



# SINO-JAPAN YOUTH CONFERENCE 2012

## MUTUAL UNDERSTANDING

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# FINAL REPORT

*"Peace cannot be kept by force. It can only be achieved by understanding."*  
- Albert Einstein

**Organizer** Li Po Chun United World College of Hong Kong

**Supporter** United World College International Office (London), United World College Japanese Committee

**Sponsors** The Beijing Japan Culture Center (Japan Foundation), Mitsubishi UFJ Foundation, United World College Graduate Organization Hong Kong

**Secretariat** Sino-Japan Youth Conference Committee



## 2. Forewords

Mr. Arnett Edwards, LPCUWC Principal 2011 - 2012  
Sino-Japan Youth Conference Committee 2012

Foreword by Mr. Arnett Edwards, LPCUWC Principal (2011-2012)

It is hard to believe that from a year of planning, that SJYC has been and gone. Talking to many of the participants, it was clear that so many got so much out of the Conference. As I said, and the organisers repeatedly said, the proof that this conference was a success, would be what the participants do when they return home. The powerful experience which the participants had I trust will have a lasting impact on them.

I would like to take this opportunity to thank everyone involved in SJYC who allowed participants to receive such a powerful experience. Linking between Japan, China and Hong Kong (and the USA as many of the organisers were based there) certainly had its challenges. The organisers should be extremely proud of what they have achieved.

In the last couple of months, the SJYC conference has in some ways become more real. Tensions unfortunately have heightened between China and Japan over the Senkaku Islands/Diaoyu Islands which shows that there is a need for conferences of this type. I am pleased to know that SJYC 2013 is already being planned, which means that this important youth conference will be maintained.

It was a real honour to be associated with SJYC 2012. Here's to an even more successful SJYC 2013.

Many thanks

Arnett Edwards  
Principal  
Li Po Chun United World College of Hong Kong

## Foreword by Sino-Japan Youth Conference Committee

The fourth annual Sino-Japan Youth Conference came to a close with participants proudly receiving certificates with smiles and laughter, equipped with broadened worldviews and new perspectives on the Sino-Japan relations. Conference 2012 was truly inspiring not only for participants but for organizers as well, and as we watched participants wave their goodbyes at the LPCUWC gate, only then did it occur to us that this marked the fourth consecutive successful year of what started off as a simple student initiative.

Young people often have strong individual ideals, creative ideas, and strong motivation; however, youths often underestimate their own ability to change the world that we live in. We must therefore learn how to step up and advocate what we believe in. Fueled by our hopes to promote peace between China and Japan - two neighbouring nations with histories fraught with conflict and political and territorial disputes - we have united to be the change that we wish to see in this world, and it is truly moving to see that our initiative and efforts have already snowballed into the fourth run of the Sino-Japan Youth Conference. It is especially rewarding knowing that we have passed on our initiatives to participants of each year, and to see them becoming inspired and developing initiatives of their own.

Naturally, SJYC 2012 could not have been successful without the help of countless individuals and organizations, including sponsors, teacher supervisors, guest lecturers and the participants who have provided us with continuous support, without which the run of the Conference would not have been possible in the first place. We would like to express our most sincere gratitude to them through this final report, which aims to outline the Conference's preparation and run.

We hope that SJYC - the seed of our hopes, initiatives, and ideals - will continue to blossom into a beautiful bloom, so that we may continue to inspire as well as be inspired.

Sino-Japan Youth Conference Committee 2012





# 3. Acknowledgements

LPC Teacher Supervisors  
LPC Board, Teachers and Staff  
Ms. Delpha Ho  
Sodexho Catering

Without the help and support of countless individuals and parties, the Conference would not have been possible. Because of this, the Committee would like to particular express a word of thanks to the following persons:

LPC Teacher Supervisors including **Mr. Arnett Edwards, Mr. Kok Ming Lee, Ms. Li Ping, and Ms. Esther Chau** who gave up their valuable time and efforts to supervise the Sino-Japan Youth Conference during its year-preparation and the actual Conference. Their advice, support, and presence contributed for the smooth running of the Conference.

LPC board, teachers and, staff who permitted the Sino-Japan Youth Conference to take place at Li Po Chun United World College in spirit of the UWC movement. In particular, the Committee would like to thank **the Board, Ms. Flora Hui and the office staff** for their patience and cooperation in the administration of the Conference at LPC. The Committee would also like to thank the LPC teachers for supporting the Conference and allowing the use of residential areas.

**Ms. Delpha Ho**, for her continuous support for the Conference in the aspects of legal services and risk management during the conference.

**Sodexho catering**, in particular **Raymond and the canteen staff**, for their excellent catering and decorations that greatly enhanced the culinary experience of the Conference. The Committee is especially grateful for the canteen staff's consideration and flexibility in catering for the tight schedule of the program.



# 4. Introduction

## **1. Purpose of Final Report**

This Final Report is the culmination of the Sino-Japan Youth Conference (hereafter SJYC) 2012. It aims to summarize the conference program succinctly so as to give the reader a sense of how the conference was. It also seeks to recognize all the people who gave their time to make the conference a success.

## **2. SJYC's Principles**

Sino-Japan Youth Conference helps young people in China and Japan to contribute towards a constructive future based on mutual respect, by upholding the UWC ideal of international understanding.

## **3. Introduction to Conference 2012**

The Sino-Japan Youth Conference began as a simple idea – youths inspiring and aiding other youths in order to change the legacy of two neighbouring countries in East Asia. Initially, the idea of young people from all over the region coming together to promote dialogue, mutual understanding and celebration of difference was simply the vision of a single individual, but the vision was profound enough to inspire like-minded United World College (UWC) graduates and current students joining together to turn the vision into reality.

The three past conferences provided the organizers with insights as to the ways to carry out a successful conference. This year, as compared to SJYC 2011, there was no major change in the organizational structure: the three regional teams were divided into the sub-teams of Administrative Team, Applications and Promotion Team and Funds Team, with a regional coordinator who was responsible for communicating with external parties and managing the conference and its preparation as

a whole. However, the organizational structure of SJYC will change every year in hopes that procedures will run more smoothly. This will be further elaborated under “Committee Organization”.

Bringing together 35 participants from Hong Kong, Mainland China and Japan, Conference 2012 continued past conferences' emphases on intercultural understanding and youth empowerment, and introduced a new focus on mutual understanding. Many new sessions were developed, aiming to improve critical thinking, speaking and leadership skills, raising awareness of Sino-Japanese relations and related conflicts, deepening cultural understanding, etc.

After a year of preparation and application selection, the fourth Sino-Japan Youth Conference was held on the campus of Li Po Chun United World College (hereafter LPC, Li Po Chun UWC or LPCUWC) from the 4th to 10th of August 2012.

## **4. Aims**

The conference had 5 main aims:

1. To have a direct impact on Chinese and Japanese youths' perceptions of each others' cultures, and also the Sino--Japanese relations and each other's cultures.
2. To raise awareness amongst participants about the importance of proper knowledge by learning from each other throughout the conference for a foundation for effective actions in the near future.
3. To raise awareness about the importance of dialogue and communication in contributing towards a constructive future.
4. To encourage Chinese and Japanese youths to contribute to their society in China, Hong Kong and Japan through youth initiatives and community service.



5. To provide opportunities for Chinese and Japanese ambassadors to experience the international environment of the United World College Movement.

The slogan for the 2012 conference was “Peace cannot be kept by force. It can only be achieved by understanding.”, quoted from the world-renowned physicist Albert Einstein.

### **5. UWC in Action**

UWC is a global educational organization that brings together students from all over the world with the explicit aims of fostering peace and international understanding. The organization selects students based on merit, regardless of their ethnic, religious, educational, or financial, background. It is a melting pot of youths from around the world that have great interest in international issues. UWC creates a friendly atmosphere in which open-minded ideas of students are well-protected and encouraged.

During the Conference, Chinese and Japanese youths live under the same roof and engage in serious discussions about each other’s society and culture.

Although Li Po Chun UWC was the birthplace of the idea of the Sino-Japan Youth Conference, the spirit of the Conference lays in Chinese and Japanese students from different UWC colleges all around the world who form the Committee. The Conference is the fruition of the year-long preparation by organizers from Japan, Mainland China and Hong Kong who have the commitment to work across border, effectively practicing the UWC ideals through active collaboration.

### **6. Features**

What is exceptional about this conference is that it is entirely student-initiated, student-run, and student-gear. The conference is therefore a culmination of what UWC students as organizers feel is important to work for, in order to continually broaden the young people’s horizon.

The conference is based on the idealism of intercultural understanding of UWC movement. With students and staff members from many different nationalities and a

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wide variety of backgrounds, they form vibrant, enthusiastic and compassionate communities that live and work together in mutual understanding and learning. This notion of the celebration of differences is the foundation of this conference.

### **7. Conference Ethos**

The Committee seeks to explore diverse points of view and respects freedom of responsible speech and accepts its consequences.

### **8. Action Guideline of the Committee**

The Conference committee respects the United World College principles, the Administration and the Board of Li Po Chun United World College of Hong Kong, and the Japanese UWC National Committee, and follows the basic views of the Hong Kong government with regard to political and geographical names and expressions.

### **9. Supervisors**

**Mr. Arnett Edwards** – Principal of Li Po Chun United World College of Hong Kong (Academic year 2011-2012)

**Kok Ming Lee** – Mathematics and Economics teacher of Li Po Chun United World College of Hong Kong

**Li Ping** – Chinese teacher of Li Po Chun United World College of Hong Kong

**Esther Chau** – Director of Studies and Economics Teacher of Li Po Chun United World College of Hong Kong

### **10. Secretariat**

Sino-Japan Youth Conference Committee

### **11. Website Link**

Please note that the website has changed from last year’s website to a more updated one:

<http://lpcsjyc.org>



# 5. Committee Organization

## Changes from 2011 for 2012

The conference 2012 underwent the following changes;

### **1. A change in the focus**

In addition to communication which had been emphasized in the past conferences, as well as SJYC 2011's added focus on critical thinking, this year we have stressed on cultural and mutual understanding between Chinese and Japanese youths. Our past programmes have been evaluated, revised and improved, with the addition of sessions aimed to enhance understanding of cultural concepts, educational systems and biases, analyses of current affairs and the history of China and Japan. In addition to that, we have changed our approach to leading and designing sessions such that it encourages participants to engage in critical thinking and discussions, so that they may arrive at conclusions on unbiased grounds. This aimed to prevent them from drawing unwarranted generalizations, and help them understand the raised questions or problems in more reasonable and reflective ways.

Hence the focus of SJYC 2012 was mutual understanding, in addition to last year's active learning.

### **2. Organisational structure change**

During SJYC 2011, all three teams (Hong Kong, Japan, Mainland China) were divided into three sub-teams, namely the Administration Team, the Funds Team and the Application and Promotion Team. In 2012, due to a shortage of mainland organizers, the Hong Kong and Japan team coordinated the year-long preparation period prior to the conference with the help of mainland organizers. The Hong Kong and Japan team each had a regional coordinator who was responsible of overseeing the conference preparation, and to enhance the communication between teams within the SJYC organizational committee, as well as between the committee and external parties.

### **1. Committee Structure**

The core organisers of the Sino-Japan Youth Conference Committee of 2012 were formed in September 2011 after the third conference of 2011. It included organisers from 2011 who made the commitment to prepare for the conference 2012. From then on, other student organisers for the Sino-Japan Youth Conference Committee were recruited from Li Po Chun United World College, the Japan United World College Committee, other United World Colleges, and participants from 2011. All the organisers fell under the Committee structure of Hong Kong Team, Japan Team and Mainland China Team with the Regional Coordinators doing their best to unite the different Committee branches.

#### Coordinators of Conference 2012 and contacts

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*Hong Kong Regional/Administrative Coordinator*

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Linzi Wu

*Japan Regional/Administrative Coordinator*

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In January 2012, the Board of Li Po Chun United World College approved of the conference to be held on campus on the condition that there were a suitable number of adult supervisors for the conference. Hence, the Committee requested teachers to be supervisors for the conference.

### **2. Year Planning**

The planning for the Sino-Japan Youth Conference of 2012 took place from August 2011 to August 2012. For organisers abroad, frequent Skype meetings and many emails were used to conduct the preparation. For the organisers studying at LPC, the Sino-Japan Youth Conference Committee was part of the International Baccalaureate curriculum of Creativity, Action and Service. The organisers would meet once a week on Tuesday afternoons and work on program planning, participant application, participant selection, promotion and fundraising through the selling of T-shirts and wristbands, participating in service conferences, etc. The

#### **4. Risk Management**

Conference 2012 mostly adopted the risk management measures arranged in 2010 and 2011. A risk management manual was drafted and frequently updated as protocols with regard to accidents and medical emergencies for both the committee and the teacher supervisors' reference.

Also, each session outline included emergency measures and contingency plans in case of sudden unexpected situations or incidents. All organizers were required to read through the outlines, and session leaders also presented such outlines were also presented to everybody.

On the whole, the conference progressed smoothly without any major accidents.

Japan Team and the Mainland China team would use emails to communicate and work on participant application, participant selection and fundraising through foundations.

Despite being in our initial plans, the Guangdong trip had to be cancelled due to the potentially high risk involved. As a result, we reduced the number of days in the Conference from 9 days to 7 days as mainland Chinese participants need to update their visas every 7 days.

#### **3. Preparation Period**

There was a preparation period of three days from August 1 where all the organisers prepared for the arrival of the conference. It was the first time that all the organisers came together for preparation. Therefore, getting to know each other and forming a strong bond among the team was the primary goal of the period. Prior to the preparation period, organizers were allocated different sessions to lead, for which they had to each produce a session outline, an instruction sheet for participants and facilitators respectively, as well as prepare the documents or materials/presentations required during the session. These were then reviewed by coordinators, and revised according to the feedback given. Session presentations were given in which leaders of each session would let helpers and other organizers know more about their sessions. The rest of the preparation period was preparing the team for risk management and doing last minute administrative works to ensure the smooth running of the conference. Some arrival details, buddy group arrangement, and the detailed spreadsheet of organisers' roles' descriptions were made.

However, this year we felt that a preparation period of 3 days was not enough to facilitate the smooth running and management of sessions. In 2013, we hope to be able to extend our preparation period to 5 days, so that organizers may have more time to bond with each other, as well as to discuss, review and plan sessions. Time management will also be improved this year.



# 6. Programme Overview

Summary,  
Arrival and Registration,  
Welcoming Dinner,  
City Hunt ,  
Critical Thinking,  
Cultural Stereotypes,  
Media Influences,  
Lecture by Prof. Yoshiko Nakano  
Cultural Concepts,  
History,  
Education,  
Initiative Workshops,  
Hong Kong Exploration,  
Peace Commemoration,  
Initiative Planning,  
Free Expression Night,  
Buddy Group System

## Summary

This year, the programme was a combination of different sessions derived and revised from previous conferences, and new sessions catered to our new focus of mutual and cultural understanding. The first two days of the programme was designed for the participants to familiarize with the campus and with each other, with ice-breaking activities and introductions to their own buddy groups, a family support system of the Conference. The programme then introduced to the participants the concept of active learning through the session Critical Thinking, and a City Hunt designed for participants to explore Hong Kong's culture. Critical thinking was placed early on in the conference so that participants may learn how to think critically and apply this skill to other sessions during the conference. After that, we introduced to participants cultural stereotypes, media biases and influences, and cultural concepts, which are mostly new sessions integrated into SJYC due to the new focus of mutual and cultural understanding. We were also very honored to have Professor Yoshiko Nakano

from the University of Hong Kong come speak to us about globalization and culture. After that, we explored the history of Sino-Japan relations, as well as the philosophical aspect of it; in addition, a new session focusing on education and identity was integrated into the program. We tried to engage the participants as much as possible and encouraged their inputs, in sessions such as Diplomacy Simulation and Peace Commemoration. Aside from this, we also had the founder of SJYC, Chishio Furukawa, speak to the participants about the initiative, as well as host initiative workshops. The Free Expression Night towards the end of the programme marked the end of the Conference by bringing together the participants who became lifelong friends. All in all, as reflected by the feedbacks collected from the participants, the programme was generally a success. However, there were a few drawbacks: the time management could have been improved by more accurate estimates and time calculations. Many participants also stated that although the session contents were great, the programme was too densely packed; therefore we hope that in 2013 we may be able to extend the conference so that sessions are more spread out.

## Arrival and Registration

On August 4, participants from Japan, Mainland China, and Hong Kong gradually arrived onto the campus of Li Po Chun UWC and were warmly received in Block 1 Dayroom by the Committee. Most of the Japanese participants travelled by plane to the Hong Kong International Airport and took an arranged shuttle bus to Li Po Chun accompanied by organizers. The Mainland participants took various transportations either by bus, train, or plane to Hong Kong International Airport or Shenzhen Airport accompanied by organizers. The Hong Kong participants took local trains and buses to LPC and were welcomed at Wu Kai Sha MTR Station. Upon arrival, participants submitted their Consent Form, Health Form, ID Card/Passport copies, travel insurance copies and participant fees. They also received their name tags, program booklet, buddy group arrangements and room arrangements. Two campus tours instructed in English with translations of Chinese and Japanese were given by the LPC organizers after the participants settled down in their rooms.

Registration went smoothly, save a few delays caused by delays in the flights themselves (of participants from Japan) and the inability of organizers in meeting up with certain participants at the designated time and place. Nevertheless, such wrinkles were quickly ironed out and all participants arrived on campus before 6pm.

Given the nature of arrival and registration, and the attendant possibility of miscommunication and of arrival delays which are beyond the organizer's control, this particular session was carried out I would say at an expected pace and standard and any drawbacks (such as the fact that some participants were confused about the premeditated meeting point compounded by their inability to reach organizer's via mobile) can be resolved accordingly during next year's conference.

## Welcoming Dinner

The Welcoming Dinner was held on the first day, after the participants settled down on campus. This served as their first cultural experience in the Conference - the participants were encouraged to attend in their national costumes and mingle with participants from other regions.

Several speeches were made during the dinner. Firstly, Hong Kong regional coordinator delivered a short introductory speech, followed by Mr. Arnett Edwards (principal of LPC) welcome speech to participants, which was verbally translated into Japanese and Mandarin thanks to our multilingual organizers. The Committee also arranged cultural performances, including lion dances and fisherman dances, marking a memorable start of the conference for the participants.

A buffet dinner with both Chinese and Japanese dishes was served to everybody afterwards. On the whole, the dinner progressed smoothly, except there was a slight delay due to some participants arriving late; nonetheless, the dinner was well received by both the organizers and the participants.







This session aims to help the participants with their critical thinking skills. Through the different dilemmas and fallacies presented in the session, the way in which participants can think critically and question sources will be built up. Along with the help of facilitators, participants will at the end of this session learn to analyze data or pieces of text for biases and identify limitations of various sources. They will understand how different sources may manipulate data and draw fallacious conclusions in order to sway their audiences. With this knowledge, we believe they can better approach the Diplomacy Simulation, Media Bias, Education and Cultural Stereotypes sessions.

Generally, we think that the session went better than expected. Despite the participants were really tired from previous activities, some expressed that they found the session inspiring and interesting. Some also expressed that they found the pictures / animations used in the presentation to explain the different situations to be very helpful, thus it should be continued in the future. However, we believe that there is still much room for improvement.

Firstly, many Japanese students found it difficult to follow the session, especially the language usage. To allow everyone to be able to gain the most from the session,

special terms and specific instructions can be translated beforehand and shown in the presentation. More translators can also be allocated to assist the Japanese students to express themselves, thus able to participate in the session. Secondly, discussions could also be done in smaller groups, so everyone would have the chance to express their ideas and not be intimidated by people who are more fluent in English. Thirdly, facilitators should also ask certain people who seldom speaks up to share their thoughts. For this to go well, participants should be asked to put on their name tags for the session.

Lastly, as organizers, we also learnt a lot from this session ourselves. By simply speaking clearly, slowly and maintaining eye contact, participants would understand and feel more engaged in the session. Though we must admit that there were various shortcomings, we think that it was absolutely necessary, as we now know where we need to improve, when to do it, and how to do it. We find this session extremely helpful in hindsight and we trust it will contribute a lot to future sessions and the making of a brilliant and unforgettable conference.

## Cultural Stereotypes

The aim of the cultural stereotype session was to understand the background of cultural stereotypes and the cultural thoughts behind behavior; also digging into the deeper root of those apparent facts – how the differences created, what kind of mentality supports those culture. The session last for around 2 hours and was mainly done in six groups.

The participants were led into the session through a very brief introduction about the aim and the meaning of the session. They were then separated into six groups according to their regions for the first activity. Each group performed two short role play (3 minutes each) portraying stereotypical characteristics of people from Mainland China / Japan / HK.

For the second activity after the break, participants got into further brainstorm on existing stereotypes in this activity. Participants were remained in six groups, they were given pieces of paper. Participant brainstormed on stereotypes of people from Japan, Hong Kong and China, regarding anything ranging from: food, drinks, to customs, culture, social norms, and interaction between people to governments, history, and political atmospheres. Participants were encouraged to share any personal experience related to stereotypes.

The last part of the session was a final evaluation and discussion, participants discussed on the effects of such stereotypes in extreme situations. They pointed out the relationship between stereotype and existing knowledge on a certain matter and suggest that by learning more stereotypes can be reduced. The session was concluded by discussing on realistic and possible actions participants can take after the conference regarding to this matter. All parts of this session seemed to hold significance to the participants, who participated wholly and eagerly throughout.



The session "City Hunt" is built upon the initiative fellowship created by Chishio Furukawa, the founder of SJYC. This initiative aims to build trust among the participants within the buddy, while using formats other than trust building games. Many of the participants found this session fun and expressed their wish to extend the game to the night. We also received a lot of positive feedbacks from buddy group leaders that the session is extremely helpful in serving its purpose in uniting all participants, who arrived at the conference a little more than 24 hours ago.

However, speaking of the logistical side of the session, many participants found the route to be too tedious, which resulted in their loss of energy, thus not being able to concentrate on the next session, the "Critical Thinking" session. To improve, next year's organizer should reduce the distance between each checkpoint, which reduces the time taken in traveling to different checkpoints. Apart from that, the session's time management would also be one of the focuses of the organizer next year. This year's "City Hunt" lacked the preparation session that allows organizers to walk the route once, and thus prevent the organizers from estimating the time needed effectively, leading to the cancellation of the last checkpoint as the game approaches to its end.



## Lecture by Professor Yoshiko Nakano

Dr. Yoshiko Nakano gave a lecture under the title, 'Thinking Outside the Box'. Her lecture focused especially on the interactive process of cross-cultural collaboration, using the example of various rice cookers by National/Panasonic.

The rice cookers produced by National/Panasonic are now widely distributed among the world one of the invention. The Japanese model focuses on single function, to cook perfectly steamed rice. However, the rice cookers in other regions held various forms and functions, which deviated from the original model.

Dr. Nakano emphasized on the process which the various forms and functions came about. She explained that while dealing with different cultures, Asian associates of the National/Panasonic tried to accept the demand, which was outside their own culture. It allowed them to achieve localization of rice cookers, respecting voice of local agent who knew the people's preference for taste, colour and shape of the rice cooker.

Along with this year's theme of SJYC, "Mutual understanding," her lecture conveyed the importance of interactive approach, without defining one single "right" answer. Using the example of successful localization of rice cooker, she portrayed the importance of "thinking outside the box," where box is one's own culture. Mutual respect and interactive approach between local agent and the Asian associates were the keys for their success, and the same approach can be used to improve the current Sino-Japan conflicts.

Her presentation was very visual and featured familiar and relatable topics for everybody so participants with language problems were able to comprehend well.



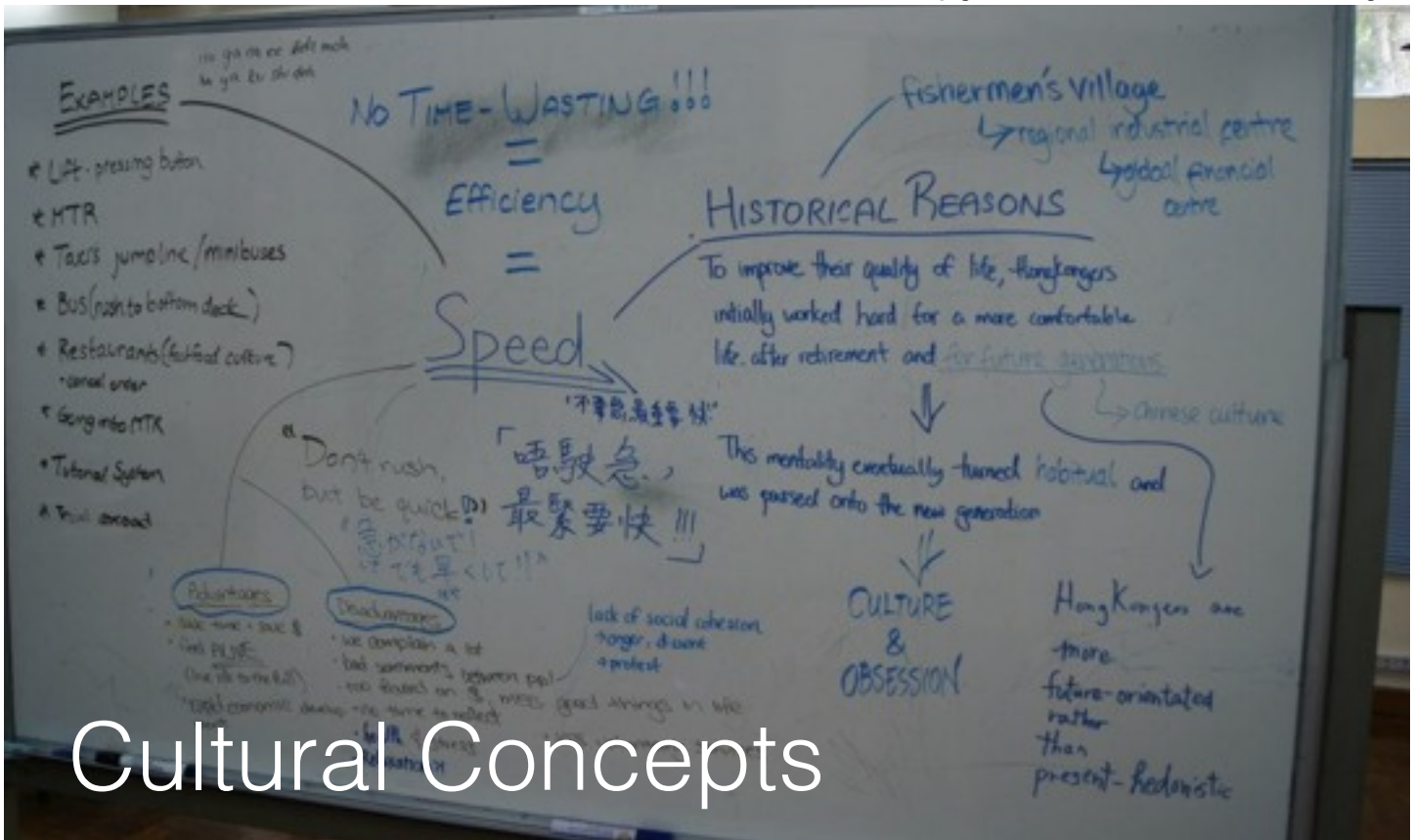
## Media Influence

The Media Influence/Bias Session was held after the Cultural Stereotype session, so as to link the concept of media and the stereotypes that we receive from it. In addition, this session was linked to History Timeline Session held on the previous day, to show how history is formed by media standing the test of time. The aim of the session was to understand how bias can be created through media.

The first part of the session was a presentation of media theories. We presented methods media used that caused bias existed, such as omission, image bias, misleading headlines, word choices.

In the following discussion session, participants are split into four groups. Participants read the articles about the White Paper of Japan 2012 and were asked for their position on the issue based on the newspaper.

The last part was for reflection and evaluation. We asked the participants about their feeling after seeing how media with different stands can affect their position of an issue. Also led them to think of ways to prevent themselves being biased, and to relate some methods used in the materials they have read to the presentation.



Our aim was to make participants understand that there are significant differences between the actual cultural-concepts and the image of them for foreign people. The session contains presentations by participants, and there were six groups divided. Three of six were composed of only Japanese, Chinese and Hong Kong residents. Also, there were other three groups which are formed by Japanese, Chinese, Hong Kong culture from the perspectives of foreign people. Thus, the participants from different nations were mixed in these three groups.

The presentations by participants were pretty interesting, however the contents were similar to the presentation which participants had at the cultural stereo types section. Therefore, it was difficult for us to clarify the meaning of our section by comparing with cultural stereo types. For the future conference, the organizer(s) in charge of this session should pick up the specific cultural concepts which are more understandable and common for all participants. Due to time loss for choosing the topics, we could not manage the time properly and as a result, we could not leave enough time for conclusion which is the most important part for cultural concepts. This is why most of participants felt it was a little bit confusing in the end.

In addition, we didn't expect them to come up with complicated cultural concepts, such as collectivism. Although both organizers, Atsunobu and Takaki are

from Japan, so we could guess what kinds of cultural concept will come out from Japanese participants, the concept which actually Chinese students chose was completely unexpected one. We learned that our expectation is just "our" expectation, it does not mean all participants can follow them. We should have clearly explained the significant of this session at the beginning, so that participants could get some key words or clues to help their understanding.

Moreover, this cultural concepts section should be the pair with the section of cultural stereotypes. During this conference, our team and organizers who were in charge of cultural stereotypes worked completely separately, I mean respectively. However, there were so many common points that we could share or explain together for participants. From next year, we strongly recommend to give more opportunities for these two different groups to communicate and cooperate.



The purposes of this session is 1) to help participants realize

that history is not just a simple “story,” but has many layers 2) to look at history from the viewpoint of people living at that time, not from a conclusion by contrasting the history of China, Hong Kong and Japan .

In the part 1, we separated participants to the regional group and they made the timeline based on their text book. Then they discussed what the common points are and what are not. In part 2, we focused on the modernization, first Sino-Japanese War and second Sino-Japanese War and asked them what kind of knowledge they had. Then again we separated them to the national group and discussed. In part 3, participants gave short presentations about those three topics. After that, organizers gave presentations about the background of each event. We ran out of the time so we just gave some questions for the time slot and continued the ending discussion at night.

As we mentioned above, we were poor about time managing and couldn't finish the conclusion within the time. Plus organizers in the session were not clear about their role. Moreover most participants didn't have knowledge even though we ask them to prepare in the welcome package.

For a better time management, firstly leaders of the session should check what's going on in other groups if they are dividing participants into any groups. Secondly it is important for leaders to think about the time distribution by themselves if there is any confusion. In our case, we were confused with the plan at the beginning of part 2 and followed every suggestion from the helpers, which caused a lot of change in plan. To avoid this situation, organizers must discuss well how long each activity will last. For the part1 we heard many opinions that the time line activity will likely to be longer than how it was planned so we managed to have good image of how we facilitate. Allocation of roles it is necessary to double check who is doing which role. This is especially important when people who are leading the session and people who are writing proposals are different. Another point, we may give hand in homework (not only history session) before the conference starts, so everyone will be prepared. Then the organizer's presentations can be more detailed.



# Education

The education session was held in the afternoon of day 4 of the conference (7th August, 2012). Aiming to provide a more in-depth perspective towards education to the participants, sharpen their critical skills and to help participants realize the differences between the education systems in different regions, a heated discussion was instigated, exploring the core values and purposes of education. The session was divided into three parts, in which participants were given the opportunity to reflect upon the education system in their own regions, as well as mingle with participants from other regions to highlight and comment on other education systems. With the joint effort of session helpers, the session effectively conveyed the messages we intended to deliver and the aims of the session were fulfilled.

The majority of the participants were inspired by the TED video in the introduction as it successfully portrayed a few prevalent problems of the current education system, such as the sheer focus on academics and neglecting the importance of all-roundedness. Taking into concern the fast pace of the video, we decided to pause the video whenever a new idea was introduced to let translators translate and let the idea sink into the participants' minds. With the translators' kind assistance, we managed to emphasize on the importance of breaking conformity and thinking out of the box.

The short skit that was required in part one succeeded in provoking thoughts as participants can learn about the special features of different education systems in a lively and humorous way without deviating from the core objective of the session. However, two regional groups ended up presenting similar ideas in different approaches, affecting the quality of the presentation. Hence, facilitators are suggested to oversee the thinking process of different groups in order to minimize the chance of repetitiveness. In addition, some presentations overran for at least 5 minutes, which inevitably affected the length of time for the latter sub-sessions. Facilitators should remind the groups the time limits of the

Sino-Japan Youth Conference 2012 - Final Report presentations and can even cut the performances if necessary. Nevertheless, participants successfully showcased the unique features of each education system as well as brought up the issue of national education, which sparked discussions later on.

For the three respective discussion sessions, participants actively engaged in debates and were eager to ask questions regarding different education systems. They also discussed critically the advantages and flaws of each system and clarified misconceptions towards education in other regions. The goals of the session were reached, but it was a pity that most discussions only lingered on a relatively superficial level, focusing on comparing and contrasting the different education systems, instead of digging into more in-depth issues such as how education, especially national education, influences the Sino-Japanese relationship and the main purposes of education. These areas could be pondered upon if time was managed better. Still, the feedback from participants was generally positive and participants felt that they enjoyed and benefited from the session.

All in all, participants were able to share their thoughts on different educations and reflect on the education that they are currently receiving. The quality of discussions was satisfactory, but more improvements can be made if the time management was better and the facilitators prompted more deeply into the Sino-Japanese relationship and education itself.







# Initiative Workshops



The world cafe was a new session lead by the founder of SJYC, Chishio. It was an innovative idea that encouraged participants to explore their interest in initiative planning. Throughout the session, participants actively brainstormed ideas under various broad topics, such as personal research, web-based initiatives, presentations etc. Through encouraging participants to

actively brainstorm ideas, we aimed to arouse their interest towards the idea that the conference goes beyond the week-long period, instead it should be a starting point of their own personal initiative. Overall, this session was a great success as participants contributed many interesting ideas. These ideas will then be further developed in the initiative planning session.



## Hong Kong Exploration

### *Evaluation on preparation*

On the night of the 7th of August, the participants in their respective buddy groups were asked to pick two to three places that they wanted to visit during the Hong Kong exploration tour. This allowed the participants to make their own plans and to choose their own routes.

However, it is noted that many buddy groups took a lot of time to decide their destinations, which used a lot of time in the process. It is suggested by the organizers that next year's HK Exploration should provide a few destination for participants to choose from in order to attain better buddy group and session management.

### *General Evaluation*

On the 8th, the participants departed at 12 noon for their respective destination. The objective of the session was to tighten and to strengthen the friendship bonds within the Buddy Group, as well as for overseas participants to experience Hong Kong's culture, while encouraging the HK participants to lead and help. These buddy groups visited their preferred destination during that afternoon. All in all, this session was well received by participants as it explored HK in a more detailed manner. Participants also found the session highly enjoyable.

This year's initiative planning was conducted as a follow-up session to the lecture that the founder of SJYC, Chishio Furukawa, gave on the previous day.



## Initiative Planning

Participants were given time to work on the details of their initiative based on the brainstorming that was done on the previous day during the lecture. Various ideas, such as school clubs, website, research projects, were developed in detail and presented to the whole group. Organizers then attempted to show participants the idea that initiatives could be linked and collaborated to form bigger and more significant initiatives. Organizers also presented the possibility for the formation of an alumni network as an initiative for participants of SJYC 2012. Participants eagerly jumped aboard onto the idea of forming an alumni network. All the participants either worked on the proposals of their initiative or worked together on the proposal of the alumni network. Participants within the alumni network group decided on tasks, role allocation and action plans to make the initiative a successful one. At the end of the session, the group presented their proposal to all the participants and encouraged participants to help with the alumni network. The success of the alumni network would allow for the collaboration between participants of previous years of SJYC in a constructive and coordinate manner. As the organizers of SJYC 2012, we highly anticipate the success of all the initiatives, particularly the alumni network.

## Peace Commemoration

This session aims to be a space for participants to share their personal experiences, thoughts and stories related to Sino-Japan relationships. This session is solely for sharing, and therefore participants are strictly instructed not to comment on, discuss, or criticize what others share with them.

The participants are divided into three random groups. Each group is taken into a room lit only by candles, where they sit in a circle. An organizer in the circle briefly explains the rules of this session, and starts off the sharing circle by first sharing his/her story.

The participants seemed quite nervous and somewhat confused about this session before it started. Many participants insistently asked some of the organizers what kind of stories they had to share, whether they really had to participate, etc.

Once it started, the majority of the participants got the idea of what this session was about, and showed enough courage and maturity to share some of their very personal experiences and thoughts. However, there was one participant who completely ignored the rule of this session and referred to another participant's story, commenting on it in order to convey his opinion to the whole circle. An organizer had to stop the sharing circle for a minute to remind him of the rules of the session.

What we aim to do in Peace commemoration session is something that requires a very high level of maturity. While the majority of the participants have the maturity to get the feeling of what this session is about once it starts, it is inevitable that some participants feel very nervous or even uncomfortable during the session. In order to avoid this, it is essential that each participant prepares a story beforehand (preferably before they come to the conference) so that they have the time to think about what they really want to share and to reflect upon the story by him/her self. It may be necessary to emphasize the importance of doing so in the welcome package.

## Buddy Group System

The buddy group scheme was included in the 7-day conference as a support system between conference organizers and participants. Every buddy group consisted of 3 leaders from 3 different regions and around 2 participants from Hong Kong, China and Japan. The buddy group system was used for grouping in various activities and at the end of every day, the members of the buddy group gathered to review the different sessions and share their opinion.

The main purpose of the buddy group meeting every night was to refresh participants' memory and to guide them to reflect on the activities that they engaged in on that day. The meeting usually started by going through different sessions that were carried out, with participants summarizing what they did and what they think were the aims of the session. By letting the participants sum up what they experienced, their memories would be deepened and the participants could also reflect individually what they learnt in different sessions. In times when participants were less certain of the goals of the sessions or were reluctant to share how they feel towards a certain session, buddy group leaders tried to prompt them by questions such as: Why do you think we organized this session? What struck you most in the activity? Did your way of thinking change after this session? Participants therefore had a more firm memory of the sessions in the conference and also had deeper insights on the activities – what were the purposes of the session and how did the activities relate to Sino-Japan issues or their way of thinking.

The buddy group meeting was also a platform for communication between organizers and participants. During the meetings, participants often shared what they liked about the day, what their highlights were, and what they thought could have been done better. In this way, organizers could learn more about the participants' opinion towards the conference and make improvements when necessary. This information allowed organizers to evaluate the conference from a participants' point of view, and would be extremely useful to the future conferences. By finding out what participants enjoyed (or not), and what they thought was helpful in helping them acquiring knowledge and skills, organizers could modify



the rundown of the conference itself and also the format of the sessions so that the messages could be conveyed more effectively and the conferences in future could be held more successfully.

Last but not least, the buddy group system was very successful in terms of fostering communication and culture exchange within the participants. The buddy group grouping provided a warm and homely atmosphere, which allowed participants to relax and share their opinions with their groupmates. Participants bonded very well with other members of the buddy groups and developed friendship with participants from different regions. The buddy group was also a place in which participants could express their viewpoints freely and discuss about different issues. This deepened their understanding of each other and Sino-Japan issues. In other sharing sessions, participants also learnt more about the background and cultures of different regions through interacting with buddy group members from different geographical locations. It provided a firsthand opportunity for participants to gain more knowledge about other cultures and allowed participants to step out of their comfort zones and interact with other participants.

All in all, the buddy group system was very successful in enhancing communication between participants and organizers and promoting exchange of ideas and culture.



# 7. Guest Lecturers

## **Professor Yoshiko Nakano, PhD.**

Associate Dean  
(Outreach and  
Development), Faculty  
of Arts;  
Associate Professor,  
Japanese Studies  
The University of Hong  
Kong



Professor Yoshiko Nakano grew up in Kawasaki, went to graduate school in Georgetown University, and worked as a researcher in a dozen countries including the United States, Bosnia, and China. She became interested in intercultural communication research while at Georgetown University, which is where she wrote her doctoral dissertation on how and why Americans and Japanese misunderstand each other in business negotiations.

Professor Nakano moved to Hong Kong in April 1997, three months before the territory's historic return to Chinese sovereignty. Thousands of foreign correspondents were in place to cover the handover, and she teamed up with a group of Australian colleagues to look at how the international media were reporting an Asian milestone. Their collaboration resulted in an edited volume, [Reporting Hong Kong \(1999\)](#).

As an [Abe Fellow](#) in 2000, She initiated a project on what young people in China think of Japan and its people, and the role played by popular culture in this process. She addressed these issues in a series of articles – the latest of which will be published as a chapter in the upcoming edited volume [Soft Power Superpowers](#).

After joining the University of Hong Kong's Department of Japanese Studies in 2000, she began looking into the globalization of “Made in Japan” products. Using the [rice cooker](#) as an example of this

process, she has examined how this electrical appliance was localized for the Hong Kong market, and how it has followed in the footsteps of Asian migrants and made its way around the world.

## **Mr. Chishio Furukawa**

Founder of SJYC  
Graduated from  
LPCUWC in 2008,  
currently studying at  
Brown University



Chishio Furukawa  
(LPCUWC 2006-08)

Senior majoring in  
Applied Mathematics-Economics and Environmental  
Studies at Brown University, USA. He studied abroad in  
Beijing and Harbin while at Brown. His primary  
interests are in empirical economics that looks into issues  
of development, environment, and disaster mitigation,  
and hopes to be a researcher in the future. He grew up  
in Nagoya, Japan, for 16 years before attending  
LPCUWC. His experience in Hong Kong was a  
significant source of inspiration for serving as a chief-  
organizer of the Sino-Japan Youth Conference 2009.

# 8. Financial Report

Income	HKD
Mitsubishi UFJ Foundation	37843
Beijing Japan Culture Center (Japan Foundation)	12341
Personal Donations, and United World College Graduate Organization Hong Kong	35670
Participant Fee	31000

<b>Grand Total</b>	<b>116854</b>
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Expenditure	HKD
Public Liability Insurance	6150
Conference Stamp	182
<b>Miscellaneous</b>	<b>9943</b>
Conference T-shirt	9000
Money Transfer	369
Consumables	574
<b>Grand Total</b>	<b>116854</b>

\* All expenditures calculated with the following exchange rates. 1HKD=JPY10.57 (31 August)  
1RMB=HKD1.2123 (3 August)

\* Calculations for this summary have been rounded to the nearest whole number.

The evidence of spending, receipts, invoices and precise figures are available upon request.

Expenditure	HKD
<b>Transportation</b>	<b>45905</b>
Organizer transport	43890
Participant pick-up	1900
Conference transport	115
<b>Food</b>	<b>47549</b>
Catering	41004
Food (Pre-conference)	2143
Food (Conference Period)	4402
<b>Publicity</b>	<b>7125</b>
Printing	3391
Postage	1939
Stationery	962
Website Maintenance	833
<b>Conference Materials</b>	<b>6332</b>

## 9. Improvements

We have collected a number of feedbacks and aspects of evaluation from both participants and organizers of Conference 2012, in hopes of improving in the raised areas for Conference 2013.

### 1. Participants' Feedback: Questionnaire Table

Rank	Program Evaluation	Average Points
1	Open Mic (talent show during Final Dinner)	4.71
2	Diplomacy Simulation Session	4.57
3	Cultural Stereotypes	4.54
Lowest	History	3.57

Rank	Committee Organization	Average Points
1	Availability of Translation	4.75
2	Availability of Organizers	4.64
3	Organization of Activities	4.57
Lowest	Pre-conference Information	4.00

\*Questionnaire point system is ranked with 5 as the highest score and 1 as the lowest

2. Conference Program reflection by the committee:

how to make activities more meaningful to the participants

### 1. Time management

Many participants have reflected to organizers that the schedule of the conference was too condensed, and that there wasn't enough time for them to recover and rest between sessions. Some have said that they feel as though they would be able to absorb more from the sessions if it was more spaced out and there was time in between to reflect. As a follow up to this, in 2013 we will restructure our conference, and will work towards extending the conference period while keeping the same amount of sessions in order to make them more spaced out.

### 2. History

This year's history session was not given enough time, and the time management for this was especially bad. Participants have reflected that discussions should be given more time, especially during the timeline session. Some participants did not have enough prior knowledge about significant historical events, and were therefore unable to follow certain presentations and discussions; as a result, we will encourage research amongst participants prior to conference 2013, and perhaps prepare an information package for them to read through before the history session, so to make sure that participants have the knowledge prerequisites. We will also restructure the time allocations for the different sections within the History session.

### 3. City Hunt

City Hunt was a new concept introduced to SJYC in 2012; although it was generally well received and location details and routes were very well-planned, last-minute measures to reduce the number of checkpoints had to be taken due to time constraints. Participants were also very tired after this, and had to return in time for another Critical Thinking session (which leads us back to the first point about time management). As a result, in 2013 we have decided to simulate the City

Hunt session with organizers before the conference so that we will have a better idea of time allocations, and we will also make it less challenging with less checkpoints.

4. Committee Organization reflection by the committee: How to make the Committee more effective and united

### **1. Preparation period**

In order to enhance bonding between organizers and to allow more time for session preparations and runthroughs, we have decided to increase the preparation period from 3 days to 5 days for conference 2013. This will allow more flexibility into the schedule, and extra preparation for the conference itself.

### **2. Protocols and deadlines**

Prior to the conference protocols and deadlines for organizers should be very clearly stated so as to avoid unnecessary delays in work and embarrassment. Organizers will be informed that it is absolutely necessary to adhere to such protocols and deadlines.

### **3. Organizational structure for Hong Kong team**

Due to a number of communication and cooperation difficulties during the preparation period of SJYC 2012 within the Hong Kong team, as well as the increase in the number of second year LPC organizers, we will implement a structural change in 2013. This will involve the expansion from three roles (Administration, Application/Promotion/Programme, Funds) into five roles (Administration, Application/Programme, Promotion, Funds, Regional Coordinator). This structure aims to balance the workload amongst individuals in the organizing committee, and to enhance efficiency. For more details on this structure, please refer to our SJYC 2013 Proposal.

### **4. Expansion of organizational committee**

Starting from 2013 onwards, we are hoping to expand from only taking UWC students/graduates and ex-participants to taking university students from Japan, Hong Kong and Mainland China. Prior to selection, they will be assessed for commitment, abilities, leadership, and other attributes.



### **1. Introduction to 2013**

The Sino-Japan Youth Conference 2013 aims to help participants from China and Japan acknowledge and celebrate their cultural differences and allow them to create a strong basis for future actions that benefit Sino-Japanese relations. In order to foster a more harmonious relationship between the two countries, we will provide Chinese and Japanese youth with opportunities to

develop and broaden their views on Sino-Japanese relations by sharing cultural and historical perspectives, overcoming language barriers, and building lasting friendships. The participants of the conference will experience deep cultural exchange for mutual understandings.

### **2. Overview**

**Organizer:** Li Po Chun United World College (LPC)



**Time:** Early August, 2012

**People:** 20 Chinese and 15 Japanese, and 20 organizers from the United World Colleges (tentative)

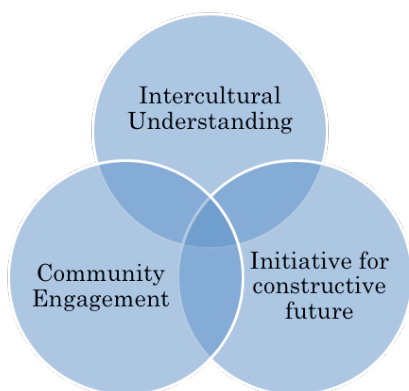
**Coordinators:** Glenda Chan, Hong Kong Team Coordinator;

Yukiko Watanabe, Japan Team Coordinator;

Sabrina Cheng, Mainland Chinese Team Coordinator

**Supervisor:** Dr. Arnett Edwards, Principal, Li Po Chun United World College

**Status:** Community Service, CAS programme, International Baccalaureate



### **3. Changes from the Conference 2012 to 2013**

#### **(a) Organizational Structure Change**

As per 2011 and 2012, three teams will remain: the Japan team, Hong Kong team and the Mainland China team. However, due to many communication and transition problems, as well as difficulties of the workload involved in different roles, we have decided to revise Hong Kong team's structure. Instead of having three departments - the administrative, promotional/programme/application, and funds department - this year there will be four teams with one regional coordinator:

- 1. Administrative Team**
- 2. Promotional Team**
- 3. Programme/Application Team**
- 4. Funds Team**
- 5. Regional Coordinator**

Each team will have a coordinator responsible. Instead of having the administrative coordinator take up the role of the regional coordinator as it was in 2011 and 2012, the regional coordinator will be separate from the administrative team this year; s/he will be responsible

Sino-Japan Youth Conference 2012 - Final Report for overseeing the year of preparation of the conference as a whole, and for communications between the alumni representative, external parties, the LPC principal and office, as well as the Japan and Mainland China team. For more details, the committee has an internal document that focuses on the details of this year's new structure; if interested please send a request to [sarah\\_cheung@brown.edu](mailto:sarah_cheung@brown.edu).

We have stipulated that all previous coordinators must take up the responsibility of facilitating a good transition between SJYC 2012 and 2013. In addition to that, Sarah Cheung (the Hong Kong regional coordinator of SJYC 2012) will take up the role of alumni representative. She will aid LPC team with his/her experience on risk management and provide external resource for fundraising and promotion by building strong relationship with Hong Kong alumni students, as well as past conference organizers.

### **4. Messages from the Coordinators**

The past conferences have provided us with insights as to the ways to carry out a successful conference. Having observed the short-comings of the previous conferences, we have had a change in the organizational structure to construct more solid, sustainable base for the management of the future committee. Although the conference 2012 had some problems, it was nonetheless inspiring for participants and organizers alike. With continual improvement, and enhanced coordination amongst the three regions, the Conference 2013 will be re-developed to better suit the theme and the participants' benefits.



## 5. Preparation Timetable

This is our envisioned timetable for the year.

Time	Details
October 2012	Start Fund Application
November 2012	Start Promotion
January 2013	Application Opens
March 2013	Deadline of Chinese Application
April 2013	Deadline of Japanese Application
June 2013	Welcome Package Finalized
Early August 2013	Conference 2012

## 6. Contact Information



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# 11. Conclusion

The Sino-Japan Youth Conference 2012 was continuation of what started as young people's individual hopes and ideals, that has developed throughout the years into what it is now. It is a culmination of a year's effort to promote awareness of mutual and cultural understanding between China and Japan, the conflicts and political disputes that both countries face, and ultimately to promote peace between the nations. Without the help of our numerous supervisors, advisors, sponsors, past and current organizers alike, this conference would not have been able to take place.

The 36 individuals from Mainland China, Japan and Hong Kong came together on the LPC campus for a 7-day programme. Through discussions on cross-border issues, historical and contemporary conflicts, youth initiatives, and most importantly a cultural experience on a daily basis, these Youth Ambassadors completed the programme, set to advocate Sino-Japan Youth Conference values in their home regions.

The programme started with a critical thinking session introducing to the participants the ways of learning actively and effectively throughout the Conference. The History Timeline session allowed them to highlight bias that exists in media and supposedly official documentations, further inspiring them to think critically. The Diplomacy Simulation Session provided the participants with a prominent opportunity to put themselves into different shoes, and by having them engage with the discussions, to gain a much deeper understanding on different perspectives of different parties. The Peace Commemoration session instilled a lasting determination of peace in each individual, while the Initiative Planning session allowed for further inspiration and actualization of initiatives that the participants as Youth Ambassadors can carry out that can directly contribute to societies in China and Japan; et cetera.

The Sino-Japan Youth Conference Committee 2012 wishes that the bonds formed amongst participants during the conference will be long-lasting and give rise to a societal phenomenon of youth initiatives. Last but not least, the committee looks forward to the actualization of Sino-Japan Youth Conference 2013, as well as the personal growth and initiatives of the 2012 participants.

## Further Resources

- Conference Proposal
- Welcome Package
- Programme Booklet
- Consent Form
- Application Form
- Conference Promotional Brochures and Posters
- Details of organizers and participants reflections
- List of Participants and organizers
- Details of Financial Spending
- Receipts and invoices of expenditures

## Contact Details

All documentations are available upon request.

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# Sino-Japan Youth Conference 2012

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This Final Report was compiled by the Sino-Japan Youth Conference Committee in September 2012.



