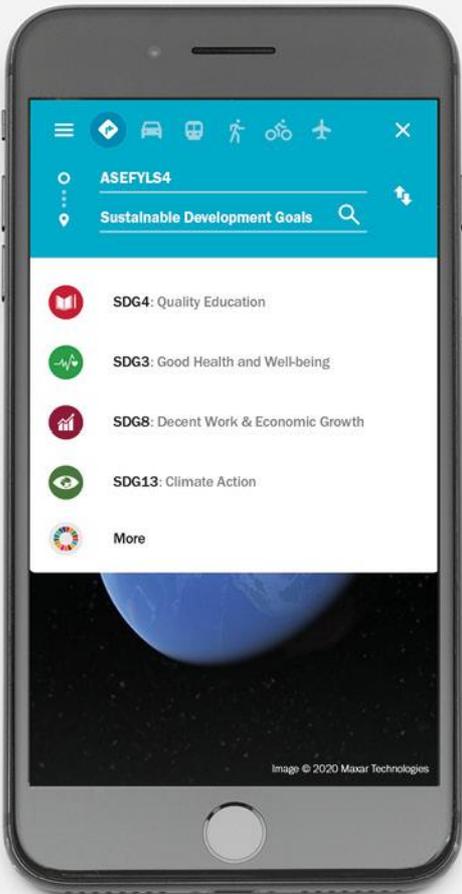


4th ASEF SUSTAINABLE YOUNG LEADERS DEVELOPMENT SUMMIT POST-COVID-19

A multi-part youth programme in 2021 | Virtual, Cambodia & Across ASEM Countries
Official youth event in support of the 13th ASEM Summit (ASEM13)

Leadership in Action Projects



Organised by:



ក្រសួងការបរទេស និងសហប្រតិបត្តិការអន្តរជាតិ
Ministry of Foreign Affairs and International Cooperation



In partnership with:



College of Europe
Collège d'Europe



Contributing to:



ASEM13 - PHNOM PENH, 2020



ASEF's contribution is made possible with the financial support of the European Union.

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Introduction - ASEFYLS4 Leadership in Action Projects

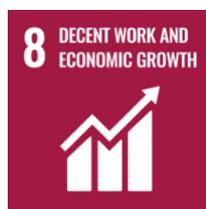
The ASEFYLS4 Leadership in Action Projects form the last phase of the 10-month long leadership training programme, the 4th ASEF Young Leaders Summit (ASEFYLS4). Taking place from June to November 2021 virtually and across ASEM countries, they will be implemented following the ASEFYLS4 Knowledge Building phase, as well as the ASEFYLS4 Youth Summit. For more information on the overall programme, click [here](#).

The ASEFYLS4 encourages participants to demonstrate the youth's role in driving Sustainable Development and to collaborate & volunteer on meaningful community projects with an Asia-Europe twist.

Based on the four ASEFYLS4 focus areas (SDG3, SDG4, SDG8 and SDG13), participants will be allocated to specific working groups and contribute to "Leadership in Action" activities. In total, the ASEFYLS4 facilitates 15 local community projects, each led by 1 ASEFYLS4 Navigator and supported by up to 10 participants.

The 15 projects vary in their nature, ranging from podcast & multi-media productions, workshops and skills trainings for young people to awareness creation campaigns and policy dialogue. Hence, participants will likely have different experiences during this programme phase. Each participant, however, will commit time & expertise and volunteer with her/his specific technical or soft skills, knowledge and experiences.

Everyone has a role to play! All ASEFYLS4 Leadership in Action projects are designed to allow for virtual collaboration and/or are transferable and can be replicated in different local ASEM communities. Wherever you come from Asia or Europe, you can join any activity of your interest.



Prior to the ASEFYLS4 programme, ASEF conducted a capacity building training, the [ASEFYLS4 Navigators Programme](#). The "Navigators" are alumni from ASEFEdu and partner organisations who will join the 3 ASEFYLS4 phases as resource persons and design & guide the Leadership in Action Projects with likeminded Asian & European youth. Here are the projects:

Sustainable Development Goal 3: Good Health & Wellbeing

Project 1: Across ASEM – “End the Stigma. Period.”

The project ‘Across ASEM – “End the Stigma. Period”’ is inspired by a UN Women campaign to break socio-cultural stigma, misconceptions and taboos around menstruation. It supports the Bangladesh-based NGO *Campaign RED* that collaborates with youth to address the stigma around menstruation as a form of gender discrimination and fights for women's rights to a dignified management of menstruation.

The stigmatised status of menstruation has serious consequences on the health, sexuality and well-being of girls and women in many ASEM countries: they are deprived from participating in social-political life, face obstacles in attending schools or places of work, and even face life-threatening experiences. Menstrual health and equity are major factors in gender equality.

Do you care about gender equality?

Do you want to fight fear of discrimination?

Are you interested in the cross-section of education & health?

Campaign RED works on awareness campaigns and capacity building of young people to end “period poverty”. The NGO focuses on 2 areas: access to hygienic management of menstruation and stigma around menstruation. It trains and engages university students to reach out to boys & girls of different backgrounds and delivers information sessions in secondary education institutions, madrasas and schools.

We are looking for female & male campaigners, educators, health workers and social media experts across Asia & Europe, who want to make a difference in the daily life and future outlook for women & girls.

Led by:

**Ms Rubina
AKTER**

Bangladesh

Senior Protection
Associate (SGBV)

United Nations
High
Commissioner for
Refugees
(UNHCR)



Rubina is currently a Senior Protection Associate with the United Nations High Commissioner for Refugees (UNHCR) in Cox's Bazar, Bangladesh. She supports response and prevention of sexual and gender-based violence in refugee camps. Rubina is also a Co-Founder of the organisation, Campaign RED, which aims to promote gender equality by debunking stigma around menstruation and ensuring women and girls' safe and dignified participation in schools and in the workplace. She holds a Bachelor's degree in Politics, Philosophy and Economics, and a Master's degree in International Relations from South Asian University. Rubina is an ASEFEdu alumnus.



Project 2: Little Bubbles @ The Soap Factory

The outbreak of the COVID-19 pandemic followed by the global health crisis brought again socio-economic differences in access to basic health supplies, health education and the importance of trusted sources of health information to the surface. Health education is an indispensable step towards improving the health standards of the people and their quality of life. It already starts at a very early age, during childhood, and covers various aspects: physical, mental, emotional and social health. But not all boys and girls in ASEM countries receive the opportunity to learn about their own health, how to maintain it, and how to prevent health risks through appropriate behaviour and actions. COVID-19 reminded us that one of the most basic rules to keep healthy & safe is to wash your hands frequently.



Are you engaged in health education for children?
Do you have experience in soap making and natural cosmetics?
Do you want to contribute to setting up a social enterprise?

'Little Bubbles' is a Belgo-Indian collaboration carried out by two female social entrepreneurs. The project aims at creating an organic soap-making facility within the premises of a 19th century Soap Factory in the heart of Brussels, Belgium. This newly founded not-for-profit initiative will manufacture and sell soaps. All proceeds will be used to fund the organisation of workshops for underprivileged, local children to promote their health & well-being and to give them access to trusted sources of information and counsellors.

We are looking for social entrepreneurs interested in helping their peers to succeed, experts of organic cosmetics production, their regulations, graphic & website designers and marketing gurus.
And, of course, local youth based in Brussels who want to support their community as well as young leaders across ASEM engaged in similar businesses for a good cause.

Led by:

Ms Laurence
VAN DEN
ABBEELE

Belgium

Manager

Velia BV



Laurence holds a Master's degree in Business Engineering from the Université Catholique de Louvain and a CEMS MIM Master's Degree in International Management. After her studies she worked for the Executive Agency for Small and Medium Enterprises (EASME) at the European Commission, which ignited her passion for entrepreneurship in Europe. She co-founded Luxmedica, a start-up in Luxembourg focusing on medical supplies for hospitals, then moved into Real Estate and specialised in this field through an Executive Programme at the Solvay Business School, Brussels. She currently manages several real estate projects, including the transformation of a 19th century Soap Factory into a co-living facility in the centre of Brussels, Belgium. Laurence is an ASEFEdu alumnus.

Project 3: The Well-being Platform

According to [WHO](#), “one in four people in the world will be affected by mental or neurological disorders at some point in their life”. Mental health policies and programmes are crucial for the prevention, treatment, and rehabilitation of mental disorders. They are also important to promote mental health in the community. Financing mental health, however, remains a challenge: Low income countries only spend about 0.5% of their total health spending on mental health, middle income countries about 2.4%, and high-income countries about 5.1% (WHO: Mental Health Atlas 2011).



Mental health issues are not only a health concern. They can lead to severe effects on an individual's quality of life, including her/his social well-being and economic productivity: from being ashamed to social exclusion and discrimination. Moreover, some socio-cultural environments and the lack of awareness within communities often make it hard for people with mental health issues. Mental health challenges such as anxiety or depression can also increase the risk of other health issues.

Do you think mental health should be a priority in social & health policies?

Do you have experiences in creating virtual community information platforms?

The project "*The Well-being Platform*" is a non-profit information and service platform that will be co-developed with students and staff from the Health Sciences and ICT University of Puthisastra (UP). Through articles, testimonies and an event calendar it will provide mental health support and services and connect people in need with professionals. The local student community will continue to maintain the platform after its set up.

We are looking for people-oriented youth across Asia & Europe who wish to empower others and who are willing to lend their technical skills (website development & design) and subject knowledge (mental health) to social progress in Cambodia.

Led by:

Ms Kaliane TEA

Cambodia

Chief of
Marketing Officer

Soma Group



Kaliane is currently Chief of Marketing Officer at the Soma Group, Cambodia, a local leading conglomerate, comprising of 10 companies and operating in 5 sectors including Agriculture, Infrastructure, Education, Trading, Real Estate & Hospitality. She was previously an International Marketing Manager for the French brand Etam, where she acquired skills in retail project management and building strong, sustainable partner relations. At Etam she focused on the geographical areas of Eastern Europe, Middle East, North Africa and South-East Asia. Kaliane is the Co-founder of Yuvachun, a volunteer youth group, committed to bringing local Cambodians and diasporas together through art and cultural activities. Yuvachun is supported by Cambodian embassies and the Ministry of Foreign Affairs and International Cooperation.

Sustainable Development Goal 4: Quality Education

Project 4: The BEEP Media Campaign

In recent years, the Government of the Royal Kingdom of Cambodia has placed a strong emphasis on education policies that tackle the issue of school dropout in primary and secondary education. As published in a recent article in the [Phnom Penh Post](#), 4.6% of students dropped out of school at primary level in 2015-16. Nearly 17% of students dropped out of lower secondary school, resulting in lower than 40% of completion rate at Grade 9.

On an individual level, students who drop out of school face limited future opportunities in employment and are more prone to slip into poverty. On a country level, socio-economic progress and innovation depends on the education of its citizens.

What are key factors in ensuring access and success of students in secondary schools?

How can we, through targeted communication & outreach, connect with out-of-school youth and bring them back onto an education path?

The [Basic Education Equivalency Programme \(BEEP\)](#) is a joint initiative of the Cambodian Ministry of Education, Youth and Sport (MoEYS), the Ministry of Labour and Vocational Training (MoLVT) and UNESCO to provide flexible alternative education to out-of-school youth to complete lower secondary/basic education. Through an online learning platform, BEEP enables Cambodian youth to pursue educational interests, and receive a basic education qualification while continuing professional activities.

The project “*The BEEP Media Campaign*” is a promotion and outreach activity to attract drop-out-school youth in Cambodia to register for BEEP. Participants will support the development of the campaign throughout all stages, from the identification of the target group, the development of the campaign strategy and content to the production of multimedia materials.

We are looking for campaigners, media geeks, content creators, graphic designers and filmmakers, as well as educators and youth passionate about education being accessible and successful for all – in their respective ASEM countries and for this project in Cambodia.

Led by:

Mr Chandara
TITH

Cambodia

Lecturer

Royal University
of Phnom Penh



Dara is a Media Practitioner and Lecturer at the Royal University of Phnom Penh, teaching Creative Media and Public Relations in the Department of Media and Communication. He holds a Bachelor's degree in Media Management from the Royal University of Phnom Penh, a Master's degree in Social Economy and Solidarity from Université Lumière Lyon 2 and a second Master's degree in Entrepreneurship and Project Management from the Royal University of Law and Economics. Dara is a member of the Union of Youth Federations of Cambodia (UYFC), where he is a Deputy Team Leader for the Media and Public Relations Unit. He also has previous experience as a Journalist and TV/Media Producer.



Project 5: Teaching & Learning during COVID-19 - "What Do You Need?"

The education sector has been severely affected by the COVID-19 pandemic. In secondary education, besides the directly visible impacts of school closures and the move to home-based learning, two issues became apparent:

First, mental health of both students and teachers is a definite prerequisite for quality teaching & learning. Not enough emphasis has been placed on its role in the education process.

Second, many students, especially those with special educational needs and those from disadvantaged backgrounds, require more support in developing basic learning skills such as time management or task organisation.

What does empathy in the teaching & learning environment look like?

How can we build up a peer-to-peer support system for students, teachers and parents?

The project "*Teaching & Learning during COVID-19 – "What Do You Need?"*" is based on the idea that in order to create a sustainable, equitable and inclusive education environment, all stakeholders within the education process need to be approached with empathy so that their real needs can be heard and addressed accordingly. Hence, this project provides support through workshops, peer groups and individual counselling to students, parents and teachers as the three main stakeholders in secondary schools. ASEFYLS4 participants of this project will share insights and good practices in pedagogy & support mechanisms and jointly design an activity programme that can be implemented by interested schools across Asia and Europe.

We are looking for young people interested or engaged in the secondary school sector, for example teachers, educators, psychologists from ASEM countries, as well as skilled visual designers.

Led by:

Ms Svea KUČINIĆ

Croatia

Disability
Counsellor

Administrative
School Zagreb



Svea holds a Master's degree in Educational Rehabilitation from the University of Zagreb and is currently employed as a Disability Counsellor in the Administrative School Zagreb, where she focuses on advocating for and working directly with disabled students in order to ensure equal-opportunity education for all. She previously worked as a Disability Counsellor in two primary schools, as well as a Special Education Teacher and a Teaching Assistant. Furthermore, she created, planned, and conducted experience-based workshops on the inclusion of people with disabilities for the "Wheelday" Erasmus+ youth exchange in Vienna. She is also active in the Croatian activist scene in the fields of LGBTQ and women's rights. Svea is an ASEFEdu alumnus.



Project 6: Access & Success for Students with Autism Spectrum Disorder (ASD)

Autism, commonly known as Autism Spectrum Disorder (ASD), is a neurodevelopmental disability, where differences in the development of the brain influences how a person develops in the way they communicate, their understanding and learning of social behaviour, and their interests. Their traits can be seen from young, through their intense interests and higher difficulties in relating with others and understanding social norms. Some individuals grow up requiring less support, but start facing greater difficulties handling social pressures, responsibilities and independent living during adult life, affecting their capacities to attain meaningful employment and accessing higher education.



People with Autism, including children, still face difficulties in mainstream education, where teachers and staff are inadequately trained to identify individuals with undiagnosed Autism, as well as knowing how to best support them through their educational journeys. Youth and adults still face difficulties accessing higher education, either due to lack of opportunity, or the lack of support and resources, for example augmentative and alternative communication (AAC), academic and skills coaching, or lack of social or institutional support due to misunderstanding or lack of understanding of individual needs.

**Are equity and inclusion in education priorities for you?
Are you interested in better understanding the aspirations, needs
and challenges of your peers with ASD in higher education systems
across ASEM?**

The project "Access & Success for Students with Autism Spectrum Disorder (ASD)" connects students of mixed abilities and educators in higher education for peer-to-peer exchange and collaboration across ASEM. The objective is to develop a comparative research study on teaching & learning experiences as well as development opportunities and support mechanism for students with ASD.

**We are looking for education quality and teaching experts, advocates
for those with Autism Spectrum Disorder (ASD) or youth interested in
inclusion, accessibility, and research.**

Led by:

**Dr
Myagmarsuren
OROSOO**

Mongolia

Senior Lecturer

Mongolian
National
University of
Education



Myagmarsuren holds a Doctorate degree in Linguistics, Language Policy and Planning. She graduated from the Mongolian University of Science and Technology as an English and Korean translator. Her research interests are applied linguistics, specialising in language and educational policy, terminology work and teacher development. Myagmarsuren has published more than 40 articles and presented 37 presentations at domestic and international scientific conferences. She worked as an intern at Karunya University, India and as a volunteer, interpreter and guide for the Asian Boxing Championship. She is currently working as a Senior Lecturer at the Mongolian National University of Education. Myagmarsuren is an ASEFEdu alumnus.

Project 7: Culturetelling: Anthology of ASEM Folk Tales

'Culturetelling: Anthology of ASEM Folk Tales' promotes cultural diversity and is a journey through the literary heritage of Asian and European societies. Participants will collect and share traditional stories and folk tales from around the ASEM region - epics, fables, fairy tales, legends & myths, and re-tell them in visual and audible ways. These stories are the heartbeat of our cultures. They capture traditional beliefs, customs and knowledge and hand them over to the next generation to learn from and further develop their meanings.



Do you travel through stories?
Are you passionate about delving into literature & history?
Do you like to listen and learn?

For this project, we will deep dive into the literature and cultural history of ASEM countries, produce audio-visual materials on the stories that shaped their values and people's lives, and publish them on various social media platforms, in both their original language and in English. Together with our partner, the Spanish institution Casa Asia, we will also broadcast a story-telling conference and invite experts to analyse and explore the historical, social and cultural aspects of each story.

We are looking for Asian & Europe youth - graphic designers, illustrators, social media experts, translators, voice actors, as well as those with a passion for culture, literature & history.

Led by:

Ms Ruth
VERA DELGADO

Spain

Graduate

Rey Juan Carlos
University

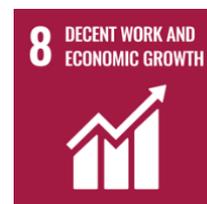


Ruth has recently graduated from the Rey Juan Carlos University with a Bachelor's degree in Protocol, Organization of Events and Corporate Communication. She previously completed three vocational trainings in administration, finance, and management. Her studies and interest in Asia brought her to Casa Asia, where she completed an internship and supported ASEF on the 9th Model ASEM held in Madrid. This interest in Asia and events resulted in a dissertation about ceremonial in ancient Korea, where she analysed various ceremonies from the last Korean Dynasty and how Confucianism shaped them. Ruth has a passion for cultural events and enjoys creating spaces for knowledge-sharing. She is currently studying both Korean and Russian. During the pandemic, she helped Casa Asia to introduce e-learning to their educational system expanding the institution's horizons and helping spread Asian and Pacific culture.

Sustainable Development Goal 8: Decent Work & Economic Growth

Project 8: Economic Diplomacy as an engine of growth and prosperity – A Policy Brief

Economic diplomacy, as defined by the [NGO DiploFoundation](#), “[...] deals with the nexus between power and wealth in international affairs. [It] not only promotes the state’s prosperity but also, as occasion demands and opportunity permits, [influences] its foreign commercial and financial relations in support of its foreign policy.”



Are you interested in researching about the connection between economics and geopolitics?

What is the future of Economic Diplomacy in a world with rising protectionism and unilateralism?

What are the economic priorities in a multilateral forum such as the Asia-Europe Meeting (ASEM)?

The project “*Economic Diplomacy as an engine of growth & prosperity – A Policy Brief*” revolves around how states can utilise economic diplomacy as a tool to enhance international cooperation and therefore attain mutual growth and prosperity. This mini research project brings together young researchers, economists and international relations professionals from Asia and Europe. The objective is to share insights from the two regions and individual countries, to jointly conduct research and develop recommendations through a policy brief. The synthesised inputs will be put forth to ASEM policy makers for consideration and can serve to contribute to the development of policy frameworks in ASEM partner countries. Research partnerships with higher education institutions, think tanks and diplomacy training institutions are foreseen.

We are looking for young researchers and international relations experts with an economics or diplomacy background, keen on conducting research for policy making towards multilateralism.

Led by:

Mr
Vongmonasekar
VUTHY

Cambodia

Official

Ministry of
Foreign Affairs
and International
Cooperation
of the Kingdom
of Cambodia

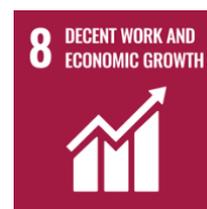


Sekar is a Junior Diplomat at the Ministry of Foreign Affairs and International Cooperation (MFAIC), and a part-time Lecturer at the University of Cambodia. He holds a dual Bachelor’s degree in International Relations & Political Science and Public Policy from the University of Queensland, and a Master’s degree in International Law and Security from the University of Glasgow. At MFAIC, his portfolio contains regional architecture of ASEAN and the Indo-Pacific initiatives, and he is one of the founding members of the Economic Diplomacy and Cyber Diplomacy units. As a Lecturer, Sekar specialises in Public International Law and International Human Rights. He is also a member of the Union of Youth Federations of Cambodia and NextSteps-Cambodia.

Project 9: Econ4Life

Financial & economic literacy are crucial to equip individuals with the knowledge and tools to manage and plan their lives. Having a population that is financially secure is indispensable for a country's economic stability.

Prior to the transition from youth to adulthood, from formal education to professional life, young people have to understand their financial responsibilities and realities – including opportunities and risks. But are young people across ASEM adequately educated or prepared in these core life skills?



Do you feel financially secure?

Can you share advice to your peers on managing finances?

Are you interested in building and conducting a training programme for youth on financial & economic literacy?

The project “Econ4Life” is a training programme for youth by youth and tackles the most pressing financial literacy and economics-related issues young people and job seekers face. It provides practical information on getting a job, loans and on managing savings to help a smooth transition into "adult life". While the training will be conducted in the Czech Republic, the project will serve as a blueprint for practical trainings in other ASEM countries.

We are looking for young people with an economics or finance background, interested in sharing their knowledge, giving advice and training their peers in better understanding financial management in daily life.

Led by:

**Mr Martin
HAMMERBAUER**

Czech Republic

4EU+ Alliance
Coordinator

Charles
University



Martin is a Coordinator of the 4EU+ university alliance, and a Consultant and Secretary of the Czech National Students' Union. He holds a Master's degree in International trade from the University of Economics, Prague, where he also served in the Laboratory of Experimental Economics. He is an Executive Committee Member of the European Students' Union (ESU). Martin has worked for numerous private, public and non-profit institutions, including internships in China and the United States. He organises International Students' Day celebrations and takes part in lobbying in education on a national and European level. Martin is an ASEFEdu alumnus.

Project 10: The Adjustment Manual: Work From Home Edition

Before the outbreak of the COVID-19 pandemic, work from home (WFH) was often considered as an additional option or even a benefit for employees. Lockdowns across ASEM countries and health safety regulations made WFH a necessity and compulsory across many industries. The practice of remote working has been adopted for many people.

With working professionals having to alter their lives and work schedules, one significant outcome of the pandemic was the loss of dedicated private & professional spaces - boundaries between both become blurry. For many people, this sudden change has led to psychological ramifications.

Studies have shown that the prevalence of mental health issues has increased over the last year. Individuals struggle to adjust to the 'new normal', facing anxiety, depression, a decreased focus and reported signs of compassion fatigue and burnout. Skills and techniques to cope with the new circumstances are not ones that everyone necessarily knows and these need to be developed.

How have you managed life and work balance?

How do you see our life & work environment changing in the future?

What are your recommendations for a healthy and productive work force?

The project “*The Adjustment Manual: Work from Home Edition*” helps work from home individuals learn the essential skills and techniques to adapt better to new demands in the current scenario and to mitigate a potential negative impact on their mental health. The project will work on two areas: designing and executing a series of skill-building workshops for resilience; and collating mental health policies from diverse institutions across ASEM to identify good practices and to develop recommendations.

We are looking for psychology students, human resources experts, policy analysts and workshop facilitators keen on supporting youth and adult professionals to find suitable paths to a better work-life balance.

Led by:

Ms Prakriti
SHARMA

India

Graduate

Symbiosis School
for Liberal Arts

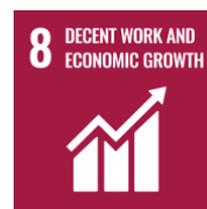


Prakriti has recently graduated from the Symbiosis School for Liberal Arts with a major in Psychology and a double minor in Law and Economics. She has spent the last year as President of her university's psychological association. This position enabled her to organise and facilitate events such as cross-cultural dialogues which provide a platform for global academic discussions on psychology. She has recently published an article on how local justice systems in India have been functioning during the pandemic. Prakriti has extensive experience with social work and has worked for several NGOs, such as Teach For India, Pionero and U&I, where she taught and provided support for underprivileged children. She has recently begun working with a mental health helpline to provide guidance and support during the pandemic. Prakriti is an ASEFEdu alumnus.



Project 11: Leaders of the Future Bootcamp (LFB)

The 4th Industrial Revolution is continuously changing the way we live, work and are connected with each other. Artificial Intelligence (AI), machine learning and big data are disrupting all spheres of life, with the outbreak of the COVID-19 pandemic accelerating the process even more. Millions of jobs have been or will be lost amidst this transformation, but as the [World Economic Forum](#) states: the 4th Industrial Revolution “[...] is about more than just technology-driven change; it is an opportunity to help everyone, including leaders, policy-makers and people from all income groups and nations, to harness converging technologies in order to create an inclusive, human-centred future.”



Are you driven by change or keen on driving change?
Do you know how to embrace technology and its impact on our daily life?

The project “*Leaders of the Future Bootcamp (LFB)*” is an initiative organised by Global Shapers Islamabad and Solutions for a New Age. LFB is a knowledge-sharing platform that focuses on online and on-site workshops and trainings for students and professionals in Pakistan in key areas identified by the World Economic Forum's 'Future of Jobs' report: these include, amongst others, analytical & critical thinking, complex problem solving or design thinking. Furthermore, the sessions will contribute to overcoming the digital divide by giving young people from diverse socio-economic backgrounds, rural and urban areas, access to and capacity building on technology. The ASEFYLS4 participants will jointly develop and carry out training modules, which can be adopted for implementation in other ASEM countries, too.

We are looking for human resource professionals, trainers & facilitators, and tech experts from across ASEM, who are interested in developing soft skills trainings for young people, to be ready for the future work force.

Led by:

Mr Ans
KHURRAM

Pakistan

Expert Consumer
Insights &
Business
Analytics

Jazz



Ans is an insights professional currently working as an Expert, Consumer Insights in the telecom industry of Pakistan. His work focuses on motivators to digital adoption and he is passionate about deriving human behaviour from statistics to build data-driven policies and strategies. Ans is also an advocate for data fluency and inclusive technology: he writes on these topics for leading newspapers and magazines and has given a TED talk on these topics as well. Additionally, he conducts trainings for startups, young professionals, & students to polish their skill set for leveraging the fourth industrial revolution. Ans is an ASEFEdu alumnus.

Sustainable Development Goal 13: Climate Action

Project 12: Food Forests

Climate change poses an urgent threat to humanity. During the last century, atmospheric carbon has increased rapidly due to human activities. Climate action requires the engagement and commitment from all layers of society - individuals, corporations and governments.

Within the range of solutions that are being pursued to combat and mitigate the impacts of climate change, one emerging method on a local level is the development of the "food forest":

A food forest, or edible forest garden, is a way of producing food involving high plant species diversity, canopy layering and perennial planting. Food forests are scalable ecosystems that are viable from a container on a balcony to a farm on a large landholding. Modelled after the layers of a forest (trees, shrubs, herbaceous perennials, groundcovers, and vines all growing together), they are part of the solution to combatting climate change. By utilising natural processes, they are resilient to environmental stressors, and they can help to capture and sequester atmospheric carbon.

Do you care about the food you eat and are curious how it is produced?

Do you have a green thumb?

Are you worried about climate change, and think that changing the way we produce our food might help to mitigate its impacts?

The Project "Food Forests" empowers the next generation of food forest pioneers. During this project, participants will showcase food forests across Asia and Europe on a new video platform to educate and inspire an ASEM audience: about their process of establishment and maintenance, delivery of benefits to the individuals and communities involved, and the science behind their contribution to increasing the amount of carbon sequestration in the ground.

We are looking for individuals passionate about food forests and related concepts (sustainable gardening, regenerative agriculture, agroforestry, holistic management, permaculture, etc), youth who have access to filming equipment (phone, camera, microphone) and a means of travelling around their neighbourhood or city and taking videos.

Led by:

Mr Arthur LAU

Australia

Assistant
Director

Australian
Government
Department of
Industry,
Science, Energy
and Resources



Arthur has over a decade's experience in the Australian Government as a Policy Advisor, beginning in innovation and entrepreneurship policy, and more recently in public sector capacity building. He is currently leading a body of work to improve organisational effectiveness and promote reflective policymaking practices. He has also worked in the New Zealand Government and at the Australian High Commission in Singapore. Arthur is a Reference Group member for the Australian Public Service Mental Health Capability project. Arthur holds a Master of Laws from the Australian National University. Arthur is an ASEFEdu alumnus.



Project 13: Higher Education for Climate Action - Waste management on university campuses

In 2015, over 150 world leaders adopted the 2030 Agenda for Sustainable Development, including the Sustainable Development Goals (SDGs) with SDG 13 calling to “take urgent action to combat climate change and its impacts”. In the same year, the Paris Climate Agreement was reached to limit the global warming below 2, preferably below 1.5, degrees Celsius, compared to pre-industrial levels.



To achieve this goal, the international community has to significantly reduce the emission of greenhouse gases (GHG). A large amount is emitted due to improper and ineffective waste management, and numbers are expected to further rise.

Are you a climate action activist with a focus on waste reduction & waste management?

Are you keen on learning more about the role of higher education in combatting climate change, and working on a case study in Cambodia?

Cambodia is a low greenhouse gas (GHG) emission country, however highly vulnerable to the impact of climate change. Over the past years, the country has experienced severe droughts, floods, storms, and other extreme weather events. Despite national regulations and policies in place, the country has faced challenges of proper waste management and disposal on land. Further efforts are needed: in terms of awareness creation and engaging local communities in concrete actions.

In the project “*Higher Education for Climate Action: Waste Management on university campuses*”, ASEFYLS4 participants will work with students from a university in Phnom Penh on a research study. The objective is to assess the adverse impacts of waste generation on the environment and climate change in general, and the university campus in particular. By sharing good practices from the higher education sector across ASEM, participants will develop recommendations for possible action on the ground. ASEFYLS4 participants will also design activities that could encourage local students and staff to participate in effective waste management and natural resource conservation on the university campus.

We are looking for ASEM youth interested in climate change mitigation efforts and keen to explore climate change in the Cambodian context. In particular, we want to engage students who have experiences in helping universities combat climate change and create greener campuses.

Led by:

Dr Mao HAK

Cambodia

Director

Climate Change
Department,
Ministry of
Environment
of the Kingdom
of Cambodia



Mao holds a Bachelor's degree in Forestry Science from the Royal University of Agriculture of Cambodia, a Master's degree in Marine Environment and Ocean Management from the World Maritime University, Sweden, and a Doctorate degree on the Design of Low Carbon Development towards 2050 in Cambodia from Kyoto University, Japan. He has extensive experience on climate change at both a national and international level and has participated in climate change negotiations. Mao has been engaged in the development of national climate change strategies and policies in Cambodia. He also lectures at a private university on climate change, the environment, and natural resource management.

Project 14: ASEM Youth Podcast on Climate Action

Climate Change is the defining issue of our time and we are at a defining moment. From shifting weather patterns that threaten food production to rising sea levels that increase the risk of catastrophic flooding, the impacts of climate change are global in scope and unprecedented in scale. Without drastic action today, adapting to these impacts in the future will be more difficult and costly.

As a global society, we have known about the effects of Climate Change for decades. Nevertheless, taking real and effective climate action measures has proven to be a wicked problem to tackle. Economic and political interests seem to continuously dominate over the need to take measures towards a sustainable society.

Are you ready to inspire people into taking their own climate action?
Are you excited by the chance to interview political leaders and climate action trailblazers?

In the project “*ASEM Youth Podcast on Climate Action*”, participants have the chance to contribute to the creation of a podcast by ASEM youth. The podcast consists of a series of episodes where activist leaders and their projects and initiatives are discussed from a local and national perspective. The first episodes of this podcast will be produced in the context of the 13th ASEM Summit in June 2021, hosted by the Government of the Royal Kingdom of Cambodia, but will possibly extend to COP26 in Glasgow, Scotland in November this year. The goal of this podcast is to move beyond the facts and figures on Climate Change and use storytelling to raise awareness and inspire this generation of activists, influence policymakers and spread leading examples of Climate Action throughout ASEM countries.

We are looking for youth with expertise in audio media productions, journalists & storytellers, subject experts on Climate Action to join the team and develop a new podcast series, from concept all the way to production.

Led by:

**Ms Ankie
PETERSEN**

Netherlands

Cultural Affairs
Officer

The Dutch
Ministry of
Defence



Ankie is a historian with expertise in international cultural policy, cultural diplomacy and the role of culture in sustainable development. After completing a Master's degree in Design Cultures and Heritage Studies at the VU University Amsterdam, she worked for the National UNESCO Commission in various capacities, on culture and education and as a Lecturer at the VU University Amsterdam in World Heritage & Conflict. She currently works at the Ministry of Defence as a Reserve Officer specialised in Cultural Property Protection and cultural affairs in times of conflict. With her own company OLDNEWS Agency, she organises projects aimed at sustainable development and social cohesion in cultural heritage policy. She is Co-Founder of the Kerkvernieuwers, a collective that focuses on repositioning vacant churches as places of meaning in a secular society. Ankie was a Dutch delegate of the UNESCO Young Professionals Forum in Azerbaijan and a UN SDSN Local Pathways Fellow on SDG 11, sustainable cities and communities. She is also a podcasting enthusiast. Ankie is an ASEFEdu alumna.



Project 15: Atlas-Akhyana

Understanding the diverse impacts of climate change requires innovative means in communicating complex scientific ideas and in-depth social experiences. Cartography, the study, practice and art of making maps, is one illustrative method to promote geographic literacy and data visualisation.

Are you an advocate for Climate Action?

Do you want to see Asia and Europe from above?

Are you fascinated by the intersection of science, technology and art?



An Atlas is a book of maps, while Akhyana is the neutral Sanskrit word for a story. The Project “Atlas-Akhyana” will develop an atlas consisting of 51 story maps, 1 for each ASEM country, using free & open source geographic information systems (FOSS4G), and open data. The story maps will feature youth and young professionals and the challenges of climate change in their countries.

“Atlas-Akhyana” will utilise earth observation satellite data, geo-spatial technology, and combine them with a human centred storytelling approach to spatial investigation. The project will support a call to action for change in ministerial policy towards a greener and sustainable future by highlighting the impacts of climate change to youth in this advocacy publication. The project will also incorporate an element of capacity building in FOSS4G, and remote sensing when necessary to develop local capacity for sustaining the project in other areas.

We are looking for young leaders with a keen interest in environmental conservation, skills in investigative writing, publishing, illustration, making maps, cartography, GIS and remote sensing.

Led by:

**Mr Francis Josef
GASGONIA**

Philippines

Environmental
Planner &
Cartographer

Boondocks and
Cities
Cartography



Francis is an Environmental Planner, and Cartographer specialising in participatory land use planning, and geographic information systems (GIS) analysis for environmental conservation, disaster preparedness, and sustainable development. He has a Bachelor’s degree in Sociology, and a graduate diploma in Urban and Regional Planning from the University of Santo Tomas, and the University of the Philippines respectively. He has worked on projects in sustainable integrated area development, and facilitated training courses on free and open source software for GIS in the Philippines & Cambodia. He has also conducted cultural heritage mapping activities including archaeological excavations, 3D Photogrammetry of heritage buildings, and documenting underwater shipwrecks. He participated in the Young Professionals Fellowship Program of the Young South East Asian Leaders Initiative by the U.S. Department of State. Francis is an ASEFEdu alumnus.

Organised by:



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