



**Chapter
6**

**Discussion Program and
Post-Program Session**

(1) Purpose

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

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

(2) Theme

Under the common theme of "What youth can do in the new era of cooperation commemorating the 50th Year of ASEAN-Japan Friendship and Cooperation," following five discussion themes related to SDGs were set. PYs were divided into each Discussion Group (DG), comprising two PYs from ASEAN member countries and four PYs from Japan to exchange their opinions.

Group Theme

1. Quality Education
2. Gender Equality and Women's Empowerment
3. Economic Growth and Sustainable Cities and Communities
4. Energy, Measures against Climate Change, Recycling-oriented Society
5. Good Health and Well-being

(3) Proceedings**A. Discussion Program**

Before the program, facilitators provided their PYs with pre-program assignments relevant to their respective

group themes. Through such assignments, PYs deepened their knowledge of their respective group themes, as well as worked on the pre-program assignments in preparation for the Discussion Program.

During the two-time Online Exchange, the facilitators led discussion sessions starting with icebreaking activities and setting the ground rules. By conducting online discussion prior to the actual face-to-face activities, PYs made necessary preparations for the discussions in person in Japan.

As part of the Discussion Program in Japan, the Field Study relevant to group themes was conducted. PYs deepened their perspectives on their themes by listening to the lectures on the initiatives of the facilities they visited and interacting with the people who work at each institution.

After six sessions of group discussions, both online and face-to-face, PYs had time to prepare for Presentation for Discussion Result.

Under the initiatives of the facilitators, committee members for Presentation of Discussion Result were selected from PYs by DG. Each DG presented what they have learned throughout the Discussion Program and their post-program action plans.

B. Post-Program Session

The representatives from each AA conducted the sessions to their own PYs with the following objectives.

1. To deepen PYs' understanding of the SI and the SSEAYP AAs, as well as their mission, objectives, and activities in their respective countries and to encourage them to actively participate in the activities under their respective AAs or SI.
2. To let PYs have a better picture of the post-program activities by introducing the status of implementation and the outcomes of the action plans which were discussed and prepared by the PYs of the previous years.

(4) Facilitators

Discussion Group	Name	Country
1. Quality Education	Mr. Ari Yuda Laksana	Indonesia
2. Gender Equality and Women's Empowerment	Ms. Miryam Justo	Peru
3. Economic Growth and Sustainable Cities and Communities	Mr. Felipe Salgado de Souza	Brazil
4. Energy, Measures against Climate Change, Recycling-oriented Society	Ms. Ireni Sufinah Ali Rahman	Brunei Darussalam
5. Good Health and Well-being	Mr. James Seow	Singapore

(5) Flow of Discussion Program and Post-Program Session

Pre-Program		PYs prepared for the Discussion Program and worked on pre-program assignments.
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Online Exchange	November 12 16:15~18:00	Group Discussion I
	November 19 16:15~18:00	Group Discussion II



Face-to-face Exchange	December 4 19:00~21:00	Group Discussion III
	December 5 9:00~17:00	Field Study by DG
	December 5 19:00~21:00	Group Discussion IV
	December 6 10:00~12:00	Group Discussion V
	December 6 14:00~17:00	Group Discussion VI
	December 6 19:00~21:00	Preparation for Presentation of Discussion Results
	December 7 10:00~11:00	Presentation of Discussion Results
	December 7 14:00~15:00	Post-Program-Session

(1) Quality Education Group

Facilitator: Mr. Ari Yuda Laksmana

Number of PYs: 22

A. Discussion Topic

a. Theme Description

PYs will understand the current status and challenges in the area of education in Japan and ASEAN member countries and discuss how youth can contribute to education in general (e.g., career education and education required in changing era).

b. Achievements and Expected Outcomes

- To understand the ideal aspiration of Quality Education and its necessity in contributing toward SDGs
- To integrate the shared knowledge and understanding into a framework that can be applied to the current situation in Japan and ASEAN member countries
- To develop a tangible contribution/ project ideas related to the objective of SDG4 Quality Education within their control and showcase it to public (Media and or other stakeholders)

c. Competencies to be Acquired

Knowledge

- To understand the challenges and best practices in the area of education in Japan and ASEAN member countries
- To understand the practical approaches in developing projects, media advocacy and partnership in relation to SDGs contributions

Skills

- To be capable in identifying practical and feasible ideas using the bird in hand tool
- To be capable in analyzing opportunities to accelerate SDGs through Technology and Non-Technology Advancement
- To be capable in developing advocacy program through media advocacy and partnership

Behaviors

- To demonstrate problem solving, analytic thinking, creativity in developing ideas
- To demonstrate mutual respect of communication and influencing in the discussion and presentation
- To demonstrate issues sensitivity and confidence in delivering press conferences and pitching for

partnerships

B. Pre-Program Assignments

Assignment 1

Provide a slide of Fun Bio consisting of nick name, fun fact, profile picture, perspective on SDG4 and definition on what is the ideal quality education in the context of SDG4 supported by one image that represents the definition developed.

Assignment 2

Read the SDGs Progress Report Special Edition 2023 and get inspired by reading the article of Youth Voices on SDGs.

Assignment 3

Contingent assignment to discuss on the SDG4 Quality Education challenges in the respective PYs' countries (not limited to the system, structure, policy, culture, education technology, career education, future of education).

Assignment 4

Contingent assignment to prepare a draft of Press Release that consist of PYs statement on why it is matter to achieve SDG4 in their country, what is the potential contribution to achieve SDG4 as youth in their country or in their smallest community including a call to action for partnership (to whom and what contribution that PYs expect from this partnership).

Assignment 5

Contingent assignment to develop a draft of pitch presentation that consist of problem statement on the SDG4 current issue in PYs' country, fact sheet that support the statement, the proposition and personalization towards why their potential partners would buy their pitch and collaborate with them to achieve SDG4.

C. Proceedings

Field Study

Institution: GiFT: Global Incubation x Fostering Talents
Activities

- Self-introduction and Q&A section by Resident Assistance (RA) and their life in managing residence events with international students

- b. Introduction to GiFT (Global Incubation x Fostering Talents)
- c. Explanation of “Quality Education” and elements that makes up for it - 1) Education for sustainable development; 2) Global citizenship education; 3) Greening education
- d. Explanation of Global Citizenship, how Global Citizenship aligns to the ESG in business such as Environmental, Social and Governance factors.
- e. Sharing of various programs at GiFT.
 - Learning to co-create: Diversity voyage
 - For students
 - Training for teachers/ local authorities
 - Learning platforms
- f. Examples of co-creating transformative education programs

What we learned

- a. It is to be more open up and normalizing these topics as a daily conversation.
- b. SSEAYP enables us to build strong and supportive connections worldwide, fostering cooperation and mutual assistance in problem-solving. Such connections allow us to broaden our projects, enhancing their practicality and sustainability.
- c. Through the Identity Portfolio activity, we identified our best values and used them as a guideline on what we want to create in the future.
- d. We learned to create more global citizenship by "think globally, act locally" mindset whereby nobody gets left behind in education, hence we want to exclude any disparities and be more inclusive.
- e. Focusing on basic education and self. Find or establish someone around your circle to achieve the goals you desired. Use personal stories to your initiatives.

Group Discussion Session I

Objectives

- a. To get to know each other amongst PYs in the group
- b. To set common understanding on Quality Education in the context of SDG4 in Japan and ASEAN countries
- c. To define the ideal quality of education where SDG4 is delivered beyond 2030

Activities

- a. Ice breaking activity “My Favorite Virtual Background” where PYs add their virtual background related to their favorite traditional food and introduce themselves by sharing the story behind the food
- b. Introduction to the Discussion Topic and objectives
- c. Breakout room discussion on what Quality Education

means to them in the context of SDG4, and discuss on the ideal quality education they can defined where SDG4 are delivered using the visual they prepared from the pre-assignment. Continue with presentation after the breakout room discussion in the main room.

- d. Takeaways and Reflection

Outcomes

- a. Getting to know each other more by knowing each person’s favorite dishes and fruits
- b. Sharing ideas and targeting to accomplished SDG4 in the future
- c. Understanding the current status and challenges in the area of education in ASEAN countries and Japan
- d. The definitions of Quality Education from perspectives of each PYs by giving one word that describe Quality Education
- e. Working in one DG1 team to co-create the new ideal of Quality Education with final definition statement as follow: “Ideal Quality Education involves an inclusive and equitable access to quality educational materials and competent teachers to prepare individuals for lifelong learning and enjoying their full potential.”

Group Discussion Session II

Objectives

- a. To identify 3 biggest challenges that hold countries in accelerating its achievement toward the Quality Education defined in SDG4
- b. To map the challenges into the circle of influence from the outside to the center
- c. To brainstorm 2 pragmatic approaches within PYs control in overcoming those challenges

Activities

- a. Review of key points, short introduction to material, and explanation of tasks and expected output
- b. 5 minutes country presentation on their respective countries’ educational system and research about challenges that their countries are facing in pursuing the SDG4 (with 2 times icebreaking in between presentations)
- c. Breakout rooms discussion in identifying 3 biggest challenges using Jamboard, continue with discussion presentation
- d. Brief sharing on the Circle of Influence and its tool continues with Breakout rooms activity in brainstorming 2 pragmatics approaches in overcoming the challenges which are within the circle of PYs control (using Jamboard)
- e. Takeaways and Reflection

Outcomes

- a. PYs were able to discuss the three biggest challenges that their countries are facing in pursuing SDG4 and engage in a respectful and productive discussion about the challenges.
- b. Every group was able to discuss and map the challenges using the Circle of Influence.
- c. In the breakout rooms, every group managed to brainstorm 2 pragmatic approaches to overcoming the challenges that are within their circle of control. All the challenges and pragmatic approaches were compiled in the Jamboard app.

Group Discussion Session III

Objectives

- a. To build in persons engagement within PYs in the group discussion
- b. To understand the concept of “the Bird in hand”
- c. To identify personal strength and potential as youth
- d. To identify 2 tangible possible contributions in hand in relation to working on the challenges

Activities

- a. Ice breaking activity “The Intuitive Card” where PYs re-introduced themselves and answer the question “How the picture representing you and education?” by relating it to the random picture they will get
- b. Review of key points, short introduction to material, and explanation of tasks and expected output
- c. Short presentation on “the Bird in hand”
- d. Worksheet Activity on “the Bird-in-Hand” Self-Analysis
- e. Mini Group Discussion for PYs “the Bird-in-Hand”
- f. Workshop on capturing 2 tangible contributions that have the opportunity to tackle the challenges
- g. Reflection activity by answering “What PY need to prepare/improve in delivering the success of the contribution?”

Outcomes

- a. PYs were able to learn about each other's intuitions and aspirations in a deeper way through “The Intuition Cards” activity.
- b. PYs were able to understand themselves much better and deeper through the concept of “the Bird in Hand.”
- c. Each group was able to discuss 2 tangible possible contributions in hand from the last meeting and also continue with a presentation according to what have been discussed within the groups.
- d. Each group got to do reflection on how to improve their 2 tangibles initiatives.

- e. Each group broke into teams and discussed further on the activity done on online discussion 2 identifying issues and tangible approaches that are within our control to address those issues at a regional level.
- f. Lastly, next steps/immediate actions that needs to be take were briefly discussed amongst the group on how to begin implementing the actions.

Group Discussion Session IV

Objectives

- a. To examine the impact of disruptive forces, including technology
- b. To identify the opportunities of Technology disruption could offer for regional collaboration
- c. To identify the alternatives when technology is not applicable

Activities

- a. Group sharing of insights what PYs have learned from GiFT in relation to PYs initiatives
- b. Review of key points, short introduction to material, and explanation of tasks and expected output
- c. Group discussion on What PYs understand about EduRuptors in relation to disruptive education and common technology that is involved in the issue of SDG4 deliveries, continued with presentation
- d. Group Workshop on identifying appropriate technology in supporting the project contribution delivery using “My Disruption Canvas”. Continued with presentation
- e. Questions Outburst of “AI within Me” where each person developed written Q&A by themselves about the possible issue on their project delivery without technology involved.
- f. Takeaways and Reflection

Outcomes

- a. PYs were able to improve their initiatives using the Disruption Canvas.
- b. Quoted and discussed the meaning of “Think Globally, Act Locally.”
- c. Realized the meaning of EduRuptors; Education Disruptors.

Group Discussion Session V

Objectives

- a. To understand the use of Media Advocacy and its tools
- b. To develop advocacy messages and how to utilize social media
- c. To demonstrate public speaking in a Press Conference

Activities

- a. In continuing previous session on non-technology

initiatives, PYs individually shared their options available to conduct initiatives in the absence of technologies.

- b. In their respective groups, PYs designed an Advocacy Message using: Logic, Idea, Facts and Impact model. Whereby stakeholders usually look into the Idea, followed by Logic, Facts and Impact of the project before investing.
- c. Create a flow of social media content using C1 - connections; C2 - concepts; C3 - concrete practices and C4 - conclusions.
- d. Reels videos are shared in the DG1 WhatsApp group.
- e. A brief run through on Media Relations and how a Press Release could be a tool to advocate the media in giving attention to the issue raised in SDG4. Unfortunately, press releases discussion and press conferences simulation could not be conducted due to time constraint and other limitations.

Outcomes

- a. Unlike at the end of the previous session, PYs were more positive and confident in exploring other options to conduct initiatives and programs without technologies.
- b. Using the concept of Logic, Idea, Facts and Impact, PYs were able to develop Advocacy Message to support on their initiatives.
- c. Through the activity of creating a reel using the C4 concept, the idea was more organized and PYs were able to create interesting reels in shorter amount of time than expected.

Group Discussion Session VI

Objectives

- a. To understand the urgency of partnership in SDGs deliveries
- b. To identify win-win strategies in partnership
- c. To demonstrate pitching statement and negotiation

Activities

- a. Review of key points, short introduction to material, and explanation of tasks and expected output
- b. Short introduction on How to Build Strategic Partnership
- c. Game: the ¥10.000 Split Game, continued with debriefing
- d. Brief run through on developing win-win partnership strategies
- e. Group Discussion in developing pitching statement, continued with pitching simulation.
- f. Game: the elevator pitch, continued with debriefing
- g. Wrap up, Takeaways and Reflection

Outcomes

- a. PYs learned the importance and benefits of maintaining healthy and strategic partnerships which include applying negotiation principles to best meet both parties' needs.
- b. Through the ¥10.000 Split Game, PYs explored the concept of 'reciprocal fairness' and how to establish most and least desired outcomes along the zone of potential agreement.
- c. Through the 'Ugli Oranges' activity, PYs understood how different stakeholders can communicate and collaborate together with the limited resources there are in the market.
- d. PYs also learned about adopting different perspectives to identify and address the needs of prospective clients, and succinctly deliver a 1-minute elevator pitch.

Preparation for Plenary Session

Objectives

- a. To reflect on the learning from the whole discussion program
- b. To prepare presentation for plenary session

Activities

- a. Outlining the presentation
- b. Presentation production
- c. Rehearsal
- d. Debriefing, unfortunately there was not enough time to do group activity on the Discussion Program Reflection, however it was captured through an online questionnaire form provided specifically for DG1.

Outcomes

- a. PYs were able to collaborate as a team of DG1 in developing the outline and flow of presentation, including the role distribution where each of them involved in.
- b. PYs agreed to divide the presentations into 5 main contents; Introduction, What have PYs learned during the session, Output, Conclusion and Future Commitment.
- c. Presentation slides were developed by the PYs in charge and able to rehearse.

D. Presentation of the Discussion Results (Plenary Session)

The presentation went very well within the 10 minutes time box. The presentation itself answered this following guidance:

- a. Answering the Discussion Theme and shared definition of Quality Education

- b. Lesson learned throughout the sessions
- c. Output/Outcomes
- d. Conclusion and Future Commitment

It was presented by PYs from Indonesia, Lao P.D.R., Malaysia and Viet Nam. It concluded that the discussion has improved their global knowledge, leadership and practical advocacy and partnership skills including mindset to think globally and act locally.

E. PYs' Action Plans

PYs were divided into five groups and developed their action plans. Each group was named by PYs as relevant and meaningful to its action plan.

- a. "Global Explorer" group aims to create a digital advocacy campaign to raise awareness on global citizenship education.
- b. "The Big 5" group focuses on career mentoring network that touch personality psychometric tests and curriculum to be integrated into school programs.
- d. "EduVoyagers" group aims to empowering education through social gifting and training programs.
- e. "F.R.I.E.N.D.S" group focuses on fostering network among educators regionally and cultivating a gamification approach in learning.
- f. "Future's Passport" group opens the world through an online educational and cultural exchange program to promote global citizenship and peace building.

F. Feedback from PYs

- a. DG1 sessions were full of good insights particularly, the visit to GiFT at Toyo University. Discussing with other members who are directly involved with the education sector has opened my eyes to the importance of having a Quality Education.
- b. Through discussions, I've learned to put my ideas into action and grasp their potential global impact. By leveraging the connections I've made through SSEAYP, practical and sustainable projects can turn from dreams into reality. Even if they seem like distant goals now, they are indeed achievable. As a global citizen, I aim to continue learning and use my knowledge to make a positive difference in the world.
- c. I sometimes lost my confidence but I did my best to understand and tell my opinions! Thank you to

everyone!!

- d. There's no continuation of the virtual session assignments, or deepening or understanding of various countries' education system, and it is hard for different countries to work on a topic that not everyone can relate to.
- e. DG1 actively worked together during the discussion and put much effort for all sessions. Engaging and informative, probably too much information at times, during certain sessions, but all good.
- f. It was an insightful discussion, and the facilitator utilized a very fun way to bring up issues in quality education.

G. Facilitator's Comments

Happy to express that all the concerns in achieving the discussion objectives throughout a packed hybrid program are well answered. Even though each session proceed a tough starting due to the timing for an ideal discussion format and some adjustments carried out in dealing with unpreferred situations, in result, PYs shared their positive feedback and expressed their respect in gaining fruitful experience and increased their practical knowledge and skills in regards to Quality Education and related initiatives.

There are some spaces for improvement learned where having morning session would provide more conducive discussion environment to let PYs have deeper discussion, including non-parallel agenda so there will be no one left behind in involving to each of the discussion setting (and pre-setting).

Lastly, I would like to express my sincere gratitude to the Cabinet Office and the Center for International Youth Exchange for entrusting me as the facilitator to contribute more on the Discussion Program of SSEAYP.



Mr. Ari Yuda Laksmiana

(2) Gender Equality and Women's Empowerment Group

Facilitator: Ms. Miryam Justo

Number of PYs: 22

A. Discussion Topic

a. Theme Description

PYs will understand the current status and challenges in the area of gender equality in Japan and ASEAN member countries and discuss how youth can contribute to the environment where they can participate and play an active role in society regardless of whether they are male or female.

b. Achievements and Expected Outcomes

By the end of discussion sessions, PYs will display knowledge, skills, and behaviors to explore Gender Equality and Women's Empowerment matters through a diversity, equity, and inclusion lens. They achieved this by:

- Reflecting on their own identity and personal views towards gender equality and women's empowerment.
- Practicing perspective taking by seeking to understand the views of others towards gender equality and women's empowerment.
- Exploring concepts and tools that will serve them to take action and play an active role in society with a diversity, equity, and inclusion lens; to influence gender equality and women's empowerment in their own spheres of influence.

c. Competencies to be acquired

Knowledge

- Understanding the concepts of gender, empowerment, gender bias and gender stereotypes, diversity, equality and equity, inclusion, privilege and allyship
- Understanding how gender intersects with other social identities and relates with gender equality and equity, and gender privilege
- Understand the current reality of ASEAN participating countries and Japan, in regards Gender Equality and women's empowerment

Skills

- Self-awareness
- Perspective taking
- Leadership skills
- Teamwork skills

Behaviors

- Continued reflection on their own world view and perspective taking
- Commitment to play an active role in society to promote gender equality and women's empowerment

- Allyship and inclusive behavior

B. Pre-Program Assignments

Assignment 1

Each PY was asked to choose one of the targets from the United Nations Sustainable Development Goal (SDG) 5: Gender Equality and Empowerment for all Women and Girls, to prepare and send a 1 minute 30 seconds long video in English sharing their name, their participating country, and briefly explaining what SDG5 and their chosen target matters to them, their country context, and what they can do (or are doing) to contribute to its achievement. The video did not need to be professional or commercially produced. They were encouraged to create a video at home, from their cellphones or computers.

PYs were required to upload the video on a shared drive. Prior to the sessions, they could start watching the videos at their own pace and start getting to know each other and their motivations. Then, a number of videos were used during the discussion sessions to spark conversations and offer different perspectives to enhance the content of the Group Discussion.

Assignment 2

By contingent, DG2 PYs were asked to think of a specific, realistic, and relevant social contribution activity they would like to carry out after the program in relation to our discussion group theme "Gender Equality and Women's Empowerment".

They were asked to create a low-tech visual using their creativity, no power point/videos were allowed. They were asked to do a 5-minute presentation at Group Discussion Session VI, where all PYs had the chance to learn from their peers.

C. Proceedings

Field Study

Institution: NPO Corporation Gender Equal

Activities

- NPO Gender Equal director presented a seminar with data and information in regards the reality of the Gender gap in Japan, including gender issues at Japanese schools.
- PERSOL TEMPSTAFF CO., LTD. Temp University presented their strides in the direction of gender

equality in the corporate world, and equitable women's employment.

- c. Two small group dialogues, one including an exchange with Japanese youth/Gender Equal members and the other with TEMPSTAFF CO., LTD. staff where PYs shared about the reality in their own countries and asked questions about gender disparities, and female labor in Japan.

What we learned

- a. Through numeric data, PYs learned about the gender gap in Japan in 4 different areas: education, health, economics, and politics.
- b. Through testimonies and experiences shared, PYs learned about the impact gender gap represents.
- c. Gender gap in general is still prevalent in Japanese society, but there are groups like Gender Equal and PERSOL TEMPSTAFF CO., LTD. doing awareness raising and educational campaigns & trainings to instill change towards its reduction.

Group Discussion Session I

Objective/s

By the end of Group Discussion Session I, PYs:

- a. Get to know the facilitator and other PYs in their discussion group.
- b. Learn foundational key messages from SDG5.
- c. Start developing self-awareness, a reflective mindset, setting the tone for the rest of discussion sessions, and building a safe space within DG2 environment.

Activities

- a. Opening & DG2 overview
- b. Facilitator and participants introductions with ice breakers
- c. Group norms agreement
- d. Introduction to SDG5 – part I
- e. Discussion in small groups with guided questions
- f. Dreams and worries activity
- g. Debrief and reflections/group share out
- h. Closing and what to expect for Group Discussion session II

Outcomes

Group Discussion Session I ended by building together our group norms, setting a professional and casual tone, learning intro data and trends in regards SDG5 in ASEAN countries and Japan, and with PYs sharing their expectations, worries and what knowledge, skills, and behaviors they brought to the group to enhance the learning experience.

Group Discussion Session II

Objectives

By the end of Group Discussion Session II, PYs:

- a. Discuss and learn core concepts related to SDG5.
- b. Through discussions, and participant videos, learn about SDG5 in ASEAN countries and Japan.
- c. Learn key concepts of cross-cultural engagement, diversity, equity, and inclusion.
- d. Describe and identify gender stereotypes and generalizations and their impact in individuals.

Activities

- a. Recap and reflections from Group Discussion Session I
- b. Watch pre-program assignment videos and share their observations
- c. Presentation: what and why of SDG5 - part II
- d. Introduction to concepts of Cross-cultural engagement, Diversity, Equity, and Inclusion
- e. Gender stereotypes and generalizations, and breakout room discussions
- f. Debrief and reflections
- g. Closing and what to expect for Group Discussion Session III

Outcomes

Group Discussion Session II ended by PYs learning about the reality related to SDG5 in ASEAN countries and Japan, and reflecting on the concepts of empowerment, diversity, inclusion cross-cultural engagement as well as gender stereotypes and their impacts on individuals.

Group Discussion Session III

Objectives

By the end of Group Discussion III, PYs:

- a. Reflect on their different social identities and how their gender intersects with other aspects of themselves.
- b. Explore and discussed ways to lift-up/validate people of all genders.
- c. Through discussions, and PYs' videos, learn about SDG5 in ASEAN countries and Japan.

Activities

- a. Recap and reflections from Group Discussion Session II
- b. Watch pre-program assignment videos and share their observations
- c. Identity map with pair-share activity
- d. Invalidating vs lifting-up self-reflection activity
- e. Debrief and Reflections
- f. Closing and what to expect for Field Study and Group Discussion Session IV

Outcomes

The first in-person discussion session ended with a self-reflection on their different social identities and how their gender shows up and intersects with race, social & economic status, abilities, etc. PYs also came up with concrete actions they can put into practice to be inclusive of people of all genders.

Group Discussion Session IV

Objectives

By the end of Group Discussion IV, PYs:

- a. Through a debriefing from field study, discussions, and participant videos, learn about SDG5 in ASEAN countries and Japan.
- b. Reflect on their active participation as change makers in society.

Activities

- a. Icebreaker
- b. Recap and reflections from Group Discussion III
- c. Field Study debriefing and identifying key learnings
- d. Gender: nature or nurture?
- e. Reflections
- f. Closing and what to expect for Group Discussion Session V

Outcomes

PYs reflected on their takeaways and inspirations from the field study and compared views in regards gender as a social construct (norms, behaviors, and roles) associated with being a boy, girl, men and women and how inequalities and discrimination are present in different societies, they came up with their own conclusions.

Group Discussion Session V

Objectives

By the end of Group Discussion V, PYs:

- a. Learn about SDG5 in ASEAN countries and Japan through discussions.
- b. Understand the importance of identifying and questioning their biases.
- c. Describe and analyse what is privilege and how we all can use it to empower people from all genders.
- d. Define key topics and actions they can take as allies for gender equity and women's empowerment.

Activities

- a. Recap and reflections from Group Discussion Session IV
- b. Unconscious bias and Gender
- c. Gender equity and gender inequalities
- d. Privilege: using it for change making
- e. Allyship: Let's do it!
- f. Closing and what to expect for Group Discussion

Session VI

Outcomes

Objectives were reached. PYs prepared a poster with post-its where everyone shared their ideas about gender bias. They learned the concept of privilege and about the difference between equity and equality, and in small groups and with scenarios, PYs came up with strategies to practice allyship.

Group Discussion Session VI

Objectives

By the end of Group Discussion Session VI, PYs:

- a. Through discussions, and participant videos, learn about SDG5 in ASEAN countries and Japan.
- b. Define an action plan towards their active participation in society supporting the achievement of SDG5 (post-program social contribution activity).

Activities

- a. Recap and reflections from Group Discussion Session V
- b. Celebrate by creating an action plan for their active participation in society to support the achievement of Gender Equality and Women's empowerment – Social contribution activity/Post program activity (by country)
- c. Post program activity presentations (round robin style with low-tech visual) with peer-to-peer Q&A and comments
- d. Discuss preparation for plenary session
- e. Group celebration: messages of love

Outcomes

By contingent, PYs discussed and finalized the plans for their post program social contribution activities, they exchanged ideas and presented their plans in front of the group. Likewise, they elected their representatives for plenary session presentation and asked questions to clarify some concepts. PYs also divided the work for the next segment of the day.

Preparation for Plenary Session

Objectives

Through teamwork and by practicing leadership skills, PYs co-design, prepare the content and flow for their DG2 10-minute presentation for plenary session. They record and edit a short video to showcase the problematic of gender inequality in ASEAN countries and Japan and summarize their learnings from session I to VI to have an impactful presentation.

Activities

PYs designed and planned their presentation for plenary session and decided on:

- Content and sequencing of topics
- Presentation method and style
- Resources and materials needed
- Presenters

Outcomes

PYs prepared a solid 10-minute presentation including a video and practiced for their final presentation.

D. Presentation of the Discussion Results (Plenary Session)

DG2 had 3 presenters and 1 tech support person representing the group. Also, one PY of DG2 was part of the Plenary Presentation committee as a timekeeper and most of PYs of DG2 got involved in the content and design. Presenters shared the following key points: It is important to recognize that gender is a social construct, and we need to identify gender biases and challenge them, starting with our own, and the need of avoiding gender stereotypes. Gender equality vs gender equity. Why we need to listen to different perspectives and share our stories, acknowledge our own privilege, and use them to practice allyship to be inclusive of all genders, to be the change we want to see in society.

E. PYs' Action Plans

PYs of DG2 have committed to do different social contribution activities in their respective countries, both in-person and online. Some of them range from training workshops and awareness raising sessions and activities with governmental agencies, junior & high schools, private campuses, non-profit organizations, and the public in general. A number of projects include engaging with urban communities and the others with rural populations, including youths and parents. The topics revolve around the importance of education and offering different opportunities to girls and women, gender equity and women's empowerment, creating safe spaces to talk about sexual violence, intimate partner violence prevention, and

sexual and reproductive health.

F. Feedback from PYs

- Learned content about Gender Equality & Women's Empowerment, and facilitation skills.
- Facilitator encouraged participation and promoted a comfortable space.
- Complex topics were presented in an easy way to digest.
- Insightful discussions
- Enjoyable sessions and learned a lot.
- Comfortable learning atmosphere generated by the facilitator.
- All the sessions gave an opportunity to get to know other PYs and to get to know ourselves deeper.
- Dedication of NPO Gender Equal members is inspiring.

G. Facilitator's Comments

I would like to express my sincere gratitude to the Cabinet Office, CENTERYE, 47th SSEAYP and especially to PYs of DG2 for their hard work and commitment. DG2 was a success due to the trust and engagement of all parties. Even though the topic of discussion is broad and complex, the participatory and safe space created was key to allow an adequate learning and inspiring atmosphere which is expressed by the quality of social contribution activities DG2 PYs are planning to conduct upon return to their countries.



Ms. Miryam Justo

(3) Economic Growth and Sustainable Cities and Communities Group

Facilitator: Mr. Felipe Salgado de Souza

Number of PYs: 22

A. Discussion Topic

a. Theme Description

PYs will understand the current status and challenges of the living environment and disasters, including transportation infrastructure and public spaces, in Japan and ASEAN member countries and discuss how youth can contribute to the development of environmentally sustainable and resilient cities.

b. Achievements and Expected Outcomes

- To become aware of global issues related to sustainable development and how they affect Japan and ASEAN member countries, particularly in terms of economic growth and living environments
- To fully understand the Sustainable Development Goals (SDGs), their mechanisms, objectives, means of implementation, role of youth, and achievement status in Japan and ASEAN member countries
- To be empowered to take action to address sustainability challenges hindering our common future while strengthening youth networks and engagement within ASEAN-Japan cooperation

c. Competencies to be Acquired

Knowledge

- SDGs, especially goals 8, 9, 11, and 17, and their interconnection with other goals and issues
- The different realities of ASEAN member countries and Japan regarding economic development and living environments
- Fundamental concepts behind economic development, human settlements, sustainability, and international cooperation

Skills

- To develop intercultural sensitivity alongside the necessary communication and critical thinking skills to engage in fruitful and meaningful exchanges with other PYs
- To be able to work in teams and deliver presentations of discussion results
- To analyze topics from different perspectives, ranging from local to international levels

Behaviors

- Respectfulness towards people regardless of their differences, such as origin, ethnicity, beliefs, and opinions

- Willingness to openly share their opinions and to listen to others' views in a constructive manner
- Motivation to become an agent of change within their respective communities, leading society to a better future

B. Pre-Program Assignments

To ensure that all PYs in the Discussion Group had a similar level of knowledge and understanding of the central topics, they were asked to complete the following assignments:

Assignment 1

Research SDGs and how they are being implemented in your country, identifying goals with higher and lower achievement rates.

Assignment 2

Research possible obstacles hindering the implementation of SDGs in your country.

Assignment 3

Take at least 10 photos of representative places in your city or community (e.g., tourist spots, historical landmarks, residences, stores, streets, roads, public transport, parks, and nature) and reflect on both the positive and negative aspects represented in the photographs.

Assignment 4

Research on Youth-led organizations that are trying to promote change in your country. What are they doing?

Assignment 5

Lastly, reflect on a cause you believe in and explain why it is important to address. Consider how this cause relates to SDGs 8, 9, or 11.

C. Proceedings

Field Study

Institution: HITOTOWA INC.

Activities

- Opening Lecture: Introduction of the institution, mission, purpose, members, and projects
- Guided tours - Koiwa Station – redevelopment areas, shopping streets, community model, etc.
- Reflection on photos taken by the PYs and closing remarks

What we learned

- The importance of community cohesion and its

- relationship with sustainability
- b. A profitable and sustainable business model – the role of the private sector and shared social and environmental responsibility
- c. To balance between Emotional and Economic Values. Intangible vs tangible.

Group Discussion Session I

Objectives

- a. To introduce the basics of the Group Discussion: Outline, participants, SDGs, and group theme.
- b. To encourage participants to start reflecting on our current economic and living standards vs sustainable issues.
- c. To learn about participants’ different countries’ realities.

Activities

- a. Opening: “Welcome to SSEAYP!”- Discussion Group Outline, self-introductions, and icebreaker.
- b. Lesson: “Sustainable Development Goals (SDGs) – Paving the roads for the future”
- c. Discussion and Report: “Sharing SDGs achievements in our countries”
- d. Lesson: “Economic Growth and Sustainable Cities and Communities – SDGs8, 9, and 11 – From Economy to Our Living Environments
- e. Group Reflection Activity: Are we having a sustainable lifestyle?

Outcomes

PYs gained insight into the SDGs, comprehending their interconnectedness, particularly the impact of the economy and industries on our living environment, as well as the significance of partnerships for fostering more sustainable practices.

Group Discussion Session II

Objectives

- a. To further develop PYs’ awareness and understanding of sustainability issues
- b. To analyze how these challenges affect ASEAN-Japan
- c. To discuss human-made and natural challenges and the importance of building resilient and regenerative societies

Activities

- a. Opening: “ASEAN-Japan Challenges – What can we do?”
- b. Lesson: “Risks to Sustainability – Expected vs. Unexpected Challenges and the World after the Pandemic”

- c. Discussion and Report – What hinders the SDGs in our countries?
- d. Lesson: “Sustainability, Resiliency, and Regeneration Teamwork”
- e. Preparing for the face-to-face program in Japan

Outcomes

PYs were able to grasp the key concepts of sustainability, including resilience and regeneration, and recognize how unexpected events, such as the pandemic, can hinder our progress towards a more sustainable society. Additionally, they received guidance and practical tips to help them prepare for the upcoming in-person program.

Group Discussion Session III

Objectives

- a. To welcome PYs to the face-to-face program and develop teamwork and synergy among the group
- b. To start focusing on concrete ways to take action for a better future
- c. To highlight the role of youth in the SDGs and within ASEAN-Japan

Activities

- a. Opening: “Building bridges between us”
- b. Welcome Activity and icebreaker: ~Forming Connections~
- c. Teambuilding Activity – Let’s make a mural! – sharing our expectations, feelings, and goals
- d. Lesson: “The role of Youth in the SDGs. How can we change our economy and living standards?”
- e. Group Activity – Problem-solving Approach – Brainstorming in Realistic Case Scenarios

Outcomes

PYs could establish stronger bonds with one another and improve their collaborative skills by sharing their program expectations and aspirations. Additionally, they learned to focus on actions within their control rather than those outside of it. Lastly, they engaged in hands-on activities to launch their own projects using a practical and direct approach.

Group Discussion Session IV

Objectives

- a. To reflect on the outcomes of the field study and how a profitable business model can be sustainable and positively impact society
- b. To reflect on different economic systems and to act locally and internationally, discussing possible means of implementing SDGs 8 and 9 – economic growth and industry and innovation

- c. To reflect on the importance of partnerships between different sectors of society and how to improve ASEAN-Japan cooperation

Activities

- a. Opening: “Building Sustainable and Regenerative Economies”
- b. Reflection on Field Study – HITOTOWA INC.
- c. Lesson: “Is it profitable to be sustainable?”
- d. Group Activity – Creating sustainable businesses
- e. Lesson: “ASEAN-Japan – Where are the youth?”
- f. Simulation Activity – “Finding partners for our initiatives”

Outcomes

The mindset of PYs towards sustainable businesses could be transformed by recognizing that the private sector can generate positive social impacts while still achieving financial growth and developing innovative products and services. Furthermore, they were able to appreciate the power of the youth and the significance of forming alliances to achieve desired goals.

Group Discussion Session V

Objectives

- a. To reflect on the concepts and standards of human settlements, urbanization, and human values, and how to reshape their own communities based on lessons from other countries
- b. To discuss means of implementing SDG11 – sustainable cities and communities and develop innovative governance models

Activities

- a. Opening: “Reshaping our Cities and Communities”
- b. Group Activity: “Cities and Communities of ASEAN-Japan” – Creating photo murals of our communities
- c. Small Project: Creating an Ideal Governance Model – exchanging opportunities and addressing challenges

Outcomes

PYs learned about each other’s communities by sharing photos and discussing local challenges and opportunities. Through this exchange activity, they reflected on ways to create more sustainable governance models by borrowing experiences and urbanization features from each other’s countries.

Group Discussion Session VI

Objectives

- a. To empower participants to take action to create sustainable economies and cities
- b. To learn about successful Youth-led initiatives in

ASEAN-Japan

- c. To highlight the importance of establishing meaningful partnerships to develop stronger collaborative projects
- d. To work on a feasible and collaborative project for future initiatives

Activities

- a. Opening: “The Power of Youth – We are together!”
- b. Lesson: “Leadership Paradigm – different types of a leader”
- c. Group Activity – “Youth-led Organizations with ASEAN-Japan”
- d. Wrap-up lesson: “Transforming our economies and living environments”
- e. Final Activity: “Be, Connect, and Act!” – Forming partners and developing feasible projects

Outcomes

PYs could reevaluate their understanding of leadership and their own position as leaders depending on the situation and context. Furthermore, they learned about diverse youth-led initiatives in each other’s countries, formed groups according to their interests, and proposed their own collaborative projects.

Preparation for Plenary Session

Objectives

- a. To reflect on their whole trajectories during the program and their future commitments
- b. To motivate participants to take all their acquired knowledge and skills beyond
- c. To prepare and practice the Presentation of the Discussion Results

Activities

- a. Energizer Activity – “Letter to your future self”- the importance of renewing our energies!
- b. Instructions - presentation of discussion results
- c. Preparation and practice

Outcomes

PYs were given the opportunity to genuinely contemplate their entire journey throughout the program and convey their thoughts through a personal letter, as well as during the preparation of the presentation discussing the outcomes. Furthermore, they were able to effectively form small groups to tackle various tasks assigned for the final presentation.

D. Presentation of the Discussion Results (Plenary Session)

- a. Four PYs represented the DG in the presentation, and one PY joined the organization of the plenary session

as a stage manager.

- b. PYs' presentation comprised the following topics: DG's Topic and Objectives, Lessons Learned, Field Study Experience, DG's outcomes, and Future Commitments.

E. PYs' Action Plans

Participants highlighted their future commitment in three different forms:

- a. **Ambassadors of Change** – PYs are committed to promoting the adoption and execution of the Sustainable Development Goals, with a focus on spurring economic growth and fostering eco-friendly urban environments. They aim to demonstrate that prosperity and environmental responsibility can coexist, establishing a worldwide benchmark for sustainable practices.
- b. **Connectors of Change** – PYs are dedicated to deepening the collaboration between ASEAN and Japan, and implementing concrete initiatives that promote sustainable economic and urban development. By combining innovation with ecological responsibility, they aim to create urban spaces that are harmonious with nature while fostering growth. Their mutual goal is to ensure that development is balanced and accessible to all.
- c. **Taking Actions** – PYs are determined to confront complex challenges together, paving a sustainable road toward a more inclusive, resilient, and equalitarian future. Their resolve is to implement initiatives ranging from inclusive urban projects to fostering local entrepreneurship, going beyond just envisioning to effectively act towards their goals.

F. Feedback from PYs

PYs' feedback was systematically collected through reflection forms distributed before the program starting, after each discussion session, and after the program ended. Their inputs were iteratively used to continuously improve the Group Discussion day-after-day. In their final evaluation, PYs overwhelmingly reported a positive experience, appreciating the engaging and creative atmosphere of our discussion group, and praising the facilitator for his pragmatic feedback and program's design. Key highlights also included the opportunity to gain diverse perspectives, tackle real-life issues realistically, and understand the complexities of their cities. PYs expressed gratitude and satisfaction, noting the program's mix of fun and insightful learning.

As their personal takeaways, PYs included the importance of collaboration and teamwork in idea

generation, the value of international exchange, and insights into designing effective discussion sessions. PYs could also gain deeper understanding of their local areas and the challenges faced by different countries. In addition, PYs expressed how learning from other people from diverse backgrounds led to a greater appreciation of their own cultures and the potential of collaboration by harnessing each other's strengths.

Finally, as a means of improvement, PYs emphasized that having more sessions and more time would benefit the overall experience. This would have made it possible to include deeper reflections, more advanced content, and case studies, thus enhancing learning and their capacity to design even more realistic initiatives and actions during their discussions.

G. Facilitator's Comments

As a PY and facilitator originally from the Ship for the World Youth (SWY) program, SSEAYP was a brand-new and exciting adventure in my life. I was the first ever Brazilian to join the program, and still, I didn't feel like an outsider at all. I was welcomed by the organizers, fellow facilitators, and PYs.

Talking about PYs, I couldn't have asked for a better group of PYs. They were participative, active, passionate, and devoted to taking the best out of the entire program and Group Discussion experience. Together, we could develop a safe, inclusive, and comfortable environment in which PYs openly expressed their thoughts, ideas, and opinions in a constructive and respectful manner. As a facilitator, my role was to guide them through a myriad of topics related to economic growth and sustainable cities and communities. However, it was a mutual exchange, and I could also deepen my understanding of ASEAN-Japan while adding my unique Brazilian viewpoint to the subject. Here, I highlight the importance of diversity as a powerful feature to create rich discussions and innovative insights to deal with a range of challenges we are currently facing.

Finally, I could not be prouder of PYs. They certainly



Mr. Felipe Salgado de Souza

inspired me to continue my personal endeavors. Together, we aim for a society where everybody plays a meaningful and valuable role, and no one is left behind. Together, we

make this possible. Now, we have formed a new SSEAYP/DG3 family devoted to bringing a positive impact to this world. Thank you.

(4) Energy, Measures against Climate Change and Recycling-oriented Society Group

Facilitator: Ms. Ireni Sufinah Ali Rahman

Number of PYs: 22

A. Discussion Topic

a. Theme Description

PYs will understand the energy situation in Japan and ASEAN member countries as well as the environmental impacts of fossil fuel use and discuss how youth can contribute to the promotion of environmentally sustainable energy use.

b. Achievements and Expected Outcomes

- Have a common understanding on the current situation in Japan-ASEAN countries in relation with the topic of energy, climate change and the value of recycling-oriented society for a cleaner and sustainable energy use.
- Demonstrate the group's collective idea in an effective presentation in addressing SDG7: Affordable and Clean Energy, SDG12: Responsible Consumption and Production, and SDG13: Climate Change.
- It is expected for PYs to generate ideas towards the theme topic and strengthen cooperation amongst each other to benefit the learning and experience as an emerging youth leader.

c. Competencies to be Acquired

Knowledge

- Awareness on types of energy, energy use/demand, carbon emissions impact on environment, concept of climate change and the value of recycling
- Awareness in global challenges towards energy transition in order to achieve clean, affordable and renewable energy for future
- Develop appreciation towards urgency in climate change actions

Skills

- Communication: develop confidence, questioning and expressing opinions
- Adopt techniques such as SMART in setting up goal/s, mind mapping for generating ideas, gathering information, Fish bone analysis and 5-WHYs in getting into the root-cause analysis

Behaviors

- Growth mindset: open to learning, positive thinking

and can-do attitude

- Inter-personal skills: interaction with others (diversity & inclusiveness)
- Teamwork towards achieving united goals

B. Pre-Program Assignments

Assignment 1

To produce 300 words essay. This is to get all PYs on the same understanding. The understanding of each PY on their country commitment helps them reflect and uses this knowledge for the discussion in subsequent face-to-face session. The essay needs to be on (1) What are SDG7, 12 and 13? (2) How are they linked together? (3) Identify commitments of which your country is/are currently practicing to address the different goals.

Assignment 2

To create a quick creative video no longer than 1 minute to explain what the word means for each individual and how this is link to "Energy and Climate Change Action". This demonstrates their understanding further on the discussion topic. Words to choose from: Environment, Emissions, Sustainability, Adaptation, Carbon Reduction, Carbon Dioxide, Recycling, Energy Transition, Renewable Energy, Affordable Energy, 3Rs, Growth mindset.

Assignment 3

Familiarize with Mural whiteboard tool to prepare PYs ready for online session such as adding pictures to the pre-made virtual dinner table and setting the 'mood board' towards the first session.

C. Proceedings

Field Study

Institution: Hachidori Solar Corporation Ltd./Borderless Japan Corporation

Activities

- Setting expectation on Field Study.
- General information on Borderless Japan Corporation social entrepreneurship
- General information on Hachidori Solar Corporation Ltd. business vision and mission and their effort in

- d. Discussion session with Hachidori Solar Corporation Ltd. first customer
- e. Discussion session with NPO Care for future on their vision alignment with Hachidori Solar Corporation Ltd.
- f. Discussion amongst the PYs on their future commitment on better future world

What we learned

- a. PYs were amazed on (1) how Hachidori Solar Corporation Ltd. is minimizing the energy crisis in Japan by assisting homeowners and renters' ability to adapt solar energy to their homes, and (2) how Borderless Japan Corporation is helping to fund passionate social entrepreneur in setting up their business ideas from scratch into successful business.
- b. PYs understood the social entrepreneurship business concept to solve social issues and the personality. It takes to contribute on social impact.
- c. PYs understood that strengthening leadership behavior is required to tackle social issues such as teamwork, resilient and networking with others.
- d. PYs understood that there are customers that are willing to support business products when there is sustainable social impact angle incorporated into the business values, mission, and vision.
- e. PYs understood that taking small action step and doing what youth can is better than no action in addressing social issues.

Group Discussion Session I

Objective/s

Group Introduction and setting the learning mindset on the theme topic

Activities

- a. Familiarizing with Mural whiteboard – placing sticky note about individual mood and house rules on the whiteboard
- b. “Virtual Dinner” – Introducing each other and explain what favorite food they are having
- c. Quiz using Kahoot! on theme topic to gauge PYs understanding
- d. Brief lesson to recap on SDG7, 12 and 13
- e. Setting discussion goals using SMART method

Outcomes

PYs were introduced to each other. They were familiar with the theme topic. PYs learned an online whiteboard application, Mural, in conducting discussion. From the quiz, PYs realized some information was new to them,

for example, Paris agreement, types of alternative energy, upcycling and how to calculate carbon footprint. PYs learned that setting up a goal using SMART method is helpful in laying down the specifics, measurable, achievable, relevant and time. PYs learned that setting goal can be very challenging when everyone has different agenda that is not aligned. Therefore, PYs sense a need to be in unity to achieve a common goal.

Group Discussion Session II

Objective

Mapping the issues and challenges on the theme topic

Activities

- a. Recap on session I and review common goal statement for DG4
- b. Breakout into 3 virtual room groups: (1) Energy transition, (2) Measures against climate change, and (3) Recycling-oriented society
- c. PYs mind map any knowledge they know on the subtopic issues and challenges.
- d. Group presentation on their discussion on the issues and challenges. Knowledge from their country was also advised to be introduced in these sessions.

Outcomes

PYs were introduced to ‘mind mapping’ tool to collect information and ideas around the topic. The method allowed PYs to visually organize the information and relate the ideas into category. PYs also learned not to go into solution mode when they brain dump their ideas on the map. In general, the issues for “Energy, Measures against climate change and Recycling-oriented society” were categorized into these groups: (1) Education and awareness, (2) Technology and Innovation, (3) Global policy and strategy, (4) Financial investment, (5) Geographical barrier.

Group Discussion Session III

Objectives

This session focused on the theme “Energy.” Objectives of this session are to deep-dive into the issues/challenges categorized previously and to suggest any countermeasures that youth can do to tackle the selected issue/s.

Activities

- a. Hello before content – Each PY was distributed a card with different questions so they can connect and share thoughts with each other quickly.
- b. Recap from online sessions: Discussion rules, DG4 goal, the issues identified in Session II
- c. Demonstration on what is basic form of energy and a video from ‘Liter of Light’ to showcase real example

of affordable cheap energy solution to solve rural areas light issues

- d. Breakout into 3 groups to deep-dive discuss on energy transformation. 5-WHYs method is introduced and allow PYs to try out the method in dissecting the issues deeper. PYs also discuss the countermeasures to the challenges they addressed.
- e. Group presentation and sharing on their discussion

Outcomes

This session was also the first time that PYs confronted each other on the topic and “Hello before content” activity allowed PYs to share their excitement from homestay, their experience, and thoughts so far to the group. From the recap session, PYs were able to get into the discussion mindset. The demonstration activity allowed PYs to be aware of the concept affordable energy and that energy can be sourced innovatively. In conclusion, PYs understood that the global energy source mix consists of mainly fossil fuels and that there are current challenges in transforming the energy mix to more use of renewables and alternative net-zero emission energy. PYs were also exposed to 5-WHYs method in getting to the root-cause of an issue. The group presentation also gave PYs the courage and practice to present their knowledge to the group.

Group Discussion Session IV

Objectives

This session focused on the theme “Recycling-Oriented society.” Objectives of this session are to deep-dive into the issues/challenges as discussed during online session and to come up on how to achieve effective solution to gear towards “recycling-oriented society.”

Activities

- a. “Pass the ball” where PYs must come up with ways to pass the ball (meaning everyone will have to touch the ball) effectively within the shortest time
- b. Self-reflection on their learnings and how they can take their learning to future self
- c. Breakout into 3 new groups to deep dive discuss on how to achieve an effective recycling-oriented society. Fish-bone method is introduced to help PYs problem-solve the issues they have identified earlier.
- d. Group presentation and sharing on the solutions with others

Outcomes

From “Pass the ball” activity, PYs learned how teamwork, listening to others, ensuring everyone’s participation is essential in achieving a time-driven set goal, while having fun. Each PY had a chance to also share their

self-reflection with everyone. The main issue highlighted on not being able to achieve a recycling-oriented society was linked to consumption behavior, where all PYs believed that they can be the role model to demonstrate a good consumption and 3Rs behavior to the society, hoping for a direct impact on adoption for recycling habits. PYs were also exposed to fish-bone method in problem solving the issue. They found this method somewhat challenging in comparison to the 5-WHYs method. Despite the challenge, PYs were happy that they were able to use it in a safe learning environment. PYs were also eager to present their suggestion on effective ways for recycling-oriented society to each other.

Group Discussion Session V

Objectives

This session focused on the theme “Climate change.” Objectives of this session are to deep-dive into the issues/challenges as discussed during online session and to suggest any countermeasures that youth can do to tackle the selected issue/s.

Activities

- a. Connect before content: PYs sharing what are their values and their personal growth so far
- b. Short video on “Mother Nature” and reflection on how mother nature works and how climate is affected by human activities
- c. Group discussion on the current event happening on 28th meeting of Conference of the Parties on Climate Change, understanding issues on climate change and effective countermeasures that youth can take as action/s
- d. Group consolidate proposed action plans from all sessions.

Outcomes

PYs started with establishing deep connection with each other on their values and personal growth. PYs learned that SDG13 is the most urgent goal that society need to focus on. PYs understood that (1) life being needs nature to survive and action from the society is required to minimize the impact on environment in which is greener world is needed for future generations, (2) topics of previous sessions are interlinked to climate change actions and (3) small step change can be implemented from changing self-responsibility towards nature. Awareness on 28th meeting of Conference of the Parties on Climate Change allows PY to relate the discussion topic the need to agree on transforming usage of fossil fuel for a greener future. Towards the end of this session, PYs consolidated

the list of actions proposed from the previous discussions in preparation for the next session.

Group Discussion Session VI

Objective

This session objective is to solidify proposed action plan for future commitment.

Activities

- a. "Leave a note" – To write short note on each other for motivation
- b. Ranking the proposed actions using Impact-Effort Matrix
- c. Solidifying action plan based on contingent

Outcomes

PYs learned that discussion into getting alignment on group commitment towards an action plan can be difficult and motivation can be affected. PYs understood that established relationship is a strong motivator for groups to achieve strong goal/s and commitment. All proposed action plans were also evaluated using Impact-Effort Matrix. This session allowed PYs to realize that not all action plans can be executed easily as different plan has different stakeholders, different do-ability, and impact level. The group consensus was, instead of solidifying one big action plan, they learned that individual plan also matters. PYs understood that their plans need to balance with their country's cultural behavior and socio-economic interest. Based on Impact-Effort Matrix, PYs focused on action plans that are do-able where they had applied their knowledge using SMART method to solidify their action plan/s.

Preparation for Plenary Session

Objective

This session is dedicated to allowing PY to prepare for the final presentation.

Activities

- a. Brief review on the format for final presentation
- b. Task delegation: (1) Presenters, (2) Preparation of slides divided into groups
- c. Practice presenting within the time limitation
- d. "Thank you" activity

Outcomes

PYs were informed of the format of final presentation session. PYs comfortably grouped themselves and focused on preparing content, drafting and polishing their slides. The respective presenters were rehearsing their presentation. The team managed to complete their presentation slide where they uploaded into dedicated admin Google drive.

The session ended with DG4 cheers and thanking each other for the hard work and participation throughout the program.

D. Presentation of the Discussion Results (Plenary Session)

The presentation introduced the theme topic, the hashtag "#DG4U" and "#DoGreen4Us" and the discussion group members. Although the theme topic is linked to SDG7, 12, and 13, PYs decided to focus on presenting "Renewable Energy" and "Recycling-Oriented Society" due to time-limitation. They demonstrated their learnings on renewable energy efficiency from field study to Hachidori Solar Corporation Ltd./Borderless Japan Corporation. PYs pitched that powering up future energy with alternative green energy is key for sustainability while globally reducing carbon footprint and the use of fossil fuel. They also presented their learnings from discussion on recycling, where being responsible on consumption is key to individual effort for recycling where this is enhanced with the right education and change in socio-cultural practices.

E. PYs' Action Plans

PYs planned actions that were not context-specific as the issues we faced on energy, climate change and recycling goes beyond borders. Hence, the action plan is country specific. The action plan for PYs is listed below:

- a. Brunei Darussalam : (1) To educate others on recycling - "Repurpose Project week", (2) Decluttering project (Garage sales), (3) Collaboration with local NGOs and school visit for awareness of greener future.
- b. Cambodia: (1) Create recycling club in school, (2) Make content about the environment on social media.
- c. Indonesia: "Save your plate" -Social media campaign aimed to try to reduce food waste in households through raising awareness and reward program.
- d. Japan: Influence authority on green policy.
- e. Lao P.D.R.: Invite speakers (youths/ entertainment) to share knowledge on recycling.
- f. Malaysia: Campaign on awareness of renewable energy through reaching out to rural area and explaining the benefit of using renewable energy.
- g. Philippines: (1) Science communication and climate change to school kids, (2) Basics of recycling of practices in rural areas.
- h. Singapore: (1) Mass Thrifting project: Luggage sales, (2) Incentivized recycling program in school.
- i. Thailand: Online Campaign with monthly theme, for

example: Plastic-free January, #AsGreenAsYouCan start from a small project.

- j. Viet Nam: (1) To encourage people to use reusable product by conducting public workshop, (2) To educate community on collecting recycling items, (3) donate the repurposed items to those in needs.

F. Feedback from PYs

From post-discussion survey, the top 3 sessions that PYs found they gained more discussions are Session 2: Mapping the issues and challenges on the theme topic, Session 3: Energy theme; and the final session on preparation for final presentation.

The pre-assignment proves particularly beneficial, especially for individuals unfamiliar with the entire terminology. It made PYs realize the different aspect of sustainable energy and gave them the data and knowledge of the current situation that helped for discussion.

- I could learn and recognize about the differences between Japan and other countries. Before attending the program, I was only thinking about the energy situation in my country, however when I shared my opinion in discussion, I was surprised about the different countries' issues and challenges.
- It would be preferable to concentrate on a specific topic rather than these extensive and diverse subjects.
- I learned the importance of renewable energy to tackle the speed of climate change.
- I have not been to other countries yet so it was a good time spent in discussion sessions with other PYs who have different opinions.

G. Facilitator's Comments

I expressed my heartfelt gratitude to the Cabinet Office, Government of Japan and the Centre for International Youth Exchange for entrusting me with the role of

Discussion Facilitator for the theme "Energy, Measures against Climate Change, and Recycling-Oriented Society." This subject deeply resonates with my professional background and expertise. This opportunity has allowed me to impart recent insights from the energy industry to PYs and engage in discussions with them on sustainable practices, particularly focusing on the challenges within the ASEAN-Japan region. It was a rewarding experience to share problem-solving tools with the PYs, and I am confident that these young leaders will benefit greatly from them. Despite the broad nature of the theme, some PYs initially felt uncomfortable; however, in the conducive learning environment fostered by a collective mindset, they demonstrated a remarkable ability to focus with high energy. The dynamics were amazing, and interactions among all PYs were noteworthy. While the discussion program was concise, I genuinely believe that it successfully achieved its intended objectives, thanks to the active participation of high-quality PYs. I am pleased that the competencies outlined for them were achieved, and I am satisfied with the level of awareness and knowledge acquired by the PYs by the end of the program. Even though we didn't embark on the Nippon-Maru or Fuji-Maru, the PYs displayed an admirable SSEAYP spirit of unity. I extend my gratitude to SSEAYP for providing this incredible experience and creating lasting memories.



Ms. Ireni Sufinah Ali Rahman

(5) Good Health and Well-being Group

Facilitator: Mr. James Seow

Number of PYs: 22

A. Discussion Topic

a. Theme Description

PYs will discuss physical, mental, and social health of youth, and the definition of well-being as well as how to achieve it. In particular, we will discuss how youth can contribute to solving problems such as loneliness and mental illness in the Corona Disaster.

b. Achievements and Expected Outcomes

- Understand the current state of health and wellbeing across different demographics in ASEAN and Japan.
- Learn interventions, policies, and programs to promote good health and wellbeing.
- Learn how transnational sharing of resources and cooperation can promote regional wellbeing.

c. Competencies to be Acquired

Knowledge

- Understand the PERMA+4 model of health and wellbeing. This relates to physical, mental, and emotional wellbeing.
- Understand how health and wellbeing are related to culture, traditions, family practices, community connections, beliefs, and spirituality.
- Understand the impact of COVID-19 on mental health, loneliness, community connections and long-term health issues.

Skills

- Intercultural communication
- Strategic thinking
- Oral presentation and public speaking
- Project management
- Cross-cultural leadership and cooperation

Behaviors

- Self-awareness
- Empathic, respectful, and compassionate communication
- Collaboration across diverse cultures for positive social change
- Curiosity and lifelong learning

B. Pre-Program Assignments

Assignment 1

- a. Listen to the podcast: “The Man Who Invented Happiness Science: Marty Seligman | The Happiness Lab | Dr. Laurie Santos”
- b. Read the article: “Seligman’s PERMA+ Model Explained: A Theory of Wellbeing”
- c. Read the article: “The Philosophy of Ikigai: 3 Examples About Finding Purpose”
- d. Read Australia’s national wellbeing framework “Measuring What Matters”. Reflect on whether and how any of the 50 indicators in the framework are relevant to PYs’ home countries
- e. Read “The Global Goals: Good Health and Wellbeing”

Assignment 2

After completing the readings and other pre-program assignments, PYs considered these questions and wrote their reflections:

- a. What makes a healthy, happy, and meaningful life?
- b. What prevents people from living a healthy, happy, and meaningful life?
- c. Compare the factors that make up good health and wellbeing in the concepts with PYs’ own experience. Are these factors important to their wellbeing? Are

they relevant to their culture and country? Are they complete? What other factors are missing from these concepts?

Assignment 3

All PYs from the same contingent formed a study group. Each study group identified 1 most important/urgent and current physical, mental, or social health problem in young people in their home country. They also identified 1 strong area of health and wellbeing that their home country is doing well currently. At least 1 of these 2 topics discussed the impact of COVID-19 on young people’s wellbeing.

Each study group summarized these 2 topics in a 5-minute PowerPoint presentation and a written report. The written report included links to websites and online resources (reading materials, videos or podcasts) to provide the reader with background information and current practices, policies or programs on the chosen topics.

C. Proceedings

Field Study

Institution: TANITA Corporation

Activities

- a. Listen to TANITA Health Program presentation about the organization’s commitment to employee wellbeing and the use of technology to monitor staff health, nutrition intake, and physical activity.
- b. Site tour to understand the organization’s history of product innovation and watch demonstration of how digital technology can support employees in living a healthy life.
- c. Participate in organization’s demonstration of technology to measure staff’s physical health and body composition.
- d. Conversations with employees to understand their experience in maintaining a healthy work-life balance.
- e. Experience a nutritionally balanced meal the organization prepares for staff.

What we learned

- a. Technology can support employers in engaging staff to live a healthier life and better manage work-life balance e.g. incorporating a pedometer into a staff’s access pass; employee’s activity and dietary tracking app.
- b. Workplace well-being requires the support and commitment of senior management to succeed. It works better with a robust organization-wide action plan.
- c. Mental health at the workplace can be promoted via open conversations and campaigns amongst staff to normalize personal challenges and experiences.

Group Discussion Session I:**Objectives**

- Learn behaviors that build and contribute to a collaborative and positive learning environment.
- Understand how to work with people from different cultures, learning abilities and work styles.
- Understand different models and perspectives of health and well-being.

Activities

- Online ice breakers
- Well-being practice: Mind and emotion centering
- PY introductions and developing group agreement
- Overview of topics in the group discussion
- Reflect on PERMA+4 and ikigai models of wellbeing, and “Measuring What Matters” framework. Explore missing elements, and other models and perspectives of well-being
- Share reflections on well-being based on PYs’ personal lives and their observations in their home countries
- Write individual reflections

Outcomes

PYs understood the behaviours of a safe and brave learning environment where everyone would feel supported. PYs also learned how well-being concepts might be similar and different from personal and cultural experiences.

Group Discussion Session II**Objectives**

- Understand ASEAN and Japan’s context of health and well-being
- Learn the strengths, weaknesses and gaps in health and well-being policies and programs in Asia
- Understand COVID-19’s impact on mental health, loneliness, community connections and long-term physical health

Activities

- Study groups present their PowerPoint presentation topics.
- Breakout discussions to reflect on each country’s health and well-being challenges and success stories. Consider similarities and differences between priorities in different countries.
- Collective sensemaking. Write individual reflections.

Outcomes

PYs gained a deeper understanding of health and well-being policies, programs, challenges, and successful interventions in all participating countries. PYs also examined the common priorities across different countries.

Group Discussion Session III**Objectives**

- Learn personal and group communication skills
- Learn brainstorming diagnosing, problem solving, and idea building skills

Activities

- Teambuilding: Tower building competition.
- Review topics presented by study groups. Identify physical, mental, and social health issues and barriers to progress across ASEAN and Japan.
- Decide what health and well-being objectives PYs want to achieve in Asia.
- Identify challenges, resources, networks, and common themes.
- Breakout groups unpack and examine selected 3 topics: work-life balance and challenge to well-being, impact of COVID-19 on young people’s mental health, and air pollution’s impact on physical health.
- Write individual reflections.

Outcomes

PYs identified major health and well-being topics presented by each country to work on. PYs learned collective decision-making and used consensus to select topics for 3 breakout groups. PYs elaborated chosen topics to be deliberated as a collective to engage cross-boundary collaboration.

Group Discussion Session IV**Objectives**

- Understand what resources such as experience, skills, funding and people are needed to improve health and well-being in Asia.
- Learn collaboration, partnership and cooperation skills and principles.
- Learn negotiation and public speaking skills.

Activities

- Reflect on field study and incorporate learnings from Tanita Corporation’s workplace well-being measures into breakout group discussions and action plans.
- Breakout groups present issues, ideas, and solutions to all PYs in big group for discussion and feedback.
- Rotating vision maps between breakout groups: PYs share knowledge on how ideas and resources can be shared between different countries to promote cooperation and health equity in chosen topics.
- PYs generate ideas and creativity in solving health and wellbeing problems in ASEAN and Japan.
- Collective sensemaking and individual reflections

Outcomes

In breakout groups, PYs unpacked issues related to chosen topics: work-life balance and challenge to well-being, impact of COVID-19 on young people's mental health, and air pollution's impact on physical health. PYs learned to cooperate and negotiate across different perspectives and share ideas and lived experiences to elaborate health topics. PYs also discussed fixed and growth mindsets (reference to research by Carol Dweck), post-traumatic growth, the stigma attached to discussing mental health issues in many Asian cultures, and the value of expressing vulnerability in personal leadership (reference to work by Brene Brown).

Group Discussion Session V

Objectives

- a. Create action plans
- b. Test ideas and check practicality and feasibility
- c. Improve communication, speaking and writing skills
- d. Develop group leadership skills

Activities

- a. PYs discussed imposter syndrome, the difference between adaptive and technical challenges for leaders, and experiencing flow (reference to research by Mihaly Csikszentmihalyi).
- b. Use ADDRESSING framework (reference to work by Pamela Hays) for self-assessment to understand cultural blind spots and privilege.
- c. Breakout groups collaborate to generate an action plan for their vision maps. PYs share their action plans in big group. Give and receive feedback on action plans.
- d. Sharpen focus on plenary presentation topics.

Outcomes

PYs decided to focus on work-life balance and challenge to well-being, and impact of COVID-19 on young people's mental health as 2 topics to be presented at plenary session. PYs learned differences between personal and group leadership, and the skills required for both competencies. PYs also learned how power, privilege and cultural blind spots affect their worldviews and approach to community leadership.

Group Discussion Session VI

Objectives

- a. Develop public speaking skills, thinking, and project management skills
- b. Understand international development principles
- c. Improve communication, speaking and writing skills

Activities

- a. Well-being practice: Soundscape walk

- b. Finalize and present action plans for group's feedback and comments
- c. Consolidate learning, insights, takeaways, and reflections for final presentation
- d. Collective sensemaking and individual reflections. Signpost learning journey

Outcomes

PYs learned skills in cross-cultural leadership and collaboration. In preparing for final presentation, PYs learned to take macro and micro perspectives when deliberating health issues in different cultural contexts. PYs also learned to build on ideas and take calculated risks in developing action plans.

Preparation for Plenary Session

Objectives

- a. Develop group leadership, ideation, project management, research, and presentation skills
- b. Build confidence in public speaking

Activities

- a. Consolidate ideas, research, and action plans into a coherent presentation
- b. Prepare PowerPoint presentation for plenary session
- c. Presenting PYs rehearse final presentation

Outcomes

PYs learned to cooperate across different cultures and backgrounds to produce a collective work outcome. PYs developed research, public speaking, and presentation skills.

D. Proceedings Presentation of the Discussion Results (Plenary Session)

The group presented their findings on the interactions between mental and physical health, work-life balance, social isolation, community connections, traumatic events, workplace policies, and COVID-19. The group adopted a personal, cultural, psychosocial, and socioeconomic approach to investigating physical and mental health issues. There was a special focus on young people's wellbeing in different ASEAN and Japan. The group acknowledged how social stigma and peer pressure, and misconceptions about mental illness can affect a community's understanding of mental health, and their willingness to have open conversations about the topic. While technology and social media can mitigate health risks and facilitate communication, care must be taken to ensure they do not overwhelm a person's life and affect their emotional well-being.

E. PYs' Action Plans

- a. Project Creative Resilience: Healing through art. Create a safe space for young people to express themselves and build meaningful relationships in their communities. Mental health education can be carried out via peer networks and support, art exhibitions, workshops, and online activities. A variety of artistic expression activities such as dance, music, poetry, and craftwork can be offered. An existing set-up in Malaysia can be used as a reference.
- b. Workplace wellbeing measures. Initiate a holistic well-being assessment and audit at the workplace. Develop an organization-wide policy and program that incorporates the PERMA (positive emotions, engagement, relationships, meaning, achievement) model to encourage employees to live well in their personal and professional lives. Appoint or volunteer to be a well-being advocate at the workplace to promote a healthy lifestyle among colleagues.

F. Feedback from PYs

- a. The well-being practices such as meditation and soundscape walk help PYs to remain centered and focused. They are also a wonderful energizer on days when the program gets too intense and demanding.
- b. The country presentations and written reports are an efficient and organized way for PYs to present health and well-being issues that are important to them and their countries to the Group Discussion. Giving all countries an equal opportunity to highlight pertinent health topics allow all PYs to have an overview and targeted understanding of broad themes and specific concerns across ASEAN and Japan.
- c. Several PYs appreciate that the group was given the opportunity to decide by consensus what health topics they wanted to investigate and present at the plenary. This was not decided for them by the facilitator. They like that everyone, even the quieter and less confident PYs, was encouraged to contribute to the discussion.
- d. PYs also enjoyed the personal leadership elements in the discussion. Sufficient time was allocated to group check-in at the beginning of every session to ensure that the group's connectedness and learning journey mattered as much as their delivery of the presentation. Participants were encouraged to be authentic in their sharing and be non-judgmental in listening to the group's discussions. They were also reminded to

be curious about opinions that were different and unfamiliar.

G. Facilitator's Comments

Facilitating the Group Discussion was a great pleasure. The positive energy and can-do attitude of PYs were remarkable. Although the program was particularly intensive and demanding this year due to the shorter duration, PYs took on the challenges with optimism, mutual respect, and encouragement, and plenty of peer support. I made sure that the group had as much space and time as possible to build good relationships and trust.

I was very deliberate in ensuring that PYs learn not only about the health and well-being issues across ASEAN and Japan but also develop self-awareness of their personal beliefs, attitudes, perspectives, and assumptions. While the discussion content was important, I wanted the group to also learn about themselves and how they could develop intercultural understanding and work effectively with people from different walks of life. It was in their interest to discover their own power, privilege, agency, and cultural blind spots in the communities they were serving.

I was impressed on the group that wisdom could be found within the group itself. Rather than giving them the answers or telling them what decision or action was preferred in a situation, I encouraged the group to think and discover what course of action would be in their best interest. I encouraged them to think laterally and consider perspectives that were unusual to them. This helped them to think outside the box and stimulate creativity and innovation in their breakout discussions and group presentations.

Lastly, I incorporated positive psychology and well-being science theory and practice into the discussions and activities. I gave them plenty of resources that they could read about after the program. I encouraged them to pursue these practices as part of their personal well-being endeavor to help them flourish and thrive.



Mr. James Seow