the main stakeholders from the public and private sectors promoting mental health?
- Does your country have a national action plan or a strategic plan for mental health? Please outline the key objectives, strategies and interventions.

(3) Proceedings

Group Discussion Session I

Objectives

- a. To define health, mental health and well-being
- b. To understand the individual context of health, mental health and well-being before and during the COVID-19 pandemic

Activities

- a. PYs worked individually on their definitions of health, well-being and mental health through an artwork, which was shared in the plenary discussion.
- b. PYs introduced themselves using an object that best describes them.

Outcomes

PYs appreciated the unique expressions of self and of health, mental health and well-being, and how these areas of their lives have been impacted by the COVID-19 pandemic. They also discovered how their perspectives were similar despite their uniqueness, and that they shared a mutual understanding of health, mental health and well-being.

Group Discussion Session II

Objectives

- a. To describe the global situation of mental health
- b. To discuss the gaps and best practices on mental health initiatives at country level using the SWOT (Strengths - Weaknesses - Opportunities - Threats) analysis.

Activities

- a. Lecture by Guest Speaker
- b. Grouped by contingent, PYs discussed the gaps and best practices in their countries using the SWOT matrix. The contingent outputs were presented in a plenary.

Outcomes

PYs identified the current challenges and strategies related to mental health in their countries, and recognized how similar the mental health situation is among J-ASEAN (Japan and ASEAN) countries. This also highlighted the strategic platform in SSEAYP Youth Conference as one of the opportunities through forging partnerships and creating harmonized solutions in the Region. While some were already familiar with the SWOT matrix, it was a new learning for other PYs.

Lecture by Guest Speaker

Name and Position Title of Guest Speaker: Dr. Agnes Joy Casiño, Head of Strategy Management and Linkages Office and Medical Specialist, National Center for Mental Health, Department of Health, Republic of the Philippines

Topic of Lecture: A global and regional overview of mental health

What we learned

PYs learned about: 1. the global and J-ASEAN statistics on mental health issues; 2. how the COVID-19 pandemic has affected health, mental health and well-being and how it highlighted the urgent need of promoting and protecting mental health; and, 3. the healthy ways to cope with stress.

Group Discussion Session III

Objectives

- a. To identify priority action areas on mental health among J-ASEAN countries

- b. To map the internal and external stakeholders for mental health

Activities

- a. A 10-minute Mindfulness Activity started the session where some PYs shared either what they see, hear or feel at the moment.
- b. Using a consolidated SWOT analysis from the previous session, PYs identified the top five priority problems common among J-ASEAN.
- c. According to the priority problems, PYs mapped the internal and external stakeholders with whom the youth may collaborate to address the issues.

Outcomes

PYs showed excellent teamwork and critical thinking as they navigated through an open discussion as a DG. Someone readily stepped up to lead the discussion and two others volunteered to document the proceedings. PYs clearly explained their choice of priority problems by citing examples and describing the situation in their countries. They were creative and flexible in using a poll and open breakout rooms which facilitated quick decision-making and efficient documentation.

Group Discussion Session IV

Objectives

- a. To develop a harmonized J-ASEAN action plan for mental health
- b. Prepare for the presentation of discussion results

Activities

- a. A 10-minute Mindfulness Activity started the session where the rest of the PYs who were not able to last time had the chance to share either what they see, hear or feel at the moment.
- b. PYs were grouped into three where each country was represented. Using a tabular matrix, each group developed an action plan to address the top five priority problems identified in the previous session. For each priority problem, PYs defined the strategic objectives, activities, and target audience, and matched the appropriate internal and external stakeholders. Group outputs were presented in a plenary.
- c. PYs formed a DG6 Steering Committee composed of one representative from each contingent to oversee the preparations for the final presentation.

Outcomes

PYs exercised their problem-solving skills as they proposed youth-led activities that may help address the priority problems among J-ASEAN countries and reinforce the existing strategies for promoting and protecting mental

health. Grouping them with different contingents pushed each PY to talk about their countries, while some PYs willingly accepted the facilitator's suggestion to act either as the group leader, secretary, or reporter. Lastly, the DG6 Steering Committee was formed by volunteers from each contingent, and the contingent selected their preferred topics for the final presentation. Timelines were set for the submission and consolidation of topic assignments, committee meetings, and the dry run.

(4) Presentation of the Discussion Results

Three PYs from Brunei Darussalam, Indonesia and Malaysia presented the highlights of the group discussions including the artwork definitions of health, mental health and well-being, the internal and external stakeholders, the common priority issues, the current initiatives on mental health in J-ASEAN countries, and the consolidated DG action plan. During the open forum, a Thai PY addressed comprehensively the question of what are the examples of media stereotypes toward mental issues.

(5) Self-Evaluation

Each PY reflected on their individual and team performance throughout the SSEAYP Youth Conference

– how some started off being shy and easily warmed up, how the friendly and accommodating atmosphere encouraged them to overcome their fear of public speaking and self-doubt of their English speaking skills, how their expectations were met such as developing critical thinking and problem-solving skills, and learning from each other, and how grateful each one is for the support, teamwork, cheerfulness, and the brilliant ideas generously shared with everyone.

(6) Facilitator's Comments

Time management proved to be challenging especially during the first two sessions, but it eventually improved with the use of a screen timer, and with everyone's more efficient presentation skills and conscious efforts to observe the time limit. On the average, majority of the PYs were satisfied to very satisfied with the group discussions, with satisfaction ratings notably increasing after each session. Also, most PYs assessed their overall individual performances as very good to excellent. Overall, the tremendous efforts, creative ideas, and thoughtful contributions of PYs in their pre-program assignments and the breakout and plenary sessions are highly commendable.

7 Life on Land Group

Facilitator: Dr. Vivien How

Number of PYs: 27

(1) Discussion Topic Question

What are the challenges and opportunities in tapping the power of youth to foster greener environment and developing a sustainable life on land?

(2) Pre-Program Assignments

Contingent Assignment

Each contingent to share on the “localized and/or national solutions for sustainable environmental crisis / hazard / issues” in their respective countries. Each contingent was given five minutes to present where the presentation content was summarized into a PowerPoint slide.

(3) Proceedings

Group Discussion Session I

Objectives

- a. To provide PYs with general knowledge of issues that relevant to life on land
- b. To understand the environmental solutions in J-ASEAN (Japan and ASEAN) and relate its potential environmental crisis to the terrestrial ecosystems and biodiversity

Activities

- a. Icebreaking session among PYs and shared their thoughts / opinion about “life on land.”
- b. Facilitator introduced SDGs and the goal and indicator of SDG15 – Life on Land.
- c. Facilitator to discuss the concept of system thinking in addressing complex or wicked environmental problems situations in J-ASEAN.

- d. Using a group-based system thinking exercise while integrating the J-ASEAN environmental situation and environmental crisis and its impact on terrestrial ecosystems and biodiversity into an iceberg model.

Outcomes

- a. PYs learned to use system thinking as the basis of a problem-solving framework to highlight the interconnectedness of environmental-related development issues.
- b. PYs' perspective on environmental issues was broadened while working on the iceberg model where they learned to see the environmental issues beyond the tip of an iceberg.

Group Discussion Session II

Objectives

- a. To connect J-ASEAN youth with localized and regional-solutions for a sustainable environment through case studies related to climate change and deforestation
- b. To discuss the replicability and reproducibility of each case study in different contingent considering the differences in culture, and socio-economical background

Activities

- a. PYs to summarize / share the solution for a sustainable environment through their localized or regional case studies.
- b. PYs to describe the challenges and opportunities for the J-ASEAN youth to replicate the environmental solution based on case studies sharing.

Outcomes

- a. PYs learned the background and objective of different environmental practices while having a cross-cultural discussion among J-ASEAN.
- b. PYs learned to identify opportunities and challenges in sustaining and replicating various environmental programs based on the strengths and weaknesses of each contingent.

Group Discussion Session III

Objectives

- a. To facilitate youth engagement in environmental activism by utilizing science communication as tools of building institutional sustainability in J-ASEAN
- b. To explore the facets of science communication in engaging youth and promoting life on land issues

Activities

- a. Lecture by Guest Speaker
- b. Case studies discussion

Outcomes

PYs learned different facets of science communication while engaging youth in promoting greener environment and putting their ideology into action

Lecture by Guest Speaker

Name and Position Title of Guest Speaker: Mr. Heng Kiah Chun, Green Peace Malaysia Campaigner

Topic of Lecture: Youth Involvement in Environmental Activism through Science Communication and Public Engagement

What we learned

- a. PYs learn to use science strategically to promote their ideological stances, influence decision-makers and motivate environmental action.
- b. PYs are exposed to a few case examples of science communicators from different sectors (government, private sector, NGO) who translate their environmental ideology into action.

Group Discussion Session IV

Objectives

To explore the challenges and opportunities of youth action in sustainable environmental management by outlining the importance of appropriate strategies, and adherence principles practiced in J-ASEAN countries

Activities

- a. PYs were grouped into different sectors (government, private sector, NGO) for role-playing the youth action in sustaining the environmental and issues of life on land.
- b. PYs to outline the challenges and opportunities as a global citizen by sharing policy and strategies to foster a greener environment in J-ASEAN.

Outcomes

- a. PYs shared their perspectives (challenges and opportunities) as a global citizen with various portfolio in implementing, and participating in fostering a greener environment.
- b. PYs summarize the collective environmental ideology which are potentially replicable and reproducible among J-ASEAN.

(4) Presentation of the Discussion Results

PYs presented their DG topic "Life on Land," it started by sharing the deforestation status in J-ASEAN with statistics and a video clip, followed by sharing the current good practices by government, private sector and NGO in safeguarding a greener environment, and followed by

sharing one of the sustainable solutions “Youth Seeding House” that J-ASEAN could potentially reproduce and replicate. The presentation concluded with PYs from DG7 sharing a collective message calling for a greener environment.

(5) Self-Evaluation

Each PY was given time for self-appraisal (speak up or leave a comment in the chat box) to provide cross-evaluation on the performance of both PYs and the facilitator, as well as comments on DG7 discussion modules and learning

activities. PYs suggest continuing to advocate for a greener environment through social media platforms.

(6) Facilitator’s Comments

Pre-program evaluation (quiz, questions, etc.) and assignment are encouraged to understand the background knowledge of each PY before commencing Group Discussion session. Having a platform for cross-sharing and access to other DG’s presentation slide / materials would be beneficial in facilitating youth participation and involvement in any upcoming program.

8 Life below Water Group

Facilitator: Ms. Nutch Charoenboon

Number of PYs: 28

(1) Discussion Topic Question

How can youth leaders combine the understanding of SDG14 and the appreciation for marine stakeholders’ priorities to sympathetically design programs that support sustainable relationships between humans and the ocean?

(2) Pre-Program Assignments

Individual Assignment

- a. Watch facilitator’s DG8 introduction video
- b. Respond to self-introduction questions

Contingent Assignment

Prepare a 5-minute presentation on the current ocean situation in each respective country

(3) Proceedings

Group Discussion Session I

Objectives

- a. To set collective and individual goals
- b. To understand current ocean situation in the national, ASEAN, and global levels
- c. To appreciate the ongoing marine and livelihood issues and how SDG14 can alleviate them

Activities

- a. PYs briefly introduced themselves, shared their goals, and learned the structure of the discussion sessions.
- b. PYs shared with their peers about their country’s situation and movements concerning the ocean.

Outcomes

- a. PYs and facilitator appreciated their role in creating a worthwhile experience through the DG activities.

- b. PYs gained a better understanding on the current marine situation and became aware that ASEAN member countries and Japan shared similar characteristics including available resources, challenges, and ongoing effort towards solutions, among others.

Group Discussion Session II

Objectives

- a. To appreciate that human’s small and “harmless” actions can affect the earth greatly
- b. To start to think about what can be done in a microscale

Activities

- a. PYs shared with their peers how humans’ seemingly benign habits can negatively but unknowingly affect the ocean.
- b. PYs brainstormed how they can create positive changes to the ocean and influence others to join the movement through the #SSEAYP2021SaveTheOceanChallenge.
- c. PYs considered lessons they could take from the experienced in the field of marine conservation in their countries (NGOs, startups, etc.).

Outcomes

- a. PYs reflected on how they had harmed the ocean and individuals and became committed to changing their behaviors and habits while taking the responsibility for encouraging those around them to join this initiative.
- b. PYs recognized that small actions can create big impacts (Butterfly Effect) and began thinking about transforming individual changes to collective actions for more significant outcomes using examples from

marine and environmental organizations in their countries.

Group Discussion Session III

Objectives

- a. To learn about model institutions and their projects and reflect on their missions, methods, challenges, and successes
- b. To critically think about how to create successful changes and become conscious of their ripple effect

Activities

- a. Two PYs from marine conservation organizations shared their experiences in operating an institution to generate positive impacts. Facilitator shared her research results from a Marine Protected Area project in Southeast Asia.
- b. PYs discussed about their own experiences in creating changes through the #SSEAYP2021SaveTheOceanChallenge and how to apply the lessons from this activity in their future initiatives.
- c. PYs presented to their peers the work from the NGO whom they had interviewed / studied.

Outcomes

- a. PYs were inspired by the work of local heroes and able to take lessons from the individuals' / organizations' successes and challenges to apply in their own projects.
- b. PYs generated marine conservation projects that could be used as a guideline for their contingents' post-program activities. These project ideas considered not only the intended outcomes, but also other long, short, and negative effects. PYs also extended their visions to think constructively about indicators of their successes, resources, and the longevity of their initiatives.

Group Discussion Session IV

Objectives

- a. To appreciate the local realities that are usually neglected in the “top-down” solutions. Through learning from the work of the guest speaker’s organization, PYs can take an example of how to care for both nature and human.
- b. To recognize that the unintended outcomes of well-meaning activities can undermine the positive intention of projects and think creatively about how to prevent their projects from being exposed to these consequences

Activities

- a. Lecture by Guest Speaker
- b. PYs researched and interviewed NGOs / institutions in their respective countries to find inspirations and

active network in fueling marine conservation ideas. They also studied successes and challenges from “the ground” in order to apply them in their contexts instead of driving their initiatives through trials and errors.

- c. PYs explored ways to shift the foci in development projects to collaborate and coalesce with their target audience without necessarily “educating” them, as it has been proven that knowledge and awareness infrequently translate to actions. PYs practiced molding their future projects (in any field area) while considering not only project goals which are usually short-term, but also long-term outcomes and unintended consequences.

Outcomes

- a. PYs gained ideas about how to create sustainable changes to issues that require collective actions.
- b. PYs generated new conceptions about the bottom-up approach in driving solutions.
- c. PYs took steps towards youth leadership in SDG14 through developing realistic marine conservation plans for their post-program activities and help one another enhance these ideas to work most felicitously in their own contexts.

Lecture by Guest Speaker

Name and Position Title of Guest Speaker: Mr. Ryan Lewis, Technical Advisor of Ecotourism Business Development and Marketing, Blue Ventures (UK) in partnership with Save Andaman Network (Thailand) and YAPEKA (Indonesia)

Topic of Lecture: An Intro to Blue Ventures

What we learned

- a. Blue Ventures’ success comes through its “people first” approach where local community members are involved in all processes of the organizations’ activities and decisions. Change makers like ourselves need to listen and involve these people and respect their inputs and ways of life.
- b. Partnerships with already existing organizations in target areas help ground our work into locally appropriate shapes and fuels it more effectively than pioneering programs on our own.

(4) Presentation of the Discussion Results

PYs brainstormed about what they had learned in the DG activities and wanted to share to others. They also expressed how they wanted these lessons to be presented – which was a pre-recorded talk show style video. The messages and experiences were arranged into topics presented by six DG members. They are: introduction to

ocean, SDG14, the ocean’s connection to every life and other SDGs, youth involvement, consideration to and involvement of affected people, and post-program activities ideas. After the presentation, PYs discussed that they were satisfied about the result and its showcase. However, the presentation did not receive as many questions as others. They hope that those outside DG8 realize how effortless it is to include the ocean in everyday-life decisions and will continue thinking about the ocean in the future.

(5) Self-Evaluation

Activities

- Facilitator shared the “our expectations” word cloud collected from all PYs’ pre-program assignments. PYs were asked to reflect on what they had gained compared to what they had expected and share with the group. These reflections revolved around the inspiration to be more ocean-conscious as SDG14 is not being given as much attention as other global issues, the collaborative working experiences within the DG, and newly-formed friendships that are projected to turn into professional connections.
- One word to summarize PY’s experience: Some of the results included: awakening, eye-opening, wholesome, coordinative, family, efficient, supportive, motivating,

insightful, and love.

- Letter to future selves with the focus on “How do you see relationship with the ocean in five years now that you have learned about it from DG8?” These letters are password-protected and uploaded on the DG’s Clouds. On January 9, 2027, the facilitator will organize a DG reunion and send these letters back to the participants to encourage another reflection about their growth and goals.

(6) Facilitator’s Comments

The online platform of the program gave the participants the opportunity to meet and interact despite the global pandemic and fostered collaborative efforts and relationships. However, without the opportunity to interconnect face-to-face, online informal meetings and activities supplemented the formal settings, which helped create a genial environment for the scheduled sessions and allowed the PYs and the facilitator to work together more effectively. PYs described these activities as ultimately essential for the success of SSEYAP Youth Conference, and they should therefore also be formally recognized and supported by the program (i.e. informal activities / additional workshops / casual sessions should be provided with a proper shared guideline and financial support).

9 Sustainable Energy Group

Facilitator: Ms. Sitta Marattanachai

Number of PYs: 30

(1) Discussion Topic Question

How can youth contribute to the acceleration of energy digitization, decarbonization, or decentralization for a more sustainable future for all?

(2) Pre-Program Assignments

Contingent Assignment

Work in your group of contingent, research for the overview of the energy situation in your country. This assignment will help you become familiar with the vocabulary, current trends, and energy challenges.

(3) Proceedings

Group Discussion Session I

Objectives

To help PYs to understand current global, regional, and

local energy situations and challenges

Activities

- Each of the PYs introduces themselves one after the other.
- The facilitator provided an overview of the current global challenge of climate change and energy production.
- “My Country’s Energy Outlook in Brief” was the topic of four-minute presentations by each of the PYs in attendance.
- After listening to presentations from eight different countries, the PYs voiced their opinions.
- On the Miro Board, the facilitator introduced PYs to the assignment they were to complete. Specifically, PYs must answer the following questions: what are the energy challenges that I am interested in, what

happened, why it happened, and who was/were impacted?

Outcomes

- a. PYs have gained knowledge about the energy systems in their home countries and are able to analyze and draw interesting conclusions from the energy systems of other countries.
- b. PYs felt that the discussions were thorough and that they gained valuable insight from PYs' meaningful sharing.

Group Discussion Session II

Objectives

- a. To enable PYs in comprehending what decarbonization is, why it is important, and how it affects the energy system
- b. To divide the PYs into four small group discussions based on the topic they have selected

Activities

- a. PYs learned about the fundamentals of greenhouse gas emissions and the fundamentals of decarbonization after watching two videos;
 - (a) Why We're Moving Toward Decarbonization?
 - (b) How can the reduction of carbon add value?
- b. PYs learned the innovation process and how the discussion process lays on the design thinking method starting with empathize, define, ideate, prototype and test.
- c. PYs were divided into four groups based on their areas of interest in order to analyze the underlying causes of sustainable energy problems.
 - (a) Cleaner Energy Transition
 - (b) E-mobility
 - (c) Renewable Energy Technology
 - (d) Carbon Policy

Outcomes

- a. PYs gained an understanding of the innovation process and were inspired by examples of how technology can aid in greenhouse gas reduction.
- b. PYs were able to reflect other countries' challenges with sustainable energy while emphasizing the importance of decarbonized energy systems.
- c. PYs developed an interest in utilizing technology to address sustainable energy challenges.

Lecture by Guest Speaker

Name and Position Title of Guest Speaker: Mr. Danny Kennedy, Chief Energy Officer of New Energy Nexus

Topic of Lecture: The future of climate actions

What we learned

- a. The future of climate actions and the technology behind the transition.
- b. Why the transition to cleaner energy is critical, and why everyone must contribute to the acceleration of the adoption of sustainable energy technology and be prepared to become a more responsible energy consumer.

Group Discussion Session III

Objectives

- a. To enable PYs in defining energy technology in the digital age in order to address the challenges of sustainable energy
- b. To allow PYs to compare and contrast for challenges and opportunities of certain energy technologies from a wider perspective

Activities

- a. PYs were assigned to a breakout room at random in order to network, build mutual understanding, and form friendships.
- b. PYs learned the basics of digital transformation, and how digital technology impacts sustainable energy in the future by watching videos "Digitalization in the Energy System."
- c. PYs join their small-group discussion.
- d. In the main room, the PYs gathered to share their thoughts on what they had just discussed.

Outcomes

- a. PYs discuss and gained insights about the opportunities and challenges of incorporating digital technology into the energy system in order to develop more sustainable solutions to energy challenges.
- b. PYs were able to make the connection between digital technology and their own energy consumption habits, as well as recognize the difficulty in gaining access to technologies in some group of people.

Group Discussion Session IV

Objectives

To support PYs in taking into account energy stakeholders in order to empower them in the use of sustainable energy through the use of a decentralized energy system

Activities

- a. PYs learned the basics of energy decentralization and pictured the future energy system.
- b. PYs watched three videos about energy decentralization concept and related back to their energy challenges in

the small-group discussion.

- (a) How to fix our unreliable power grid?
- (b) The vital role of decentralization and green energy for rural communities in times of coronavirus
- (c) A Blockchain Power Grid Grows In Brooklyn by CNBC
- c. PYs discussed in the small group for the question “What are the problems and opportunities of deploying decentralized energy systems?”
- d. PYs reconvened to the main room and shared their learning from the small group discussion.
- e. Facilitator explained DG9 final assignment: Two-minute video submitted to the shared drive.

Outcomes

- a. PYs gained knowledge about decentralization and how future technology can create opportunities for economic development as well as for carbon reduction and community engagement in energy management, among other things.
- b. PYs reflected one sentence each about learning and personal development from joining all four discussion sessions. Most of PYs were inspired by others in leadership and discussion skills.

(4) Presentation of the Discussion Results

They presented their solution proposal for addressing significant energy challenges that can be summarized into three main points.

- a. E-Mobility; a lack of range, a long charging time, and maintenance issues with EVs (Electric Vehicles) have been discussed as obstacles to E-Mobility replacing conventional engines. But, it is better for

the environment, cheaper than gas, and faster than a combustion engine.

- b. Smart Grids are the future of obtaining electricity. While Blockchain technology can be used to manage Smart Grid operations. To better manage the electricity resource, smart meters can provide us with availability and usage data.
- c. In the sustainable energy system, several carbon offsetting opportunities will encourage private investment and international cooperation. Changing habits and reducing carbon footprints are huge markets for start-ups, policymakers, and ASEAN citizens.

(5) Self-Evaluation

PYs were given five minutes to reflect individually before sharing what they had learned and gained from the discussion group, which was done in accordance with the Head, Hands, and Heart model.

(6) Facilitator’s Comments

Overall, PYs performed admirably in terms of communicating and discussing the current energy situation in Japan and Southeast Asia, as well as the challenges that this situation presents. Some PYs lacked initial personal motivation in the field of sustainable energy, but they were able to learn and discuss the subject matter throughout the course of each session. It was not possible for the facilitator to cover all discussion exercises as outlined in the DG9 information paper because the sessions needed to be simplified in order to allow more time for PYs to network and form friendships.