

Chapter 3 Group Discussion Reports

1 Education Group

Facilitator: Mr. Aaron G. Laylo

Number of PYs: 29

(1) Discussion Topic Question

What innovative approaches can best foster regional collaboration in the field of education so that the youth, as agents of change, can further optimize it for genuine transformation?

(2) Pre-Program Assignments

Contingent Assignment

Please gather information about the following, in the context of your country

- Youth profile (key information only i.e. demographics, age-range, ratio and so on)
- Current state of the educational system (briefer-style)
- Key challenges in the educational system (loopholes, resources, skills, etc.)

<Guidelines>

- Just include what you consider interesting for discussion (comparative analysis, case study, and possible project case) in our discussion group sessions.
- Make it clear, concise, coherent, and creative (keep it short and simple)
- A concise 5-slide ppt will do (visuals and figures are better than lengthy sentences)
- Each contingent will be given about 2 minutes only to share your ppt with the Discussion Group (DG)
- Please read this for discussion on Day 1
“<https://www.un.org/sustainabledevelopment/youth/>”

(3) Proceedings

Important note - a few activities in each session were moved to the next discussion date in order to foster connectivity of learning & to manage time accordingly. Although objectives for each session are retained in this report, these were spread out or were crossed over to another discussion date. Nevertheless, they were still anchored in the general objectives of the discussion topic.

Group Discussion Session I

Objectives

- Describe the general profile of youth in ASEAN and Japan
- Identify challenges encountered by young people in the society
- Compare and analyze the educational landscapes (system, structure, policy, culture) of ASEAN countries and Japan

Activities

- DG's topic question and specific objectives of the program were introduced.
- UN's general profile of youth was shared by the facilitator as a prelude to underscoring the youth's role as agents of change in the area of education.

Outcomes

- PYs were able to get a grasp/idea of a) focus topic - education, b) how the discussion sessions were going to be conducted, and c) what is expected of them to deliver.
- PYs came to know each other via self-introduction.
- PYs had a bird's eye view of the state of youth and education at the global level.

Group Discussion Session II

Objectives

- Review relevant materials
- Discuss 3Cs of education

Activities

- Review of key points and activities and explanation of task and expected output
- Contingent groups concisely share about pre-assigned task - present about the status of their youth and their respective country's educational system.
- Given specific guide questions, three inter-delegation small groups discussed key points — Cornerstone (essentials of education), Challenges in 21st century

education, & Collaboration (multi-sector)

- d. Integration, conclusion, and reflection

Outcomes

- a. PYs learned about the state of youth and education in ASEAN and Japan. PYs, as advised, also tried to manage their allocated time for presentations so they can also acquire skills such as time management, orderly flow of the session, and collective convenience.
- b. PYs, assigned to breakout rooms, were able to share and learn about the cornerstones of, challenges in, and collaboration in education.

Group Discussion Session III

Objectives

- a. Propose an ASEAN+1 (Japan) program that will foster education collaboration at different levels/areas of education
- b. Simulate a regional high-level (multi-country decision-maker's) meeting

The objectives above cover sessions 3 and 5. Although discussions and preparations related to the conduct of the ASEAN+1 regional meeting simulation were made, the actual activity was done on the 5th session.

Activities

- a. Review of key points and explanation of tasks and expected output
- b. Representatives from each mixed small group shared salient points in their group discussion, after which PYs were given sufficient time for open discussion on the results/ presentation.
- c. Contingent work on identifying three areas of improvement based on the SDG4's key aspects "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," and eventually come up with a proposed project ideally to be implemented in their respective countries.

Outcomes

- a. PYs learned about key interesting areas for discussion that are related to education's 3Cs.
- b. PYs were able to analyze specific issues, helpful enough for their contingent task of identifying key issues related to SDG4 but zoomed in on their country context.

Group Discussion Session IV

Objectives

Listen, stir, and discuss "out of the box" ideas in education (connecting education, collaboration, and innovation)

Activities

- a. Review of key points/intro to speaker
- b. Guest Speaker
- c. Question and Answer
- d. Integration, conclusion, and reflection

<Lecture by Guest Speaker>

Name and Position Title of Guest Speaker: Mr. Eduardo E. Mendoza Jr. — Education Entrepreneur/President of Homeschool Global/Former Anchor at ABS-CBN News Channel

Topic of Lecture: Learning Observations

What we learned

Mr. Eduardo shared three observations on how the education landscape has been changing insofar as innovation and collaboration are concerned.

- a. Fundamental learning shift

There has been a fundamental learning shift in terms of teaching, learning, and environment. Instead of these three, three factors are now becoming more apparent in the education field - facilitator instead of the lecture-focused teacher, learner who actively participates instead of student, and a more conducive learning environment.

- b. Value of Home

The importance of partnership between parents and teachers is further emphasized. Learning starts at home with parents. Learning institutions' role is to provide technical, fundamental, and curricular learning methods to scaffold the learners' educational growth/ progress.

- c. Transactional vs. Transformational education

Transactional method, wherein students are mere "listeners", is gradually fading away. Transformational education goes beyond the 4 walls of the classroom.

Group Discussion Session V

Objectives

- a. Identify practical ways and means through which the youth can achieve transformative change in and through education
- b. Propose solutions using an action plan and practice presentation

Activities

- a. Review of key points and explanation of tasks and expected output
- b. ASEAN+1 Meeting — presentation of ideas, proposals, and policy points. One member from each contingent presented a proposed project ideally to be conducted in their country. After which, PYs provided some feedback i.e. good points and improvement points.
- c. Integration of main discussion results

d. Conclusion, reminders, and reflection

Outcomes

- a. Participants were able to present their proposed innovative local projects for collaboration in the area of education.
- b. PYs learned about the importance of the SMART method in making a project proposal in order to easily implement them. They learned that innovation and collaboration are vital aspects of education regardless of country.

(4) Presentation of the Discussion Results

- a. Five PYs represented the DG in presenting the results. As emphatically advised by the facilitator, they focused on answering the theme question instead of sharing what they did during the whole duration of the program.
- b. They presented a proposed project called “One-stop online portal for educational purposes” that aims to a) provide more access to useful resources and b) promote intercultural exchange.
- c. This proposal reflects the interplay between education, innovation, and collaboration — elements that have been repeatedly emphasized in the sessions.
- d. The DG then proceeded to providing the plenary a peek into the session activities of DG1.
- e. After the presentation, the floor was opened for the 5-minute Q&A segment during which a good number of questions were asked by PYs from other DGs.

(5) Feedback from PYs

- In order to understand the challenges of education, it is important to consider and investigate for who you want to improve education. – Anonymous
- Collaboration in education is more efficient with technology. However, collaboration in education without it is still a potential idea to increase human connection, enthusiasm, and compassion to establish interest in learning the subject and developing useful

projects... - SPY

- How children learn best is completely the same for how employees make good performance, I think. Those 8 tips are important, not only for children but also for adults. – JPY
- Teamwork is a key. Good results need everyone to engage... We also support each other. We listen and welcome all ideas. Great team. - TPY
- We are Teamwork DG1 :) From the beginning day until the last day of SSEAYP 2022, thank you so much!! Mr. Aaron facilitator who support us everything and share. – LPY

(6) Facilitator's Comments

Although, this is my very first time to facilitate a SSEAYP discussion group, I am pleased to have undertaken this endeavor with the cool PYs of DG1. Occasional collaboration with PYs from another DG was rewarding. It may have been a great challenge to thoroughly integrate multi-faceted, interconnected, and broad aspects of education given various education challenges across the region. However, focusing on the essential points that PYs can most relate to was most helpful. A good number of PYs actively participated via chat, breakout rooms, or WhatsApp. Group dynamics are also crucial so PYs get to work with others more frequently. There is always a room for improvement and it would be great to apply them in our next endeavors.

2 Disaster and Risk Reduction Group

Facilitator: Ms. Risye Dwiyani

Number of PYs: 30

(1) Discussion Topic Question

What are the possible pathways for youths of Japan and Southeast Asian countries in enhancing disaster resilience?

(2) Pre-Program Assignments

Individual Assignments

- To read selected articles from www.preventionweb.net to understand the concept of resilience, disaster risk, and the Sendai Framework
- To introduce themselves by visualizing their vision of “The Earth in 2045”

Contingent Assignments

Based on a disaster case that occurred in each country, to define: (i) its underlying hazard, vulnerability, and exposure; and (ii) what should be done to build back better.

(3) Proceedings

Group Discussion Session I

Objectives

- To consolidate understanding of disaster resilience-related concepts
- To raise awareness that youth from any background can play a role in building disaster resilience

Activities

- Discussion on Disaster Risk Reduction (DRR) and resilience concept using serious game
- Small group breakout: disaster resilience is everyone’s business

Outcomes

- PYs were able to distinguish the concepts of hazard, vulnerability, exposure, risk, disaster risk reduction, resilience, and how they applied in real disaster cases of each country.
- PYs learned the concrete examples of mitigation, preparedness, and the dynamics of decision making under emergency.
- Awareness that youth from any backgrounds can contribute to disaster resilience through cross-disciplinary collaboration.

Group Discussion Session II

Objectives

- To learn about inclusive DRR practices and their

challenges

- To brainstorm ideas on how youth can enhance inclusive DRR practices

Activities

- Introduction to the rights-based approach to persons with disability and other marginalized groups by facilitator
- Small group breakout: key takeaways from the pre-assignments, which were to review (i) videos on disability, and (ii) disability-inclusive DRR practices in each country
- Reflection, introduction to the new grouping (four groups) for the rest of the sessions

Outcomes

- Awareness regarding disability concept, disability-disaster resilience nexus, and the diversity among people with disability
- PYs exercised their sensitivity towards marginalized groups when constructing disaster risk reduction ideas.

Group Discussion Session III

Objectives

- To learn about transboundary DRR practices among Japan-SEA countries and their challenges
- To brainstorm ideas on how youth can enhance transboundary DRR practices

Activities

- Three-minute presentation by four groups on transboundary risk case studies in Asia-Pacific (based on pre-assignment results)
- Guest Speaker lecture and discussion

Outcomes

- PYs learned that some disaster risks are transboundary, hence transboundary collaboration is a must.
- PYs were able to describe the transboundary risks of: the Mekong River ecosystem, and hydrometeorological risks around the Northeast Pacific and the Indian Ocean.

<Lecture by Guest Speaker>

Name and Position Title of Guest Speaker: Dr. Mizan Bustanul Fuady Bisri

Topic of Lecture: Transboundary Disaster Management Programs in Japan and Southeast Asian Countries

What we learned

Various transboundary disaster management policies and programs of Japan and Southeast Asian countries, both by governmental and non-governmental institutions, and those led by youths.

Group Discussion Session IV

Objective

To conduct ideation as part of collaborative planning to enhance disaster resilience

Activities

- a. Brief discussion based on the pre-assignment on youth's unique characteristics and potentials that add value to building disaster resilience
- b. Group breakout: (i) exchanging ideas for post-SSEAYP contribution; and (ii) agreeing on a shared mission
- c. Two-minute pitch on the shared mission
- d. Introduction to stakeholder mapping tools by facilitator

Outcomes

- a. PYs recognized youth's unique characteristics that they can focus on to add value to building disaster resilience.
- b. PYs exercised skills in analyzing disaster resilience practices that need to be enhanced, constructing ideas from different minds, and collective decision making.

Group Discussion Session V

Objectives

- a. To explore pathways and feasible actions
- b. To conduct ideation as part of collaborative planning to enhance disaster resilience

Activities

- a. Group breakout: (i) consolidating pre-assignment results (stakeholder identification and its power-interest grid to achieve the agreed shared mission); and (ii) exploring strategies to engage priority stakeholders
- b. Three-minute presentation by each group, followed by discussion

Outcomes

- a. Awareness regarding various stakeholders in Japan and Southeast Asia who might have relevant interests to PY's missions
- b. PYs were able to use the Power-Interest Grid tool to formulate strategy in managing stakeholders.

(4) Presentation of the Discussion Results

The presentation focused on the DG2 milestones, results and lessons learned. Some of the highlights were: (i) the exploration of possible pathways to contribute to disaster resilience throughout the DG sessions; (ii) deep-dive topics discussed; and (iii) the collaborative planning

methods exercised.

The presenters (PYs from Malaysia, Cambodia and Singapore) were nominated by their DG mates according to the agreed criteria. The three led a great teamwork to prepare the presentation, using discussion artefacts produced by all PYs and allowing PYs to provide feedbacks to the mockup presentations.

(5) Feedback from PYs

The sessions obtained written feedbacks from different PY rapporteurs by the end of the first four sessions, and from all PYs through Google Form prior to Session 6. The following are some of their quotes:

Session most useful to PYs (n=23)

- Session 2: Inclusive DRR (34.8%)

“Before attending this program, I had never thought of the threat that people with disabilities face and realized that there are various situations in policies or attempt in DRR where the existence of minority people are neglected. Moreover, by having a discussion with other members of the DG, I reacknowledged that there are gaps in DRR education among ASEAN countries and that we should mitigate the aftereffect by posing effective disaster prevention measures.”

- Session 3: Transboundary Risks (26.1%)

“I would say, session 3 created a large impact on myself and that made me become more interested in this issue rapidly. Starting by the pre-assignment, I learned a lot about international collaboration in preventing transboundary risk, specifically in Mekong. Thank you for assigning this homework as well as grouping me with some PYs in those regions. Concludingly, I would say that this session told me that DRR was around my corner and diving deep into this would benefit both myself and my community so let's learn about it more seriously!”

- Session 5: Power-Interest Grid and Feasible Actions (21.7%)

“Session 5 is the most useful since we became comfortable with each other and we share our ideas comprehensively to create feasible actions. Only when I joined the program, did I realize that making the solutions feasible is even more important than listing hundred ones without practicality. The session was very informative and it did widen my knowledge. How to arrange the stakeholders in appropriate order helps making the solutions much clearer and more feasible.”

Learning expectation vs. reality

“(I expected) more sharing regarding DRR from within own ASEAN countries/ contextualized learnings that can

be cross-applied to other countries.”

“Before the discussion started, I expected to learn many things which were quite simple, like how we survive flood 101, but I just realized that it would be too easy for this international conference. So, I would say that this was different from my expectation in a very positive way, and I am really happy to learn from the basic framework to how I, as a member of community, could contribute something about DRR to reduce the risk or damage, not just surviving on my own.”

Challenges faced by some PYs (summarized from rapporteur’s observation)

- Technical: language barriers, communication, internet connection, and time management for groupwork assignment
- Content-wise: limited knowledge on the topic

(6) Facilitator’s Comments

I would like to extend my gratitude to the Cabinet Office of Japan, the Center for International Youth Exchange, and SSEAYP International Indonesia for the opportunity and support. Huge thanks to fellow facilitators for the inspiring ideas and to my beloved PYs who have convinced me that the world is in good hands and hearts.

Following are a few notes from DG2 facilitations that might be useful for future program.

Disaster, risk, and resilience are not commonly discussed as everyday topics. The sessions were therefore designed to fit different levels of familiarity to the topic.

Understanding basic concept around disaster resilience and get updated with the implementation gaps of global commitments, such as the Sendai Framework, were important to encourage PYs to lead in closing the gap. In this year’s case, DG2 discussed two important yet less-spoken topics, which were the disability-inclusive DRR and transboundary risks.

Session delivery methods also mattered mainly (i) to find the balance for the session not to be too technical but also not too easy for certain PYs, (ii) to optimize the co-learning opportunities within a strictly limited duration, and (iii) to encourage collective leadership among PYs. Some strategies taken in DG2 were: the appropriate use of visual collaborative tools such as Miro, meaningful pre-assignments given a week prior to each session, weekly report by different set of rapporteurs with easy template, and grouping of PYs.

Finally, we should sometimes leave the process as it is to demonstrate real-world challenge: the group dynamics.

3 Entrepreneurship (including NGO/NPO) Group

Facilitator: Mr. Ari Yuda Laksmana

Number of PYs: 32

(1) Discussion Topic Question

How can youth take active role as entrepreneur in bringing the friendship and collaboration among ASEAN and Japan Countries to solve essential problem of the society?

(2) Pre-Program Assignments

Individual Assignment

PY should do the research in understanding about entrepreneurship and its relation to business ideation by completing guiding questions provided in the information paper.

Contingent Assignment

PYs in the same country should discuss and summarize their findings toward the social problem that have not been solved by any business, NGO/NPO, Individuals initiative using the guiding instructions, including learning about Social Entrepreneurship through some reading resources provided in the information paper.

(3) Proceedings

Group Discussion Session I

Objective

To understand the concept of Entrepreneurship and how

it influences the changes of industry landscape especially in ASEAN+Japan Region

Activities

- a. Introductory discussion on Entrepreneurship
- b. Breakout Room Discussion on the industry landscape changes in each Country (trend, challenges, youth involvement)
- c. Breakout Room Discussion on how Youth can take active part as Entrepreneur to influence the industry
- d. Reflective session: What insights that PYs get from the discussion

Outcomes

- a. PYs were able to differentiate between entrepreneur and intrapreneur, including its behaviour and features that are needed for entrepreneur.
- b. PYs were able to recognize changes caused by the pandemic in each country and the role of youth they consider can.
- c. PYs were being exposed to the term of Unicorn Companies and its definition and learned more about unicorn businesses of each country.

Group Discussion Session II

Objectives

- a. To understand the concept of effectuation and innovation
- b. To identify 2 unique possible businesses in hand

Activities

- a. Discussion of each group inside the Breakout Room about effectuation
- b. Discussed and planned a group business idea concept by applying the principles of effectuation
- c. Discussed the pains of each country and found common issues that PYs can solve
- d. Tackled about the common ground of each country to come up with a business idea
- e. Asked about who we really are (and our peers as well) using Effectuation Principles

Outcomes

- a. PYs gained deep understanding about one of the principles of effectuation which is bird-in-hand. These principles are found in expert entrepreneurs, but it does not mean that it will be difficult to apply, otherwise, ordinary people who are willing and have ambition to become entrepreneurs could do it.
- b. PYs gained deeper understanding of themselves as an entrepreneur.
- c. PYs learned about issues of each country and were able to develop ideas to solve it.

- d. Each group was able to produce two business ideas that can be incorporated at the regional level.
- e. The products from 7 group's business ideas are really practical and realistic to implement.

Group Discussion Session III

Objectives

- a. To understand the concept of Business Design Thinking
- b. To identify Value-based Business using Value Proposition Design

Activities

- a. Presentation and discussion with Guest Speaker on Business Design Thinking
- b. Breakout Room activity in discussing each group business idea's Value Proposition by using its Canvas on the Jamboard

Outcomes

- a. PYs gained more understanding in solving any problems that PYs got regarding the completion of the business idea. Furthermore, PYs were able to apply the design thinking to real life situations and from that they understand what they should do first and after.
- b. PYs learned about customer pains and gains in details and with that knowledge, they created products/services which can create gains and relieve pains of the customers.

<Lecture by Guest Speaker>

Name and Position Title of Guest Speaker: Dr. Indrawan Nugroho, Founder and CEO of Corporate Innovation Asia (CIAS)

Topic of Lecture: Business Design Thinking

What we learned

- a. It helps PYs to engage with the customers, even better by understanding the root problem.
- b. It helps PYs on how to design the question to ask to the target audience to get to know their pains.
- c. PYs learned that the crucial step in business design thinking is to connect with the audience/customer thus building empathy with the users.
- d. PYs learned how to reduce the risk of starting a business (find more detailed information about the Target Audiences, market, the requirement, etc.)
- e. PYs could improve their critical thinking skill
- f. PYs were having the mentality of being ready to fail and start again.

Group Discussion Session IV

Objectives

- a. To acknowledge the Challenges and Opportunities of

starting up a business

- b. To create a Business Model using Business Model Canvas

Activities

- a. PYs exercised in the Breakout Room in to work on the 9 building blocks of the Business Model Canvas using Miro.
- b. PYs interviewed different facilitators of other DGs to seek feedback on their business idea and discuss the interview results within their group members.

Outcomes

- a. PYs were able to think about and clarify what they were trying to sell from their business ideas.
- b. PYs learnt how to implement from a start-up idea to reality by using BMC.
- c. PYs came to know opportunities and challenges of start-up business idea
- d. PYs learnt how to deal with different customers and stakeholders.

Group Discussion Session V

Objective

To demonstrate Pitching skills in selling the business idea

Activities

- a. PYs presented their pitching on their group business idea.
- b. PYs gave comments, raising questions and providing critiques to each presented business idea.

Outcomes

- a. PYs were able to increase confidence and skills on business pitching and presentation among DG3 PYs.
- b. PYs were able to improve and enhance business ideas of each group.
- c. PYs were able to promote team spirits and connectivity among the youths.
- d. PYs were able to sharp the creative and critical thinking, and brainstorm the ideas about several business ideas.
- e. PYs were able to cultivate the habit how to arrange the business ideas effectively and efficiently.
- f. PYs were able to learn that feedback and advice from various people and organizations grow the entrepreneurs' mindsets.

(4) Presentation of the Discussion Results

The presentation went very well within the time box of 15 minutes covered both presentation and question and answer. The presentation itself answered this following guidance:

- Answering the Discussion Topic Questions “How can youth take active role as entrepreneur in bringing the friendship and collaboration among ASEAN and Japan Countries to solve essential problem of the society?”
- What are the Outcomes for PYs get?
- Conclusion and Action Plan
It was presented by PYs from Brunei Darussalam, Japan, Malaysia, Philippines and Viet Nam and concluded that the discussion has improved their practical entrepreneurship skills and attitude with a solid 7 business ideas and will further strengthen their experiences and network through the Alumni Associations and communities.

(5) Feedback from PYs

- The DG3 gave me a lot of insights that are applicable to my current job as a development worker. Thus, it increases my knowledge and opens new perspectives, especially in implementing social entrepreneurship programs in the country for/with indigenous peoples. More so, it gave me opportunities to work and dialogue with other PYs coming from various contexts, cultures, and backgrounds.
- As a member of DG3, I could gain many new learnings about entrepreneurship. Also, working on a business idea as a team was really hard but fascinating. I've already miss you all, even the heavy weekly assignments. I appreciate so much to get to know such great members who have such awesome entrepreneurship. I'd like to cultivate my entrepreneurship more and more from now on.
- All the assignments were too demanding for me because of my field works and travels. That's why, I was not able to comply with every assignment given. I became more proactive and participative during the session to feel less guilty.
- It was valuable to connect to members who have high entrepreneurship. And the demo-playing business pitching in a short span was hard but fascinating!
- I could deeply learn about business and share ideas to my teammate and get to know each other. I've learned a lot through the sessions. I just want more time to discuss and get to know as much as people from different background and different countries and exchange more ideas.

(6) Facilitator's Comments

Gladly to say that all the worries in achieving the discussion objectives through the virtual sessions are paid off. Even though each session provides a limited time for

an ideal discussion format, but in result, PYs shared their positive feedback and expressed their gratefulness that they gained a fruitful experience and increased their practical knowledge. However, there is a space for improvement where having more time would provide more activities to let PYs get to know each other more and have deeper discussion, including a real pilot-in-the-plane for their business ideas. Lastly, I would like to express my gratitude to the Cabinet Office and the Centre for International Youth Exchange for entrusting me as the facilitator to contribute more on the Discussion Program of SSEAYP.

4 Good Health and Well-being (including mental health) Group

Facilitator: Mr. Berzenn Urbi

Number of PYs: 30

(1) Discussion Topic Question

How can youth promote good health and well-being in ASEAN and Japan?

(2) Pre-Program Assignments

PYs reviewed one mental health policy currently implemented in their own country prior to Group Discussion IV. Why was this policy created? Who benefits from the program? Has there been evaluation of the program? How can it be improved? PYs discussed their chosen policy during the Group Discussion IV.

(3) Proceedings

Group Discussion Session I

Objectives

- PYs to understand basic definition of good health
- PYs to gain introductory knowledge of mental health and disorders

Activities

- Discussion of what constitutes good health based from World Health Organization
- Discussion on what is mental health and mental disorder?
- Break-out session. Small group discussion on how COVID-19 impacted everyone's mental health. Each participant shared how COVID-19 impacted their own mental health.
- Activity 1: Self-reflection and self-love

Outcomes

- PYs gained basic understanding what constitute 'good

- health' defined by WHO, and what mental illnesses are.
- PYs gained insights on the importance of caring for your own self to help others – filling your own cup before filling others'.

Group Discussion Session II

Objectives

- PYs to gain more knowledge on mental health disorders
- PYs to understand the importance of addressing stigma surrounding mental illness

Activities

- Discussion on the different types of mental health disorders
- Break-out session. Small group discussion on what is anxiety disorder. What is the experience of someone suffering from anxiety disorder.
- Anxiety Activity. This activity provided an avenue for PYs to understand what someone with anxiety disorder feel/look like. At the end, PYs summarizes their experience from this.
- Discussion on the importance of "Are you OK?" conversation

Outcomes

- PYs gained more insights on the different mental illnesses.
- PYs gained empathy on people living with anxiety.
- PYs learned the importance of checking with someone utilizing the "Are you OK?" conversation.

Group Discussion Session III**Objective**

PYs to understand the importance of social connection in overall health and well-being

Activities

- Debate on different issues surrounding mental illness
- What are your values activity? PYs chose what their values are in a list given during the discussion. Discussion on break out session.
- Gratitude jar activity. PYs wrote a thank you letter to someone whom they wanted to thank for but they have not done so yet. PYs encouraged to send/communicate their thank you letter post-session.
- Discussion on Harvard's research study on good close relationships and happiness and mental health

Outcomes

- PYs gained insights on what values are important to them.
- PYs learned the value of good close connections and quality relationships.

Group Discussion Session IV**Objectives**

- PYs to learn the different policies in ASEAN and Japan addressing mental health issues
- PYs to understand the interconnection of physical, social and mental health to overall well-being

Activities

- Presentation of assignment no.1 (Individual PY) in small groups. Small group discussion critiquing each mental health policy they presented
- Discussion on importance of physical, social and mental health to overall well-being. Discussion on BACE strategies (Bodycare, Achievement, Connecting with others, and Enjoyment).

Outcomes

- PYs gained more insights on the different mental health policies in ASEAN and Japan. PYs were challenged by how other countries are aggressively funding agencies to tackle mental health issues, while other nations lack resources to address similar issues.
- PYs understood some strategies to look after their physical, social and mental health through the BACE self-care strategy.

Group Discussion Session V**Objectives**

- PYs to gain more understanding about the issue of loneliness, particularly to youth

- PYs to gain more insights on the importance of social connection

Activities

- Breakout session. PYs were given task to discourse about simple strategies they can do to address loneliness. Some PYs shared about checking in with friends and family, being there and being empathic, and being part of the community as some examples.
- PYs were given a task to compliment a PY they have connected with the most in this program by writing a complimentary letter. This was to boost social connection they already had with someone in this program.

Outcomes

- PYs gained some interventions they can apply to themselves surrounding people who are suffering from loneliness.
- PYs understood the value of connecting with someone and the importance of networking and friendship in this program. This in return can boost their overall well-being.

(4) Presentation of the Discussion Results

- PYs presented different mental health issues and policies from ASEAN and Japan. PYs also discussed the value of good relationships and importance of social connections for good health and well-being (including mental health).
- PYs learned to build connections with effectively communicated with each other through distance.
- PYs learned how to work as a team with time management through the online platform for preparing the content and designing slides for the DG presentation. Moreover, the others PYs in the team assisted each other to answer the questions after ending the presentation.

(5) Feedback from PYs

- At first, I was nervous because I did not use my native language, and thought it was important to speak fluently and with good pronunciation. However, as I talked with kind members, I realized that it was more important to be considerate of other members, such as by asking, "Are you okay?" I learned a lot about well-being and mental health. And I felt happy that I am still able to enjoy sessions with my friends in good health. I decided to value the quality of my relationships, keep contact with PYs, and maintain good mental health. Also, I learned that is important to consider mental health in government policies. I realized that "no one

left behind” is an essential element when interacting with others and thinking about mental health. It has become my favorite phrase!!! Thank you for the wonderful DG4 session! It’s really fun!!!!

- I am beyond grateful for being part of this DG and met people from different walks of life. I did not only learn about the subject matter but also to the PYs who shared their life and insights. I have nothing more to say except being happy and blessed. Thank you so much for this opportunity.
- It was honor to be a member of this wonderful DG4! Actually, it was first time for me to discuss in English with participants from several countries. At first, I was so nervous, but I enjoyed the activities through 6 sessions thanks to my facilitator and my buddy. I learned about many tips of well-being (including mental health), so I will make my whole life better. Besides I definitely keep in touch with amazing mates in the future.
- It was a great course discussion, it provided me an opportunity to meet people from ASEAN countries and Japan. The course allowed me to identify more about myself, so I am so greatfull to be a part of this course.
- I really enjoyed this program. It was so fun and amazing. Moreover, I gained a lot of ideas and new concepts

related to well-being and mental health. Besides this, we have a chance to share our own culture with great discussions between PYs. Moreover, Mr. Zenn, our facilitator, he is so friendly and helpful. Also PYs in the DG, they are so kind and friendly. After the program ended, I made new friends and connected with them through online platforms.

(6) Facilitator’s Comments

It is always humbling to be a part of this network. I am grateful for another opportunity to lead and inspire PYs. Thank you Cabinet Office, Government of Japan.

I have enjoyed facilitating DG4. PYs are very engaging in discussions. In return, I learned so much from them. Thank you for the amazing memories.

5 Information and Media Group

Facilitator: Mr. Jed Senthil K Jivaraju

Number of PYs: 29

(1) Discussion Topic Question

Harnessing the power of Information and Media today, a step towards the 50th Year of ASEAN-Japan Friendship and Cooperation

- What is Media, and how can we be more media literate?
- How (do) media stakeholders and (how can) you utilize the media landscape?
- What are the key strategies and steps to execute a digital media campaign to address social issues?
- How could Japan-ASEAN use media and information tools to address social issues and create social awareness?

(2) Pre-Program Assignments

- a. Effective Advertisement: PYs choose one type of media (TV/ Radio clip, Print / On-line) form of Advertisement

to analyze what made it an effective advertisement.

- b. Popular Show: PYs choose one popular local TV/Radio program in the PYs respective countries that have garnered a mass following, high ratings and/or created trends and analyze the reason for the attraction.

(3) Proceedings

Group Discussion Session I

Objectives

- a. What is Media?
- b. Understand the impact that popular media has on society

Activities

- a. PYs present their Individual Assignment on analyzing effective TV/Radio or print advertisements.
- b. PYs present on a popular local TV/Radio program in

their respective countries that have garnered a mass following, high ratings and/or created trends and analyze the reason for the attraction.

Outcome

PYs identify the purposes of communication, primarily, to inform, to persuade, and to entertain.

Group Discussion Session II

Objectives

- a. Understand the concept of Media Literacy
- b. Distinguish on ways to choose information as recipients

Activities

- a. PYs analyze news samples on different news angles and story perception (Copies of news articles provided by Facilitator on Drug Trafficking Laws in Singapore, covered by global news media).
- b. PYs share how they can critically assess and acquire reliable information as well as recognize media bias, spin, agenda-setting.
- c. PYs share about the positive and negative aspects of media use and ethical use of media.

Outcomes

- a. PYs understand that Media needs to be objective and fair, but the balance is not easily achieved.
- b. PYs see that every news media has their own agenda, and thus, the importance of media literacy to analyze every information they come across.

Group Discussion Session III

Objectives

- a. Introduce various Media Tools
- b. Compare how different groups in society use media differently
- c. Create short citizen journalism video

Activities

- a. PYs analyze on how the government, media, private and public use the various forms of media to disseminate information and discuss whether there are any existing government restrictions.
- b. PYs learn about the responsibilities of media outlets.
- c. PYs share how actively and effectively people should use the media to convey messages.
- d. PYs learn about citizen journalism, news releases and press invitations.

Outcomes

- a. PYs learn about how each of the main stakeholders utilize the media space, mainly the, Government, Private Companies, General Public and Media Owners.
- b. PYs collaborate and prepare a 1 minute 30 seconds

citizen journalism video on a social issue they have encountered through today's media (e.g. cancel culture and other examples provided by facilitator)

Group Discussion Session IV

Objectives

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

<Lecture by Guest Speaker>

Name and Position Title of Guest Speakers: Mr. Ng Chenghan Josiah Ng, Senior Executive Producer, Mother-ship

Topic of Lecture: Planning and executing a Social Media Campaign for Social Causes

What we learned

- a. PYs understand on identifying a worthy social issue, branding your social campaign, managing change and hearing on Case Studies & Experiences
- b. PYs discuss what was effective in the methods presented regarding promoting social awareness on social media in the various countries.
- c. PYs also learn other creative techniques like, Storytelling, 7 Pictures Story, 3 Postures for Persuasion, and picking the tensions in a story.

Group Discussion Session V

Objectives

- a. Recognize ways that respective governments promote Japan and ASEAN cooperation to the public.
- b. Create a promotional campaign with an emphasis on poster design and vlogging

Activities

- a. PYs discuss with their country contingent on their broad direction towards a social issue for their post-program activities. PYs from each contingent collaboratively submit a 150 words synopsis detailing the social issue chosen.
- b. PYs discuss what was effective in the methods used to promote social awareness on Japan and ASEAN cooperation in the various countries using the 7 Pictures Story technique. Sample by one of the contingents seen below:
- c. PYs recap on how they be visually persuasive
- d. PYs collaborate in preparing to make a poster and vlog that promotes the Japan and ASEAN cooperation and its benefits by working on publicity for their country post-program activities.

Outcomes

- a. PYs could appreciate the strategic communication and partnership that beams from Japan-ASEAN friendship and cooperation.
- b. They could see the commonalities of social issues in the region, as well as, effective methods employed, such as seminars, webinars, discussion groups, tv shows, political speeches, policy advocacies, public campaigns, and lastly social media to address these issues.

(4) Presentation of the Discussion Results

DG5 decided to share what they learned, introducing the concept of media, media literacy, using media as a tool and engaging stakeholders, producing citizen videos, planning and executing their digital campaign using the power of visuals and storytelling. Further, PYs presented their learnings creatively, with lead-ins, for their Vlog and video-styled presentations, an attempt to showcase what they learnt in the 'media DG'. They were effective to summarize and give a succinct snapshot of each session in the DG. They proved to be engaging and unique in their presentation attempt.

(5) Feedback from PYs

What do you like from the discussion session the most?

- The most fascinating part is the session 2 because I finally I understand what media literacy is. I was assigned to read some Singapore media articles that Facilitator gave us and discussed it with the team where everyone shared diverse thoughts!
- It is no doubt the way Facilitator guides us to approach new knowledge. We got a chance to do research, discuss and approach the issues in our own way, from our perspective. After that, Facilitator would give the summative conclusion for the session.
- I liked the talk on media by the resource speaker

because it gave us a different perspective on media and information.

- I feel like with this knowledge I get, I can apply it to my professional work and side business by using media as powerful tool. I am really grateful and lucky to have joined this topic.
- Another thing I love about the session the most was when all the PY showcase all different ads and media from their respective countries.

(6) Facilitator's Comments

I would like to extend my profound gratitude to Cabinet Office, Government of Japan, Center for International Youth Exchange, as well as my co-facilitators for this meaningful journey.

I delivered a series of small lectures on important topics including how we might carry out a media campaign for social reasons to help people realize the significance of media/communication. It was done in a simple to learn and apply fashion. They understood the value of media intricacies and were able to quickly implement a strategy.

The DG5 finale (AR posters, and Vlogs) and final presentation taught all PYs how to work time efficiently. Our 5 volunteer presenters showed real initiative. I am so pleased of each and every one of my DG5 PYs and the empowerment they have shown at the end of the session. I wish them well in all of their next ventures!

6 Economics of Japan and ASEAN Group

Facilitator: Ms. Pannaritsara Chuenjitrabhramon

Number of PYs: 30

(1) Discussion Topic Question

What and how can youth of Japan and ASEAN contribute and cooperate to promote the economic growth and recovery after the COVID-19 pandemic while realizing sustainable development?

(2) Pre-Program Assignments

Individual Assignment

Each PY is required to submit an essay with a maximum of 250 words on 1) my dream job, 2) how I plan to realize my dream job, and 3) how I will cooperate with others to revive the economy of my country.

(3) Proceedings

Group Discussion Session I

Objective

To provide general knowledge on what comprises of a national and international economy.

Activities

- Self-introduction by PYs
- PYs from each contingent introduced their countries' economic systems and what comprised of their national economy.

Outcomes

- PYs knew one another and learn about each other's background.
- PYs learnt about the similarity and difference of each country's national economy.

Group Discussion Session II

Objectives

- To provide PYs an opportunity to learn from and exchange ideas with one another of the definition of an economy, the actors in an economy, how, what and when they contributed to an economy
- To get PYs on the same page and have a better understanding of the meaning of an economy on different levels and the indicator that measures the health of an economy (GDP) and money as a tool in an economy
- To make PYs realize that they were part of the economy from the moment they were born and that economy is part of their life whether they realized it or not

Activities

- PYs shared their opinions on the definition, who are the economic actors, when, where, and how they were involved in an economy of their nation and in an international economic system.
- PYs shared and discussed their different opinions on GDP, an economic indicator, which measured the health of their countries' economy, different actors who played different roles, and how money, as an economic tool, played the role in an economy.
- PYs shared their involvement in an economy and how each actor played their roles.

Outcomes

- PYs learnt that they were part of the national economy from the moment they were born and that they played an important role in the national and international economy either as a consumer or producer.
- PYs learnt that GDP, an economic indicator, might not be and should not be the only indicator used to measure the health of a national economy.
- PYs became aware that everyone is involved in a national and international economy through their life activities such as through tourism, import & export, investment, consumption & production of goods.

Group Discussion Session III

Objectives

- To exchange information and learn about the economic situation before the outbreak of COVID-19 in each country and its impact on the micro & macroeconomic of Japan and ASEAN and how it affected the growth of each country's national economy and the people's wealth, health, life style, and well-being.
- To raise awareness of risk to our economy and that when we faced with crises, we must learn to think positively and look for opportunities in a crisis.

Activities

- PYs discussed and shared their personal and national wealth and well-being before the outbreak of COVID-19 and the negative impact of the pandemic on the micros and macroeconomics of their countries.
- PYs discussed different lessons that they learnt from the impacts of the pandemic and how they adapted their

life-style as they lived through the new normal measures placed by each government due to the pandemic, and how each country/government attempted to deal with the crisis on the economy (such as inflation, unemployment, recession, health care system, mental health problems, etc.) and find solutions to revive the economy post COVID-19.

Outcomes

- a. PYs realized that there was an opportunity in a crisis and that while COVID-19 negatively impacted their normal way of way, they learnt to adapt themselves to the new normal way of life and think positively.
- b. PYs reflected on how they lived their life before COVID-19 and that they must be aware of risk and risk management as they lived their daily life, and learnt the lessons from the pandemic as young leaders who would play an important role in the recovery of their countries' national economy and international economy.

Group Discussion Session IV

Objectives

- a. To provide PYs an opportunity to learn from an executive (guest speaker) who applied risk management, resilience, and the concept of self-sufficient, and sustainable development to manage his business to survive the pandemic
- b. To provide PYs an opportunity to think positively and outside the box when faced with a crisis and to be aware that to make positive changes to the society, they must start from themselves since human development is the key to economic development and recovery.

Activities

<Lecture by Guest Speaker>

Name and Position Title of Guest Speaker: Mr. Niwat Thanpitinan, CEO of Propertist Co., Ltd.

Topic of Lecture: Risk Management, Self-Sufficiency, and Human Development

What we learned

Risk Management, Self-Sufficiency, and Human Development

Outcomes

- a. PYs learnt that going forward, every country needs to consider risk management, self-sufficiency, and human development as part of their economic planning and activities to realize sustainable development and bring solution to the economic crisis faced by every country.
- b. PYs realized their role in the economic system of their countries and that self-development, self-empowerment, and being a responsible consumer and

producer were the key to economic recovery in their countries.

Group Discussion Session V

Objectives

- a. To provide PYs an opportunity to think of the lessons they learn from the pandemic and how they can contribute and cooperate with one another to promote the economic growth and recovery after the COVID-19 pandemic while realizing sustainable development
- b. To provide PYs an opportunity to think and work together about how they want to present their discussion outcomes

Activities

- a. PYs shared their opinions on what they learnt from the pandemic and discussed how they would apply what they learnt such as risk management, self-sufficiency, balance of cost and benefit, etc.
- b. PYs discussed how they would contribute and cooperate with one another to promote economic growth in ASEAN and Japan.
- c. PYs discussed the presentation content, assigned roles in the preparation of the presentation, and how they would do their presentation.

Outcomes

- a. PYs learnt that risk management, self-sufficiency, self-development, cooperation, balance, etc. are important to revive the economy post COVID-19 on a national level.
- b. On the regional level, PYs came up with a regional project, the ASEAN-Japan Economic Youth Forum, a regional conference which they would organize to empower youths of ASEAN and Japan to discuss economic and other issues that would promote the economic growth of ASEAN and Japan and sustainable development, and to use the forum to raise fund to help one another in any future crises.

(4) Presentation of the Discussion Results

PYs presented a brief summary of what they discussed and learnt from each discussion session with a highlight on the positive and negative impacts of COVID-19 on their national economy and international economic exchanges, the lessons they learnt from the pandemic, how they would contribute as a youth and future leader to revive the economy of their countries and cooperate with one another to promote the economic growth and recovery of ASEAN and Japan while realizing sustainable development.

(5) Feedback from PYs

PYs shared what they learnt after participating in all five discussion sessions and how the program changed their outlook on life and worldview on the economy. The program helped them understand the topic of economy in a new light. They realized what they could do and what role they could play in their contribution to their countries' economy and they learnt to operate with one another.

(6) Facilitator's Comments

1. The allocation of time for 1.5 hours for each discussion session was just right and not too long.
2. Guest Speaker's sharing and interaction with PYs was quite beneficiary to the program since it provided PYs

an insight of how to lead in a normal situation and during the crisis.

3. Allocating time for PYs to work together on the presentation during the discussion session allowed PYs to bond better and learn how to cooperate with one another.

7 Poverty and Disparity Group

Facilitator: Mr. Rahmat Hidayat HM

Number of PYs: 29

(1) Discussion Topic Question

How can youth understand poverty and disparity and their participation contribute to eradicate poverty in ASEAN and Japan in the era of New Normal?

(2) Pre-Program Assignments**Individual Assignment**

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

Contingent Assignment

PYs must create an info-graphic related to the poverty and disparity issue in their respective countries. The info-graphic must be submitted before the program and would be used as a discussion material during the sessions.

(3) Proceedings**Group Discussion Session I****Objectives**

- a. To understand expected outputs, schedule & tools
- b. To get to know facilitators and participants
- c. To be aware of poverty and disparity issues, causes and challenges in Japan and ASEAN countries

Activities

- a. Program & participants introduction
- b. Discussion on causes and challenge of poverty and

disparity in Japan and ASEAN countries

- c. Wrap up

Outcomes

- a. PYs understand and aware of the expected output, schedules, and flow of discussions.
- b. PYs know better of the facilitator and their fellow DG mates.
- c. 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**Objective**

To be aware of how political, economic, social and health, and technology affect the poverty and disparity

Activities

- a. Group reflection and session goal
- b. Poverty Analysis using PEST tools
- c. Wrap up

Outcome

PYs are aware of how political, economic, social and health, and technology affect the poverty and disparity.

Group Discussion Session III**Objectives**

- a. To be able to anticipate situation and contexts that might affect poverty

- b. To understand poverty eradication program from NGO in grass root level
- c. To be able to develop feasible policy recommendations

Activities

<Lecture by Guest Speaker>

Name and Position Title of Guest Speaker: Mr. Syamsul Ardiansyah, Chairman C20 & Senior Officer of Strategic Networking of Dompot Dhuafa

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

What we learned

- a. Poverty can happen in many forms, not only about lacking of money, but also about health, education, etc.
- b. Fighting against poverty does not always mean we have to implement a large-scale program and give money, but it also can be in form of capacity building.
- c. Fighting against poverty also does not mean that we have to ensure that the program immediately increase wages/consumption.

Outcomes

- a. PYs are able to anticipate situation and contexts that might affect poverty.
- b. PYs understand poverty eradication program from NGO in grass root level.
- c. PYs are able to develop feasible policy recommendations.

Group Discussion Session IV

Objectives

- a. To be able to understand how policy is created
- b. To be able to provide policy recommendation

Activities

- a. Group reflection and session goal
- b. Discussion on policy making
- c. Giving feedback on each other policy recommendation
- d. Wrap up

Outcomes

- a. PYs are able to understand how policy is created.
- b. PYs are able to provide policy recommendation.

Group Discussion Session V

Objective

To be able to communicate the policy recommendation to stakeholders

Activities

- a. Group reflection and session goal
- b. Writing workshop – policy paper and stakeholders mapping
- c. Presentation exercise and feedback
- d. Wrap up

Outcomes

PYs are able to communicate their policy recommendations to stakeholders.

(4) Presentation of the Discussion Results

PYs successfully formulated their ideas of presentation and presented their discussion results which covers the problem identification in poverty and disparity, alternative solutions that have/have been implementing in their respective countries and by their DG mates, their analysis towards the alternative solutions which result their recommendation, and youth participations. The presentation was delivered very well.

(5) Feedback from PYs

PYs had a chance one-by-one to shared their feelings and their self-evaluation in the last meeting after the presentation. We had online survey and also verbal evaluation. Some points from the PYs’ reflection:

- They found that the SSEAYP Conference was a very great opportunity to connect with youth ASEAN and Japan. The last meeting was a tad emotional as the PYs start develop a strong bonding among themselves.
- 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.
- Some PYs were inspired by some of their DG mates’ works in helping their community in various activities; education, agriculture, etc.
- All of the PYs agree that they still want to connect after the program and look forward to meeting with everyone in person.
- Some PYs thought that the discussion session and the program could have been longer.

(6) Facilitator’s Comments

- a. The PYs were mostly active and engaged during the discussion. They’re all very creative and open-minded.

- Break out room sessions were very effective to get to know the PYs well.
- b. The discussion time was a bit challenging. Sometime I had to make some adjustment due to the limited time

- for discussion.
- c. I am looking forward to having a DG session on Nippon Maru next time.

8 Protection of Environment Group

Facilitator: Ms. Valy phommachak

Number of PYs: 30

(1) Discussion Topic Question

How the youth from ASEAN and Japan can work together to protect the nature and tackle the existing environmental issues in the region and in the world?

(2) Pre-Program Assignments

- a. PYs to explore the conditions of the environment in their home countries (pressing issues, protection's affords and solutions)
- b. PYs to write an article in collaboration with Econews Laos, and to publish the article with the online campaign of #DG8 #BeTheChange

Links to one of the articles:

<https://www.econewsloas.com/what-is-climate-change-and-how-is-philippines-affected/>

(3) Proceedings

Group Discussion Session I

Objectives

- a. To have all PYs get to know each other
- b. To introduce the theme question
- c. To introduce about environmental challenges in ASEAN and Japan through story telling
- d. To introduce PYs to DG8's group assignment which was country presentation

Activities

- a. Ice breaking and self-introduction. Each PY had a chance to speak and talked about their passion or/and share about their stories to DG8 fellows.
- b. Induction presentation on the global environmental issues by facilitator.
- c. Breakout room discussion:
- What are the environmental issues happening in the world that you recently heard about and would like to share with fellow PYs?
 - What are the most pressing issues in your country/ community? What do you think WE can do to

contribute?

Outcomes

- a. Despite taking quite a long time for self-introduction, each PY had a chance to speak in front of the big group and it helped them to break the ice to have more confidence to speak up in the sessions.
- b. PYs gained some knowledge about the global environmental issues and were informed about the theme question.
- c. PYs had an opportunity to discuss their ideas about their prioritized environmental issues happening in the world and in their communities.

Group Discussion Session II

Objectives

- a. To have PYs do research and present about their understanding about the existing issues ASEAN and Japan
- b. To reflect about the solutions and best practices from each country
- c. To discuss and to practice their critical thinking skills and public speaking skills

Activities

- a. Ice breaking: quiz about your fellow PYs. Guess who they are from some facts.
- b. Kahoot game: Test your knowledge about plastics
- c. Country presentation: Brunei Darussalam, Cambodia, Japan, Myanmar and Thailand
- d. Breakout room discussion:
- What are the issues you have listened to today and think they should be prioritized?
 - What are the best practices that can be adopted and implemented?
 - What are the potentials? What are the challenges?

Outcomes

- a. PYs got to know each other more and had practiced some key soft skills such as team work, presentation,

- public speaking and critical thinking.
- b. PYs gained more insights about the pressing environmental issues in ASEAN and Japan from their fellow PYs.

Group Discussion Session III

Objectives (continued session from session II)

- a. To have PYs do research and present about their understanding about the existing issues ASEAN and Japan
- b. To reflect about the solutions and best practices from each country
- c. To discuss and to practice their critical thinking skills and public speaking skills

Activities

- a. Country presentation: Indonesia, Lao P.D.R., Malaysia and the Philippines
- b. Discussion over the pressing environmental issues and conservation's affords in ASEAN and Japan

Outcomes

- a. By working in group, PYs got closer to each other and had an opportunity to improve team work skills, presentation skills, public speaking skills and critical thinking skills.
- b. PYs received more information about pressing environmental issues and their solutions in ASEAN and Japan.
- c. They had given more chances to ask questions and raised opinions.

Group Discussion Session IV

Objectives

- a. To continue PYs' country presentation
- b. To learn from real-life experiences from a guest speaker
- c. To reflect on the how project ideas could be planned, built, and executed

Activities

- a. Country presentation: Singapore and Viet Nam
- b. Guest speaker presentation
- c. Introduce the last group activity and project planning tool was introduced

Outcomes

- a. PYs gained more knowledge about environmental issues and protection affords in Singapore and Viet Nam.
- b. They had sessions to ask questions and participated their comments to the big group.
- c. PYs got to hear and learn from real-life experience of the guest speaker.

- d. PYs were equipped with a project planning tool and learned how to use it to assist their group work.

<Lecture by Guest Speaker>

Name and Position Title of Guest Speaker: Mr. Korakot Tanseri, Head of Experimentation, UNDP Lao P.D.R.

Topic of Lecture: Sharing about the positive changes from the speakers' projects and movement through Global Shapers Community and UNDP

What we learned

- a. How to find solutions from the issues we have in the community from the perspective of Global Shapers Community's movement
- b. PYs have heard and gained insights about environmental protection project of UNDP Lao P.D.R. including the defined issues and the design of solutions.
- c. PYs were inspired by the guest speaker on what they can do to make positive changes in terms of tackling environmental issues.

Group Discussion Session V

Objectives

- a. To use the project planning tool to discuss and plan for their own projects
- b. To learn about leverage pitching technics and practice them
- c. To practice critical thinking and public speaking skills

Activities

- a. Using Slido to gain points of view of PYs:
 - What have you learned from DG8's sessions?
 - What do you want to say to your DG8 fellows?
- b. Introducing leverage pitching technics to assist them in their project pitching
- c. Project pitching of 6 groups of PYs

Outcomes

- a. PYs had used limited time period to discuss the prioritized issues, focused solutions, available resources, existing challenges and project implementation activities and timeline.
- b. PYs came up with creative detailed slides and dynamic project pitching.
- c. PYs had a chance to reflect what they have learned during the program.

(4) Presentation of the Discussion Results

- PYs have learned to work in team to reflect what they have learned and gained during the program and discuss on the outstanding outcomes.
- They have practice storytelling and presentation skills.
- PYs who participated as presenters also practiced their

leadership skills as they had volunteered for the tasks and managed to collect ideas from other 28 PYs in order to represent them.

(5) Feedback from PYs

From a survey with DG8 PYs, the majority of the participated PYs thought that the sessions were inclusive and enjoyable. However, they did not think that they had enough time to express their ideas during the DG. If possible, they would like to have discussion time extended. Moreover, they added that being able have a face-to-face session would help a lot in terms of bringing ideas together and discuss the mutual solutions.

Moreover, all of them agreed that they have created connection and friendship and they were generally satisfied with the DG sessions. All of them gave an average score for of good to very good (4-5) for faci's knowledge, being supportive and useful, and being clear and understandable.

Lastly, they agreed that the guest speaker were relevant to the discussion topic and that he had a good knowledge about it.

(6) Facilitator's Comments

I am humbled and honoured to have learned so much from this first time of being a faci for SSEAYP that I had always dream of. I have learned a lot from PYs, faci brothers and sisters and as well as the admins. Thank you all for bearing with me and have given valuable lessons. I will take home these key learnings and come back as a stronger and more competent faci in the future!

DG8 PYs, I love you!

9 Soft Power and Youth Private Diplomacy

Facilitator: Ms. MINAGAWA Kaya

Number of PYs: 28

(1) Discussion Topic Question

As a global citizen, what actions can you take to influence others, in order to make the world or your community into a better place?

(2) Pre-Program Assignments

Reading Assignment

PYs were given several reading assignments on Soft Power and Youth Private Diplomacy.

Contingent Assignment

PYs were asked to research one youth private diplomacy program, learn its mission statement, objectives goals, activities, and outcomes – and explain why they chose it.

Individual Assignment

PYs were asked to fill out worksheets and complete several written assignments, including:

- “Who am I” worksheet
- “Value Lens” worksheet
- Definitions of “Youth Private Diplomacy” and “Soft Power”

- Research share thoughts on: “How do Pop Culture, Subculture, Social Media, Traditions and History affect Soft Power & Youth Diplomacy?”

(3) Proceedings

Group Discussion Session I

Objectives

- Set up the platform/culture of DG9 peer group
- Icebreaking Activity
- Learn how to present yourself to others in intercultural settings
- Learn and gain sensitivity in intercultural settings.

Activities

- Facilitator Introduction
- Ground Rules Introduction
- Goals and Objectives Introduction
- Introduce PYs using “Who am I” worksheet along Discussion Group material
- Announcement regarding individual assignments

Outcomes

- a. PYs learned to introduce themselves in the formatted framework by using the worksheet.
- b. Group members set up ground rules to create a safe place for everyone to express themselves, including the many second-language speakers of English.

Group Discussion Session II

Objectives

- a. Learn the concept of “Culture” and its complexity by using models
- b. Learn identity through cultural values, and get to know others
- c. Experience the different perspectives offered by others
- d. Gain and grow in awareness of differences among cultures, values, and perspectives in your own and other nations
- e. Understand definitions of “Soft Power” and “Youth Private Diplomacy” and their challenges
- f. Understand ways to use these concepts to promote changes

Activities

- a. Introduction of Cultural Models
 1. Definition of “Culture”
 2. Geert Hofstede’s “Cultural Onion Model”
 3. Edward T. Hall’s “Tip of the Iceberg”
- b. Discussion of “Values Lens Sheet” in groups
- c. Discussion of Individual Assignment in groups
 - Clarification of definition of Soft Power & Youth Private Diplomacy
- d. Group Discussion of theme question

Outcomes

PYs learned:

- a. Cultural models, the complexity of cultures, how other people’s values vary by cultures, communities, and nationalities
- b. The importance of not judging others by only seeing through their perspectives or lenses
- c. Definitions of Soft Power and Youth Diplomacy
- d. How Social Media and Pop Culture influence Soft Power
- e. Levels of Soft Power and Hard Power

Group Discussion Session III

Objectives

- a. Hear each contingents’ effort at Youth Diplomacy
- b. Raise awareness and understanding of other contingents’ issues, backgrounds
- c. Understand challenges experienced by ethnic, economic and other subgroups

Activities

- a. Overview and follow up from GD II Session
- b. Contingent Presentation Part I
 - Brunei Darussalam: Diplomat for a Day
 - Cambodia: Young Southeast Asian Leaders Initiative (YSEALI) Academic Fellowship Program
 - Indonesia: Indonesian Youth Diplomacy (IYD)
 - Lao P.D.R.: Japan-East Asia Network of Exchange for Students and Youths (JENESYS)
 - Malaysia: Yayasan Sukarelawan Siswa (YSS)/ Student Volunteers Foundation
 - Myanmar: Media Art
- c. Questions and Answers, and Comments on Contingents’ Presentation
- d. Follow up on presentation along with guidance of qualitative and quantitative research

Outcomes

PYs were able to:

- a. Learn about Youth Programs run by several countries
- b. Share outcomes of the programs
- c. Pros and Cons of the programs and their challenges
- d. Importance of including data analysis

Group Discussion Session IV

Objectives

- a. Continued from session III
- b. Practice group work with DG9
- c. Enhance researching and analytical skills
- d. Work with a large group and establish teamwork
- e. Learn the necessity of setting up logistics and timelines

Activities

- a. Contingent Presentation Part II
 - Japan: Tobitate! (Leap for Tomorrow) Study Abroad Initiative
 - Philippines: Northern Illinois University (NIU) Philippine Youth Leadership Program (PYLP)
 - Thailand: Asian Law Students Association (ALSA) Law Societies
 - Viet Nam: Voluntary Agency Network of Korea (VANK)
- b. Questions and Answers, and Comments on Contingents’ Presentations
- c. Information session on Plenary Session
 1. Announcement on Presentation of Discussion Results
 2. Assign two leaders to oversee project
 3. Time Table
 4. Procedures
 5. Pitching Ideas and Brainstorming

Outcomes

PYs were able to:

- Learn about additional Youth Programs on the global scale
- Pitch ideas and brainstormed using Miro
- Reflect on their new knowledge and findings
- Sign up for presentation roles in the DG9 Group

Group Discussion Session V**Objectives**

- Continued from session IV
- Preparation for Public Speech in a second language

Activities

PYs continued:

- Brainstorming and sharing the outline-in-draft for the presentation
- Finalized their roles for the presentation
- Discuss future projects and objectives

Outcomes

PYs were able to:

- Come to conclusions on the importance of Soft Power and Youth Diplomacy
- Through discussion, see the necessity of building mutual understanding and connectivity
- Generate their presentation proposal: Digital Gastro Diplomacy Approach

(4) Presentation of the Discussion Results

DG9 decided to share what they learned, introducing the definitions of Soft Power, Youth Private Diplomacy, Culture, and Shared Values. 10 Youth Programs researched by each contingent were discussed. One of the Cultural Models, the Cultural Onion was introduced to show how the complexity of cultures shapes individuals. Further, PYs presented their creative idea that food can be a powerful Soft Power tool especially when merged with Social Media. DG9 proposed their Digital Gastro Diplomacy Approach – and shared 11 contingents’ national foods. The use of Social Media, Networking and individual “Gastro Identity” to promote Mutual Understanding were key components of this campaign.

(5) Feedback from PYs

- I learned some cultural models to understand the complexity of culture, including the Cultural Onion and the Iceberg model, which truly reinforces the saying “never judge a book by its cover.”
- The learnings that I got from DG 9 gave me an inward journey towards my younger leader-self. It reminded

me that going out of my comfort zone and act as an actual young leader is something amazing - and with that I should also encourage aspiring leaders to do the same too.

- After this program, it reminded me to analyze things in various dimensions and increase more acceptance of cross-cultural perspectives.
- Soft Diplomacy when handled right, is a powerful tool that could create ripples into the ocean of life. It is a torch that can light the way for knowledge and youth to carry - it is the flame that could burn the cloak of misunderstanding and disconnection that cover the face of the earth.

(6) Facilitator’s Comments

First I would like to express my sincere gratitude to the Center for International Youth Exchange, my co-facilitators, Aaron, Iche, Tong Tong, Zenn, Jed, Ning, Mato, and Jinny, and Cabinet Office, Government of Japan.

And many thanks to my beloved DG9 PYs. My first goal with DG9 was to create an atmosphere that included being respectful and mindful of each other with compassion, helping others when needed, and not judging others – to create a safe place for everyone. I then witnessed their compassion toward each other on many occasions. It was heartwarming to see when a participant asked for help, and found it within the group. Even though the workload of assignments could have been a bit of challenge, the PYs’ efforts and dedication were very impressive. I was aware that many PYs, the majority of whom are second-language speakers of English, had to get out of their comfort zones – and I watched them bravely complete their assignments and proudly present their findings.

To deepen the understanding of the importance of Soft Power and Youth Private Diplomacy, I conducted a mini lecture on Intercultural Communication, to show how culture, shared values and identities are very important when shaping the global community. For example, the Cultural Onion Model helped PYs to understand the complexity of cultures in layers. Also, the Tip of the Iceberg model helped PYs to see others on a deeper level – and not just through what appears on the surface of the individual. Overall, they learned the importance of being patient and non-judgmental with others, and gained cultural awareness.

Preparation for the final presentation taught all PYs how to work efficiently in a big group - by setting up roles and discussing logistics. Our two volunteer leaders showed real initiative, and organized the group in a limited

timeframe. At the same time, many PYs contributed their ideas and skills to create their presentation – and their idea of using food as “Gastro Diplomacy” was simple, but eye-opening and creative.

I couldn't be prouder of all my DG9 PYs, and the empowerment they showed at the end of the session. I wish them good luck with their future endeavors!