

# Purpose

The Ship for Southeast Asian and Japanese Youth Program (SSEAYP) is based on the respective Joint Statements issued in January 1974 between Japan and the Republic of Indonesia, Malaysia, the Republic of the Philippines, the Republic of Singapore, and the Kingdom of Thailand. Brunei Darussalam joined the Program in 1985, and the Socialist Republic of Viet Nam in 1996. Lao People's Democratic Republic and the Republic of the Union of Myanmar joined the Program in 1998. Furthermore in 2000, the Kingdom of Cambodia also joined the Program. The Program is carried out by the Government of Japan (through the Director General for International Youth Exchange of the Cabinet Office) with the active participation and cooperation of these Southeast Asian countries.

The aims of this Program are to promote friendship and mutual understanding among the youths of Japan and the Southeast Asian countries, to broaden their perspective on the world, and furthermore, to strengthen their spirit of international cooperation and practical skills for international collaboration. As a result, it is expected to cultivate the youth who are capable to exercise their leadership skills in various fields in the globalizing society and to contribute to the society in the areas such as youth development. These aims can be achieved through sharing their lives onboard the ship, introducing each other about their countries, and participating in discussions and various exchange activities both onboard and in the countries to be visited.

# 2 Schedule

Item	Date
Conference of the Representatives of the Southeast Asian Countries and Japan	Fri., 8th December 2023
Pre-program consultation visit by the Governmen of Japan	Tue., 23rd April – Sun., 28th April (Indonesia and Viet Nam)
Conference of the Representatives of the Southeast Asian Countries and Japan (Online)	Tue., 25th June
Conference with officials from prefectures and cities for Local Program	Wed., 10th July and Wed., 25th September
Facilitators Meeting (Online)	Tue., 20th August and Tue., 10th September
National Leaders Meeting (Online)	Tue., 3rd September and Fri., 4th October
Online Pre-Meeting	Sun., 20th October
Country Program in Japan	Mon., 4th November – Wed., 6th November
Cruise (from departure to disembarkation)	Thu., 7th November – Fri., 6th December
Conference of the Representatives of the Southeast Asian Countries and Japan	Thu., 5th December
Country Program in Japan (including Local Program)	Fri., 6th December – Tue., 10th December

# 3 Organization

The organizing members of the 48th SSEAYP in 2024 were as follows:

### (1) Administration

- a. The Administrator (1) represented the Government of Japan and managed and coordinated the overall Program.
- b. The Deputy Administrator (1) provided necessary assistance to the Administrator and might assume the overall management of the Program in the event that the Administrator could not perform his/her duties.
- c. The Chief (1) provided necessary assistance to the Deputy Administrator and might assume his/her duties in the event that the Deputy Administrator could not perform his/her duties.
- d. The Administrative staff members (29) performed their duties under the Administrator's instructions.
- e. The Facilitators (6) carried out the Discussion Program under the Administrator's instructions.

### (2) National Leaders (NLs)

Each government selected one National Leader (NL). The NLs supervised the Participating Youths (PYs) and gave them guidance and advice as necessary. The NLs formed the Cruise Operating Committee (COC), which discussed and decided on the programs of the onboard activities, rules for life onboard, etc., under the guidance and advice of the Administrator.

### (3) Participating Youths (PYs)

Each government selected their PYs who met the basic requirements stipulated below.

The PYs for the Program shall be:

- a. 18 to 30 years old as of a specific day in 2024 designated by each government;
- b. Sound in mind and body;
- Able to participate throughout the Program (country program in Japan and activities both onboard and in the countries to be visited)
- d. Having a good command of English to participate in the activities both onboard the ship and in the countries to be visited:
- e. Cooperative and adaptable to an orderly group life in accordance with the Program schedule;
- f. Having an interest and good understanding in the participating countries.

One Youth Leader (YL) and one Assistant Youth Leader (AYL) were appointed among the PYs of each contingent.

The YLs were in charge of liaison and coordination of activities of the PYs of their respective contingents. The AYLs assisted the YLs. The YL and AYL of each contingent were of the opposite genders.



### Expenses and the Vessel

### (1) Expenses

In implementing the 48th Ship for Southeast Asian and Japanese Youth Program, the Government of Japan bore the following expenses in addition to the costs required for the operation of the ship:

- a. Round-trip airfare (economy class) between the international airports of the capitals of the participating countries and Haneda or Narita Airport of NLs and PYs from Southeast Asian countries to participate in the Program.
- Round-trip airfare (economy class) from the international airport of the country of residence to Haneda or Narita Airport of the facilitators residing

- outside Japan to participate in the Program.
- c. One-way airfare (economy class) from the nearest international airport in each country to Jakarta for the representatives of each country's Alumni Associations (excluding the representative of Indonesia) to participate in the Program, and one-way airfare (economy class) from Tokyo to the nearest international airport in each country for their return trip (excluding the representative of Japan). One-way airfare (economy class) from Tokyo to the nearest international airport in each country for the return trip of each delegation except for the representative of Japan.
- d. Insurance premiums for NLs, PYs (except Japan),

- facilitators, representatives of Alumni Association's and representatives of national governments against illness, accident, etc. during the period of the Program.
- e. Meals and beverages to be served on the regular schedule onboard the ship for all NLs, PYs, facilitators, representatives of Alumni Associations and representatives of national governments.
- f. Expenses for food and beverages for the reception of the "Reunion onboard" to be held at each port of call.
- g. Round-trip airfare (economy class) between the nearest international airport in each country and Haneda or Narita Airport for the Government Representatives to participate in the Program.
- Expenses for transportation, entrance fees, accommodation, and meals required based on the planned itinerary in Japan.

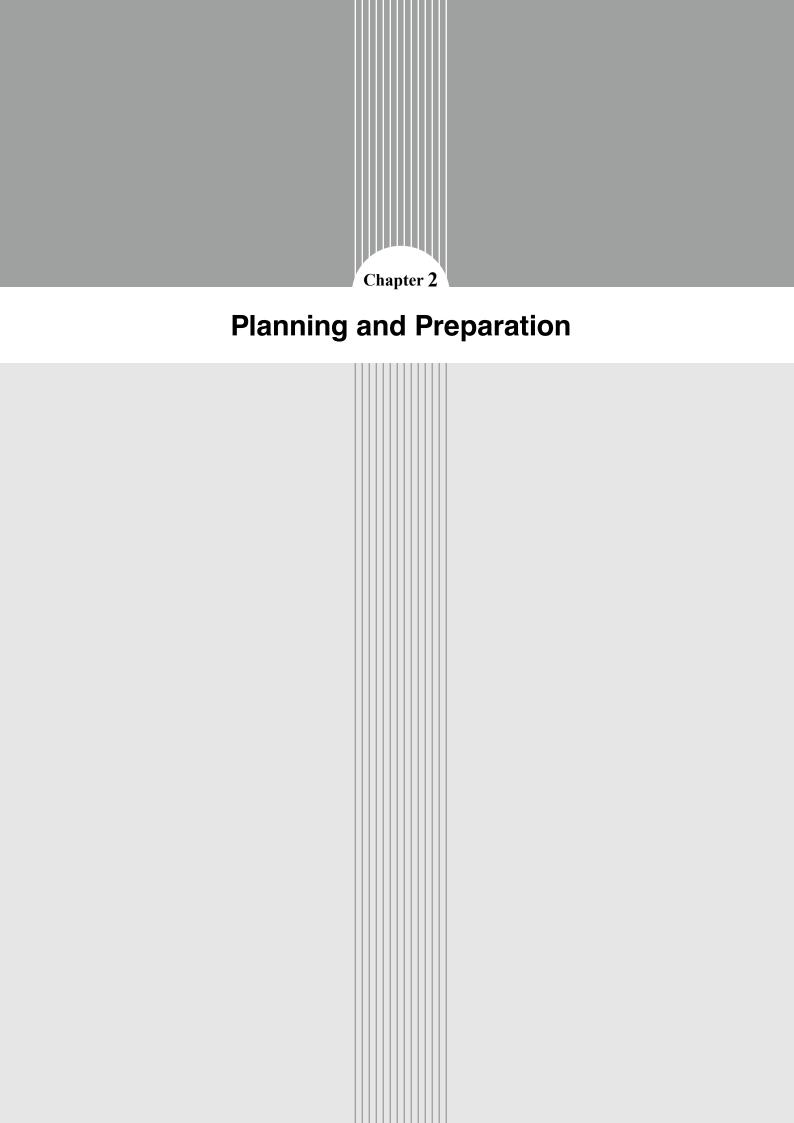
Each government of the respective Southeast Asian countries covered the expenses for the promotion of the Program, selection and training of the PYs of their countries, and the expenses incurred in preparing and implementing the events and activities held during the country programs of their countries.

### (2) The Vessel

The Government of Japan chartered the Nippon Maru and entrusted its operation to MOL Cruises for the 48th SSEAYP in 2024.

The Nippon Maru is an ocean liner with an overall length of 166.6 meters and a gross tonnage of 22,472 tons. It is equipped with 193 cabins, a hall, a lounge, a theater, a swimming pool, a clinic, laundry rooms, a dining room and a grand bath, etc.





### Conference of the Representatives of the Southeast Asian Countries and Japan 1

The government representatives of each country were invited to Tokyo on 8th December 2023, at the end of the 47th Ship for Southeast Asian and Japanese Youth Program and the participants discussed the policy of the 48th Program.

### (1) Agenda for the Conference

The 48th Ship for Southeast Asian and Japanese Youth Program (SSEAYP) in 2024

- (a) Tentative Program
- (b) Participating Countries and the Number of Participants
- (c) Schedule of the Preparation
- (d) Others

### (2) Proceedings

First, the Government of Japan explained the preliminary plan of the 48th Program, followed by a Q&A session and exchange of opinions.

The highlights and important agreements reached at the Conference were as follows:

- a. The 48th SSEAYP in 2024 would be held in November and December 2024, with the Onboard Program, Country Programs in Japan, Indonesia, and Viet Nam.
- b. Participating countries would not include Myanmar.

  The Program would welcome Timor-Leste as an

- observer with one NL and two PYs. On these two issues of participating countries, there is a possibility of changing the decision in response to future changes in the situation.
- c. The number of PYs would be 15 each for the Southeast Asian countries, 20 for Japan, and two for Timor-Leste.
- d. Ex-PYs of the 47th SSEAYP in 2023 would not be eligible to participate in the future SSEAYP because the 47th SSEAYP includes face-to-face exchanges as part of the official program, and it would not be fair to give them another opportunity.

### (3) Participants of the Conference

The representatives listed in the table below attended the Conference. The representatives of the Alumni Associations of the participating countries also attended the Conference as observers.



Conference of the Representatives of the Southeast Asian Countries and Japan

Brunei Darussalam	Ms. Hajah Noor Maslina binti Haji Sulaiman (Chief of Staff (Youth), Youth and Sport Department, Ministry of Culture, Youth and Sports)
Cambodia	Ms. Socheath Sroy (Director General of Youth, Ministry of Education, Youth and Sports)
Indonesia	Mr. Khairil Adha (Assistant Deputy for Youth Partnership, Ministry Youth and Sports) Ms. Hasintya Saraswati (Special Staff to the Minister of Youth and Sports) Mr. Abdul Latif (Head of Public Relations, Information Systems, and Bureaucratic Reform Division, Secretariat of Deputy for Youth Development, Ministry of Youth and Sports)
Lao P.D.R.	Ms. Keo Oudone Sengmanivong (Permanent Secretary, Lao People's Revolutionary Youth Union)
Malaysia	Ms. Wan Azira binti Abd Aziz (Head of Unit, International Affairs Unit, Youth Development Division, Ministry of Youth and Sports Malaysia)
Philippines	Asec. Alexa Danielle C. Dayanghirang (SOMY Leader (ASEAN Sectoral Body), National Youth Commission)

Singapore	Ms. Hasliza Binte Ahmad (Director (Youth Engagement), National Youth Council Singapore)
Thailand	Mrs. Apinya Chompumas (Director-General, Department of Children and Youth, Ministry of Social Development and Human Security) Ms. Chayatada Prapasathid (Specialist Social Development Officer, Department of Children and Youth, Ministry of Social Development and Human Security)
Viet Nam	Ms. Le Hong Nhung (Deputy Head of International Department, National Committee on Youth of Viet Nam)
Japan	Mr. Shunsuke FUJIMORI (Director for International Youth Exchange, Cabinet Office) Mr. Tatsuhiro KOSHITA (Deputy Director for SSEAYP, Office for International Youth Exchange, Cabinet Office) Ms. Yukako TAKEDA (Chief for SSEAYP, Office for International Youth Exchange, Cabinet Office)

## Meeting with the Government of Timor-Leste

The participation of the Democratic Republic of Timor-Leste in SSEAYP as an observer has been approved at the Conference of the Representatives of the Southeast Asian Countries and Japan held on 8th December 2023.

Accordingly, Mr. Shunsuke FUJIMORI, Director for International Youth Exchange, and Mr. Tatsuhiro KOSHITA, Deputy Director for SSEAYP, visited Timor-Leste from 10th to 14th January 2024 in order to explain the details of the program and of the selection procedures to the Ministry of Foreign Affairs and the Ministry of Youth, Sports and Arts of Timor-Leste. They confirmed

the positive willingness of the Timorese Government to participate and agreed to maintain contact with their officials.



### Pre-Program Consultation Visits by the Government of Japan (Viet Nam and Indonesia)

The Government of Japan conducted pre-program consultation visits with the concerned governments to discuss and finalize the preparation procedures for each country program. Mr. Shunsuke FUJIMORI, Director for International Youth Exchange, and Ms. Yukako TAKEDA,



Pre-Program Consultation Visits by the Government of Japan (Indonesia)

Chief for SSEAYP, visited Viet Nam and Indonesia for 7 days from 22nd to 28th April. The Government of Japan discussed with the concerned government officials in the consultation meetings and the details of the country programs were adjusted, as necessary, and finalized.



Pre-Program Consultation Visits by the Government of Japan (Viet Nam)



## Conference of the Representatives of the Southeast Asian Countries and Japan 2 (Online)

In order to exchange information on the implementation status of the Country Program in Japan, Vietnam and Indonesia, which is the ports of call for the 48th Ship for Southeast Asian and Japanese Youth Program, the Conference of the Representatives of the Southeast Asian Countries and Japan was held online on 25th June 2024.

### (1) Agenda for the Conference

The 48th Ship for Southeast Asian and Japanese Youth Program in 2024:

- a. Country Program in Japan
- b. Life Onboard the Ship
- c. Country Programs in Viet Nam and Indonesia
- d. Embarkation of OBSC Representatives

### (2) Proceedings

First, the Government of Japan gave an explanation on the implementation of this program, followed by a Q&A session. The main points agreed upon at the meeting were as follows:

- 1. Details of the Country Program in Japan, Onboard Activities, and Activities in the Countries visited
- Details of the purpose and selection of OBSC Representatives
- 3. 6 Discussion themes
- 4. As the Government of Japan will prepare various materials related to the implementation of the program, the Southeast Asian governments to meet the deadline for submitting Participant lists, etc.
- 5. Facilitators Meetings will be held online for two days on 20th August and 10th September, while National Leaders Meetings will be held online for two days on 3rd September and 4th October.

### (3) Participants of the Conference

The representatives of each country's governments who attended this conference are as follows. In addition, representatives from participating countries' Alumni Associations were present as observers.

Brunei Darussalam	Mr. Muhamad Amirul Syazmie bin Ibrahim (Assistant Youth and Sports Officer, Youth and Sport Department)
Cambodia	Mr. Mel Phanseyha (Director of Youth Department, Ministry of Education, Youth and Sport)

Indonesia	Ms. Hasintya Saraswati (Special Staff to the Minister of Youth and Sports)
Lao P.D.R.	Mr. Thathsaphone Lerththavone (Director of International Relations Cooperation, Lao People's Revolutionary Youth Union)
Malaysia	Ms. Wan Azira binti Abd Aziz (Head of Unit, International Affairs Unit, Youth Development Division, Ministry of Youth and Sports Malaysia)
Philippines	Atty. Reena Vivienne Chua Pineda (Assistant Secretary, Commissioner, and Chairperson of the PYDP Committee on Global Mobility, National Youth Commission)
Singapore	Mr. Izzat Rusydi Jufri (Assistant Director (Global Office), National Youth Council Singapore)
Thailand	Mrs. Apinya Chompumas (Director-General, Department of Children and Youth, Ministry of Social Development and Human Security)
Viet Nam	Mr. Nguyen Huynh Dang Phuc (Official, National Committee on Youth of Viet Nam)
Timor-Leste (observer)	Mr. David Tomas De Deus (Director General for Youth, Ministry of Youth, Sports, Art and Culture)
Japan	Mr. Shunsuke FUJIMORI (Director for International Youth Exchange, Cabinet Office) Mr. Toshikazu AKASHI (Deputy Director for SSEAYP, Office for International Youth Exchange, Cabinet Office) Ms. Yukako TAKEDA (Chief for SSEAYP, Office for International Youth Exchange, Cabinet Office) Ms. Megumi HATANO (Assistant to Chief for SSEAYP, Office for International Youth Exchange, Cabinet Office)

# Facilitators Meeting (Online)

The Government of Japan held the Facilitators Meeting of the 48th SSEAYP online on 20th August and 10th September with the attendance of six Facilitators. The aim of the Meeting was to ensure the smooth and effective implementation of the Discussion Program by sharing the common understanding on basic matters including purposes and by exchanging views and opinions about the program operation.

The agendas of the Meeting were as follows:

### Meeting 1 (20th August)

- (1) Guidelines for the 48th SSEAYP in 2024
- (2) Guidelines for the Discussion Program

- (3) Roles of Facilitators
- (4) Presentation of Discussion Session Information by each Facilitator and Q&A session

### Meeting 2 (10th September)

- (1) Presentation of Discussion Session Information by each Facilitator and Q&A session
- (2) Visa and travel insurance announcement
- (3) Infectious disease prevention measures
- (4) Field Study
- (5) Online Pre-Meeting
- (6) Summary Session and other discussion related programs

### National Leaders Meeting (Online)

The NLs of the nine ASEAN member countries, Japan and Timor-Leste participated in the National Leaders Meeting (NL Meeting) and the COC meeting for the 48th SSEAYP held online on 3rd September and 4th October.

The aims of the NL Meeting were to deepen their understanding of the purpose and contents of the Program and to discuss the operation of the COC and main onboard activities, in order to ensure effective and smooth implementation of the Program.

The agendas of the Meeting were as follows:

### Meeting 1 (3rd September)

- (1) Communication Channels among NLs
- (2) Seminar Workshop Led by NLs during the Online Exchange on 20th October
- (3) Committee Assignments
- (4) Speech Assignments
- (5) Field Study Assignments
- (6) Prayer Room Management
- (7) Guidelines/Rules to be followed for Group Living

- (8) How to Conduct Night Patrol after Lights Out Time
- (9) Schedule of next meeting shall be on 4th October 2024

### 1st COC Meeting (3rd September)

(1) Discussion among the NLs

### Meeting 2 (4th October)

- (1) Greeting
- (2) Speech Assignment, etc.
- (3) Notes on venue booking during the program, etc.
- (4) Safety Management including harassment policy
- (5) Announcement from the Postmaster
- (6) Overseas Travel Insurance
- (7) Feedback
- (8) Closing

### 2nd COC Meeting (4th October)

(1) Discussion among the NLs



### Planning of the Country Program in Japan

The country program in Japan consisted of the programs in and around Tokyo and the local programs that included homestay in 5 prefectures outside of Tokyo.

### (1) Program in and around Tokyo

#### A. Field Study (Discussion Program)

Six courses were set up in accordance with the Discussion Themes; 1. Soft Power and Youth People to People Diplomacy, 2. Economic Growth and Sustainable Community, 3. Global Environment and Climate Change, 4. Disaster Risk Reduction and Recovery, 5. Good Health and Well-being, 6. Digital Society were set in motion to make these visits an opportunity to learn the current situation in Japan with regard to the respective discussion themes.

### **B.** Ceremonies

The Government of Japan arranged the Inauguration Ceremony, courtesy calls, Farewell Ceremony, Farewell Party, etc.

### (2) Local Program

On 5th June, 10th July and 30th September, the Government of Japan hold conferences with officials from 3 prefectures, namely, Prefectures of Nara, Kochi, Kumamoto, 2 Cities of Kitakyushu and Hakodate, which were selected to host the local programs of the 48th SSEAYP in 2024, to a preparatory conference. These prefectures and cities were asked to make plans for interaction with local youths and visits to appropriate places including schools, courtesy calls and other activities, during the local programs and to arrange host families.

Accordingly, each prefecture and city drew and submitted the plan to the Government of Japan. Based on the proposals, the Government of Japan decided the final itinerary and made necessary adjustments. Meanwhile, the prefectures and cities also prepared homestay matching lists and other documents.

## Preparation of Program Related Materials

The Government of Japan prepared the following materials to ensure the smooth operation of the Program and distributed them in advance to those who were involved in the Program:

(1) Hand Book of the 48th SSEAYP in 2024, including the schedule and the outline of the onboard activities

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- (2) Profiles of Participants, compiling the names and photographs of the participants
- (3) List of Participants, grouped by discussion groups and solidarity groups
- (4) Promotional leaflet summarizing this year's program



## Online Pre-Meeting

### (1) Timetable

Date	Time (JST)	Activities
20th October Sunday	14:00-14:45 14:45-15:45 16:00-16:45 16:45-17:30	Opening  Opening remark by Mr. Shunsuke FUJIMORI, Administrator  Introduction of Administrative staff members  Introduction of PYs  Introduction of Facilitators  Explanation of SSEAYP2024  NL Session  DG Session by Discussion Group (DG)  SG Session by Solidarity Group (SG)

### (2) NL Session

NL Session was held in order for PYs to get to know each other and participating countries well.

In NL Session, each country introduced their geography



Participating Youths listening to the introduction of each country

and culture as well as PYs by video and music. PYs also deepen their understanding about Japan and ASEAN countries.



Explanation about the language of the Philippines

### (3) DG Session

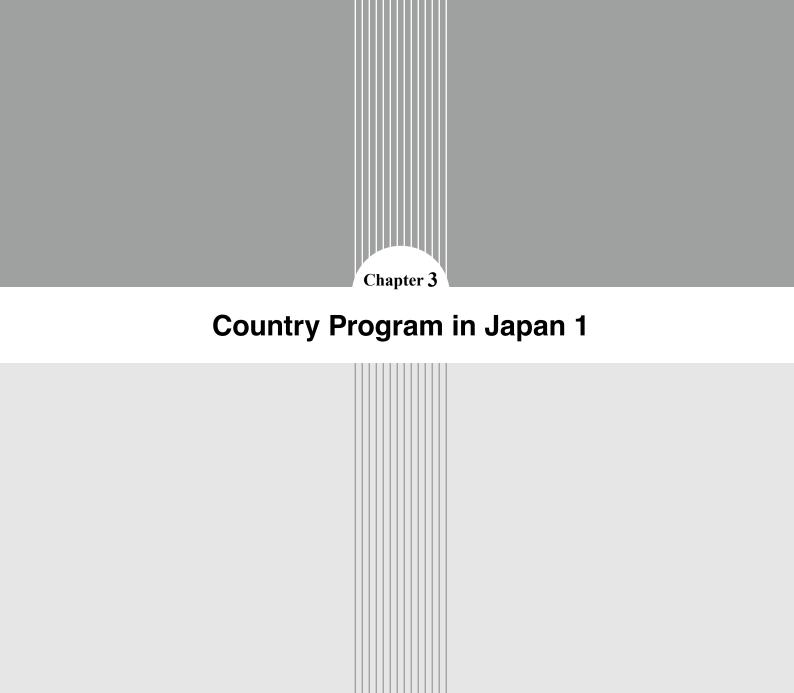
The DG session was held under the leadership of a facilitator, with the aim of getting the discussion to start more smoothly by meeting face-to-face before starting discussion activities onboard.

PYs were divided into the breakout rooms by DG, introduced themselves and shared their expectations for DG Activities, confirming the direction of the discussion activities that were about to begin, and achieving a common understanding.

### (4) SG Session

As Onboard Activities and local program in Japan are conducted by SG, SG Session was held in order to foster communication and strengthen the bonds among PYs in the same SG.

PYs were divided into the breakout rooms by SG and under the planning and facilitation by NLs, PYs had the opportunity to get to know each other by introducing themselves, sharing the expectations towards the Program, etc.



# Activities in Japan (Tokyo Program 1)

Date	Time	Program	
4th November Monday	7:00 7:00 7:30 7:40 7:40 7:40 8:40 8:50 9:50	< National Leaders (NLs), Participating Youths (PYs) and Facilitators from ASEAN member countries > Arrival at Narita Airport or Haneda Airport Malaysia (JL724) at Narita Viet Nam (VN310) at Narita Brunei Darussalam (BI695) at Narita Cambodia (TG642) at Narita Lao P.D.R. (TG642) at Narita Thailand (TG642) at Narita Timor-Leste (GA880) at Narita Indonesia (GA874) at Haneda Singapore (JL038) at Haneda Philippines (NH820) at Narita	
		Transfer to hotel for arrival orientation Stay at Dai-ichi Hotel Ryogoku	
		< Japanese PYs > Pre-Departure Training Stay at Dai-ichi Hotel Ryogoku	
5th November Tuesday	9:30-10:30	Orientation by Administration  Remarks by Mr. Shunsuke FUJIMORI, Administrator  Introduction of NLs and PYs  Introduction of Administrative staff members  Introduction of Facilitators  Explanation of the country program in Japan	
	11:00-11:10 11:20-12:00 14:00-15:15 15:30-17:00	<ul> <li>Inauguration Ceremony (at the Kokusai Fashion Center)</li> <li>Speech by Ms. Wakako YUFU, Director General for International Youth Exchange of the Cabinet Office</li> <li>Speech by YL of Brunei Darussalam Contingent Meeting</li> <li>SG Meeting</li> <li>DG Meeting</li> </ul>	
	13.30-17.00	Stay at Dai-ichi Hotel Ryogoku	
6th November Wednesday	9:00-16:00	Field Study by Discussion Group DG1: The Parliament Building / ASEAN-JAPAN Centre DG2: Tokyo Stock Exchange / KOITTO TERRACE DG3: Ministry of the Environment / Tokyo Environmental Public Service Corporation DG4: Tokyo Metropolitan Outer Area Underground Discharge Channel DG5: Persol Tempstaff, Co. LTD DG6: Digital Agency / NEC Future Creation Hub Transfer to Tokyo International Cruise Terminal and board the Nippon Maru	
	16:00 19:45	Orientation by the ship crew (at Dolphin Hall)  Stay onboard Nippon Maru	

Date	Time	Program
7th November Thursday	9:30-10:30 10:45-12:00 13:30-14:45 15:15-15:35	Lifeboat Drill Immigration Procedure Ship tour Departure Ceremony (at Dolphin Hall)  • Speech by Ms. Junko MIHARA, Minister of State for Youth Affairs of the Cabinet Office  • Speech by YL of Viet Nam  • Speech by AYL of Indonesia Set Sail for Ho Chi Minh City, Viet Nam

# 2 Inauguration Ceremony

The Inauguration Ceremony of the 48th SSEAYP was held from 11:00 on 4th November at the Kokusai Fashion Center.

The Inauguration Ceremony started with the speech by Ms. Wakako YUFU, Director General for International Youth Exchange of the Cabinet Office. Subsequently, YL of Brunei Darussalam delivered a speech on behalf of PYs.

NLs and PYs from each country enjoyed conversation with new friends in a friendly atmosphere at the beginning of the 48th SSEAYP.

# 3 Field Study

	Institution (AM) Institution (PM)		Reference (*)
DG1	The Parliament Building ASEAN-JAPAN Centre		p. 76
DG2	Tokyo Stock Exchange	KOITTO TERRACE	p. 80
DG3	Ministry of the Environment	Tokyo Environmental Public Service Corporation	p. 84
DG4	Tokyo Metropolitan Outer Area Underground Discharge Channel		p. 90
DG5	Persol Tempstaff, Co. LTD		p. 95
DG6	Digital Agency NEC Future Creation Hub		p. 100

<sup>\*</sup>Refer to the Group Discussion Reports on the Discussion Program, Chapter 7.



Discussion with the staffs and interns from ASEAN-JAPAN Centre (DG1 Soft Power and Youth People-to-People Diplomacy Group)



Sharing ideas after walking around the town to learn about urban development projects undertaken by HITOTOWA INC. (DG2 Economic Growth and Sustainable Community Group)



Listening to a presentation on Japan's environmental initiatives at the Ministry of the Environment (DG3 Global Environment and Climate Change Group)



Learning about the structure of Tokyo Metropolitan Outer Area Underground Discharge Channel (DG4 Disaster Risk Reduction and Recovery Group)



Sharing ideas about mental health through art work with staff members of Persol Tempstaff, Co. LTD (DG5 Good Health and Wellbeing Group)



Listening to the lecture by Digital Agency (DG6 Digital Society Group)

## Ship Tour and Departure Ceremony

On 7th November, starting at 13:30, families and friends of the Japanese PYs and concerned people got onboard Nippon Maru for the ship tour before departure from Tokyo Port.

Thereafter, Departure Ceremony started at 15:15 in the Dolphin Hall onboard Nippon Maru with the presence of the representatives of the respective embassies of ASEAN member countries in Japan and concerned organizations. The participants received words of encouragement from

Ms. Junko MIHARA, Minister of State for Youth Affairs of the Cabinet Office. YL of Viet Nam and AYL of Indonesia expressed their determination on behalf of all PYs.

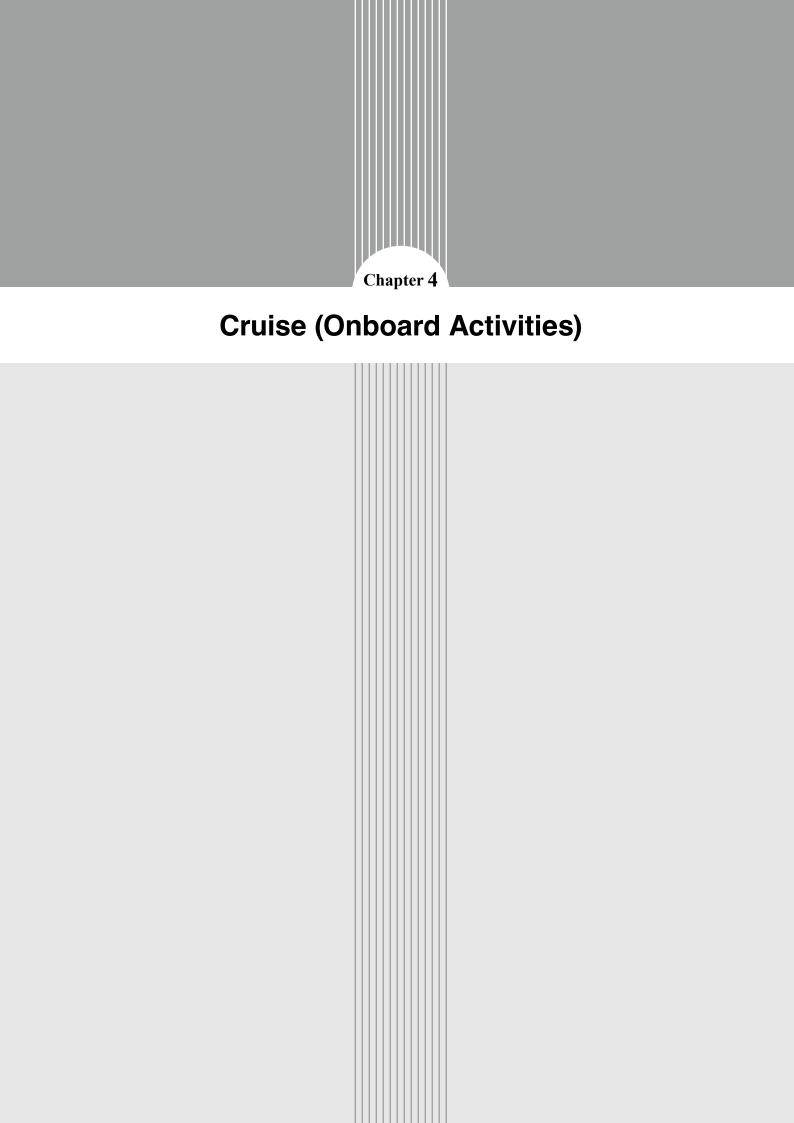
After the Departure Ceremony, Nippon Maru set sail from Tokyo International Cruise Terminal to Viet Nam at 16:00.



Speech by Youth Leader of Viet Nam



Speech by Assistant Youth Leader of Indonesia



## Sailing Schedule and Route

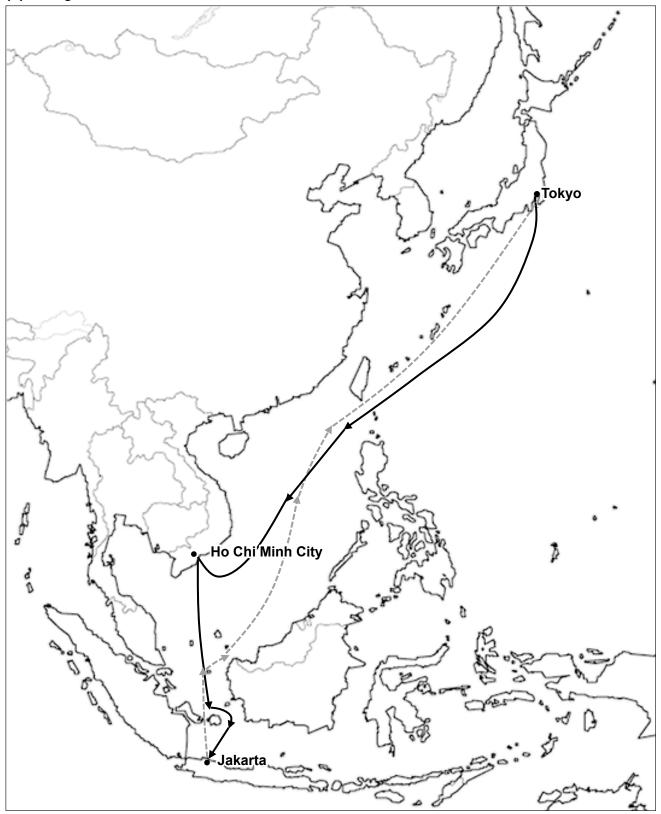
### (1) Sailing Schedule:

	Arrival	Departure
Tokyo (Japan)		7th November
Ho Chi Minh City (Viet Nam)	14th November	17th November
Jakarta (Indonesia)	21st November	25th November
Tokyo (Japan)	4th December	

#### Note:

- National Leaders (NLs) and Participating Youths (PYs) of 9 ASEAN member countries and Timor-Leste and the Facilitators assembled in Tokyo, Japan on 4th November. After joining together with Japanese NL and PYs on 5th November and engaging in the country program in Japan, all participants embarked the ship on 6th November.
- Representatives of Alumni Associations boarded the ship from Jakarta on 24th November.
- · ASEAN government representatives arrived in Japan and boarded the ship on 4th December.
- ASEAN government representatives, facilitators, and representatives of each country's alumni association disembarked on 6th December and returned to their respective countries.
- The NL/PYs from the 9 ASEAN member countries, Timor-Leste and Japan disembarked on 6th December. After the local programs, the Farewell Ceremony, and the Farewell Party were held on 10th December. The NL/PYs from the 9 ASEAN member countries and Timor-Leste returned to their respective countries on 11th December.
- Japanese NL and PYs joined their post-program training at the National Olympics Memorial Youth Center and returned home on 12th December.

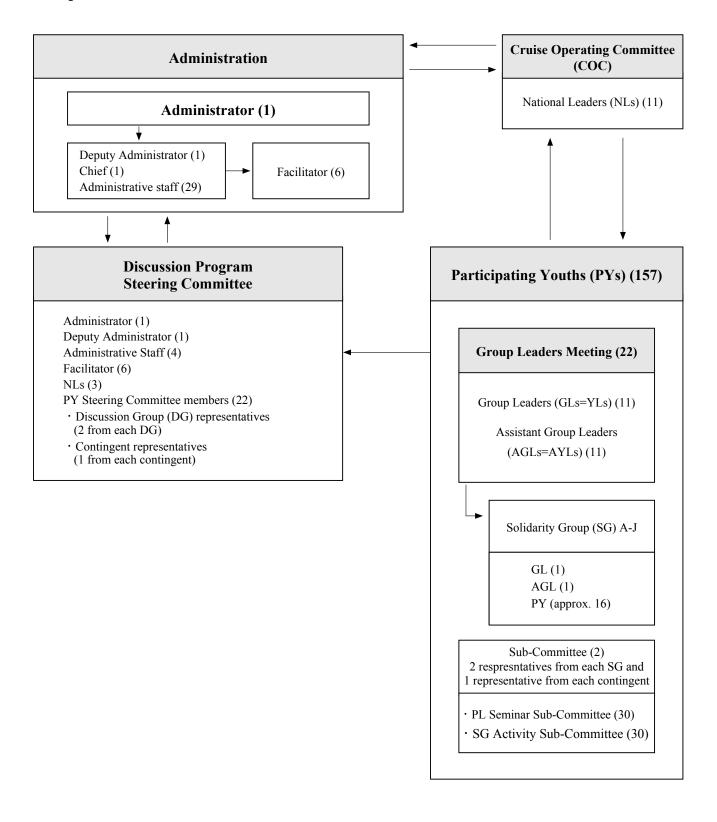
### (2) Sailing Route



# 2 Organization Onboard

### (1) Organizational Chart

The organizational chart of the 48th SSEAYP is as follows:



### (2) Cruise Operating Committee (COC)

The COC consisted of 11 NLs, who discussed and decided on the fundamental matters concerning the discipline and onboard activities. It also gave guidance

and advice to GL Meeting, Discussion Program Steering Committee, Sub-Committees and PYs.

The Administrator was authorized to give guidance and advice to the COC when necessary.

### [List of NLs]

Country	Name	Meeting / Committee in Charge
Japan		Discussion Program Steering Committee
Viet Nam		PL Seminars Sub-Committee
Indonesia		PL Seminars Sub-Committee
Brunei Darussalam		Discussion Program Steering Committee
Cambodia		SG Activity Sub-Committee
Lao P.D.R.		SG Activity Sub-Committee
Malaysia		GL Meeting
Philippines		SG Activity Sub-Committee
Singapore		GL Meeting
Thailand		PL Seminars Sub-Committee
Timor-Leste		Discussion Program Steering Committee

### (3) Solidarity Group (SG)

PYs were divided into 10 groups called "Solidarity Groups" (SGs) with letter names from A to J. The SGs, consisting of approximately 16 PYs with nearly the same number of males and females from each contingent, functioned as the basic unit for activities both onboard and in the countries visited.

Each SG was led by a Group Leader (GL) and an Assistant Group Leader (AGL), who were also the Youth Leader (YL) and Assistant Youth Leader (AYL) of their respective contingents. In this regard, the assignment of YLs and AYLs to the SGs was arranged in such a way that no YL and AYL from the same contingent would go to the same SG.

For smooth operation of activities and the dissemination

of information, PYs from the same SGs were assigned to the same cabins onboard to the extent possible.

### (4) Group Leaders Meeting (GL Meeting)

The GL Meeting was composed of 11 GLs and 11 AGLs, with two NLs of Malaysia and Singapore acting as advisors. The body mainly discussed onboard activities and could forward its collective views to the COC when necessary. It also functioned as an information intermediary between the COC, the Administration and PYs as well as conduit of information among SGs.

Various voluntary activities proposed by PYs were discussed and coordinated through the GL Meeting to implement when necessary.

### [List of GLs and AGLs]

SG	Name of GL	Contingent	Name of AGL	Contingent
A		Philippines		Brunei Darussalam Timor-Leste
В		Malaysia		Thailand
С		Singapore Timor-Leste		Philippines
D		Viet Nam		Singapore
Е		Lao P.D.R.		Japan
F		Cambodia		Viet Nam
G		Indonesia		Cambodia
Н		Thailand		Malaysia
I		Brunei Darussalam		Indonesia
J		Japan		Lao P.D.R.

### (5) Discussion Program Steering Committee

The Discussion Program Steering Committee was formed for the planning and smooth implementation of the Discussion Program. It comprised of the Administrator, Deputy Administrator, four Administrative staff members,

six Facilitators, three NLs of Japan, Brunei Darussalam and Timor-Leste and 22 PY Steering Committee members.

The Facilitators carried out the group discussions and related activities of the Discussion Program under the Administrator's instruction.

### [List of Discussion Program Steering Committee members]

	Discussion Group	Name	Nationality / Contingent
Administrator	<del></del>		
Deputy Administrator	<del></del>		
	_		_
A 1	_		_
Administrative staff	_		_
	_		

	Discussion Group	Name	Nationality / Contingent
	Soft Power and Youth People to People Diplomacy		Japan
	Economic Growth and Sustainable Community		Japan
Facilitator	Global Environment and Climate Change		Mexico
	Disaster Risk Reduction and Recovery		Philippines
	Good Health and Wellbeing		Philippines
	Digital Society		Indonesia
			Japan
			Brunei Darussalam
	Soft Power and Youth		Cambodia
	People to People Diplomacy		Malaysia
			Malaysia
			Philippines
			Japan
			Viet Nam
	Economic Growth and Sustainable Community		Indonesia
			Lao P.D.R.
PY Steering Committee			Thailand
members			Viet Nam
	Global Environment and		Brunei Darussalam
	Climate Change		Lao P.D.R.
			Singapore
	Disaster Risk Reduction		Indonesia
	and Recovery		Lao P.D.R.
			Philippines
	Good Health and Well-		Malaysia
	being		Singapore
	Divide		Indonesia
	Digital Society		Philippines

### (6) Sub-Committees

Sub-Committees were formed by PYs with NLs as advisors. They discussed and decided the details of the respective onboard activities.

PL Seminars Sub-Committee and SG Activity Sub-Committee were composed of 30 members respectively,

represented by two PYs from each SG and one PY from each contingent. The NLs of Viet Nam, Indonesia and Thailand were in charge of the PL Seminars Sub-Committee, while the NLs of Cambodia, Lao P.D.R. and the Philippines were in charge of the SG Activity Sub-Committee.

### [List of PL Seminars Sub-Committee members]

SG	Name	Contingent
		Japan
A		Thailand
		Japan
D		Japan
В		Cambodia
		Japan
C		Viet Nam
С		Brunei Darussalam
		Cambodia
		Japan
D		Cambodia
		Philippines
		Japan
г		Indonesia
Е		Cambodia
		Singapore
		Japan
F		Indonesia
		Thailand
		Japan
G		Lao P.D.R.
		Philippines
ш		Japan
Н		Viet Nam
		Cambodia
I		Malaysia
		Philippines
		Cambodia
J		Cambodia
		Singapore

### [List of SG Activity Sub-Committee members]

SG	Name	Contingent
A		Brunei Darussalam
A		Lao P.D.R.
		Viet Nam
D		Lao P.D.R.
В		Malaysia
		Singapore
C		Japan
C		Thailand
		Cambodia
D		Indonesia
		Malaysia
E		Indonesia
E		Philippines
F		Lao P.D.R.
Г		Philippines
		Brunei Darussalam
G		Lao P.D.R.
		Thailand
		Japan
		Viet Nam
		Indonesia
Н		Brunei Darussalam
		Cambodia
		Lao P.D.R.
		Philippines
I		Cambodia
1		Lao P.D.R.
		Japan
J		Thailand
		Singapore

### Cruise Operating Committee (COC)

The discussions in the COC covered a wide range of topics including discipline, onboard activities, country programs, etc. The first and second COC meetings were held during the online NL Meeting. Thereafter, the meetings were basically held on the last day of each country program after the ship's departure.

The decisions made at the first and second COC meetings were compiled and disseminated to each PY through the "Hand Book".

Other day-to-day information was relayed through the daily Morning Assembly, the contingent meeting and / or the ship's bulletin board.

### [Agenda of the COC Meetings]

### Meeting 1 (3rd September, Online)

Refer to Chapter 2, 7. National Leaders Meeting

### **Meeting 2 (4th October, Online)**

Refer to Chapter 2, 7. National Leaders Meeting

### Meeting 3 (7th November, COC Room onboard)

- (1) Review of country program in Japan
- (2) Onboard activities and onboard life

### Meeting 4 (17th November, COC Room onboard)

Review of country program in Viet Nam

### Meeting 5 (25th November, COC Room onboard)

Review of country program in Indonesia



### **Onboard Activities**

### (1) Life Onboard

### a. Time

The daily life and activities during the cruise, except for the country programs, were conducted based on the following timetable:

Time	Activity
7:00	Rising (morning call)
7:30 - 8:00	Morning exercise
8:00 - 9:00	Breakfast
9:15 - 9:45	Morning assembly
10:00 - 12:45	Activities
12:45 - 14:15	Lunch
14:15 - 17:00	Activities
17:00 - 18:00	Free
18:00 - 19:30	Dinner
19:30 - 20:45	Activities
20:45 - 23:00	Free
23:00	Lights-off (night call) / Night patrol

### b. Details of Each Activity

### Morning call and night call

Each SG took turns in making the morning calls scheduled at 7:00 through the onboard public announcement system. The calls were made creatively with morning greetings, music, etc.

The same SG also made the night call on the same day

at 23:00.

### Morning Exercise

PYs joined the scheduled morning exercises from 7:30 to 8:00 held in the Dolphin Hall or at the Sports Deck. Each SG took turns in running the activities using music and dances, etc. Attendance in the morning exercises was optional.

### Morning Assembly

Morning Assemblies were held every day from 9:15 to 9:45 in the Dolphin Hall. After the roll call and health check by SG or by contingent, the NL in charge delivered the schedule of the day and would make important announcements.

#### Activities

The onboard activities were scheduled in three timelines: morning, afternoon and evening. The detailed schedule of activities is contained in the latter part of this report. The morning and afternoon sessions were used mainly for Discussion Program, PL Seminars and SG Activity, while the evening session for National Presentation and Voluntary Activity.

#### • Night Patrol

After the night calls, NLs conducted night patrols. The night patrols were meant to maintain security onboard and to check for any trouble.

### (2) Schedule of Onboard Activities of the 48th SSEAYP in 2024

Ship  Baggage Up  COC Meeting Voluntary Activity  Voluntary Activity  National Presentation (Brunei Darussalam)  National Presentation (Cambodia)  National Presentation (Canbodia)  National Presentation (Lao P.D.R.)  National Presentation
Voluntary Activity  Voluntary Activity  National Presentation (Japan)  National Presentation (Brunei Darussalam)  National Presentation (Cambodia)  National Presentation (Lao P.D.R.)  National Presentation
National Presentation (Japan)  National Presentation (Brunei Darussalam)  National Presentation (Cambodia)  National Presentation (Lao P.D.R.)  National Presentation
(Japan)  National Presentation (Brunei Darussalam)  National Presentation (Cambodia)  National Presentation (Lao P.D.R.)  National Presentation
(Brunei Darussalam)  National Presentation (Cambodia)  National Presentation (Lao P.D.R.)  National Presentation
(Cambodia)  National Presentation (Lao P.D.R.)  National Presentation
(Lao P.D.R.)  National Presentation
(Viet Nam)
ent COC Meeting Voluntary Activity
I National Presentation (Malaysia)
National Presentation (Philippines)
National Presentation (Indonesia)
ent COC Meeting Voluntary Activity
II National Presentation (Singapore)
National Presentation (Thailand)
Voluntary Activity
y Voluntary Activity
Voluntary Activity
Voluntary Activity
ewell Festival
n
m (by contingent)
representatives
roups)
1   1   1   1   1   1   1   1   1   1

### (3) Discussion Program

The Discussion Program is intended to encourage PYs from different backgrounds to promote mutual understanding, to improve the skills in exchanging views with other participants, and to enhance the abilities in presenting their own ideas in public, through a free-flowing and active exchange of opinions.

The details of the Discussion Program is contained in Chapter 7 of this report.

### (4) Post-Program Sessions

Post-Program Sessions intend to utilize the results of the Discussion Program, to encourage the PYs' active participation in social activities after the participation in SSEAYP and to strengthen networks of Alumni Associations.

The details of the Post-Program Sessions are contained in Chapter 8 of this report.

### (5) Peer Learning Seminars

The PL Seminars focus on sharing and discussing PYs' knowledge and experiences with a relatively small number of PYs in peer learning style, and are designed for the following purposes:

### [Participating PYs]

- To get to know backgrounds of their fellow PYs through sharing their knowledge and experiences with others
- To learn effective methodologies of workshops, lectures and discussions from how the fellow PYs manage and organize their seminar
- To evaluate properly and provide meaningful feedback
   [Organizing PYs]
- To develop the presentation skills through telling own ideas and experiences to others
- To develop the project management skills through experiencing a series of processes of project design and implementation

The activities were run by the members of the PL Seminars Sub-Committee, who worked together under the guidance of the NLs in charge, namely the Viet Nam, Indonesia and Thailand, in accordance with the following principles:

 The contents should include the intellectual learnings under the theme of "Action Taken for the Betterment of the Society." However, it is not limited to the theme as long as it is in line with the objectives of SSEAYP.

- The contents are not limited to PYs' own experiences and knowledge built through their previous / current study and activities, but may be a report of the activities in their countries that is worth spreading to other countries. Sharing own cultures may also be options.
- Organizing PYs do not have to be professional in the field of seminar theme. Experiences and knowledge to share could be at a general level, not an academic level. Instead, the PYs should make researches in the field of seminar theme to deepen the seminar contents.
- Each PL Seminar is organized by organizing PYs, and participating PYs also need to provide some assistance in order to achieve smooth organization of its seminar.
- PYs should choose effective methodology that suits the theme: this may include but not limited to workshops, lectures and discussions.
- PYs should consider to make a seminar to be interactive and creative in order to enhance participating PYs' curiosity and make the seminar experience valuable.
- As a general rule, one PL Seminar should be completed in one session (75 minutes) or two consecutive sessions (75 minutes x 2).
- One session or two consecutive sessions must include,
   1) Introduction,
   2) Main Activities,
   3) Feedback Session, and
   4) Clean-up.
- The above-mentioned "3) Feedback Session" is a space for organizing PYs to receive feedback by participating PYs of seminar management, contents and others.
   Feedback includes the perspectives from what organizing PYs should maintain or need to improve.
   Organizing PYs must allocate the time for feedback at least 15 minutes.

Before PL seminar sessions start, PYs who organized PL Seminars made a plenary presentation to introduce the contents of the activities of each PL Seminar on 13th November. Then, each PY chose to be either a participant or an organizer of one of the PL Seminars in all the 6 PL Seminar sessions.

The PL Seminars organized during the 48th SSEAYP were as per the following table.



Introduction to Wau Bulan (Malaysia)

### **List of Peer Learning Seminars**

\* B: Brunei Darussalam, C: Cambodia, I: Indonesia, J: Japan, L: Lao P.D.R., Ma: Malaysia, P: Philippines, S: Singapore, T: Thailand, V: Viet Nam

Seminar ID	Title of Seminar	Organizers *	The goal of this PL Seminar	Organizer's gains from this experience
S1	Health & Workshop by Doctor Preventative health, trendy health problems in Asia	J12, J06, J07, J16	First goal was to explain Trendy health problems in ASEAN Countries and Japan and to promote better health habits. Second goal was learn basic health habits on board to stay healthy for the whole SSEAYP.	As organizers, we learned the mental and physical health issue in each ASEAN countries. We also learned how other countries prevent mental and physical health issue before it gets worse.  We had a good seminar because it was interactive seminar with audience. However, we should take more time on discussion session because everyone seemed to want to speak their more opinions.
S2	Brunei's heritage in Action: From Maley to Indigenous Language.	B04, B05, B06, B09, B14	<ul> <li>To introduce PYs to the linguistic situations of Brunei &amp; encourage reflection of PYs' own linguistic situations in their more countries.</li> <li>To introduce PYs to various aspects of linguistics that they, too, can explore and apply to their own situations / environments.</li> <li>To introduce PYs to various Bruneian terms.</li> </ul>	Heard from other PYs of their linguistic situations and an opportunity to explore my presenting skills as the speaker of the event. An interesting intercultural experience where various contexts found in other countries were shared among PYs.  Organizing skill; reviewing planning papers & various materials.
S3	Clay Stop- Motion Animation: A Guide to Create Video Using Mobile Animation App and Clay	C06, C04, C08, C13, C14	The seminar focuses on enhancing the hard skills of art, using clay as a stop-motion visual. It also focuses on enhancing storytelling skills through engaging clay stop-motion.	As organizers we can learn a lot from running the PL seminar like we need to develop an effective activity that is educational and engaging for the PYs. Also, it teaches us to learn how to organize and plan a project activity from project objectives, schedule, prepare materials, etc. During an actual PL seminar, we can gain leadership experience from leading the activity and also learn to support and engage with the PYs so that they can enjoy our activity.
S4	Gen 2 court	L07, L06, L14, L15	The goal of this PL seminar is to get people to the concept of legal reasoning to change the perspective of participants that law can be fun and more relatable than they think.	Initially-It was aimed only for fun but during the session, as the organize we also gained deeper understanding of law especially in other country, it was surprising once there was an exchange of how law is different in each country, how each country sees each issue e.g. principle of proportionality and the property division.
S5	Voices of leadership: Public Speaking Masterclass	S04	For PYs to learn how to articulate their thoughts into speech.  To learn how to deliver impactful speeches.  Storytelling Techniques that captivate the audience.	I gained "organizing skills." How to prepare a talk that is engaging. Learnt how to tailor the content to suit the audience. Garner the audience engagement for a prolonged period.
S6	Singapore, The Campaign City	S06, S12	Introduce to PYs various campaigns and mascots introduced by the Singapore Government over the years & demonstrate got new perspectives: to social issues and priorities over time	We learnt about the content ourselves which was interesting. We learnt about other countries' campaigns and how they are often more bottom-up than in Singapore. We learnt that making a lecture engaging is quite different.
S7	Thai Herbal Inhaler (Yadem)	T07, T04, T09, T12, T13,	A brief history of Thai Inhaler. Benefits of it. and want PYs to have a good time together. Inhaler also help with seasick, we decided to host this PL.	<ul> <li>Benefit and Different target of each herbs.</li> <li>Get to talk to other PYs.</li> <li>New skill set in learning how to make traditional Thai Inhaler.</li> </ul>

Seminar ID	Title of Seminar	Organizers *	The goal of this PL Seminar	Organizer's gains from this experience
S8	Vietnamese Coffee	V10, V01, V04, V08, V11,	The goal of this seminar is to introduce PYs to the rich and diverse world of Vietnamese coffee, from its historical roots to the unique brewing methods and cultural significance. By guiding participants through a sensory educational journey, you aim to deepen their appreciation of Vietnamese coffee's distinctive flavors, preparation techniques, and its place in Vietnamese culture.	<ul> <li>Gain the knowledge about the history and cultural significance of not only from Viet Nam, but also from the other countries through sharings.</li> <li>Understand and appreciate the unique preparation methods, including the use of traditional Vietnamese, "phin" filter.</li> <li>Share and experience the distinctive flavors of Vietnamese coffee, such as its bold, sweet and often creamy taste.</li> <li>Walk away and end the seminar with a greater appreciation for the way cultural elements influence good and beverages in Japan and ASEAN countries.</li> </ul>
S9	A Star on the Land: How To Be An Influencer Without Being Famous	C08, C02, C03, C11, C12	To let PY appreciate themselves as who they are, we do not have to be famous in order to be a star. We want PYs to push their confidence insideout and start to follow their passion and become influencers and idols amongst themselves and learn to appreciate their natural talents. We want to share how to improve PY's skills in storytelling, photoshoots and singing. PYs will learn to make a photoshoot with limited props based on their creativity, make short storytelling based on their talents, or sing to other PYs.	We leant "We are not alone in this world". If you feel sad, lost or even want to give up some time, that is okay because we also have the day that we do not want to do anything, and we just want to escape. We learnt that everyone has their own uniqueness that they will find to shine. Being a star we do not have to be famous, we just spread the positivity and the talent that we have what we want to influence other people.
S10	Flavors of Archipelago : Indonesia Gastronomy Experience	I04, I06, I07, I12	To introduce the diversity and cultural heritage of Indonesian food through an immersive experience.	Way to organize an event effectively Other PYs' insight and stories about each other's food From organizing this, we learned to conduct an event from scratch, from preparing the materials to performing our presentation and sharing to other PYs across ASEAN and Japan. Moreover, we also had the opportunity to exchange insights about other food gastronomy products from ASEAN and Japan.
S11	Introduction to Wau Bulan	Ma13, Ma07, Ma11, Ma12	<ul> <li>To introduce participants to the traditional art of kite-making, especially focusing on the way and layag-layang in Malaysia.</li> <li>To provide hands-on experience in crafting kite while educating particular about cultural significances of kite.</li> </ul>	As organizers, we got to see the PYs enjoyed the PL seminar very much. Painting can be one way of healing time, to meditate themselves. Other than that, I learnt a lot about how I can share our nation's culture, Wau Bulan in various ways through the workshop. These are helpful for us to share about other cultures as well to all the people.
S12	SINGAPORE IDENTITY	S11	To deep dive into the cultural makeup of Singapore, showcasing identity with history and heritage research	I learned about the cultural touchpoints that are the part of different contingents.
S13	Ao Dai Sewing	V07, V02, V04, V08, V14	To explore the cultural and historical significance of the Vietnamese sewing, a traditional value, while highlighting its evolution and modern relevance. By the end of the seminar, PYs gained a deeper understanding of the sewing's note in Vietnamese identity, tradition and fashion.	<ul> <li>Understood the historical origins and cultural significance of sewing and Vietnamese culture.</li> <li>Recognized the symbolic meaning of sewing in terms of national identity, femininity, and grace.</li> <li>Learned and communicated the craftsmanship and artistry involved in sewing, from fabric choices to design sewing lines.</li> <li>Appreciated how the sewing has evolved and adapted to modern fashion while retaining its cultural essence.</li> </ul>

Seminar ID	Title of Seminar	Organizers *	The goal of this PL Seminar	Organizer's gains from this experience
S14	Thai Massage	T07, T01, T03, T09, T12	To introduce the history and belief of Thai Massage. Encourage discussion among PYs about massage in their countries	<ul> <li>Other perspectives of massage in ASEAN</li> <li>Team building in contingent</li> <li>New skill set after attending Thai Medical Massage school</li> <li>Making new friends</li> </ul>
S15	Being Lao in 75 minute	L05, L04, L09, L10, L12	<ul> <li>To show the uniqueness of Lao traditional costume and to show the unique dressing of our ethnic in each part of Lao P.D.R.</li> <li>To enjoy dance which is a traditional dance in Lao P.D.R. call "Lam vong"</li> </ul>	First, we are so glad that all PYs were enjoying our PL seminar, and we also have a chance to share our culture and learn from our country in this session. It also shaped our leadership skill and communication skill as well.
S16	Flavor of Cambodian Spices: Kampot Pepper	C15, C01, C10, C12, C02	The seminar focuses on promoting the world-renowned Kampot Pepper on the regional stage. We aim to share the rich taste of Kampot peppercorn, which are described as fresh, citrusy, fruity, and spicy, developing strong, delicate aromas. All the peppercorns are produced organically, locally run, and represent the best of the region.	As organizers, we learnt from this experience from two main aspects. i) How to be effectively prepared and engaging with the audience. We observed that PYs would prefer PLS that give them space for engaging with other PYs along the process, the less and clear information is the key that they would like to capture during the PLS. No need to bring them a long lecture, yet the activity should be interactive and allow them to hand-on experience instead of just imagination. ii) We also learnt that this experienced allow us to share our soft-power and let fellow PYs from ASEAN and Japan countries to taste the Cambodian local products, some PYs also expressed their interest to bought more Kampot Pepper for their family, in which meaning that this PLS is not just let PYs learn from each other culture, but also help to promote the local products of one country as well.
S17	Anyaman dan Batik	Ma04, Ma05, Ma08, Ma09	<ul> <li>To introduce the Malaysia's Batik painting &amp; Anyaman</li> <li>To foster relationship between PY</li> <li>To encourage peer learning between PYs when PYs teach each other or how to do Batik painting &amp; Anyaman</li> <li>To deliver the importance of art healing to handle</li> </ul>	<ul> <li>Developed leadership skills</li> <li>Event management skills</li> <li>Communication skills</li> <li>Got to know PYs more</li> <li>Got to appreciate countries' culture more</li> <li>Instilled patriotism within the PYs by upholding national culture &amp; heritage</li> <li>Able to repeat the tasks with other organizers</li> <li>Assist each other to conduct PL seminar</li> </ul>
S18	Project me (Mentally empowered)	P15, P04, P11	To promote mental health awareness and to promote a different understanding of mental health among fellow PYs.	I learned that it is better to have focus group discussion when doing activity. It is a more effective, interactive and realized discussion.
S19	Thai Specialty Honey	T05, T03, T06, T10, T12	The importance of bees in the ecosystem, how it affects agriculture and economy. Also, PYs can taste special honey from different parts of Thailand. Discuss the difference and enjoy honey mocktails.	Aside from the content, we have learned about teamwork, speaking and communication skills from real experience.
S20	From Pressure to Support	V11, V03, V06, V09, V10, V14, V15	Create an open space for peer discussion about the experience they have as Asians, so that they can listen to empathies with each other's stories and understand that they are not alone in their journey.	I'm grateful that the participants opened their hearts and enjoyed their stories. I also know how to conduct a similar event in a better way!



Philippine Weaving Ways (Philippines)



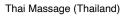
Clay Stop-Motion Animation (Cambodia)

Seminar ID	Title of Seminar	Organizers *	The goal of this PL Seminar	Organizer's gains from this experience
S21	Explore Peace building from Micro Perspective, Referring to Cases in Hiroshima and Okinawa	J10, J09, J20, J17, J15, J03	The goal of the PLS was to have the participants understand the effects of atomic bombings in Hiroshima as well as the ground battles and security issues in Okinawa from a micro point of view. By providing these, we aimed at the participants exploring what are the important aspects of peace building and what they could do to make a change.	First, by having myself involved in the discussion, and listening to the discussion results, I got to know different views of points from various countries on Japanese issues, which was really new to me.  Second, hosting the seminar enabled me to know the necessary skills I should work on more, including time management, public speaking, and early planning. Based on this experience, I am eager to host better seminars sometime soon.
S22	Introduction to the Spirit of Japanese "Dou" through Workshop on Japanese tea Ceremony, Flower arrangement, Archery and Fencing.	J16, J15, J19, J08, J20, J09	This PL seminar aims to encourage PYs to deepen their understanding of Japanese traditional culture by the explanations on workshops of Japanese traditional "Dou" culture (Sado, Kado, Kyudo and Kendo). It also aims to convey the importance of politeness and convention in Japanese customs.	As organizers, we could introduce Japanese traditional culture to PYs by our explanation and our workshop. By experiencing "Dou" culture, PYs could also learn the spirit of Dou such as respecting others and being polite. We also could know deeply our own culture by researching to make presentations.
S23	The Art of Persuasion	B15, B12, B05, B04, B03	<ul> <li>Understand and apply Monne's motivated sequence to structure persuasive messages.</li> <li>Learn how to use techniques like r eciprocity, scarcity and social proof to enhance persuasiveness.</li> <li>Practice real-world application of these techniques through debates.</li> </ul>	<ul> <li>Being an organizer felt refreshing from Day1, we PYs only listened and followed.</li> <li>Everyone is very proactive and involved in the discussion and as an organizer, we really appreciate that.</li> <li>As organizers, we also learned a lot from the content itself. It was an opportunity to actively engage with the participants as well, many of whom are our newfound friends.</li> <li>Being part of the organizers gave me a chance to learn from the main organizer as well as the participants. It is also a platform to have an open discussion regarding certain topics where in other events we couldn't get into.</li> <li>It is great to see youths being achieved and participative in the seminar. Many of the participants have mentioned that they have not been aware of the techniques taught and that they have been useful in improving their public speaking / debating skills.</li> </ul>
S24	The Joy of Play: How Games Shape your Development	I10, I05, I07, I11	To introduce the traditional Games of Indonesia that increase our emotional skills (physical, cognitive, emotion). Examination of how different types of play support various development stages.	<ul> <li>Way to organize on event effectively</li> <li>Other PYs insight and stories about each other games of Indonesia.</li> <li>As PYs we can improve our team work and manage our group how to be champion.</li> <li>Because we play the games and enjoy it, that's much us be more enjoy the program through exchange ideas.</li> </ul>
S25	EY!EY!: Mainstreaming Anticipatory Action	P14, P06, P12, P15, P03	The goal of the PL seminar was:  - To equip PY's with the knowledge and skill in anticipatory action  - Introduce the building blocks of anticipatory action  - To discuss the PY's flamework of the Philippine red cross.  - To stimulate how to conduct planning through 4Ps.	The following was gained/learned after the PLS:  - Each country has a varied interest in Anticipatory Action and Disaster Risk Reduction in general.  - Discussions and dialogues like this PLS should be done more often as it will spark interest especially to the youth who are not exposed to disasters.  - The 4Ps flamework can also be used in other youth advocacies, not just in disaster.  - Some youth are interested in DRR and Anticipatory Action, however access to learning platforms is not known by everyone.

Seminar ID	Title of Seminar	Organizers *	The goal of this PL Seminar	Organizer's gains from this experience
S26	Experiencing Japanese Art: Manga, Anime, Mizuhiki (traditional knot tying) and Furoshiki (wrapping cloth)	J11, J10, J09, J12, J18	Our goal of this seminar was let attendees enjoy and appreciate Japanese art culture "Mizuhiki", "Furoshiki", "Manga" and "Anime" through experience of actual creating "Mizuhiki", "Furoshiki", drawing manga and dancing with Animesongs.	-Through teaching experience, we also gain the knowledge of packing with using "Furoshiki" in a different way in another country.  -We first thought it was too difficult for PYs to make "Umemusubi" of Mizuhiki, however, the level seemed moderate for them and let them focus on it over 30 minutes.  -In Manga part, though Manga itself are popular all over the world, PYs didn't know the details of the history, which makes me think that there could be room for spreading Japanese traditional artworks "Choju-giga" with connecting current Manga trends.  Overall, we could appreciate the value of Japanese art culture through the experience of teaching again.
S27	Healing Through Creativity	B01, B02	<ul> <li>To provide a safe space for PYs to express their overwhelming emotions.</li> <li>To teach PYs new creative ways to express their emotions.</li> <li>To incorporate dance and theatre techniques into healing practices.</li> </ul>	It felt very inspiring to empower other PYs to embrace their emotions, good or bad, rather than to keep it to themselves. Some PYs expressed how the session was something they didn't know they needed, and it encouraged me to continue practicing these workshops at home. At first, some PYs were not too comfortable and were very shy. Although there was a lag in participation, its taught me that I should prepare for other different comfort levels to accommodate all participants. This experience helped me gain newfound confidence in my work.
S28	Volunteer Think Tank	103, 109, 114	<ul> <li>To gain perspectives on what it is like to be a volunteer in different regions in ASEAN and Japan.</li> <li>To broaden the network for future collaboration in volunteering.</li> </ul>	Most of the ASEAN countries faced the same things or issue. And there are a lot of new perspectives on how to tackle it. This is a "learning" type of PLS, as organizers we learn on how to make this more fun and two ways as much as possible.
S29	Nutrition Seminar	Ma06, Ma01, Ma02, Ma10	The nutrition seminar aims to educate the participants about healthy eating balanced diet, weight management, meal planning and how Malaysians practice healthy eating. Beside that, participants are able to know the total daily caroline intake by using Quick Method for calculation.	As organizers, I learnt that there are similarities among Asian countries and Japan about healthy eating. Beside that, I learnt that interactive activities should include during the nutrition seminar to make participants feel fun for the whole section and provide some hands-on activities that will make participants more understanding about what organizers would like to deliver.
S30	When you love someone, love the environment: The ecowarriors in the modern era	P07, P04, P03, P09, P01	<ul> <li>To raise awareness on environmental conservation</li> <li>To share the best practices of the youth organizations in the Philippines</li> <li>To share how to mobilize youth and locals for community projects</li> <li>To inculcate love for the reefs and oceans</li> <li>To talk and discuss about an organization called DYESABEL Philippines</li> </ul>	<ul> <li>We gained more supporters for the environment.</li> <li>We gained a network of environmentalists around ASEAN countries.</li> <li>We had a platform to create a ripple of change for the environment.</li> <li>We have expanded our ideas through sharing and discussion.</li> <li>We are more inspired because of the support of other youth leaders, advocates and volunteers through our participants.</li> </ul>
S31	Childhood Time Capsule Sharing (Thailand)	T15, T12, T01, T02, T14	To bring PYs back to their childhood time through traditional snacks, board games, and music. In this session, we wish PYs can take a moment to go back in time. Think about the time we used to enjoy life without curvy stress. Also, sharing about time before the internet was a big thing like today.	As organizers, we got to learn about culture, board games, and beliefs from different countries (ASEAN & Japan). In this session, we gather board games from each contingent and teach each other how to play.  Aside from cultural exchange, we also learn about organizing skills, design games, events, time management, public speaking, and many more.

Seminar	Title of Seminar	Organizers *	The goal of this PL Seminar	Organizer's gains from this experience
S32	Têt on Nippon Maru	V06, V15, V05, V04, V03, V11	<ul> <li>To give information about the culture and tradition of the Vietnamese during the Lunar New Year.</li> <li>To give international PYs a real experience as a Vietnamese who enjoy decorating and celebrating our Lunar New Year.</li> </ul>	- We have the opportunity to bring our culture to all ASEAN and Japan friends, which is very exciting! - We also learn how to set up things and prepare for the event better (many installations required)!
S33	The Making of Brunei Accessories	B02, B03, B08, B11, B10	This seminar could help you not only to appreciate the rich heritage of Brunei's traditional accessories but also keep these traditions alive by learning the craftsmanship and the stories behind them.	<ul> <li>As organizers, we gained knowledge on doing a workshop/seminar.</li> <li>Increased communication through the group works in the hands-on activity.</li> <li>Had the opportunity to spread more about Brunei's culture to other countries.</li> </ul>
S34	Mindfulness Meditation: A Guide for Inner Peace and Self- Love	C15, C04, C01, C13, C10	Mindfulness Meditation is the meditation that focuses on a moment-by-moment awareness of our thoughts, feelings, bodily sensation, and surrounding environment, through a gentle, nurturing lens. The seminar aims:  1. To raise the importance of meditation in their life  2. PYs will experience homesickness, this PLS will give them space to relax, appreciate their effort and think of a good time with family.  3. PYs will talk about meditation as a tool that they can do for free whenever, and wherever to appreciate themselves and the people around them.  4. PYs will learn to develop skills for self-understanding and, a sense of calm, peace and balance that can benefit emotional well-being and their overall health.	As organizers, we learnt from PYs that we usually spend most of the time taking care and putting attention on others, and forget to appreciate what we have worked so hard for in some circumstances. This experience allows everyone to have a space of personal reflection, take some time to care for themselves and thank you to yourself and every part of body that gives you such a privilege to exist on this earth. This experience also allows us to learn that small things leave bigger impacts when it comes to the right time, meaning that we should value a little thing to ourselves and try to put less self-judgement. Everyone is the main cheerleader for themselves.
S35	Art Therapy: Exploring Heritage through Mindful Painting	I02, I01, I13, I15	The goal of this session is to enhance participants' emotional well-being and self-awareness through the art of mindful painting while deepening their connections to Indonesian cultural heritage. By engaging with traditional patterns like Batik Megamendung, Beanang Bintin, and Mandala.	We shared not only about ethical pattern from each countries, but also explore our emotions and cultural identity creatively and reflectively while watching the sunset with oceans view. From that, we know that art can be profound tool for self-discovery and emotional clarity. By engaging with traditional Indonesian patterns, participants are encouraged to explore their emotions and express them through their art work, emphasize the importance of preserving culture.
S36	Khaen The Sound of Blessing	L03, L11, L04, L02, L08	The goal of this session is to represent our significant pride of Lao Khaen and how to play these traditional instruments by extremely talented Lao youths. The reason we chose this topic was our seminar because we have youths that out standing in our country who will perfectly exchange and deliver the stories and the peace of our country through sound of Kaen.	Among the organizers has experienced that while participating youth learn the basic notes of Khaen, they are keen to welcome to learn the new thing even though it is a bit complicated in making melody when hearing some PY mentioned that this session was one of the PL seminar session that she would like to introduce to other PYs to join and experience and try the Lao Khaen and blessing activity with a lot of fun and happiness.







Ao Dai Sewing (Viet Nam)

Seminar ID	Title of Seminar	Organizers *	The goal of this PL Seminar	Organizer's gains from this experience
S37	Philippine Weaving Ways	P05, P10, P02, P13, P08	To highlight the richness of Philippine culture, particularly its weaving traditions, while fostering a deeper appreciation for Filipino artistry among participants from ASEAN and Japan. The seminar also aimed to promote cultural exchange and understanding by showcasing creativity heritage & dedication of Filipino artists.	That was incredibly rewarding because we had the opportunity to share the beauty and significance of Philippine weaving traditions, particularly Aklan's pina handloom weaving & the Marawam langkit patterns, with an interactive audience.  Their enthusiasm and active engagement reaffirmed the importance of presenting and promoting our cultural heritage.  This seminar also strengthened our skills in organizing & presenting cultural initiatives, and taught me the value of designing interactive & creative & engaging activities. Witnessing the genuine interest of ASEAN - Japan participants in Philippine culture was inspiring and it deepened our appreciation for the role of cultural exchange in building understanding & stronger connections across diverse communities.
S38	Second Chance Corner (Thailand)	T12, T08, T11, T14, T01	To raise awareness and educate PYs about Fast Fashion. How textile waste can be managed. TPY also introduced a "clothes swap event", so PYs can exchange clothes instead of buying a new one. We also teach PY, how to take care of each fabric type, so that the clothes can last longer. In conclusion, the second chance corner aim to educate about; sustainable fashion, SDGs, and consumption pattern.	As organizers, we got to learn about textile waste in different countries in ASEAN & Japan. We got to give and take our experience and case studies in waste management. In terms of skill sets, we learn to create a new ice-breaking game, related to sustainability. We would carry this game back home and share with other youths. Also, organizing skills and team building skills. We learn how to walk with others and find common ground.

### (6) Solidarity Group (SG) Activity

SG Activity is designed to deepen friendship and mutual understanding among PYs. These included recreational and cultural activities undertaken by the SGs and with all PYs' attendance. These activities were managed by the SG Activity Sub-Committee members, who worked together under the guidance of the NLs in charge, namely Cambodia, Lao P.D.R., and Philippines.

SG Activity Sub-Committee planned activities that were deemed to deepen solidarity and friendships among the PYs as well as to invigorate their minds and bodies. The camaraderie among PYs within and outside of their own SGs was strengthened through these activities.

### <Details of SG Activity>

[SG Activity I (12th November)]

"Team Building" (through various games)

[SG Activity II (20th November)]

"SG Sports Event"

- Large jump rope
- Tug of war
- Duck race
- Red flags (Similar to Beach flags)
- Three-legged race

• Gesture Game/Cheer battle

[SG Activity III (30th November)]

"Bringing The Childhood" (Games from 11 countries)

### (7) National Presentation (NP)

National Presentation (NP) is an activity where the PYs introduce indigenous traditions, cultures, history, national character, current situations surrounding youth in the country, current situation of the youth, etc. of their countries through musical performances, dances, skits, explanations, video clips, etc. in order to further deepen the understanding of each country.

The time for preparation was also set in such a manner that does not interfere with other onboard activities. The PYs prepared all the performances including sound effects, lighting, stage decorations, etc. Through NPs, the PYs had an opportunity to see the diversity and similarities among the cultures in ASEAN member countries and Japan while enjoying the good presentation.

In addition, in order to promote understanding on food culture of the respective countries, two typical dishes of each country were served during lunch on the day of the NP.

#### (Outline of NP)

### Japan

Theme: Sunrise

The outline is as follows, First, we performed the calligraphy performance as the opening. Next, the story started from Corona-Era, and go back in time. Time travel started with "The Birth Of Japan", continued with "The Era Of Rice Production", "The Era Of Aristocratic Culture", "Battle Period", "Step Towards A Modern Nation", "And Now, Into The Future", "Finale".

Our main message is "No matter what challenges come our way, lets enjoy overcoming them together". The reason we chose this message is 48th SSEAYP is the first on-board program after Corona pandemic. Through the history trop, the main character (Nobita) learns the strength of Japan to overcome difficulties. This is also what we wanted to deliver to the audience. This NP is a story that tells the historical side of Japan as well as a positive story for people's hearts and minds.

#### Viet Nam

Theme: Shining Viet Nam

Shines through its traditional cultural values, shines in the rhythms of modern life, shines with a passionate national spirit, and shines with the talent and pride of VPY 48.

VPY 48 showcases a variety of performance forms, including dance, singing, and instrumental music blending traditional and modern elements. The common thread throughout the performances is the fusion of traditional folk music with innovative and contemporary twists, delivering a vibrant and radiant image of Viet Nam.

With the desire to present a modern image of Viet Nam, this year, VPY 48 brings to the National Presentation of the following performances.

- 1. Secret garden: A soulful violin rendition of secret garden, capturing its serene and emotive essence.
- Xin chao, xin chao: A cheerful and vibrant song celebrating the joy of meeting and greeting of the Vietnamese.
- 3. Co La: A modern fusion of folk melodies and rap, bringing a fresh twist to the traditional "Co La".
- 4. Xam Ha Noi: A nostalgic tribute to Hanoi's traditional "Xam" music with contemporary vibe.
- 5. Trong com: A playful and energetic reinterpretation of the classic Vietnamese folk song "Trong com".
- 6. Mash up: Bau hoc dau tien + Em yen truiong em: A heartfelt acoustic medley celebrating school days and the joys of learning.
- 7. See tinh (Remix): A lively and upbeat remix blending Vietnamese pop with electronic dance beats.
- 8. Se chuen thang: A powerful and inspiring rendition of the anthem of determination and victory.
- 9. Shining Viet Nam: A vibrant and uplifting song highlighting the pride and potential of VPY 48.
- 10. Rang ro Viet Nam: A grand and celebratory anthem showcasing the beauty and unity of the Vietnamese spirit.

#### Indonesia

### Theme: THE AWAKENING OF NUSANTARA

Our National Presentation begins with a story of a character named Budi that accidentally went back through time to find meaning for his life. Through showcases of traditional dances and songs, Budi found meaning in each of the art he found in the past. He realized that as a young generation that is soon to be the next leader of the nation, he has a role in preserving and celebrating the vibrant traditions in Indonesia.

Entering the new age of his life, the realization that Budi has correlate with the awakening that Indonesia is about to have. Where the new capital city, Ibu Kota Nusantara (IKN), stands as a symbol of a fresh beginning for Indonesia, the city portrays modernization and tradition at the same time. This is an inspiration for the youth to change forward for progress but still carry the lessons or morals from the past.

Our National Presentation consists of 3 parts. The first part explains how Budi got back in time and saw the showcases of Indonesia's traditions. And from that he got what he needs. For the second part, it explains when Budi realizes his past for preserving and celebrating the tradition as a proud young generation from Indonesia. The third part connects Budi's experience with the awakening that Indonesia's about to have, which is the merging of Indonesia's new capital. As explained before, the capital stands as a bridge between the future and the past, which correlate with Budi's role as a young generation from Indonesia.

# Brunei Darussalam

Theme: THE INFINITY OF US

In the heart of an accident water village, where time sways with the currents and the forest whispers forgotten secret, there lives a love. A love that has endured lifetimes, battling against fate and darkness. Yet, the past in never truly gone. We follow the story of "Awang Satria", a hardworking fisherman, and "Dang Kesuma", a cheerful padian – a seller of goods on a boat. And "Tua Jati", an elder of many secrets, who herself has lost a love.

In shadows, a villain hunts- has heart blackened by destruction. By love, like time, in infinite. In finds, its way, even though lifetimes. This is the story of love born anew, but always threatened by a great dark force: Bulan Gerhana.

In the play, we are showcasing traditional, classic and modern Brunei dances, music, martial arts and songs. The next pages will describe the song and dances.

#### Cambodia

Theme: MEAS Sotheara (Daric)

This NP aims to showcase and promote the Kingdom of Cambodia by highlighting the attractive points that has been well-known as uniqueness and world recorded cultural heritage of the country including Royal Ballet, Labokator Fight (Cambodian Martial Arts), Ramayanak Storytelling, Traditional Ceremonies (Sangkranta/Khmer New Year) Shadow Dance, Angkor Wat and Equinox, as well as youth empowerment in the social development progress.

#### I. Opening

NP begins the National Anthem of the Kingdom of Cambodia, and National Leader of Cambodia contingent came on stage to declared the opening remark.

# II. Performance

In this part, we presented various aspects of Cambodian indigenous traditions, cultures, history, national character, modernization of Khmer's dance and explanation including:

- 1. Introductory Video: Introduce each delegate from Cambodia.
- 2. Yike Horm Rong: Cambodian traditional art form.
- 3. Phoung Nary Dance: Cambodian classical dance that symbolize the Royal Ballet which is recorded in worldwide heritage list.
- 4. Labokator Fighting: Cambodian martial art which is recorded in worldwide heritage list.
- 5. Coconut Shell Dance: Cambodian traditional art form.
- 6. Traditional Ceremony (Sangkranta/Khmer New Year) including traditional game and dance (Trot Dance)
- 7. Modernizing candle dance: showcase the Equinox at Angkor Wat which is the eyes catching tourism destinations and worldwide cultural heritage.
- 8. Welcome to Cambodia performance: present and promote tourism.
- 9. Batch song: emphasize the enthusiasm of Cambodian youth in working on their dreams.

### III. Closing

The NP concluded with the flash mop where we played one of Cambodian famous pop song which have been brought to SSEAYP for years titled "Phlab".

#### Lao P.D.R.

Theme: Mother Land

Lao P.D.R. wants to deliver the world heritage that from Lao wisdom as sound of Khean and Naga motif textile. Sharing the lifestyle, way of life, cultural, the story from Northen part to Southern part of Lao P.D.R. through stage play, Lao traditional folk music and dances. To the all PYs as a new generation to know and get a deeper understanding to our culture and tradition. Nevertheless, to be encourage youth, especially women in term of confidence and empowering showed as women also can play the head instrument and also through our VTR also show the natural beauty from Lao, and the place the Lao people make the Fabric for the house hold use, refer to the local wisdom to make our old clothes which new become a world heritage by local wisdom of Lao people. Lastly, we also want to show that even now a day we have a lot of electronic facilities surround us but for Lao people we still willing and proud to preserve our own history, our culture that will remain with generations which will be with all Lao generation to retold the meaningful and sacred way of life all the way from Northen to Southern part of Lao that will get along with the unique foods from traditional ingredient and process that all new generation knows how to make, so we delivered our tradition and culture of our originally to the ASEAN countries.

#### Malaysia

Theme: A meeting of diversity

The 48th Malaysia's Participating Youth's National Presentation's theme is "Melting Pot of Diversity". It focuses on the Malaysian Culture throughout the country with a total of 11 dances starting with the first set of cultural dances focusing on the 3 main races: Rodat/Welcoming dance (Malay), Joget (Malay), Fan Dance (Chinese), Kollatam (Indian).

Continued with dances from the West of Malaysia (Sabah and Sarawak), the second dance set presents Datun Julud (Sarawak) and Sumazau (Sabah). Not forgetting the Orang Asil community with Sewang dance, and Wau Bulan inspired by the Kelantan community's traditional moon kite playing.

The presentation ended with a special set focusing on performing as a group with Dikir Barat Fusion and Malaysia Truly Asia; a performance showcasing the Malaysian Batik, Silat and is a combination of dances. The night ended with a traditional dance along with Joget Lambak.

# Philippines

#### Theme: LOVE THE PHILIPPINES

The National Presentation of the Philippine Contingent started with a Hiraya dance number and a video presentation of Filipino youth issues followed by a nationalistic song O Bayan Ko!

Another video was played showing the hopes and dreams of the PPYs followed by a song number Mangarap Ka. Signifying the ultimate dream of PPYs to love the Philippines through sailing across the Philippines by a series of performance from Luzon, Visayas and Mindanao.

The National Presentation ended with the Contingent video and a unity dance Sayaw, that was joined by other PYs, admins, NLs and ship crews.

# Singapore

Theme: Singapore's multicultural identity and history

# I. Opening

Narrative begins with nostalgic exploration of life in a traditional Malay Village, celebrating community spirit and arrival of Chinese and Indian Immigrants who bring the unique custom and festivities culminating in a vibrant expression of cultural unity.

Grandson prompts grandmother to recount tales of hardship, the story shifts to a period of struggle, where a young Malay girl's hopeful message inspires the community to rebuild, symbolizing resilience and legacy of hope passed down through generations.

#### II. Performance

Grandson's journey continues as he meets a tourist while exploring Singapore, guiding her through Singapore's iconic landmarks and introducing her to local food culture, fostering sense of belonging and friendship. The play also showcases diversity of nations, celebrating riches of Singapore's cultural heritage through songs, dances and performances, highlighting the strength found in diversity and collective spirit that shapes Singapore identity.

#### Thailand

Theme: Thai Time

Our National Presentation, "Thai Time: A Journey Through Tradition and Dreams," is a cultural performance that celebrates the richness of Thai heritage while addressing contemporary issues of identity and aspiration. The story revolves around a young girl born into a family of traditional Thai dancers, who grapples with societal expectations and her own dreams. Through an extraordinary adventure, she uncovers the deep connections between time, tradition, and self-discovery.

The performance will blend traditional Thai dance with modern theatrical techniques, creating a visually stunning and emotionally impactful experience. Traditional dance forms will be showcased alongside modern ones, representing the bridge between past and present. One highlight of the presentation is a poignant scene addressing social challenges faced by today's youth, reflecting on their dreams and the struggles of reconciling heritage with modernity.

Through this journey, we aim to inspire the audience to reflect on their own roots, the importance of preserving cultural identity, and the pursuit of personal growth. The performance is designed to engage, educate, and leave a lasting impression, showcasing Thailand's vibrant culture and the timeless relevance of its traditions.



National Presentation (Japan)



National Presentation (Indonesia)

# (8) Voluntary Activity (VA)

Voluntary Activity (VA) is an activity which a PY or a group of PYs can freely organize, call for participation and carry out. Through organizing voluntary activities, the PY can develop ability to transmit his / her own thoughts and ideas, to plan and implement activities. Furthermore, they can actively exchange each other beyond the contingents, SGs or DGs.

The following voluntary activities were organized during the 48th SSEAYP:

- Movie night
- · Viet Nam Dance Party
- Deep a Bali Night (Experience Balinese traditional culture)
- · Viet Nam Course
- Viet Nam Cafe
- · Prom Night
- Noodle Party
- Japan Night (Introduction to Japanese culture)
- KARAOKE Night
- Chinese Night (Introduction to Chinese culture)
- Killer Game (A deduction game)
- Champa Pin (Create a brooch featuring Champer, the national flower of Lao P.D.R.)
- SSEAYP Got Talent
- · Ecumenical Worship Night
- Trivia Night
- Miss and Mr. "Aphone Laos" Contest
- Viet Nam & Indonesia
- · Brunei Traditional Dance Class

# (9) Reflecting Country Program by SG

PYs reflected experiences gained during the country programs and share them with other participants within the same SG. This session is to help PYs review the meaning of their intercultural experiences and learn more about themselves as well as cultures and people that they encountered throughout the program from the different point of view.

## (10) Free Day

Free Day, in which there was no official activity, were scheduled five times; half free day for four times in order to allow PYs to have personal space and time to maintain their health condition during the tight schedule of the activities. It is also to provide opportunities for PYs to interact with other participants through spontaneous and voluntary activities. On Free Day, there was no morning call nor morning exercise, but the morning assembly was held from 12:00 to 12:30.

# (11) Others

#### a. Lifeboat Drill (7th November)

PYs had a briefing in the Dolphin Hall by the ship crew, then they were asked to return to their cabins for the simulation exercise. At the given signal (onboard paging system and emergency bell), all passengers put on life jackets and gathered along the deck according to their pre-designated escape routes. At the deck, additional instructions were given.

### b. Lecture by Administrator (9th November)

Mr. Shunsuke FUJIMORI, the Administrator, gave a lecture to the PYs. He mentioned about his background and the preparations he has made for implementing the 48th Ship for Southeast Asian and Japanese Youth Program.

### c. Lecture by Captain (9th November)

Mr. Koichi UCHIDA, the Captain of Nippon Maru, explained the ship facility and equipment. In addition, he explained the special knowledge for the ship and a cruise to raise awareness of PYs.

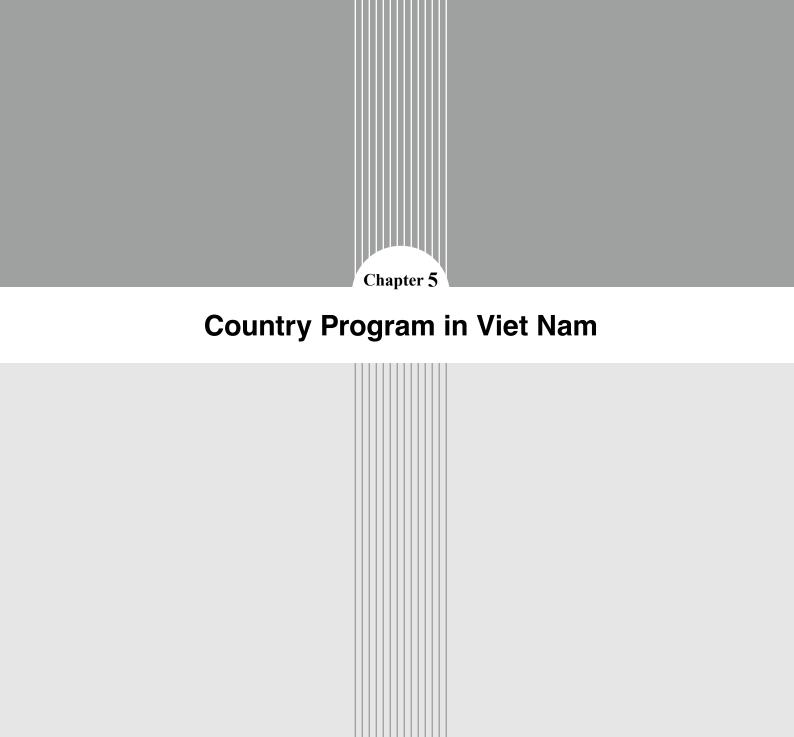
#### d. Ship Tour (29th November)

PYs were taken to a tour to the bridge of the ship. In the bridge, the ship crew in charge explained the machines and gadgetry of the ship and how they work.

# 5 Disembarkation

On 6th December, after gathering on the second floor of the ship according to the destination of the local program, the participants took a bus respectively to Tokyo Station or Haneda Airport, and disembarked the ship.





Activities in the port-of-call country were planned and implemented by the government of the host country and the Reception Committee. The Reception Committee included members from the Alumni Associations of each country, and the ex-participating youth played a central role implementing the port-of-call activities.

After departing Tokyo Port, the ship made its first stop at Ho Chi Minh City (Viet Nam). During the visit,

the participating youth attended the Welcome Ceremony and a Flower offering ceremony at President Ho Chi Minh Monument, and the National Leaders paid a courtesy visit to the Chairman of the Ho Chi Minh City People's Committee. They also participated in workshops at several universities related to various discussion themes and experienced homestays with local families.

# 1

# Activities in Viet Nam

Date	Time	Activities
14th November	7:30-8:00	Flag Hoisting Ceremony by Viet Nam (at Dolphin Hall)
Thursday	9:30	Berth at Tan Cang - Hiep Phuoc Port, Ho Chi Minh City
	10:20-12:00	Briefing on Country Program in Viet Nam by RC in COC
	13:00-14:00	Orientation for PYs by RC (at Dolphin Hall)
	14:00-16:00	Welcome Ceremony (at Tan Cang - Hiep Phuoc Port)  • Flag Cheers by PYs
		• Speech by Ms. Nguyen Pham Duy Trang, Secretary of the Central Committee of the Ho Chi Minh Communist Youth Union / (Chairwoman of Ho Chi Minh Young Pioneer Organization)
		<ul><li>Speech by Mr. Shunsuke FUJIMORI, Administrator</li><li>Speech by YL of Cambodia</li></ul>
	17:00-17:30	Flower offering ceremony at President Ho Chi Minh Monument (at Nguyen Hue Pedestrian Street)
		AYL of Viet Nam
		AYL of Japan
	17:45-18:30	Visit Independence Palace
	18:30-20:30	Welcome Dinner (at Independence Palace)
		• Speech by Mr. Vo Van Hoan, Vice chairman of the People's Committee of Ho Chi Minh City
	20:30-21:30	City Tour on Double Decker Bus
15th November	7:00-7:30	Briefing on Homestay to the PYs (at Dolphin Hall)
Friday	7:30-12:00	Field Study by DG
		DG1 : Ho Chi Minh City University of Social Sciences and Humanities
		DG2 : University of Economics Ho Chi Minh City
		DG3 : Ton Duc Thang University
		DG4 : Ho Chi Minh University of Technology
		DG5 : University of Medicine and Pharmacy Ho Chi Minh
		DG6: Ho Chi Minh City University of Information Education
	14:00-15:30	Homestay Matching
	18:00-20:00	<a href="#"><administrator and="" nls=""></administrator></a> Dinner hosted by Mr. Ngo Minh Hai, Secretary of the Central Standing Committee of the Ho Chi Minh Communist Youth Union
		Speech by Mr. Ngo Minh Hai, Secretary of the Central Standing Committee of the Ho Chi Minh Communist Youth Union
		<ul><li>Speech by Mr. Shunsuke FUJIMORI, Administrator</li><li>Gift Exchange</li></ul>

Date	Time	Activities
16th November		<py> -Homestay-</py>
Saturday		-nomestay-
		<administrator and="" nls=""></administrator>
	8:00-9:00	Courtesy Call (at Ho Chi Minh City People's Committee)
		• Speech by Mr. Phan Van Mai, Chairman of the Ho Chi Minh City People's
		Committee
		Speech by Mr. Shunsuke FUJIMORI, Administrator
	18:00-21:00	Gift Exchange
		Reunion Onboard (at Dolphin Hall and Dining Room)
17th November	11:30-13:30	PYs return from Homestay
Sunday	14:00-15:00	Ship tour
	15:30-16:30	Departure Ceremony (at Tan Cang - Hiep Phuoc Port)
		Speech by Mr. Ngo Minh Hai, the Central Standing Committee of the Ho Chi Minh
		Communist Youth Union
		Speech by AYL of Japan
		Speech by YL of Indonesia
	17:00	Set sail

# 2 Welcome Ceremony

On 14th November from 14:00, a welcome ceremony was held at the port of Tan Cang Hiep Phuoc.

At the welcome ceremony, after disembarking the ship with flag cheers (cheering with hand flags) by each country, NLs and PYs from each country received a warm welcome with Viet Nam performance.

Then, Ms. Nguyen Pham Duy Trang, Secretary of the Central Committee of the Ho Chi Minh Communist Youth Union, gave a welcome speech, followed by a speech by Mr. Shunsuke FUJIMORI, Administrator. Then, YL of Cambodia gave a speech on behalf of PY.



Speech by YL of Cambodia

# Flower offering ceremony and Welcome Dinner

On 14th November from 17:00, a flower offering ceremony was held at the memorial statue of President Ho Chi Minh. AYL of Viet Nam and AYL of Japan offered flowers on behalf of PY, followed by a prayer by Mr. Shunsuke FUJIMORI, Administrator.

The participants then moved to the Independence Palace for a tour, followed by a welcome dinner.

At the welcome dinner, Mr. Vo Van Hoan, Vice chairman of the People's Committee of Ho Chi Minh City, delivered his speech.



Speech by Mr. Vo Van Hoan, Vice chairman of the People's Committee of Ho Chi Minh City, at Welcome Dinner

# 4

# Field Study

	Institution	Reference (*)
DG1	Ho Chi Minh (HCM) University of Social Sciences and Humanities	p. 77
DG2	University of Economics Ho Chi Minh City (UEH)	p. 82
DG3	Ton Duc Thang University	p. 86
DG4	Ho Chi Minh University of Technology	p. 91
DG5	University of Medicine and Pharmacy Ho Chi Minh	p. 96
DG6	Ho Chi Minh City University of Information Education	p. 101

<sup>\*</sup>Refer to the Group Discussion Reports on the Discussion Program, Chapter 7.



Ho Chi Minh University of Social Sciences and Humanities (DG1 Soft Power and Youth People-to-People Diplomacy Group)



University of Economics Ho Chi Minh City (DG2 Economic Growth and Sustainable Community Group)



Ton Duc Thang University (DG3 Global Environment and Climate Change Group)



Ho Chi Minh University of Technology (DG4 Disaster Risk Reduction and Recovery Group)



University of Medicine and Pharmacy Ho Chi Minh (DG5 Good Health and Well-being Group)



Ho Chi Minh City University of Information Education (DG6 Digital Society Group)

# Dinner hosted by Mr. Ngo Minh Hai, Secretary of the Central Standing Committee of the Ho Chi Minh Communist Youth Union

On 15th November from 18:00, a dinner hosted by Mr. Ngo Minh Hai, Secretary of the Central Standing Committee of the Ho Chi Minh Communist Youth Union was held. Mr. Shunsuke FUJIMORI, Administrator and NLs from each country were invited.

Mr. Ngo Minh Hai, Secretary of the Central Standing Committee of the Ho Chi Minh Communist Youth Union, gave the opening remarks, which were followed by remarks by the Administrator Mr. FUJIMORI. Thereafter, commemorative gifts were exchanged.



# Courtesy Call to the Chairman of the Ho Chi Minh City People's Committee

On 16th November from 8:00, Mr. Shunsuke FUJIMORI, Administrator and NLs from each country paid a Courtesy Call to Mr. Phan Van Mai, Chairman of the Ho Chi Minh City People's Committee, at the Ho Chi Minh City People's Committee Building.

At first, Mr. Phan Van Mai, Chairman of Ho Chi Minh City People's Committee, gave his greetings and shared his experiences as an ex-PY (The 29th Ship for Southeast Asia and Japanese Youth Program). Then, Mr. FUJIMORI, Administrator gave his greetings and presented a copy of the program report of the time when the Chairperson

participated in the program. Thereafter, the participants had a casual talk and exchanged commemorative gifts.



# 7

# Ship Tour and Departure Ceremony

On 17th November at 14:00, before the departure from Viet Nam, Ship Tour of Nippon Maru was held, where host families and stakeholders from Field Study were invited. Subsequently, at 15:30, a Departure Ceremony was held at

Speech by Mr. Ngo Minh Hai, Secretary of the Central Standing Committee of the Ho Chi Minh Communist Youth Union

the Tan Cang - Hiep Phuoc Port in the presence of the Viet Nam Reception Committee and invited guests. After the Departure Ceremony, at 17:00, the Nippon Maru set sail for Indonesia.



Departure from Viet Nam



Departing from Ho Chi Minh City (Viet Nam), the ship made its next stop at Jakarta (Indonesia). During the port-of-call activities, the participating youth paid Courtesy Calls to the Ministry of Youth and Sports and the ASEAN Secretariat. They also visited government agencies and companies related to each discussion theme, and experienced homestays with local families.

# 1

# Activities in Indonesia

Date	Time	Activities
21st November Thursday	7:30-8:00 9:00 9:30-11:00 11:00-11:20 11:00-12:00 13:00-13:45	Flag Hoisting Ceremony by Indonesia (at Dolphin Hall) Berth at Tanjung Priok Port, Jakarta Briefing on Country Program in Indonesia by RC in COC Press Conference (at Lounge "Umi") Orientation for PYs by RC (at Dolphin Hall) Welcome Ceremony (at Dolphin Hall) • Speech by Mr. Esa Sukmawijaya, Assistant Deputy for Youth Partnership, Ministry of Youth and Sports • Speech by Mr. Shunsuke FUJIMORI, Administrator • Speech by YL of Lao P.D.R. Courtesy Call (at Ministry of Youth and Sports) • Speech by Mr. Taufik Hidayat, Deputy Minister of Youth and Sports • Gift Exchange Welcome Dinner (at Travel Heritage Hotel) • Speech by Ms. Ir. Suharini Eliawati, M. Si., Acting Assistant for People's Welfare, Regional Secretary of DKI Jakarta Province • Speech by Mr. Shunsuke FUJIMORI, Administrator • Gift Exchange • Performance by RC • Performance by PYs
22nd November Friday	10:00-11:45	Courtesy Call on ASEAN Secretariat  • Speech by Mr. Shunsuke FUJIMORI, Administrator  • Presentation by Mr. LEE Yoong Yoong, Director for Community Affairs, ASEAN Secretariat
	11:45-13:00	<moslem py=""> Friday Prayer</moslem>
	13:00-17:00	Field Study DG1: Bank Indonesia DG2: GoTo Group DG3: The Indonesian Forum for Environment (WALHI) DG4: ASEAN Coordinating Centre for Humanitarian Assistance on disaster management (AHA Centre) DG5: Menjadi Manusia DG6: Traveloka
23rd November Saturday	8:30-9:00 11:00-13:00	Briefing on Homestay to the PYs (at Dolphin Hall) Homestay Matching • Performance
24th November Sunday		<py> -Homestay-</py>
	18:00-21:00	<administrator and="" nls=""> Reunion Onboard (at Dolphin Hall and Dining Room)</administrator>

Date	Time	Activities
25th November Monday	11:30-12:30 13:30-14:30 15:00-16:30	PYs return from Homestay Ship tour Departure Ceremony (at Tanjung Priok Port)  • Flag Cheers by PYs  • Speech by Mr. Ario Bimo Nandito Ariotedjo, Minister of Youth and Sports  • Speech by YL of Japan  • Speech by AYL of Viet Nam Set sail

# 2

# Joint Press Conference and Welcome Ceremony

On 21st November, a joint press conference was held at 11:00 in the Lounge "Umi". The press conference was attended by Mr. Esa Sukmawijaya, Assistant Deputy for Youth Partnership, Ministry of Youth and Sports, Mr. Shunsuke FUJIMORI, Administrator, Mr. Koichi UCHIDA, the Captain of Nippon Maru, NL of Indonesia, YL of Indonesia, AYL of Indonesia, YL of Japan, and AYL of Japan.

A welcome ceremony was then held at the Dolphin Hall of Nippon Maru from 13:00, where many local youths

and officials welcomed the delegations. At the welcome ceremony, Mr. Esa Sukmawijaya, Assistant Deputy for Youth Partnership, Ministry of Youth and Sports, gave a speech, which was followed by a speech by Mr. FUJIMORI, Administrator. Finally, on behalf of PY, YL of Lao P.D.R. gave her speech.



Joint Press Conference



Speech by Mr. Esa Sukmawijaya, Assistant Deputy for Youth Partnership, Ministry of Youth and Sports

# 3

# Courtesy Call to the Deputy Minister of Youth and Sports

On 21st November from 16:00, a Courtesy Call to Mr. Taufik Hidayat, Deputy Minister of Youth and Sports at the Ministry of Youth and Sports was held.

During the Courtesy Call, Mr. Taufik Hidayat, Deputy Minister of Youth and Sports, gave his greetings, followed by an exchange of commemorative gifts between Mr. Taufik Hidayat and Mr. Shunsuke FUJIMORI, Administrator, and NLs from each country. There was also a Q&A session, and the visit ended with taking a commemorative photo.



# 4

# Welcome Dinner

A Welcome dinner was held on 21st November at 19:00.

Ms. Ir. Suharini Eliawati, M. Si., Acting Regional Director of National Welfare Jakarta SAR, and Mr. Shunsuke FUJIMORI, Administrator, gave welcome speeches, followed by an exchange of gifts between Ms.

WELCOME TO JAK

COUNTRY FROGRAM INDENISTA
21-25 November 2024
SSEAYP 48TH

The Ship for Southeast Asian & Japanese Youth

Speech by Ms. Ir. Suharini Eliawati, M. Si., Acting Assistant for People's Welfare, Regional Secretary of DKI Jakarta Province

Ir. Suharini Eliawati, M. Si., Acting Assistant for People's Welfare, Regional Secretary of DKI Jakarta Province, Mr. FUJIMORI, Administrator, and NLs from each country.

There were also some performances by the Indonesian Reception Committee and PYs of each country.



Performance by PYs

# 5

# Courtesy Call to ASEAN Secretariat

On 22nd November from 10:00, NLs and PYs from each country made a Courtesy Call to the ASEAN Secretariat.

After a tour of the ASEAN Secretariat, Mr. LEE Yoong Yoong, Director of Community Affairs, ASEAN Secretariat, gave a lecture on the history of ASEAN and the situation of each member country.



# 6 Field Study

	Institution	Reference (*)
DG1	Bank Indonesia	p. 77
DG2	GoTo Group	p. 83
DG3	The Indonesian Forum for Environment (WALHI)	p. 87
DG4	ASEAN Coordinating Centre for Humanitarian Assistance on Disaster Management (AHA Centre)	p. 92
DG5	Menjadi Manusia	p. 97
DG6	Traveloka	p. 102

\*Refer to the Group Discussion Reports on the Discussion Program, Chapter 7.



Bank Indonesia (DG1 Soft Power and Youth People to People Diplomacy Group)



GoTo Group (DG2 Economic Growth and Sustainable Community Group)



The Indonesian Forum for Environment (WALHI) (DG3 Global Environment and Climate Change Group)



ASEAN Coordinating Centre for Humanitarian Assistance on Disaster Management (AHA Centre) (DG4 Disaster Risk Reduction and Recovery Group)



Menjadi Manusia (DG5 Good Health and Well-being Group)



Traveloka (DG6 Digital Society Group)

# 7

# Ship Tour and Departure Ceremony

On 25th November at 13:30, Ship Tour was held inviting host families and stakeholders of the Field Study prior to the departure from Indonesia. After the Ship Tour at 15:00, Departure Ceremony was held at Tanjung Priok Port in the

presence of Mr. Ario Bimo Nandito Ariotedjo, Minister of Youth and Sports. After the Departure Ceremony, at 17:00, Nippon Maru set sail for Japan.



Mr. Ario Bimo Nandito Ariotedjo, Minister of Youth and Sports, joined the Ship Tour of Nippon Maru



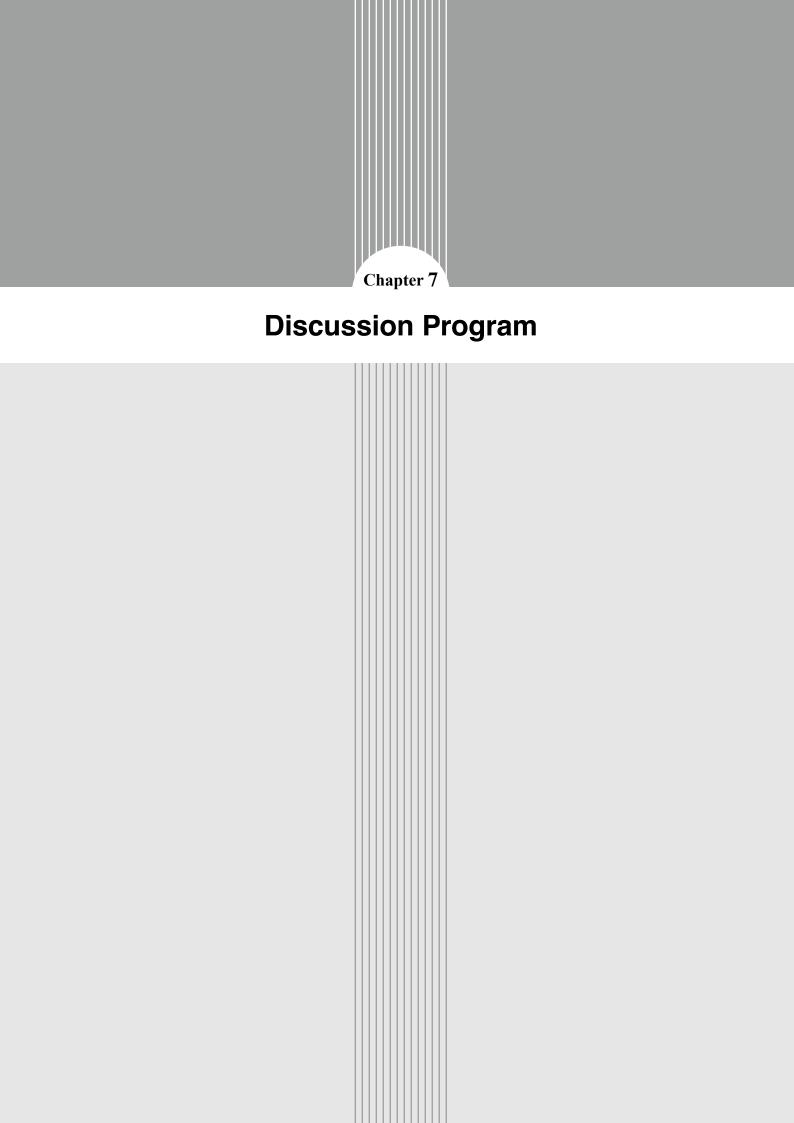
Speech by YL of Japan



Saying goodbye to the Indonesian people



Departure from Indonesia



# 1

# Outline of the Discussion Program

# (1) Purpose

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

Furthermore, it aims to equip the PYs with practical knowledge and skills that are necessary for them to conduct post-program activities, to encourage them to come up with concrete ideas for possible post-program activities and enhance their willingness to actively participate in the post-program activities by providing opportunities for PYs to utilize the results of the Discussion Program.

# (2) Theme

The Discussion Program was going under based on the matters agreed upon by the leaders of each country in the Joint Vision Statement 2023 Implementation Plan for Japan-ASEAN Friendship and Cooperation (17th December 2023), there were six "discussion themes." Each Discussion Group (DG) comprised of more or less the same number of PYs from different contingents.

#### **Discussion Themes**

DG1 Soft Power and Youth People to People Diplomacy

DG2 Economic Growth and Sustainable Community

DG3 Global Environment and Climate Change

DG4 Disaster Risk Reduction and Recovery

DG5 Good Health and Well-being

DG6 Digital Society

# (3) Proceedings

PYs were divided into six DGs according to their preference prior to the embarkation. After grouping, the Facilitators provided their PYs with pre-program assignments relevant to their respective group themes. Through such assignments, PYs deepened their knowledge of their respective group themes, as well as worked on the pre-program assignments in preparation for the Discussion Program.

During the country program in Japan, PYs participated in the field studies relevant to group themes to deepen their perspectives on their themes by learning the cases in Japan.

During the onboard activities, each Facilitator coordinated and managed his / her DG, assisted by PY Steering Committee members selected in each group and each contingent.

During the country programs in Viet Nam and Indonesia, the field studies were arranged according to the six group themes to further enrich the discussion onboard. Upon experiencing actual activities and interacting with field experts / practitioners, the PYs increased their awareness of their respective group themes.

After the five consecutive sessions of group discussions, there was a session in which PYs learned approaches for designing and implementing projects from Facilitators in order to equip themselves with practical knowledge and skills necessary for them in conducting social contribution activities after SSEAYP. This content was included in the Post-Program Session I (plenary session), co-organized with AA (representatives to Onboard Ship Conference or OBSC) representatives.

Discussion Program Steering Committee member organized the Presentation of Discussion Results. Representatives from each DG presented the results of the discussion. After each presentation, PYs from other groups asked questions to the PYs who had a presentation.

# (4) Facilitators

Discussion Group	Name	Nationality
DG1 Soft Power and Youth People to People Diplomacy		Japan
DG2 Economic Growth and Sustainable Community		Japan
DG3 Global Environment and Climate Change		Mexico
DG4 Disaster Risk Reduction and Recovery		Philippines
DG5 Good Health and Well-being		Philippines
DG6 Digital Society		Indonesia

# (5) Flow of Discussion Program

	assignments.
Sth Novemb Country Program in 19:45-21:0	
Japan 6th Novemb 9:00-16:00	Licenseion Program (Hield Study) relevant to discussion themes
•	
10th Novem 10:00-12:4	Introductory
Discussion Program 11th Novem 14:15-17:0	(From Discussion I
(Onboard) 12th Novem 10:00-12:4	( From 1 hequesion II
13th Novem 10:00-12:4	(From Diagnation III
•	
Country Program in Viet Nam  15th Novem	ber Discussion Program (Field Study) relevant to discussion themes
•	
Discussion Program 19th Novem 10:00-12:4	Group Discussion IV
(Onboard) 20th Novem 10:00-12:4	(From Discoussion V
•	
Country Program in Indonesia 22nd Novem	ber Discussion Program (Field Study) relevant to discussion themes
•	
Discussion Program 27th Novem 10:00-12:4	
(Onboard) 1st Decemb 10:00-12:4	Precentation on Discussion Paguits

# 2 Group Discussion Reports

# (1) Soft Power and Youth People to People Diplomacy Group

Number of PYs: 28

# **A. Discussion Topic**

# a. Theme Description

PYs will discuss how youth can contribute to the international society by discovering the strength and attraction of their own countries' culture or value, and to take part with their soft power.

#### b. Achievements and Expected Outcomes

- Understand definitions of "Soft Power" and "Youth Diplomacy" and their challenges, and ways to address them.
- Experience the concepts of "Soft Power" and "Youth Diplomacy" through real-life exercises aimed at achieving desired outcomes.
- Gain and grow in awareness of cultural differences, values, and perspectives within their own and other nations.
- Develop greater acceptance, compassion, and strategies to other nations and groups.

# c. Competencies to be Acquired

### Knowledge

- Understanding the concepts of "Soft Power" and "Youth Diplomacy."
- Recognizing how young people can use these concepts to promote change.
- Comprehending the varying economic and social experiences within ASEAN member countries and identifying key issues.
- Appreciating how cultural differences can influence the exercise of such power.

# **Skills**

- Assessment skills concerning cultural differences and values
- · Identity Analysis skills
- · Discussion skills
- · Critical Thinking skills

#### **Behaviours**

- Ability to step outside one's own experience, and understand the experiences of others.
- Tolerance in the acceptance of differing views.

## **B. Pre-Program Assignments**

#### **Assignment 1**

# **Reading Assignment:**

- 1. Soft Power: The Means to Success in World Politics by Joseph S. Nye, Jr.
- 2. Ministry of Foreign Affairs of Japan (https://www.mofa.go.jp)
  - a) Public Diplomacy on Cultural Exchange
  - b) Pop-Culture Diplomacy
  - c) Implementation Plan of the Joint Vision Statement on ASEAN-Japan
- US Institute of Diplomacy and Human Rights, "How Can Youth Get Involved in Diplomacy?", March 2020. (https://usidhr.org)
- 4. ASEAN Secretariat Website:
  - a) "ASEAN SG Expects Canada to Invest Education to Promote People to People Connectivity" (https://asean.org)
  - b) "ASEAN ROADMAP 2025 to realize a common higher education space in Southeast Asia" (https:// asean.org)
- 5. March for Our Lives, (https://marchforourlives.com)
- 6. Indonesian Youth Diplomacy, Y20 Indonesia 2022, (https://www.youtube.com)
- 7. AMP Global Youth (https://www.ampglobalyouth.org)

# Assignment 2

# **Contingent Assignment:**

Research one youth diplomacy program (or cross-cultural program) and learn about 1)its organizer, 2) mission statement, 3)objectives, 4)goals, 5)activities, and 6)outcomes. Your findings should explain why your contingent chose this program.

Each contingent will be making a presentation on this research at the Discussion Program. Length of the presentation should be 5 minutes. Presentation can be PowerPoint, digital footage, or any creativity is welcome.

#### **Assignment 3**

# **Individual Assignment:**

Define 1) "Soft Power", and 2) "Youth Diplomacy" in your own words (300 words).

# C. Proceedings

#### Field Study in Japan

**Institution:** The Parliament Building

#### **Activities**

Tour of the building with information session provided by staff members of The Parliament Building.

#### What we learned

- a. The history of the establishment of the Japanese political system.
- b. The differences between the Japanese government system from that of their home countries.

#### **Institution:** ASEAN-JAPAN Centre

#### **Activities**

- a. Mini Lecture regarding "Soft Power" and "Southeast Asian and Japan's Soft Power Strengths"
- b. Your Role as Changemakers
- c. Information session on "History of ASEAN-Japan Relations"
- d. Introduction to AJC's Activities
- e. Group Discussion

#### What we learned

- a. PYs learned about ASEAN-Japanese history and the establishment of relationships.
- b. PYs grew awareness of their expectations for the next generation

#### **Introductory Program**

# **Objectives**

- Set up the platform/culture of the DG1 group
- Learn how to present yourself to others in intercultural settings
- Gain sensitivity in intercultural settings

# Activities

- a. Facilitator Introduction
- b. Set up the platform and culture of the DG1 group
  - 1. Ground Rules Introduction
  - 2. Goals and Objectives Introduction
- c. Icebreaking Activity

"Who am I" sheet: Introduction of PYs by groups using the "Who am I" sheet and their expectation from DG1

d. Selection of Steering Committees

#### **Outcomes**

- PYs learned individual personalities of their fellow DG members and better understood who they are.
- "Who am I" sheet helped PYs introduce themselves and relate their different backgrounds while also finding many things they had in common.
- PYs learned how to be mindful and sensitive to others in the multilingual and multicultural settings.

#### **Group Discussion Session I**

### **Objectives**

Understanding the concept of Soft Power & Youth Diplomacy and experience the difference in perspectives each participant brings to the group.

#### **Activities**

- a. Debriefing Field Study in Japan
- b. Group work to share Individual Assignment: defining "Soft Power" and "Youth Diplomacy" in your own words.
- c. Mini Lecture on examples of Soft Power
- d. Contingent Assignment Presentation
  - Each contingent made a presentation on their research regarding Youth Diplomacy
  - Each given period of 5 minutes at the big venue on stage to practice.

#### **Outcomes**

- PYs learned the concept of "Soft Power" and "Youth Diplomacy"
- PYs were able to explore the programs related to Youth People to People Diplomacy and how they are building grassroots relationships, encouraging empathy and promoting cultural understanding beyond borders.
- Throughout the exchanges, group discussion, and the presentation, PYs were able to learn different perspectives.

# **Group Discussion Session II**

# **Objectives**

- Learn the concept of "Culture" and its complexity by using models
- Learn your identity through your cultural values and know others

#### **Activities**

a. Mini Lecture

Introduction of Cultural Models by Geert Hofstede and Edward T. Hall:

- 1) Definition of "Culture"
- 2) "Cultural Onions"
- 3) "Tip of Iceberg"
- b. Intercultural Communication & Cultures and Values
  - 1) Cultural Activity: "Visit and Meet people from SSEAYP-land"
  - Fill in and share "Value Lens Sheet", and discuss by groups

#### **Outcomes**

 Through the activities, PYs were able to experience what it's like to be exposed to different forms of communications due to cultural differences.

- PYs learned the definition of culture and the concepts of each cultural model.
- PYs deepened the understanding of concepts of culture and its connections with social norms, beliefs, and customs.

#### **Group Discussion Session III**

### **Objectives**

- Learn how to present yourself to others in intercultural settings
- Gain sensitivity in intercultural settings.
- Develop critical thinking skills
- Gain analytical skills
- Enhance oral communication skills
- Gain assessment skills concerning cultural differences and values
- Raise awareness tolerance in the acceptance of differing views

#### **Activities**

- a. Cross-Cultural Activity on Soft Power and Youth People to People Diplomacy
- b. Introduction of Communication Style in Intercultural Communication.
- c. Case Study Analysis through cultural aspects and lens
- d. Cross-cultural Activity by VPYs

# Outcomes

- PYs learned the different types of communication styles in part by understanding the cultural backgrounds of individuals
- Through the activity, PYs learned to engage and adopt the right position to understand

# Field Study in Viet Nam

**Institution:** Ho Chi Minh (HCM) University of Social Sciences and Humanities

#### Activities

- a. Lecture on Soft Power by guest speaker
- Lecture and group discussion conducted by a professor at HCM University

# What we learned

- a. Perspectives on Soft Power and Diplomacy from Viet
   Nam
- b. How ethnocentrism can influence Soft Power.
- c. Through joint discussion with local students PYs got a deeper understanding of Soft Power and their perspectives on it.

#### **Group Discussion Session IV**

# **Objectives**

• Understanding cultural differences

Understanding ways that young people can use these concepts to promote change

#### **Activities**

- a. Debriefing Field Study in Viet Nam
- b. Follow up on Ethnocentrism, and Cultural Relativism
- c. Mini Lecture on The Power of Soft Power
- d. Discussion on "How do pop culture, subculture, social media, traditions, and history affect soft power and youth diplomacy...and what are Pros and Cons of these sources?"

#### **Outcomes**

- PYs were able to share their points of view on the topic and analyze pros and cons.
- They were able to share differences in customs and values through the institutional visit and homestay program.
- PYs were able to learn the concept of power, especially the differences between "Soft Power" vs. "Hard Power".

# **Group Discussion Session V**

#### **Objectives**

- a. Gain public speaking skills in a Second Language
- b. Preparation for Public Speaking in a Second Language

#### **Activities**

- a. Presentation from the discussion results continued from session IV.
- b. Preparation for Plenary Session
- c. Review of DG1
- d. Follow up on Kohl's learning style
- e. Cross-cultural Activity by IPYs
- Information on Plenary Session conducted by Steering Committee Members

#### **Outcomes**

- PYs were able to share their perspectives on topics discussed in the session.
- PYs learned the benefits of youth diplomacy both personally and professionally.
- PYs learned how Kohl's Learning Style can be efficient

# Field Study in Indonesia

**Institution:** Bank Indonesia

## **Activities**

Lecture on vision of Bank Indonesia to become a leading digital central bank

#### What we learned

- a. Digital banking system in Indonesia
- b. How the bank is aiming to market to GenZ

#### Wrap-up Session

#### **Objectives**

- Define their learning outcomes in their own words.
- Reflect on their participation in the Discussion Program.
- Prepare for Post-Program Activities.

#### **Activities**

- a. Debriefing Field Study in Indonesia
- b. Overview & Reflection on Discussion Programs
- c. Self-Evaluation
- d. Post Program Activity Introduction by JPY
- e. Preparation on Presentation of Discussion Results
- f. Tips on Public Speaking in a Second Language
- g. Presentation Preparation

#### **Outcomes**

- a. PYs were able to reflect on what they'd learned in each session
- b. PY's deepened their understanding of "Soft Power" and "Youth Diplomacy"

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

As a result, PYs shared what they learned from the DG1 sessions at the Plenary Session showcases.

- Understand the concepts of Soft Power and Youth Diplomacy and their significance in our world.
- Engage with the principles of Soft Power and Youth Diplomacy through practical, real-world exercises.
- Enhance awareness of cultural differences, values, and perspectives within our own and other nations through intercultural communication.
- Foster greater acceptance, compassion, and strategies for effective cross-national and cross-group engagement.

# **PYs' Action Plans**

Through the discussions, PYs gained a deeper understanding and appreciation of how Soft Power and Youth Diplomacy can serve as effective tools for fostering grassroots friendships among nations. They also proposed several recommendations and outlined their personal goals for future initiatives.

#### **Recognize the Power of Youth:**

- Acknowledge and embrace the role of youth in creating positive global change.
- Leverage their potential to influence and inspire others.

### **Utilize Soft Power:**

- Continue learning and applying soft power as a tool for building understanding.
- Foster cooperation through cultural exchange and shared values.

# Promote Grassroots Engagement through Youth People to People Diplomacy

- Facilitate people-to-people exchanges, such as cultural events, youth forums, social media and collaborative projects.
- Encourage youth-led initiatives to promote empathy, understanding, and cooperation across borders.

# **Appreciate Diversity:**

- Recognize and value the beauty of cultural diversity.
- Set aside minor differences to focus on common goals.
- Gain insights into the lives, cultures, and environments of other PYs.

#### E. Feedback from PYs

PY's made the following comments:

"During Discussion Group Sessions, I learnt a lot about Soft Power and Youth People to People Diplomacy. Exchanging ideas and opinions from other PYs from other countries about their countries its own Soft Power and Youth People to People Diplomacy."

"Intercultural Communication helped PYs learn more about cultures and values, not to have stereotype."

"The case introduced us to cultural dimensions and made us think about how cultural norms influence daily behavior."

"I really enjoyed the sessions, especially the interactive elements like group discussions and presentations."

"Each and every one of these sessions were immensely enjoyable and informative; became a practice during our DG sessions to prepare short presentations of findings and confidence to express our thoughts and ideas, and the ability to navigate the inevitable differences of opinions."

"The experience in DG has strengthened my belief in the power of youth to create positive change through genuine connections which inspired me to continue how to use Soft Power in own journey to promote understanding and cooperation in the world."

"Since there is some misunderstanding about the definition of Soft Power in my home country, after participating in DG1 I have realized that Soft Power can be anything that influences other people or community and it's talking about how each country achieves goals through attraction and persuasion."

"Joining DG1 group discussion has taught me in different ways. I have now gained not just knowledge but a confidence in sharing and being a change maker in the upcoming future."

#### F. Facilitator's Comments

"Ship for Southeast Asian Youth" — "The experience of communal life aboard the ship would enable the youth of Asia to learn the true value of friendship and mutual understanding through frank discussions, thereby developing the spirit of mutual trust and cooperation that will sustain the world of tomorrow." — This was a speech by Mr. Kakuei TANAKA, Prime Minister of Japan, at the dinner hosted by Mr. Lee Kuan Yew, Prime Minister of Singapore, in January 1974.

It was a journey that my PYs and I will surely never forget—one that I believe fulfilled the spirit and goals originally envisioned by the founding leaders of SSEAYP in 1974.

From the beginning of the DG1 sessions, even in the online meetings, it was clear to me that the PYs in DG1 were academically, intellectually, and emotionally diligent. As a facilitator, my initial impression was correct. The PYs were eager to learn, brought great passion to the group, and established a beautiful bond among themselves.

To begin the session, we set up the structure of the group and created our DG1 culture. We aimed to be mindful of others, show empathy, and offer help when needed. Our slogan was to be inclusive, leave no one behind, and lend a hand to support one another. Many of the PYs were nonnative English speakers, and we acknowledged this as our new normal during SSEAYP. I encouraged them to embrace mistakes, be tolerant, and show understanding. It was already brave enough for them to step out of their comfort zones to join this program, and it became a learning opportunity for all of us. Thanks to them, from start to finish, the PYs in DG1 were respectful to one another, not only within the group but also outside the DG, which I had hoped for—they became advocates of our values.

During the sessions, PYs engaged in 5 discussions, 4 activities, and 10 presentations. The topics covered a

wide range, including Soft Power, Youth People to People Diplomacy, and Intercultural Communication. We also debriefed on institutional visits during the Field Study at the Ports of Call in Japan, Viet Nam, and Indonesia.

Given the varied backgrounds, ages, and occupations of the PYs, it was essential to establish a common understanding of terminology. I made sure the PYs fully understood the definitions of Soft Power and Youth People to People Diplomacy, and could explain them in their own words. During our field studies, many speakers and lecturers referenced the terms and cases we had discussed in our sessions. Additionally, we conducted cross-cultural activities to build our cultural competency before the Ports of Call, which I believe helped them significantly.

The experiences that allowed us to appreciate the beauty of cultural differences and the "a-ha" moments we shared together strengthened our bond.

Creating a safe space in DG1 was very important, and I was able to conduct several activities that addressed personal matters, helping the PYs understand how cultures and values influence people's minds and how the use of Soft Power differs across countries.

Despite experiencing seasickness and challenging conditions, I truly appreciate the PYs' participation in the DG. I am proud to have witnessed everyone's growth in wisdom. Every moment we shared in our sessions, as well as the individual conversations I had with the PYs, will remain in my memory, and I wish all the PYs the best of luck in their future journeys and endeavors.

Lastly, I would like to express my gratitude to the Government of Japan for having me back on Ms. Nippon Maru. I would also like to thank my amazing team—my co-facilitators who are strong, smart, and funny. Thank you for all the moments we shared together.

# (2) Economic Growth and Sustainable Community Group

Number of PYs: 28

# **A. Discussion Topic**

#### a. Theme Description

Understand the different aspects of economic growth and new approach to build up the sustainable community. PYs explore various types of business models to look for a sustainable business model that is the best suit at their own community. They make a Business Model Canvas based on Human-Centered Design.

# b. Achievements and Expected Outcomes

- PYs will successfully create a Social Business Model Canvas and deliver a pitch of their sustainable social business plan.
- Through Design Thinking, PYs will develop humancentered solutions tailored to address specific

- community challenges.
- PYs will gain insights into integrating community voices into the creation of sustainable projects, fostering inclusive development.

# c. Competencies to be Acquired

# Knowledge

- Understand the current movements within the UN and the general development through Social Business.
- Gain awareness of various models of sustainable economic development, such as NPOs, NGOs Social Enterprises, and Microfinance, and their roles in promoting a sustainable society.

#### **Skills**

- Develop and refine elevator pitch skills for presenting business ideas concisely and persuasively.
- Enhance critical thinking abilities to evaluate and improve business models.
- Master the use of Design Thinking and the Social Business Model Canvas to innovate and develop practical business solutions.
- Identify and leverage individual and collective strengths in human relationships, which is essential for teamwork and leadership.

#### **Behaviors**

- Cultivate a focus on personal well-being and the pursuit of happiness, enabling PYs to find joy in various aspects of life.
- Develop adaptability and cultural sensitivity by understanding and appreciating differences, which will help PYs work effectively in diverse environments.

# **B. Pre-program Assignments**

PYs select a social or economic issue affecting their community (ex. your district area or school/work place) and research its impacts, and current initiatives (if there is) addressing it.

# **Assignment 1**

A comprehensive report summarizing their findings, including general information (statistics), stakeholders involved, and challenges faced (Maximum A4 1page).

# **Assignment 2**

A 1-2 minute elevator pitch presentation using PowerPoint and/or pictures to effectively show your chosen social issues and the importance of addressing it. The pitch should clearly outline the problem statement, its significance, and the urgency for action. (present at Session I)

## C. Proceeding

# Field Study in Japan

**Institution 1:** Tokyo Stock Exchange

#### Activities

- a. Tour the traditional stock market exchange venue that had used to use face to face.
- b. Presentation from Ms. Ayako KAWABATA about ESG investment or their sustainability project.

#### What we learned

PYs learned the current movement on the sustainability such as ESG investment or their own companies' sustainable projects at the Tokyo Stock Exchange. Furthermore, they learned that while Japan ranks 118th in the Global Gender Gap Index, a relatively low position compared to other countries, the Tokyo Stock Exchange is working towards gender equality by increasing the number of women in middle management positions each year. The PYs were surprised by Japan's low ranking and became more aware of the conscious efforts being made to address this issue.

#### **Institution 2**: KOITTO TERRACE

#### Activities

- a. Introduction of the institution and presentation of their project by Mr. Kazuaki TAKAMURA, senior director of HITOTOWA INC.
- b. Toured around Koiwa Station and shopping arcade and redevelopment areas to see how new developments are proceeding with the solving the problems of the community.
- c. Reflection on photos taken by PYs. They explained why they took the pictures and Mr. TAKAMURA explained and commented on each photos.

# What we learned

- a. The profitable and the sustainable business model that a company (town development) help and collaborates with the government, companies and communities.
- b. The importance of community cohesion and its sustainable relationship are key to success.
- c. The challenge is to balance between emotional and economic values such as intangible vs. tangible.

# **Introductory Program**

#### **Objectives**

By getting to know each other through self-introductions and creating a safe space for open discussions, this session aims to foster active and dynamic exchanges in the upcoming sessions. Additionally, setting personal goals will help PYs develop a proactive mindset toward the program and clarify their learning objectives. Furthermore,

by understanding their strengths and values, PYs can maximize growth opportunities and build confidence in their participation.

#### Activities

- a. PYs showed their strengths that they took an online test before leaving Tokyo and share their TOP 5 strengths with their stories.
- b. Learned three good things: As an everyday reflection and the appreciation, keep writing three good things that happened to themselves. It will shift the mindset of being positive and being confident on yourself.
- c. PYs set the goals of this DG sessions and measured their well-being wheel.

#### **Outcomes**

PYs engaged in activities that enhanced self-awareness, identified personal strengths, and set goals for the program. These exercises boosted their confidence and motivated them to approach the course with enthusiasm and a growth mindset.

# **Group Discussion Session I**

# **Objectives**

- 1. Enable PYs to exchange diverse opinions and understand the unique challenges, backgrounds, and opportunities within their respective communities.
- 2. Encourage PYs to identify shared challenges and differences among their communities to build a foundation for collaborative problem-solving.

#### **Activities**

- a. PYs delivered their pre-program assignments as elevator pitches, where they successfully presented key issues or opportunities from their communities.
- b. Through group discussions following the presentations, PYs identified similarities and differences in the challenges faced by their communities, fostering an awareness of both global connections and local uniqueness.

#### Outcomes

By presenting their elevator pitches, PYs gained confidence in articulating their ideas in a public setting and learned how to communicate effectively under time constraints. The discussions deepened their understanding of the varied yet interconnected challenges communities face, inspiring them to think critically about innovative solutions. PYs also developed a sense of mutual respect and collaboration, which laid the groundwork for future group activities and collective problem-solving.

#### **Group Discussion Session II**

#### **Objectives**

- 1. Equip PYs with an understanding of socio-economic issues and the impacts of supply chains.
- Understand various business models and Human-Centered Design principles to tackle social issues creatively.

#### **Activities**

- a. PYs watched a video on socio-economic issues and discussed supply chain challenges.
- A mini lecture introduced various business models, including NPOs, Social Enterprises, Crowdfunding, and others.
- c. In small group discussions, PYs analyzed business models, shared community examples, and deepened their understanding on Human-Centered Design and Design Thinking.

#### Outcomes

PYs gained insights into a variety of business models and their applicability to addressing community-specific social and economic issues. The discussions sparked critical thinking about the suitability of different approaches, encouraging PYs to consider innovative models, such as the facilitator's demonstrated examples of social businesses. The workshop on Human-Centered Design and Design Thinking further equipped PYs with practical methodologies to tackle community challenges creatively and collaboratively. This session reinforced the importance of blending innovative ideas with collective action to drive meaningful change in their communities.

#### **Group Discussion Session III**

# **Objectives**

- Enable PYs to understand and apply the Social Business Model Canvas.
- 2. Foster critical thinking and collaborative problemsolving.
- 3. Develop sustainable and innovative solutions for community challenges.

#### Activities

- a. A lecture on the fundamentals and application of the Social Business Model Canvas, focusing on addressing the social issue chosen by each group.
- b. Joined the "Onigiri Action" campaign and learned both theory and the practice of hybrid business model.

#### **Outcomes**

PYs gained a practical understanding of the Social Business Model Canvas, using it as a structured framework to design sustainable solutions tailored to their communities' challenges. Collaborative discussions within groups prompted critical reflections on the dynamics of social entrepreneurship and the balance between social impact and economic sustainability. A key highlight was PYs' active participation in the 2024 "Onigiri Action" campaign, a hybrid business model combining corporate social responsibility (CSR) with nonprofit initiatives where they demonstrated creativity and teamwork by constructing an "Instagram frame" from cardboard for photo sessions to promote the initiative. Each PY contributed by posting photos on their social media accounts, with each post translating into donations for school meals in Asia and Africa. This hands-on engagement allowed PYs to connect theoretical discussions about innovative business models with tangible social impact. The session equipped PYs with practical tools and motivation to approach community problems with creative, actionable solutions while deepening their appreciation for hybrid business models and their potential for societal benefit.

# Field Study in Viet Nam

**Institution:** University of Economics Ho Chi Minh City (UEH)

# **Activities**

- a. Two lectures from UEH professors: one on digital approaches to Mekong Delta development and the other on sustainable campus models.
- b. Group discussions with local students to design sustainable campus or community models.
- c. Presentations of the proposed models, integrating insights from the lectures and group work.

### **Outcomes**

PYs gained valuable insights into digital development solutions project at Delta Mekong River and sustainable campus models. Working alongside local students, they developed practical solutions for sustainability challenges, fostering cross-cultural learning and enhancing critical thinking in community development.

#### **Group Discussion Session IV**

# **Objectives**

- 1. Foster critical thinking by watching economic trends that are presented in a video.
- Enable PYs to conceptualize and refine business model ideas tailored to address the unique challenges and opportunities within their respective communities.

#### **Activities**

a. PYs watched the video that provided insights into how economic trends emerge, evolve, and influence

- decision-making on a global scale.
- b. The discussion focused on understanding the broader implications of economic trends and their intersection with local contexts. PYs analyzed key points from the video to explore strategies for fostering innovation and resilience in sustainable community development.
- c. Building on their prior work with the Social Business Model Canvas, they refined pitches to align business solutions with community needs and sustainable development goals.

#### **Outcomes**

The session successfully deepened PYs' understanding of economic trends and their implications for community development. PYs demonstrated critical thinking skills by identifying connections between global economic patterns and local challenges, and they explored innovative approaches to addressing these issues. Furthermore, PYs applied the principles of the Social Business Model Canvas to structure comprehensive and practical business plans. This process enabled them to integrate theoretical knowledge with actionable strategies, fostering solutions that are both contextually relevant and sustainable.

### **Group Discussion Session V**

#### **Objectives**

- 1. Enhance their presentation and communication skills through the business model contest.
- 2. Foster the critical thinking by acting as judges and providing constructive feedback on group presentations.
- 3. Foster collaborative learning by refining their business model ideas based on shared insights and evaluations.

### **Activities**

- a. Social Business Contest: PYs presented their Social Business Model plans, highlighting innovative approaches to address community challenges.
- b. Peer Evaluation: PYs acted as judges, scoring other groups' presentations against predefined criteria and offering thoughtful feedback to improve the models.

# **Outcomes**

The Social Business Contest offered PYs an interactive platform to showcase their innovative business ideas and engage in critical analysis of their peers' presentations. As judges, PYs developed their evaluative skills, providing constructive critiques that encouraged deeper consideration and refinement of the presented models. This process fostered a collaborative learning environment, enabling PYs to identify strengths and address areas for improvement in their plans. Through active participation in both presentation and feedback, PYs enhanced their

communication skills and learned to articulate ideas effectively. Additionally, the contest emphasized the importance of iteractive development and peer support, equipping PYs with practical insights for designing impactful and sustainable solutions to community challenges.

### Field Study in Indonesia

**Institution:** GoTo Group

#### **Activities**

- a. Presentation by Rebekka S. Angelyn, Head of Programs, on the development of their projects and community engagement approach.
- b. Office tour, showcasing well-established facilities such as a nap room, a music room, or a game room. PYs observed the company's ongoing business idea competition, where employees were encouraged to collaborate across teams and departments to generate ideas for future programs.

#### **Outcomes**

PYs gained valuable insights into GoTo Group's approach to community development and its internal culture of creativity and collaboration. The visit provided a deeper understanding of how the company fosters innovation and teamwork to drive impactful projects.

# Wrap-up Session

### **Objectives**

Summarize and consolidate key learnings from all sessions and field studies. Also, conduct the survey questionnaires to hear from PYs thoughts throughout the program for the future improvement.

# Activities

- a. Review of key points from all sessions, followed by a discussion to address any doubts or clarifications from PYs.
- b. The stirring committee initiated the preparation for summarizing the discussions.

# **Outcomes**

Through the session review, PYs reinforced their understanding and clarified any remaining questions. The discussions provided deeper insights into the various topics, encouraging the recognition that many issues have no definitive right or wrong answers, fostering an ongoing dialogue for future exploration.

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

PYs presented a summary of key takeaways from

all sessions and field visits that it is described above. Additionally, they created a video to visually showcase their activities during the group discussions and field study visits.

#### **PY's Action Plans**

Although no specific action plans were formulated for each PY, they will apply the methods and perspectives learned throughout the course to their lives upon returning to their respective communities. The focus is on how they will integrate these insights into their future endeavors.

# E. Feedback from PYs

"Key take away is that look things from various perspectives." "I learned the globalization and consumerism through the fast fashion, how the economic trends are created and human-centered design for sustainable community." "By going through the insightful discussion, lectures, and field studies, we are allowed to see various diverse aspects of the topics, sparking the inspiration and mind-opening moment during the program that ultimately drives us up to initiate an impactful action upon the world. These things have proven that choosing to be in DG2 is the right decision that I would never regret." "I really enjoyed the all sessions of Rika-san. I was so inspired especially your field experience. The sessions were eye-opening and learned a lot." (picked up from the PYs comments)

### F. Facilitator's comments

The DG2 program on economic growth and sustainable communities was both stimulating and challenging. Drawing on my experience as a former facilitator of the SWY program, I adapted my approach to suit SSEAYP's unique cultural dynamics, which highlighted diverse perspectives from ASEAN and Japan. The discussions were enriched by the variety of PYs' backgrounds, including students, government officials, NGO workers, and freelancers like designers. This diversity brought fresh insights and deepened the dialogue, offering me valuable learning opportunities about their communities' challenges and solutions. I also observed the remarkable growth of PYs as they initiated discussions and collaboratively developed business plans within their groups. Their eagerness to learn and absorb new concepts made facilitating DG2 an incredibly rewarding experience.

To further enhance the DG sessions, I would recommend introducing opportunities for collaboration with other discussion groups. For example, integrating joint sessions with DG3 (Global Environment and Climate Change) and DG6 (Digital Society), which are closely

related to DG2's theme, could foster richer dialogues and interdisciplinary exchanges. Allocating part of DG Session III for such collaborations could provide new perspectives and promote deeper discussions, ultimately amplifying the overall impact of the program.

Lastly, I would like to express my gratitude to the administrative team for designing and managing this program, as well as for facilitating and supporting the discussion sessions.

# (3) Global Environment and Climate Change Group

Number of PYs: 25

# **A. Discussion Topic**

### a. Theme Description

PYs will recognize the current environmental situation and acknowledge the issues of climate change and biodiversity in ASEAN member countries and Japan. On that basis, PYs will discuss how youth can contribute to balancing developments, urbanization and the establishment of sustainable society.

#### b. Achievements and Expected Outcomes

- Participants gained comprehensive knowledge of climate science, including the causes and effects of climate change.
- Participants developed problem-solving skills through interactive activities and simulations focused on realworld environmental issues.
- Participants built leadership and advocacy skills to promote and implement sustainable practices within their communities.

# c. Competencies to be Acquired

#### Knowledge

- Understanding fundamental concepts of climate change and its impacts.
- Analyzing best practices for reducing greenhouse gas emissions and promoting environmental conservation.

#### Skills

- Enhancing problem-solving skills through interactive activities.
- Developing strategic plans for local and community level environmental initiatives.

#### **Behaviors**

- Strengthening collaboration and communication skills by working with peers on group projects and discussions.
- Building leadership and advocacy skills to promote and implement sustainable practices within their communities.

# **B. Pre-Program Assignments**

#### Assignment

# "Climate Detectives: Uncovering Local Environmental Challenges":

Participants will investigate and document a specific environmental issue in their local community. The purpose of this pre-assignment is to help Participating Youths (PYs) begin thinking about the Global Environment and Climate Change through the lens of their local community. By investigating and documenting a specific environmental issue in their surroundings, PYs gained a better understanding of how global climate change affects local environments and how local actions can contribute to global solutions. This interactive pre-assignment prepared PYs for the course by encouraging them to become a "Climate Detective", exploring and understanding the specific environmental challenges in their community. This set the stage for productive discussions and activities throughout the course.

# C. Proceedings

#### Field Study in Japan

**Institution 1:** Ministry of the Environment

#### **Activities:**

Keynote session on Global Environment and Climate Change by Ms. Miwa HIEDA, Unit Chief of Policy Planning Division at the Ministry of the Environment.

#### What we learned:

From the Ministry of the Environment, we learned about the work done by government authorities in order to mitigate the impacts of climate change and planetary boundaries were addressed. The dialogue between PYs and the head of the Ministry of the Environment revealed the importance of PYs exploring individuals actions to provide significant support to the specific challenge of climate change.

**Institution 2:** Tokyo Environmental Public Service Corporation

#### **Activities:**

- a. Presentation on Company Profile by Alfo Co., Ltd.
- b. Alfo Co., Ltd. company's tour and industrial process explanation.
- c. Presentation on E-waste Recycling in Re-Tem Corporation.
- d. Re-Tem Corporation company's tour and industrial process explanation.

#### What we learned:

From the Tokyo Environmental Public Service Corporation participants learned in depth about the waste management industry and from specific case studies they learned new approaches on circular economy and how to make new sustainable business models out of waste management.

# **Introductory Program**

#### **Objectives:**

Introduce participants to the program and each other, provide an overview of the discussion topics and objectives, and establish ground rules and expectations.

#### **Activities**

- a. Presentation on Program Overview and Objectives to provide an overview of the program, including its goals, structure, and key themes.
- b. Group Discussion on Expectations and Setting Ground Rules to engage participants in discussing their expectations for the program and collaboratively setting ground rules.
- c. Q&A Session to address any initial questions or concerns participants might have.
- d. Wrap-Up and Next Steps as we summarize the session and provide an overview for next sessions.

#### **Outcomes**

- Participants were introduced to the program and each other.
- Provided an overview of the discussion topics and objectives.
- Established ground rules for group interactions and expectations.

# **Group Discussion Session I**

## **Objectives:**

Explore the scientific basis of climate change, discuss the evidence and impacts of climate change globally, and understand the role of human activities in climate change.

#### **Activities**

a. Presentation on the Science of Climate Change to provide a comprehensive understanding of the causes,

- effects, and evidence of climate change.
- b. Group Discussion on Personal Observations and Experiences of Climate Change Impacts to encourage participants to share how they've personally observed or been affected by climate change.
- c. Case Study Analysis on Climate Change effects in different regions to deepen understanding through real-world examples of climate change impacts across various regions.
- d. Interactive Activity on Climate Change Awareness to engage participants in hands-on activities to reinforce their understanding and raise awareness: "Climate Jenga Meets Jeopardy Game" where the goal is for teams representing different sectors (citizens, government officials, activists/NGOs, and business owners) to work together, answer climate-related questions, and build a symbolic tower. Each team has the same objective of building the tower and "save the world", but they must also compete by earning pieces of the tower through their answers to questions. This activity symbolizes collective efforts to stabilize the environment.

# **Outcomes**

- Explored the scientific basis of climate change and participants gained a strong foundational understanding of the evidence, impacts, and human role in climate change.
- Discussed the evidence and impacts of climate change globally.
- Understood the role of human activities in climate change.
- Case studies revealed diverse regional effects, highlighting interconnectedness of global and local challenges.
- Collaborative games emphasized teamwork, symbolizing collective efforts needed to address climate change.

#### **Group Discussion Session II**

# **Objectives:**

Examine the social cultural dimensions of climate change, discuss how different communities are affected by and respond to climate change, and analyze causes and impacts of environmental and climate change challenges.

#### Activities

- a. Presentation on Ecosystems and Socio-cultural impacts of Climate Change to educate participants on how climate change affects ecosystems and social/cultural practices.
- b. Group Discussion on Community-based climate

- adaptation and respond.
- c. Workshop on Causes, Consequences and Possible Solutions for Climate Change.
- d. "Journey to Safety" Climate Refugee simulation for Southeast Asia to create an engaging, emotional, and educational experience that helps 25 participants understand the challenges faced by climate refugees from Southeast Asia as they seek safety and new opportunities.
- e. Interactive activity "Ecosystems Architects" to create ecosystems based on real Southeast Asian biomes (e.g., forest, wetlands, coral reefs), navigating biodiversity challenges, and strategizing ways to protect their ecosystems from various threats.

#### **Outcomes**

- Examined the social cultural dimensions of climate change.
- Discussed how different communities are affected by and respond to climate change.
- Analyze causes and impacts of environmental and climate change challenges.
- The refugee simulation created emotional resonance, helping participants empathize with climate refugees and their struggles.
- Ecosystem-building activities fostered understanding of biodiversity threats and inspired innovative solutions for sustainable conservation.
- Participants reflected on how cultural and communitybased approaches can enhance climate adaptation efforts.

# **Group Discussion Session III**

# **Objectives:**

Explore strategies for raising awareness and promoting climate action, find effective strategies for environmental conservation, discuss the importance of reducing greenhouse gas emissions and role of renewable energy.

#### **Activities**

- a. Presentation on Mitigation Strategies for Climate Change to educate participants on various strategies to mitigate climate change, including policy measures, technological advancements, and community initiatives.
- b. Group Discussion on Collaborative Mitigation Projects and Success Stories to explore how collaborative efforts can lead to effective climate mitigation.
- c. Interactive Activity on Climate Change Scenarios I:
  "Waste Management Challenge" to explore the
  complexities of waste management in urban

- environments and encourage participants to think creatively and collaboratively to find sustainable solutions.
- d. Interactive Activity on Climate Change Scenarios II: "Energy Showdown" simulation to reduce carbon emissions while investing in renewable energy sources.

#### **Outcomes**

- Explored strategies for raising awareness and promoting climate action.
- Found effective strategies for environmental conservation.
- Discussed the importance of reducing greenhouse gas emissions and role of renewable energy.
- Participants learned how to prioritize investments in renewable energy and navigate policy challenges, showcasing creative problem-solving.
- Waste management activities demonstrated the complexities of urban sustainability, sparking practical and collaborative solutions.
- Participants embraced the idea of small, actionable changes leading to significant impact.

#### Field Study in Viet Nam

Institution: Ton Duc Thang University

#### **Activities**

- a. Presentation on Ho Chi Minh City continuing to respond to climate change in 2021-2030 period by Doctor Nguyen Duy Binh - Deputy Head of Department of Hydrometeorology and Climate Change, Department of Natural Resources and Environment of Ho Chi Minh City.
- b. Presentation on the Global Environmental Change: Current Situation and Solutions from Southeast Asia by Doctor Tran Thi Phuong Quynh - Head of Department of Environmental Science, Faculty of Environment and Labour Safety of Ton Duc Thang University.
- c. Group Discussion on Global Environment and Climate Change with local youth.

# What we learned

- a. Participants learned key strategies to work in favor of climate mitigation but also learned the importance of cooperation at every level: citizens, businesses, NGOs and government officials.
- b. Learned about new perspectives revolving around the climate change challenge after interacting with local youth and listening to their experiences in Viet Nam.

## **Group Discussion Session IV**

#### **Objectives:**

Discuss the role of policy and governance in addressing climate change, explore international cooperation and agreements on climate change, understand the importance of building resilient communities and adopting sustainable living practices.

#### **Activities**

- a. Presentation on Global Climate Policies and Agreements to educate participants on major global climate policies, agreements, and frameworks (e.g., Paris Agreement, Kyoto Protocol) that influence adaption strategies.
- b. Workshop on Creative Design for Resilient Communities based on "Fisheries Game" for resource management, inspired by The Cloud Institute's approach to simulate real-world fishing pressures and teaches sustainability principles, encouraging players to balance their immediate needs with long-term resource conservation.
- c. Discussion on Adaptation, Nature-Based Solutions and Sustainable Practices with Eco-Reflection and Resilience Circle to help participants explore their feelings about climate change and conservation, acknowledge eco-anxiety, and discover personal strategies to manage it.

#### **Outcomes**

- Discussed the role of policy and governance in addressing climate change.
- Explored international cooperation and agreements on climate change.
- Understood the importance of building resilient communities and adopting sustainable living practices.
- The Fish Game illustrated the importance of balancing immediate needs with long-term sustainability.
- Reflections in the resilience circle helped participants process eco-anxiety and discover personal strategies to stay engaged.
- Discussion highlighted the critical role of governance and international cooperation in creating climate resilience.

# $\underline{\textbf{Group Discussion Session V}}$

## **Objectives:**

Empower participants to take action and advocate for environmental challenges, understand the importance of global cooperation and local actions, and reflect on the importance of staying active in their communities.

#### **Activities**

a. Group Discussion on Building Networks and Resources:

- "Climate Jobs Networking Bingo" to discover each other's skills, expertise, and ideas in climate-related fields through to a fun and interactive bingo game.
- b. Workshop on Resilient Communities, Policy Making and Climate Agreements: "Sustainable City Building Challenge" for participants to collaborate to design and build a sustainable city, representing various stakeholders interests while facing real-world challenges. The goal is to balance sustainability with competing priorities.

#### Outcomes

- Empowered participants to take action and advocate for environmental challenges.
- Understood the importance of global cooperation and local actions.
- Reflected on the importance of staying active in their communities.
- Networking activities equipped participants with tools to build meaningful connections and collaborate across borders.
- The sustainable city challenge brought together all prior learning, showcasing participants' ability to negotiate, innovate, and balance competing interests for a common goal.

#### Field Study in Indonesia

**Institution:** The Indonesian Forum for Environment (WALHI)

#### **Activities**

- a. Presentation on environmental conservation and the work of WALHI Institution.
- b. Reception and Forum on Forestry and Environmental Conservation.

#### What we learned

- a. Participants learned important and new facts about Forestry and Environmental Conservation.
- b. Principles of Sustainable Projects and the participation of NGOs were learned throughout discussion.

#### Wrap-up Session

# **Objectives:**

Consolidate the key points and findings from all discussion sessions, evaluate the effectiveness of the discussion sessions, gather feedback from participants on their learning experiences, and identify areas for improvement in future programs.

#### **Activities**

a. Group Discussion on Overall Experience and Key Takeaways through interactive activity "Reflection

Web" to encourage participants to self-evaluate their performance, contributions, and areas for growth in a collaborative and interactive way.

- b. Evaluation Forms to Participants to provide participants with an opportunity to give structure feedback.
- c. Group Brainstorming on the Structure and Content of the Plenary Presentation.

#### **Outcomes**

- Consolidated the key points and findings from all discussion sessions.
- Developed strategies for effectively communicating the discussion outcomes.
- Evaluated the effectiveness of the discussion sessions.
- Gather feedback from participants on their learning experiences.
- Identified areas for improvement in future programs.

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

Participants successfully delivered the presentation of the Discussion Results in which they introduced to the audience their discussed topics and learnings. They deliver a very clear explanation of what Climate Change is by defining that is a "long-term alteration of temperature and weather patterns in a place." Followed by sharing the expected outcomes of their Discussion Group and providing examples of more detailed topics that took place like: science of climate change, mitigation strategies, global policies, climate adaptations, biodiversity and conservation in ASEAN region, & social and cultural challenges. Participants shared how they learned and discussed non-conventional and engaging methods of delivery highlighting: Simulation games, collaborative games & creative sharing sessions.

For their presentation, participants outlined why Climate Change is happening by mentioning some causes they discussed like: burning of Fossil Fuels, agricultural practices, deforestation, greenhouse gas emission, and industrial & human activity. Participants shared who they learned is affected the most by climate change mentioning specific vulnerable groups like climate refugees. As they mentioned that the time to act towards climate change is now, they also answer the questions on how we should mitigate and adapt to climate change.

Participants spoke about how Field Study gave them further knowledge on what they can do to face this challenge, learning about Japan's detailed national plans & international cooperation, and witnessing how waste can be useful. Thanks to the Institution in Viet Nam, participants

learned that raising awareness for urban communities is one of the top priorities and in Indonesia, they became aware of how solutions already exist in the local communities.

Lastly, participants exposed their proposals towards working on suitable solutions towards climate change mitigation and adaptation. It was shared that further actions will be taken in Individual, "Youth Advocate" and National/Local Community levels. As a final remark, participants shared with the audience some words of encouragement they came up with on their own: "Every action, no matter how small, contributes to our collective resilience." These words summarized their Discussion Results.

#### PYs' Action Plans

- Participants will advocate for further collaborations at all levels (institutional, community and government) in order to promote a meaningful change and tackle climate challenges. This was resolved not only through the sessions and contents, but as they were also introduced to the perspective of government representatives in field studies and became aware of collaboration challenges between countries. Participants understood the need of collaboration and information exchange among countries in order to provide a sustainable change and climate action.
- PYs want to take on a "youth advocate" approach in order to educate and prepare for climate change.
- At an International level PYs want to focus on collaboration based on online sharing sessions, webinars & workshops and creating a "Green Network" by connecting young leaders with interest in green projects.
- Participants highlighted the need of pursuing projects in their respective countries that promote a circular economy and make innovative products from waste. Some examples include: Turning unripe mangos into teas in Cambodia, Recycle bottle incentive machines in Malaysia, NET Zero buildings in Viet Nam, and others accordingly.
- Lastly PYs acknowledge that every action, no matter how small, contributes to our collective resilience.

#### E. Feedback from PYs

"I felt my opinions and my voice were heard and also I could learn more about climate change related topics." - VPY.

"At the end of every session I felt I want to become more self-aware, and motivated to contribute to save our planet." - BPY.

"This Discussion Group helped me see how

interconnected the issues on global environment and climate change are."- SPY.

"What I appreciated most in the group was that we could sit together and discuss even though we come from different background. That way I could give my perspective and find solutions for climate related issues." - MaPY.

"I will apply what I've learned in the program to my life, work and community by applying the knowledge and skills in my daily life." - PPY.

#### F. Facilitator's Comments

After these sessions, participants are capable of:

· Leading community-based initiatives to promote

- climate adaptation and mitigation.
- Educating others about the urgency of climate action using scientific and cultural perspectives.
- Collaborating across diverse stakeholder groups to develop innovative, sustainable solutions.
- Advocating for policy changes and engaging in global and local climate efforts with resilience and creativity.

The group has not only developed the knowledge but also the drive to make a meaningful difference. I look forward to seeing the incredible impact they will have in their communities and beyond.

# (4) Disaster Risk Reduction and Recovery Group

Number of PYs: 23

#### **A. Discussion Topic**

### a. Theme Description

PYs will discuss how youth can contribute and maximize the achievement of disaster risk reduction and post-disaster recovery in the fields of politics, society, education and others. Subsequently, PYs will discuss current disaster situation from different perspectives and recognize the challenges and opportunities held among ASEAN member countries and Japan.

# b. Achievements and Expected Outcomes:

At the end of the discussion program, Participating Youths (PYs) in Japan-ASEAN will demonstrate essential skills in assessing, developing and advocating for disaster risk reduction (DRR) and recovery strategies. =. In detail, the learning outcomes are as follows:

- Broad knowledge of what creates and sustains disaster risk: PYs will gain a broad understanding of fundamental concepts and strategies that define disaster risk and DRR agenda;
- Japan-ASEAN disaster risk profiles and DRR systems: PYs will develop a lens to assess and understand each country's disaster risk profile;
- Youth involvement in disaster risk reduction and crosssectoral disaster impacts: PYs will discuss and map patterns of disaster impacts, best practices, challenges and opportunities for youth engagement in DRR and recovery efforts in a chosen sector (health, education, livelihood);
- Critical thinking and ideation: PYs will assess and propose DRR strategies appropriate to a given context;

International cooperation and network building:
 PYs will gain skills and recognise the importance of
 collaboration and establishing meaningful partnerships
 to achieve lasting results in DRR and recovery efforts;

# c. Competencies to be Acquired

#### Knowledge

- Fundamental concepts of disaster risk reduction and recovery (i.e., hazard, vulnerability, capacity, recovery, response, preparedness);
- Social dimension of disaster risk (power dynamics);
- Japan-ASEAN disaster risk profile;
- Youth contribution or initiatives in DRR and disaster recovery;
- Social innovation (ideation)

#### Skill

- Critical thinking and analysis;
- Problem-solving;
- Communication and presentation;
- · Active listening

#### **Behaviour**

- Empathy;
- Team-work and collaboration;
- Time management;
- · Creativity:
- · Leadership

# **B. Pre-Program Assignments**

### **Assignment 1 (contingent)**

Each contingent where given an opportunity to research about a DRR youth initiative in DRR. All posters reflected

a hazard paradigm perspective in DRR, where the scope of initiative was rooted from post-hazard impact, undermining the social dimension of risk.

# **Assignment 2 (individual)**

**Readings**: In preparation for the field studies, PYs were encouraged to read through the recommended documents: The Column Vol. 85: ASEAN Coordinating Centre for Humanitarian Assistance on disaster management (AHA Centre); Link: https://ahacentre.org/publications/

Situation Updates: AHA Centre: https://ahacentre.org/situation-updates/

# C. Proceedings

# Field Study in Japan

**Institution:** Tokyo Metropolitan Outer Area Underground Discharge Channel

#### **Activities**

- Video presentation explaining the mechanisms of the underground discharge channel
- Explanation using map and small simulation model of the discharge channel
- Visit to the underground channel

#### What we learned

- Good governance, proper allocation and spending of DRR financing, and government-led infrastructure can significantly reduce flood exposure and damages up to 80-90%;
- Accountability through multi-stakeholder approach (federal, local and community) is key to scale and achieve results of mitigation initiatives;
- Early warning systems, especially forecasting and timely dissemination are important pillars of flood mitigation projects;

# **Introductory Program**

#### **Objectives**

- To establish rapport and camaraderie;
- To provide a learning space that encourages PYs to establish friendships, constructive discussions and collaboration amongst peers;

# **Activities**

- Brief Introductions and Getting to Know You (GTKY)
- The Stinky Fish Exercise
- The Heart Contract

# Outcomes

- PYs established rapport through GTKY activities such as: finding the owner of a mystery item or stuffed toy and writing first impressions about a PY;
- PYs explored and identified their fears and hesitations

- that might affect their level of engagement in discussion sessions, these are: (1) fear of not being able to contribute in individual or group activities because of low or basic knowledge in DRR, (2) poor or basic English skills, (3) and fear of being judged by other PYs;
- Facilitator and PYs mapped and levelled-off expectations (content and process) and house rules;

# **Group Discussion Session I**

#### **Objectives**

- To provide a learning space that encourages PYs to establish friendships, constructive discussions and collaboration amongst peers;
- To encourage PYs to identify and analyse patterns of best practices, challenges and opportunities of youth involvement in advancing DRR and recovery agenda;
- To stimulate and improve critical thinking, presentation and communication skills that are important in advancing DRR and disaster recovery agendas;

#### **Activities**

 Sense-making and identifying patterns of youth involvement in disaster risk reduction and recovery in Japan-ASEAN countries;

#### **Outcomes**

- The session focused on discussing each country's preassignment poster. The discussion revealed that most PYs have a hazard paradigm lens, that is, that most disaster impacts are rooted from the hazard (e.g., storm, earthquake, flood) preparation;
- PYs were divided into smaller groups and mapped, (1) similarities and differences of scope, and (2) challenges in youth involvement. Thematic analysis of the group discussion revealed that: (1) youth altruism and volunteerism at the heart of all projects, (2) good leadership and governance as the first line of defense in DRR, (3) Japan-ASEAN countries have similar and different culture of safety and disciplines, (4) the importance of laws and policies that create space and dialogue for youth involvement in DRR, and (5) diverse practices across Japan-ASEAN to commemorate disaster-related events;

### **Group Discussion Session II**

# **Objectives**

- To encourage PYs to identify and analyse patterns of decision-making powers and interests in DRR and disaster recovery;
- To introduce basic social analysis tools important in

- shaping DRR strategies;
- To stimulate and improve critical thinking, presentation and communication skills that are important in advancing DRR and disaster recovery agendas;

#### **Activities**

- Market Day Game: A game of power dynamics
- Fish Bone Technique: Drawing causes and effects postdisaster impact

#### **Outcomes**

- Through the Market Day Game, PYs recognized the society's power imbalance which contributes to the vulnerabilities of others and the importance and difficulty of power-sharing as a platform to significantly reduce disaster risk;
- Guided with a social and disaster impact (shortage
  of healthcare workers, closure of schools, increase of
  leptospirosis cases) PYs identified causalities through
  the fish bone technique. Through this exercise, PYs
  identified the social dimension of disaster risk such as:
  discrimination and social instability, poor governance
  and weak implementation of policies, unjust wage
  and compensation to workers and lack of upkeep or
  maintenance of infrastructure.

#### **Group Discussion Session III**

#### **Objectives**

- To explore and expand PY's understanding of the social dimension (power dynamics, politics, social triggers) of disaster risk reduction;
- To design dialogue platforms that allow PYs to discuss and expand their understanding of disasters' fundamental concepts (hazard, vulnerability, capacity) and strategies (preparedness, response, recovery).

#### **Activities**

- Photo analysis: The fundamental concepts of disaster risk reduction (4 groups) and introduction to the disaster risk mnemonic;
- Understanding the elephant in the room (what do disaster risk reduction and recovery mean to you?
   Who are the most at-risk populations, and why are they at-risk? Who are the main stakeholders or powerful decision-makers in disaster risk reduction and recovery and why?)

#### **Outcomes**

 The photo analysis and disaster risk mnemonic offered a broader lens to PYs on what creates and sustains disaster risk. In particular, how socio-political and economic factors affect the level of risk at the individual, household and community level. Hence,

- DRR offers a leadership lens to achieve quality of life for all, especially the most-at-risk population;
- The elephant in the room exercise showed that PYs view DRR and disaster recovery as (1) a culture of safety and accountability across all levels (individual, household, community, government), (2) the principles of DRR as the key to achieving sustainable development and disaster recovery as a lens for building back better where no one is left behind, and (3) human activities contribute to disaster risk.
- PYs mapped key DRR and recovery stakeholders, such as: individuals, community, government and the international community. PYs emphasized that the government and international community are the most powerful key stakeholders in DRR landscape because they shape laws, programs, guidelines and have access to funding;
- PYs identified the most-at-risk population such as: farmers, people who are differently abled, children, migrants, elderlies, laborers (working in factories), people in geographically isolated area, etc. More importantly, PYs identified the social dimension of their vulnerabilities and that are: poor policies, difficulty to access and afford basic needs, barriers in community norms and connection which leads to isolation and geographic locations that expose people to hazards or difficulty in accessing services;

#### Field Study in Viet Nam

**Institution:** Ho Chi Minh University of Technology **Activities** 

- Visit and Q&A at the social innovation lab
- Lecture about waste management innovation project and economic sustainability
- Dialogue with the local university students

#### What we learned

- Extensive research-based solutions can solve long-term waste management issues, however, buy-in and close partnership with the government is needed to achieve results:
- Innovative solutions can generate local income and increase local-based economy;

#### **Group Discussion Session IV**

#### **Objectives**

 To provide basic assessment and design tools for PYs to demonstrate their understanding and skills in assessing, developing and advocating for DRR and recovery agendas and encourage international cooperation

- amongst peers;
- To stimulate and improve critical thinking, presentation and communication skills that are important in advancing DRR and disaster recovery agendas

#### **Activities**

- Stakeholder's mapping and analysis;
- Mapping of critical lifelines and access pathways

#### **Outcomes**

- Reflecting upon the disaster impact scenarios in session 2 (class suspension due to flooding, burnt refugee tents due to fire, shortage of healthcare workers and increase of leptospirosis cases) PYs mapped key stakeholders per level of power and interest in DRR. Most of the outputs identified the locals or most-at-risk population to have high interest but low power in DRR. In contrast, PYs perceived the government and big companies with high power but low interest in DRR or disaster recovery. More importantly, formal power structures in DRR produces imbalance of power amongst DRR stakeholders;
- Reflecting upon the cause and effect of disaster impacts (fishbone technique) and stakeholder's analysis, PYs drafted a problem statement and the main stakeholders (at least 2) they prioritized to work with and disaster mitigation strategies. Most PYs identified the government (e.g., health ministry, pest control agency and the local government) as key stakeholders to work with to reduce or curb disaster impact or sources of vulnerabilities. Some of the proposed solutions reflection long-term reforms such as: inclusive healthcare policies, equitable and just compensation and benefits, proper usage of public tax, expanding government financing (external sponsorships) and robust early warning systems;

#### **Group Discussion Session V**

#### **Objectives**

- To stimulate and improve negotiation and advocacy skills;
- To stimulate and improve critical thinking, presentation and communication skills that are important in advancing DRR and disaster recovery agendas;

#### **Activities**

Tabletop exercise or simulation: Post-typhoon and flooding scenario

#### Outcomes

 Reflecting upon a 48-hours post disaster impact (category 4 typhoon) PYs identified key sectors (shelter, education, health, engineering, office of the

- mayor and agriculture) to work with. Also, PYs mapped each sector's damage and needs and proposed solutions covering the first 3 months post-hazard impact, early recovery and rehabilitation;
- Debriefing: PYs discussed that (1) DRR demands a multi-stakeholder's approach but it is difficult to address mass damage and competing needs with a tight budget,
   (2) resource allocation heavily relies on logistics, political influences, budget, international relations, lead time and scale of disaster, and (3) the importance of transparency of all information (i.e., budget, finance, source, facilities, etc.) in DRR planning;

#### Field Study in Indonesia

**Institution:** ASEAN Coordinating Centre for Humanitarian Assistance on Disaster Management (AHA Centre)

#### **Activities**

- Plenary and video presentation on AHA Centre's mandate and key programs and Q&A;
- Visit to the emergency operation centre and Q&A;

#### What we learned

- While AHA Centre serves as an additional layer of protection for ASEAN, the state, remains to have the highest accountability for the survival, participation, development and protection of its citizen;
- AHA Centre functions as a coordinating body (strategy, operational and field) for information and resource management, knowledge and emergency relief. The organization is thinking of expanding and supporting disaster recovery projects in the years to come;
- ASEAN-ERAT in partnership with the UN and other nations, serves as a regional academy to train emergency responders in ASEAN;

#### **Wrap-up Session**

#### **Objectives**

- To encourage and introduce basic design thinking tools (ideation) and techniques;
- To map key takeaways from the discussion sessions and field visits in Japan, Viet Nam and Indonesia;
- To assess individual and group milestones (what worked well and what needs to be improved);
- To offer a sense of closure and gratitude to everyone in the discussion group;

#### Activities

- Mapping of key takeaways: Discussion Sessions 1-5 and field studies
- Mini lecture: Basic principles of social innovation
- Group Evaluation: (1) Content and Process, (2) Field

Study, (3) Facilitator, and (4) co-PYs

#### Outcomes

- PYs reflected upon the importance of "empathy" as the primary lens in unpacking disaster realities;
- In smaller groups, PYs took turns in mapping key takeaways from the DG sessions and field studies.
   Also, PYs mapped what worked well and areas of improvement for the DG session;
- PYs expressed messages of gratitude and closure to everyone in the team;

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

It is important to highlight that the contents of the presentation were a result of a "group reflection" from the wrap-up session; therefore, what the DG4 representatives shared in the plenary represented all 23-voices of PYs in DG4. The presentation highlighted the tools for learning (e.g., market game on power dynamics, fishbone technique, stakeholder's analysis, disaster scenario), processes or activities (group discussions, video presentations, dialogue, mini lecture) and key takeaways from the discussion sessions and field studies. The main contents of the presentation were divided into four parts that are: DRR process, key takeaways from DG sessions and field studies and potential post-program activities.

The first part of the presentation detailed the discussion group design to broaden the PYs perspective on disaster risk reduction principles and processes. The building blocks of the DRR process are: assessment, analysis and decision-making. The PY's highlighted the ultimate aim of DRR which are: (1) to trigger transformative participation and (2) achieve social justice. The second part touched upon (1) the social dimensions of disaster risk that creates and sustains vulnerabilities, (2) the importance of knowing where accountability should manifest, (3) spaces and opportunities of power-sharing and youth involvement in DRR, and (4) how designing DRR strategies involve harmonizing diverse interests and power. The third section, detailed (1) the importance of DRR financing to build robust infrastructure and policies, (2) social innovation as a platform in resolving social issues such as: waste management, and (3) the importance of ASEAN coordinated efforts in mitigating disaster impacts. The final part focused on ways how PYs will embed DRR principles and practices in three areas, that are: personal, community and contingent.

Finally, the DG results presentation showed PY's broader understanding and appreciation of DRR and

disaster recovery, deeper understanding of the fundamental principles of DRR, skill set gained to understanding root causes of disaster risk and how to effectively advocate for DRR strategies (e.g., disaster recovery). More importantly, the added-value of cooperation to significantly reduce disaster risk and achieve quality life for all.

#### **PYs' Action Plans**

#### Personal/Individual

- · Re-echo knowledge and concepts gained;
- Apply DRR lens and concepts in decision-making processes;
- Build a robust personal accountability;
- Map and be involved in DRR institutions, and volunteer networks in home country;

#### Contingent

- Introduce DRR game-based learning to local youth (e.g., market game, tabletop simulation);
- Activate and trigger accountability through active participation in DRR discussion and decision-making table;

#### Community

- Advocate for a multi-stakeholder (or whole nation) and comprehensive DRR approach;
- Actively engage in consultations with stakeholders;

#### E. Feedback from PYs

# What worked well (relevance and appropriateness of content, processes and tools)

- Tools such as: fishbone technique, stakeholder's mapping, market game, identifying access pathways and tabletop simulation helped PYs to have a deeper understanding about disaster risk. Also, these tools helped PYs identify ways on how to design DRR strategies and advocate for it;
- Vulnerability paradigm broadened the perspective of PYs, that disaster risk has socio-political and economic dimension;
- Games and energizers allowed the team to get to know each other more and be comfortable working together;
- Good support system and DG was a safe space to voice out opinion;

#### What needs to be improved

- More time and areas for field study and sharing of personal experiences in disasters or DRR;
- A deeper discussion on each country's DRR challenges and laws:
- More time to do the tabletop exercise or simulation;
- Sharing of presentation slides to PYs;

#### F. Facilitator's Comments

- Hazard Paradigm vs. Vulnerability Paradigm: Before the first discussion session, the individual essay and contingent poster pre-assignment showed that most PYs have a hazard paradigm lens in viewing disaster realities and DRR strategies (such as disaster recovery). Only 1 PY (JPY) mentioned the social dimension of risk as a causal factor of disaster impacts in the individual essay. The hazard paradigm traces the root cause of disaster impact because of failure to prepare and anticipate for hazard-specific impacts. However, in session 2 and 3 PYs discovered and unpacked the social dimension of disaster risk (vulnerability paradigm), which often creates and sustains vulnerabilities. PYs identified and discussed the social components of risk such as: power imbalance, difficulty of accessing critical lifelines (healthcare, safe shelter, water, food security), marginalization, poor governance, discrimination, unjust wages and compensation. Therefore, "disasters are not natural" and significant disaster risk reduction can only be achieved through power sharing and equitable access and affordability of critical lifelines;
- Reactive vs. Proactive Disaster Management: The
  presentation of each contingent's poster showed that
  the PY's perspective on disaster risk reduction and
  recovery focuses on emergency relief and preparedness

- after a hazard impact. Sessions 3 and 4 however unpacked that DRR and disaster recovery aims for quality of life for all. Therefore, social protection mechanisms (policies, programs and DRR financing) must be in-place for everyone to survive, participate, develop and be protected on a daily basis and in times of emergencies. In session 4, PYs proposed an array of DRR strategies reflecting long-term development (just compensation and policies) and preparedness strategies aligned with the disaster impact assigned to each group;
- Health and supportive team dynamics: The group dynamics allowed PYs to be comfortable in sharing their opinions. More importantly, no one overly dominated the group works or team discussions therefore allowing meaningful discussions amongst PYs.
- Local youth dialogue: A longer and immersive experience between PYs and the local youth is highly recommended. Observation in the Viet Nam field study showed that it was a powerful opportunity between PYs and local youth to learn from each other. However, given the limitations of time, proper orientation and alignment with the DG objectives must be considered to maximize the time and for PYs and local youths to have a deeper discussion in social issues that affect them.

#### (5) Good Health and Well-being Group

Number of PYs: 27

#### **A. Discussion Topic**

#### a. Theme Description

PYs will consider youth's health from physical, mental and social perspectives, the situations and challenges of youth mental health will be also discussed. At the same time, they consider defining what an ideal well-being is for youth and methods to achieve it.

#### b. Achievements and Expected Outcomes

- Increased level of awareness and understanding of country health profiles in the ASEAN region and Japan;
- In-depth overview of current country-level initiatives on health promotion and protection and disease prevention; and
- Youth-led project proposal on health promotion using session learnings

#### c. Competencies to be Acquired

#### Knowledge

- Definition and concept of health and well-being using the self-care framework; and
- Existing strategies and interventions on health promotion and disease prevention in ASEAN countries and Japan

#### **Skills**

- Project planning including setting goals and prioritization; and
- Good communication including clarity and accuracy

#### **Behaviours**

- Respecting and promoting individual and cultural differences; and
- Emotional intelligence, particularly self-awareness and teamwork

#### **B. Pre-Program Assignments**

#### **Assignment 1 (Individual)**

Record an informal video of yourself maximum of 2 minutes. Please include: (1) greeting in your local language; (2) preferred name; (3) country; (4) profession/occupation; (5) In a scale of 1 (lowest) to 5 (highest), what do you think is your health score? Why do you think so?; and (6) What song reminds you of health and well-being?

#### **Assignment 2 (Individual)**

Keep a list with you of your coping strategies when you are not feeling okay physically, mentally, emotionally, and spiritually.

#### **Assignment 3 (Contingent)**

Read the journal article by El-Osta et al., 2019 entitled "The Self-Care Matrix: A Unifying Framework for Self-Care." El-Osta 10.3.38-.indd (selfcarejournal.com)

Familiarize yourself with the characteristics of the four cardinal dimensions of self-care (Table 2, page 47) and the Self-Care Matrix (Figure 1, page 48). This will serve as PYs' guide for the group discussions and in designing their contingent project proposal.

#### **Assignment 4 (Contingent)**

Research on the most recent country data on: [This will be used in the sessions.]

#### 1. GROUP DISCUSSION II

- a. Demographic profile (i.e., population, age and sex distribution)
- b. Top 20 common causes of morbidity (provide number &/or percentage of cases reported)
- c. Top 20 common causes of mortality (provide number &/or percentage of cases reported)

#### 2. GROUP DISCUSSION III

 a. Most common mental health issues affecting the youth (provide number &/or cases for each mental health problem)

#### 3. GROUP DISCUSSION IV

a. Existing government and non-government initiatives to promote physical activity, healthy eating, risk avoidance (smoking, alcohol, recreational drugs), and good hygiene.

#### C. Proceedings

#### Field Study in Japan

Institution: Persol Tempstaff, Co. LTD

#### **Activities**

 a. Lectures on the company's profile and well-being initiatives for employees, Japan's major health challenges, and defining stress and stress management through art therapy; Workshop on Japan's traditional radio exercise, Bon
 Odori – Tanko bushi, and Persol's annual Stress Check
 test

#### What we learned

- a. With the company's vision, "Work and Smile," Persol raises awareness on mental health and well-being among their employees by conducting line-care training for managers to provide mental care to their team, ensuring appropriate working hours, providing guidance counseling for overtime employees, promoting use of paid annual leave and reinstatement support programs, offering flexible work arrangements, and conducting an annual stress check.
- b. Stress occurs when there is a gap between rationality and instinct. Caused by individual psychological and physical responses, stress has its own personality, and no stress is exactly alike. A good way to release stress is expressing one's emotions through art therapy.

### **Introductory Program: Getting to Know You Objectives**

- To introduce DG 5 and member PYs
- To define expectations and housekeeping guidelines

#### **Activities**

- a. Merry-go-round JASEAN with role playing
- b. Human Bingo

#### Outcomes

PYs shared about the superpower they like to have which included becoming invisible, stopping time, bottomless stomach for unlimited eating, granting wishes, inflicting happiness and kindness, teleporting, time travel, shape shifting, and claiming all superpowers. They were then divided into two groups and performed a short skit applying their superpowers to life onboard. Furthermore, PYs learned trivial facts about each other by asking each other to fill out their Human Bingo cards accordingly. To name a few, they discovered who rides a motorcycle, plays football, was born in February, hates pizza, loves Math, plays a musical instrument, has never been on a plane before SSEAYP, is left-handed, and so on. PYs had a chance to share their stories related to the trivia they identified with. Lastly, PYs defined the DG housekeeping guidelines and their expectations. Everyone signed the manila papers as a form of agreement and commitment.

# **Group Discussion Session I: Defining Health and Well- Being**

#### **Objectives**

- To define health and well-being;
- To illustrate PY's understanding and interpretation of

health and well-being

#### Activities

- a. Individual work: drawing
- b. Small group and plenary discussions

#### **Outcomes**

The session was introduced by showing three self-introduction videos submitted by PYs as their pre-program assignments. Since the videos were selected randomly, there was a mix of delight and dread with an element of surprise for PYs. Based on their individual interpretations of health and well-being, PYs then worked by themselves to draw their artwork. Thereafter, they explained their artworks in small groups, noting any similar and unique definitions of health and well-being. Summaries of discussions were presented to the plenary by the designated group rapporteurs.

# **Group Discussion Session II: Knowledge and Health Literacy**

#### **Objectives**

- To describe the Seven Pillars of Self-Care Framework
- To describe the country demographic profiles and common causes of morbidity and mortality in ASEAN and Japan

#### **Activities**

- a. Introduction of the Self-Care Framework
- b. Small group discussion by contingent
- c. Contingent presentation

#### Outcomes

PYs learned about the Seven Pillars of Self-Care Framework developed by the International Self-Care Foundation and recognized by the World Health Organization for promoting and implementing selfcare initiatives. The session focused on the first pillar, Knowledge and Health Literacy, where each contingent shared about their country's population profile including age and sex distribution. Based on the data presented by PYs, Indonesia has the highest population while Brunei Darussalam is the least populated. Additionally, PYs shared the top common causes of morbidity and mortality in their respective countries. Non-communicable diseases such as cancer and diabetes are the primary causes of both morbidity and mortality among ASEAN and Japan. Hypertension, respiratory infections, and mental disorders complete the top 5 common causes of morbidity while vehicular accidents, tuberculosis, and cardiovascular diseases contribute to high death rates in JASEAN.

#### **Group Discussion Session III: Mental Health and Well-**

#### Being

#### **Objectives**

- To define mental health and well-being
- To compare country data on mental health issues affecting the youth in ASEAN and Japan
- To describe coping strategies for mental health

#### **Activities**

- a. What's Your Number?
- b. Small group discussion
- c. Paint a Picture

#### **Outcomes**

This session focused on Pillar 2, Mental Well-Being. PYs learned that mental health and well-being is "realizing one's potential, coping with life's stresses, working productively, and contributing to the community" (World Health Organization). Moreover, PYs learned about each country's data on mental health issues through a numbers game where two groups with representatives from each country raced to arrange themselves according to lowest to highest numbers or vice versa. Depression, anxiety disorder, suicidal ideation and substance abuse disorder were commonly reported among ASEAN countries and Japan. PYs also shared their advocacy and volunteer work as mental health peer counselors and coaches as well as the mental health interventions in their respective countries. Lastly, PYs compared with each other their coping strategies when mentally exhausted such as sleeping, listening to music, dancing, singing, exercising, yoga, praying, driving to nowhere, spending alone time, and journaling. They then acted these out like painting a picture for a live gallery exhibit.

#### Field Study in Viet Nam

**Institution:** University of Medicine and Pharmacy Ho Chi Minh

#### Activities

- a. Walking tour to the Human Anatomy Laboratory
- b. Small group and plenary discussions with local youth

#### What we learned

a. PYs had a close-up observation of preserved human cadavers used for dissection by medical students to study the anatomy of the human body. They learned how families and/or patients provide consent to donate the bodies for academic use, how cadavers are preserved either by freezing or by soaking in a mixture of preservatives, and how they are buried after use. PYs also observed first-hand the parts of an adult skeletal system. b. Grouped with the local youth, PYs shared about their country strategies and learned about Viet Nam's initiatives on mental health, universal health care, and technology in healthcare. They crafted joint recommendations for reducing stigma on mental health issues, price control, and appropriate use of technology in advancing health care interventions.

## **Group Discussion Session IV: Country Strategies and Interventions on Health**

#### **Objectives**

To describe existing country-level strategies and interventions in ASEAN and Japan for promoting physical activity, healthy eating, risk avoidance of smoking, alcohol, and recreational drugs, and good hygiene

#### Activities

- a. Small group discussion by contingent
- b. World Cafe

#### Outcomes

This session focused on Pillar 3: Physical Activity, Pillar 4: Healthy Eating, Pillar 5: Risk Avoidance, and Pillar 6: Good Hygiene. Simultaneously, PYs took turns sharing about their countries' initiatives in their pillar groups and summarized the similarities and differences in a group presentation:

- Pillar 3: Physical Activity Counting footsteps for incentives (B, C, J, Ma, P, S, T); Free smart watches (S); Car-free day weekend (B, Ma); Public use of sports facilities and community centers (all countries); Sports Festivals for the Youth/Sports Day (Ma, P)
- Pillar 4: Healthy Eating and Pillar 6: Good Hygiene -Balanced diet, healthy plate and food pyramid, food educational campaigns, food subsidies for malnutrition, and social media campaigns (all countries); Sugar tax (B, Ma, P, T); Privilege for hometown tax (J); Healthier choice logo (B, Ma, T); Infographic campaigns in websites (B, Ma, P, V); Health monitor apps (Ma, S, V); Vegetable gardens in schools (C, P), free lunch for students (I); Nutri-grade for drinks (S); Hygiene training, awareness campaigns on infection prevention and control, oral health (L) and other disease (e.g., road shows) (B, C, S); Water, sanitation and hygiene (WASH) program (all countries); Government-issued permit for street food hygiene (J, P); Penalty system (B, C, Ma, P, S); Hygiene ranking (B, Ma, S); Public toilet ranking (B)
- Pillar 5: Risk Avoidance of Smoking, Alcohol and Recreational Drugs - Sin taxes on tobacco and alcohol, voluntary drug test screening, awareness-

raising campaigns, infographic warnings on packaging of tobacco products, regulatory enforcements (all countries); Smoking: sale ban from 11PM-5AM (I), yellow box smoking area (S), "Snap and Report" (Ma), strictly designated area for smoking with penalties for non-compliance (J); Alcohol: sale ban in certain months (T), sale ban in schools (P, T), sale ban after 10:30PM (S), expulsion from university (J); Drugs: national collaboration with media (V), death penalty (Ma, S, T)

## **Group Discussion Session V: Innovative Approach to Addressing Health Issues**

#### **Objectives**

- To design a youth-led project applying the Self-Care Framework and using a project logic map
- b. To pitch a project proposal on addressing a countryspecific health issue

#### Activities

- a. Introduction of project logic map
- b. Small group discussion by contingent
- c. Plenary discussion

#### **Outcomes**

PYs learned how to use a project logic map in drafting a project proposal – stating goals, SMART objectives and outcomes, identifying resources (stakeholders, budget, infrastructure, technology), selecting appropriate strategies, and defining deliverables and evaluation measures. Each contingent chose a specific health issue in their country and pillar/s of the self-care framework to focus on. Project proposals are described under Section D – PY's Action Plans.

#### Field Study in Indonesia

Institution: Menjadi Manusia

#### **Activities**

- a. Presentation on company profile and mental health initiatives with Q&A
- b. Sharing of country initiatives per contingent

#### What we learned

Menjadi Manusia was established by local young professionals whose firsthand experience of cyberbullying motivated them to create an awareness-raising platform on the issue and to promote digital literacy in Indonesia. Social media is a powerful tool that can make or break an individual's mental health and well-being. Through content creation using mainstream social media channels, the company has reached thousands of youths, positively influenced their coping strategies, and provided a support

system and referral for professional help. PYs appreciated the urgency to stop cyberbullying and the importance of finding someone to trust with sharing your problems.

#### Wrap-up Session

#### **Objectives**

- To plan and prepare the DG presentation of results
- To reflect on key takeaways from the group discussions

#### **Activities**

- a. Planning and preparation of DG presentation
- b. Small group discussion

#### **Outcomes**

The DG Steering Committee representatives led the planning and preparation of the group presentation. After dividing the tasks, PYs discussed in small groups their key takeaways from the sessions and field study visits and highlighted them in their presentation.

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

Four representatives of the Discussion Group delivered the summary presentation that highlighted key takeaways from the sessions and field study visits. PYs learnt about the universal definition of health and well-being and the similarities and differences of their own definitions through artwork. Using the Seven Pillars of Self-Care Framework as the reference matrix for the succeeding sessions, PYs discussed their countries' population age and sex distribution, leading causes of morbidity and mortality (Pillar 1: Knowledge and Health Literacy), most common mental health issues (Pillar 2: Mental Well-being), as well as the existing strategies and interventions for promoting mental well-being (Pillar 2: Mental Well-being), physical activity (Pillar 3), healthy eating (Pillar 4), risk avoidance of smoking, alcohol and recreational drug use (Pillar 5), and good hygiene (Pillar 6). Additionally, PYs featured their field study experiences at Persol Tempstaff, Co. Ltd. in Tokyo, Japan, the University of Medicine and Pharmacy Ho Chi Minh in Viet Nam, and with Menjadi Manusia in Jakarta, Indonesia. To consolidate their learnings and experiences, PYs drafted their contingent project proposals or action plans focusing on their chosen pillar and health issue utilizing the Project Logic Map.

#### **PYs' Action Plans**

Eight countries proposed for projects focusing on Pillar 2: Mental Well-Being. Brunei Darussalam focused on Pillar 3: Physical Activity while Lao P.D.R. on Pillar 4: Healthy Eating. Below outlines the project titles and goals/objectives.

- (C) Stress-Free Campaign: to introduce coping mechanisms for better stress management
- (I) *Gatotkaca*: to reduce bullying among secondary school students
- (J) Healthy Japan SSEAYP48: to promote a healthy workplace by introducing exercise during lunch breaks
- (Ma) *HIDUP*: 3-day camp to promote physical activity and improve mental health among orphaned children
- (P) Project ME: Kaisipang Pangkalusugan, Kabataan, Kinabukasan: to empower youth leaders in raising awareness on mental health issues
- (S) *iCare*: to increase youth engagement in capacitating the elderly on digital literacy
- (T) Human Listener: to reduce stigma of seeking psychiatric help by increasing awareness on and access to mental health professionals
- (V) *TeenTalks*: to create a safe space for conversation between 100 teenagers and parents
- (B) Fit For You: to reduce obesity among youth through a 6-month school-based program educating and training students to practice healthy lifestyle
- (L) *Bye bye, Salty*: to reduce salt intake through a tracking app on salt consumption

#### E. Feedback from PYs

Through the DG Program Steering Committee representatives, PYs shared the following feedback:

- Japan field study: "more group discussions and fewer lectures"
- Introductory program: "commendable activities, easy to understand and participate in"; "bigger space for activity" (venue was Studio); "more energizer/ icebreaker for start of session"
- Session III: "more interactive sessions like this"

  In addition, PYs with no health background appreciated how the sessions were relatable and easy to understand. Another PY remarked how chill and stress-free the sessions were. Generally, PYs looked forward to each session which motivated them to participate even more.

#### F. Facilitator's Comments

PYs come from diverse backgrounds, some not related to health. Regardless, each contributed openly to the discussions in the best way they can and represented their countries with confidence and apt knowledge. They came prepared for the sessions by working on their pre-program assignments. Some PYs were initially reluctant to speak and present either in small group or plenary discussions, primarily raising their lack of English proficiency as the

reason. With the proper push and constant support from their fellow PYs and the facilitator, and how the sessions were designed to allow everyone to take a speaking role, they eventually mustered the courage to express their ideas, and to stand in front and present effectively. The project proposals exceeded the facilitator's expectations,

especially how the PYs ably applied the project logic map in drafting their action plans. Overall, the facilitator highly commends each PY's remarkable performance and relevant contributions to the sessions. These greatly helped in steering the group discussions to the right direction.

#### (6) Digital Society Group

Number of PYs: 26

#### A. Discussion Topic

#### a. Theme Description

PYs will understand the best practices from around the world where digital technology is used, and the current situation and issues in ASEAN member countries and Japan. On that basis, PYs will discuss how youth can contribute to promote digital society.

#### b. Achievements and Expected Outcomes

- Enhance PYs with understanding and knowledge of best practices from around the world where digital technology is used, and the current situation and issues in ASEAN member countries and Japan;
- Equip PYs with a common understanding of "Digital Inclusion" and "Digital Divide" initiatives to promote digital society concept in their community;
- Improve PYs practical knowledge to identify common challenges and propose durable and practical solutions encouraging future collaboration and joint results.

#### c. Competencies to be Acquired

#### Knowledge

- General understanding of "digital society" and key role
  of inclusive and digitally accessible environments and
  communities to ensure that no one is left behind:
- Understanding of digital inclusion and what it entails (accessibility requirements, universal design principles) in promoting digital society within their communities;
- Understanding the role of different stakeholders (CSOs, Government, the UN, Private Sectors, and more) in bridging the digital divide.

#### **Skills**

- Digital literacy and the use of various digital tools
- · Critical and creative thinking for problem-solving
- Discussion, idea presentation, and pitching skills
- · Project Design and Management Skills

#### **Behaviours**

- Cross-cultural communication and collaboration
- Self-leadership and teamwork

#### **B. Pre-Program Assignments**

#### Assignment 1

To align PYs' understanding of "Digital Society", and what entails, PYs required to complete 1 of 2 mandatory courses from the ITU (International Telecommunication Union) Academy and prepare a brief summary on their key takeaways. The course on "Smart for All: Beyond Smart Cities, Building Inclusive and Digitally Accessible Environments and Communities" equipped PYs with foundational knowledge of the required building blocks of digital technologies for inclusive and sustainable community. While the second course on "Introduction to Technical and Soft Skills with the African Girls Can Code Initiative" equipped PYs with knowledge on the adaptation and implementation of key technologies in educational initiatives.

#### **Assignment 2**

To raise awareness among PYs that the "Digital Divide" affects different groups of community, PYs demonstrated understanding of "Digital Divide" by successfully collected example of digital technologies that are implemented in services supporting their everyday life, which however creating exclusion for certain group of people. An example from JPY submission in Japan is the QR-based umbrella-renting station that requires customers who owns smartphone only to use the service, which depicts the concept of "affordability" to be able to access or use digitally-enabled services.

#### **DG6 Online Meeting**

26 PYs participated in the Online Meeting and had an initial exchange and engagement through introduction, ice-breaker games and learning presentation. 2 PYs (from Indonesia and Japan) presented their key takeaways from their chosen online course allowing other PYs to learn, comment, and further share their reflection from the two e-modules.

#### C. Proceedings

#### Field Study in Japan

**Institution 1:** Digital Agency

#### **Activities**

Presentation on the background, history and ongoing initiatives of the Digital Agency that offers simplification of administrative procedures.

#### What we learned

At Digital Agency, PYs learned about Japanese government initiatives (i.e: Mynaportal, Visit Japan Web, My Number ID) that are based on "human-centred design" for promoting an inclusive digital transformation by "simplifying process" of online administrative procedures and transaction (health insurance, personal identification, customs, and more) through single click, incl. collaboration with convenience store.

#### **Institution 2:** NEC Future Creation Hub

#### **Activities**

Showroom tour showcasing various technologies adapted and used to offer simplification and streamlining processes and promote "inclusive" use of technologies for group with specific needs incl. persons with diverse ability.

#### What we learned

At the NEC Future Creation Hub, PYs were engaged in interactive demonstration of the use of AI, biometric system, eye sensor technologies, to name a few, that can provide support for individuals and group with different needs ranging from security, e-government, entertainment, to educational purpose.

#### **Introductory Program**

#### **Objectives**

- Collaboratively establish ground rules to promote ownership, active participation and cross-cultural understanding among PYs.
- Provide a platform for PYs to apply analysis skill and tool for their post-program activities that is resultoriented.

#### **Activities**

- a. Introduction of PYs, Setting the Ground Rules, Introduction to Buddy System
- Introduction to and Applying SOAR Analysis: Thinking Ahead and Forward

#### **Outcomes**

PYs gained understanding on SOAR Analysis and its advantages over SWOT Analysis that put attention to strengths and enhancing current resources/capacities (innovation) to identify actionable plans with result

oriented. By utilising SOAR Analysis Template, PYs demonstrated ability to apply SOAR Analysis tool to identify feasible digital solution and practical approach and actions for addressing socioeconomic issues under different scenarios through group discussion and presentation.

# Group Discussion Session I: "Introduction to Digital Society and Current Landscape in ASEAN and Japan" Objectives

- Introduction to Digital Society and Current Landscape in ASEAN and Japan.
- Understand the concept of a digital society, explore regional best practices, and examine the current state of digital technology in ASEAN countries and Japan.

#### **Activities**

- a. Understanding the New Digital Divide, Digital Building Blocks, Universal Design Principles and Intersectional Approach
- b. Zooming in to ASEAN Connectivity (Regional & National Framework) and Japan's Participatory Approach on Human-Centered Society 5.0 Vision
- Good Practices of Digital Intervention in ASEAN countries and South Asia
- d. Group Activity: Digital Intervention for scenarios in education, healthcare and digital economy

#### **Outcomes**

- PYs gained knowledge on the most recent inequality issues of the "New Digital Divide" referring to gap between individuals, households, businesses, and geographic areas, that entails gap in Access, Literacy, Usage, Capacity, Participation and Outcome (Benefits & Profits).
- PYs equipped with comprehension on the (i) digital building blocks required for inclusive and sustainable digital transformation; (ii) principles of universal design for equitable access; and (iii) intersectional approach for identifying fitting intervention for marginalized groups facing digital exclusion due to systemic inequities.
- PYs equipped with understanding on the current state
  of ASEAN-wide framework and national strategy for
  advancing digital access in ASEAN countries; and
  the participatory approach of Japan's technological
  advancement prioritizing safety, well-being and
  intergenerational respect.
- PYs learned about best practices of digital intervention, its approach, and relevant stakeholders from initiatives such as making intersectional data from underserved communities available, Singapore's Digital Skills for Life Framework, and digital campaign on awareness

raising of ending child marriage in South Asia.

## **Group Discussion Session II: "Digital Health and Wellbeing"**

#### **Objectives**

- Explore the role of digital technology in improving health and well-being.
- Understanding the concept of project design and planning.

#### **Activities**

- a. Digitising the Front-end & Augmenting the Back-end in Healthcare
- b. Digital Intervention and Adaptation of AI for Health Issues Across the Globe & Non-Communicable Diseases (NCD)
- c. Introduction to Project Design and Management & Project Planning Exercise on Hypothetical Health Crisis (Group Activity)

#### **Outcomes**

- PYs equipped with understanding on the adaptation of key technologies (i.e.: Generative AI, Predictive AI, Cloud, Applications, Internet of Things) patient-facing digital applications to enhance delivery of care and augmenting the back-end to optimize the healthcare system processes for remote patient monitoring, software as medical devices, electronic medical records, information system, and more.
- PYs gained insights on the use of front-end solutions for healthcare challenges such as, but not limited to, inequitable outcomes and access through telemedicine in India, patient data and monitoring in Philippines and Indonesia; and back-end solution for health worker and pharmacies supply chain on resource constraints through optimization of procurement and drug sources for pharmacies with lower cost in Africa; and the implementation of chatbot and mobile applications for addressing the increasing cases of NCDs through the case study on tobacco cessation by WHO.
- PYs learned about the two-sides of digital intervention on well-being showcasing the use of chatbot that offers user with information about stress and practice skills to manage stress; and the limitation of digital solution that could not fully replace human "touch" as showcased in the digital divide documentary of migrant workers in Singapore that are avertedly affected from digital advancement.
- PYs equipped with basic understanding of Project Design and Planning that includes identifying core issue, setting goal and objectives, designing activities

and stakeholder analysis, and demonstrated readiness to apply Project Planning skills through group activities on proposing a project planning with digital solution to address the hypothetical health issues, i.e: waterborne disease, mental health crisis among adolescents, and outbreak of novel respiratory virus in dense urban area.

# Group Discussion Session III: "Bridging the Divide – Digital Inclusion in Marginalised Communities" Objectives

Discuss the importance of digital inclusion and strategies to ensure equitable access to digital technologies.

#### **Activities**

- a. Digital Intervention for Equitable Access for Underserved Groups (Indigenous Community and Persons with Diverse Ability)
- b. Digital Inclusion Simulation (Group Activity Skit) & Reflection from the Simulation

#### Outcomes

- PYs gained practical understanding and insights on digital inclusion initiative for Indigenous Community through case study of ongoing initiative by ITU in developing digital skills in Gran Chaco, South America that has limited access to essential services such as health and education for young people.
- PYs immersed in digital divide documentary from Singapore on the limited accessibility of ICTs for persons with multiple disabilities and how it is impacting her daily life. PYs understand the urgent needs for ICT development sector to cater the needs and affordability of ICT devices with universal design.
- PYs engaged in digital inclusion simulation with specific scenarios of individuals from underserved communities (migrant workers, people with different abilities, and indigenous community) facing digital exclusion and demonstrated empathy, and knowledge in identifying key technologies (e.g.: Big Data, IoT, Payment Solutions, AI, etc.) required to address each scenario and successfully acted out how the role of different stakeholder might exacerbate the exclusion or promote the inclusion through digital intervention.

#### Field Study in Viet Nam

**Institution:** Ho Chi Minh City University of Information Education

#### **Activities**

- a. Lecture on Introduction to Digital Society and Citizenship.
- b. Group Activities with local university students on

topics such as (i) youth responsibility in digital society; and (ii) education and the digital society.

#### What we learned

PYs gained better understanding on digital transformation in Viet Nam especially in the context of youth. Through group activities and exchanges with local students, PYs demonstrated collaborative spirit to come up with digital solution on essential digital skills for young people, awareness raising for credible information and counter misinformation, building positive and professional digital identity, and the use of social media for addressing pressing social issues in Southeast Asia.

## **Group Discussion Session IV: "Artificial Intelligence in Education"**

#### **Objectives**

Explore the role of digital technology (specifically AI) in enhancing education and empowering youth.

#### **Activities**

- a. Digital Skills Showcase: "Fundamentals of Artificial Intelligence" by CPY: Mengthong (MT), Junior in Data Science and AI
- b. Artificial Intelligence in Education
- c. The Future of AI in ASEAN (national strategy/policy on AI)
- d. Worst Possible Scenario of Digital Solution in Education

#### **Outcomes**

- The Digital Skill Showcase section demonstrated youth-to-youth digital skill transfer on the "Fundamentals of Artificial Intelligence". PYs equipped with enhanced understanding and comprehensive knowledge on how AI works and its use in natural language processing chatbot, computer science for algorithm and data structure, making predictions and decisions, system that learns from experience (machine learning), and understanding human thought process.
- PYs gained increased understanding on the adoption of AI in education (human-centred approach AI, augmentation and automation, AI-enabled assessment, personalized learning content, and more); and the challenges it poses that includes AI-facilitated cheating and generation of misinformation, data privacy and lack of human interaction.
- PYs understand the different level of readiness of Japan and ASEAN countries in the adoption of AI based on the policy or national strategy on AI that is in place in Thailand, Singapore, Viet Nam, and the Philippines; and the good practice from Singapore of AI-enabled

adaptive learning system for personalizing students' learning pathway; and AI-enabled system to identify students at risk of school refusal in Japan.

# **Group Discussion Session V: "Ageing Population in Digital World"**

#### **Objectives**

Understand the impact of digital technology on the ageing population and discuss the ethical and social implications.

#### **Activities**

- a. Documentary: Old & New Tech
- b. Understanding Ageing Population in Digital World & ICT Accessibility as Pre-condition for Digital Inclusion for Older Persons
- c. Discussion Results Preparation: Synthesizing Learnings from DG6 Sessions

#### **Outcomes**

- PYs gained deeper understanding on how ageing population is affected from the rapid transformation of ICTs through the documentary and statistics of ageing population across the region and the pace of ageing in 2025 as projected by WHO.
- PYs gained technical skill on the required ICT accessibility in promoting digital inclusion for older persons that must include functions addressing reduction of visual capacity, hearing capability, motor ability, cognitive capabilities, social isolation, and loss of vitality.
- PYs successfully identified common/shared takeaways and action plan from DG6 session on Digital Society for the content preparation of the Discussion Result presentation.

#### Field Study in Indonesia

**Institution:** Traveloka

#### Activities

Presentation on the introduction of Traveloka history and objective of "simplifying travel" by automating the process of acquiring travel information, ticket purchase and more by leveraging on digitalization and meta search and tour around Traveloka Campus Office.

#### What we learned

PYs gained insights on Traveloka's digital solution that simplify transaction process for travel and tourism, empowering local businesses and promoting sustainable tourism.

#### Wrap-up Session

#### **Objectives**

- Develop and refine PYs skills in presenting and pitching their ideas, particularly in the context of implementing social initiatives or projects to promote digital society.
- Build confidence of PYs to ensure that PYs are well-prepared to present their ideas in a supportive environment.
- Engage PYs in a dynamic and reflective learning and evaluation process.

#### **Activities**

- a. Self-Evaluation (DG6 Evaluation Survey)
- b. Content Preparation & Rehearsal for Discussion Results Presentation (Group Activity)

#### **Outcomes**

- PYs completed questionnaire of the overall DG6
   Evaluation entailing relevance, contribution, effectiveness and satisfaction from the Pre-onboard Activities, Discussion Group Content (Onboard Activities), Facilitator Performance, Design & Proceedings of the Discussion Group Sessions, Field Study, and Self-Development that includes competencies acquired during the DG6 sessions.
- PYs demonstrated efficient teamwork by being able to deliver initial draft for the DG6 result presentation.

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

DG6 presented their learning takeaways recommended action plans centering on the four digital building blocks serving as the core concept of building an inclusive and sustainable digital society. Starting from the foundation block on "Access", PYs aligned their understanding from DG6 sessions on the importance of access and network infrastructure with the Field Study to NEC Future Creation Hub in Japan. PYs further showcased their comprehension on "Data Protection" as the second building block and the importance of awareness raising on existing law that can protect end-users' personal information and data. Further, PYs demonstrated their understanding on "Accessibility" by presenting the concept of Universal Design Principles and ICT accessibility requirement for older persons, and their reflection from visiting the Digital Agency in Japan on the human-centered design approach that simplifies administrative process. PYs also emphasized the significance of being able to "afford" ICT devices so people can benefit from the digital services available, such as healthcare services. In addition, services in e-commerce industry wherein during the visit

to Traveloka they acquired insights on its approach of simplifying the process of travelling and its trickle-down effect of boosting MSMEs business in tourism and job creations in local community. As Affordability remains as one of the key challenges in inclusive digital society, PYs explained about the "new digital divide gap", and ways to promote digital inclusion by leveraging on AI in different domains.

#### **PYs' Action Plans**

With result-oriented focus, DG6 PYs come up with recommendation to raise awareness and increase digital literacy and skills for young people, elderly, differently-abled people and other marginalized groups. It is also recommended to conduct needs assessment and consultative process to ensure relevancy, prior to the development of the following modules:

- Basic knowledge on utilization of devices and internet
- Basic knowledge on telecommunications and community networks
- · How to access digitally available government services
- · How to verify fake news and information
- How to secure the digital data and information

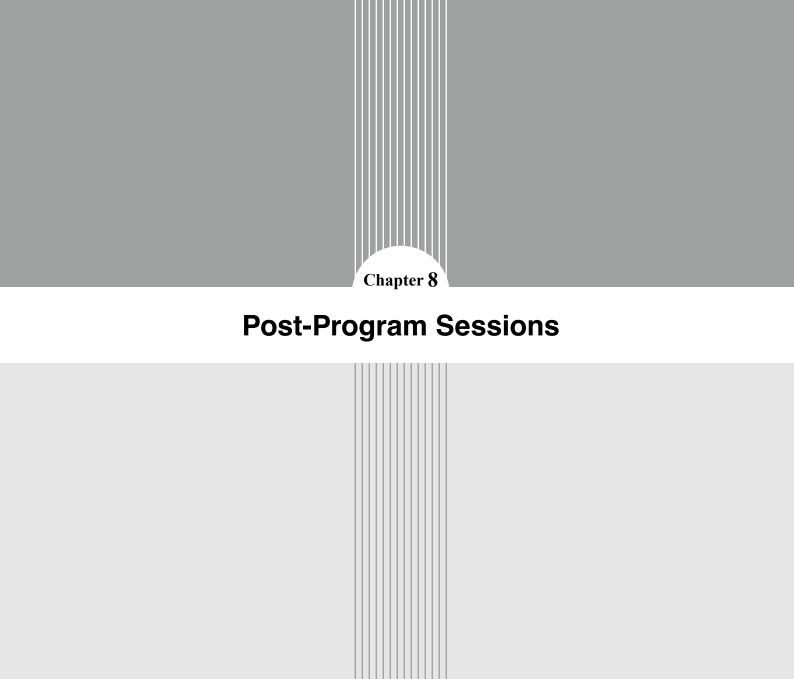
#### E. Feedback from PYs

- 61% of DG6 PYs significantly agree that the content of DG6 sessions improve their practical knowledge to identify practical digital solutions on various socioeconomic issues. Further, 50% of DG6 PYs indicated that the content of the session is very relevant to their PPAs ideas, and 61% of PYs agree that the design of DG6 sessions offers informative, interactive and engaging activities that contributes to PYs' better understanding on Digital Society.
- "Digital Society does not only encompass devices or the infrastructure, but it involves the people coming from different backgrounds to be able to benefit from digital devices. It helps me understand that various industries have a hand in contributing to digital society as I come from a non-IT background, thank you!", BPY.
- "The Discussion Group has been one of my favorite activities on the ship. It is equal parts entertaining and educational. The activities help us learn ideas from each other as PYs. The games that Ms. Anni introduced in our sessions ensure that our energy levels remain high. Finally, the discussions themselves are a huge eye-opener for me. My biggest takeaway from the DG is the fact that even in the digital world, there is a divide between regular people and the vulnerable.", PPY.
- "One main takeaway that I like the most is the session

of digital divide, how digital access is different in different aspects of life. It helps me to reflect again in my life that differently-abled persons now have different ways to access and we can do help them to bridge the divide so that no one would be left behind", VPY.

#### F. Facilitator's Comments

At the beginning, DG6 PYs shows diverse levels of knowledge and ability to comprehend the subject matter and substantial concept of Digital Society that entails the adaptation of ICT in different domains and socioeconomic issues and resulting in digital divide or gap in terms of access, affordability and usage and its sustainable outcome. Throughout the sessions, I am delighted to see PYs demonstrated progressive and enhanced understanding of inclusive digital community by being pro-active in group discussion, group activities and creative thinking in presenting ideas and solutions for various digital divide issues and were able to identify common recommended action plan relevant in both ASEAN countries and Japan that revolves around digital literacy and awareness raising of data protection for groups with specific needs and different abilities.



# 1

### Outline of the Post-Program Sessions

#### (1) Purpose

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

#### (2) Proceedings

Post-Program Session I (plenary session) was led by the representatives of each AA. This session primarily contained the introduction of SI which is the solidarity body of respective AAs. This session intended to deepen PYs' understanding of SI, its mission, objectives and activities, and encouraged them to actively participate or organize post-program activities under their respective AAs or SI. In addition, the status of implementation and the outcomes of the projects which were discussed and prepared by the previous years' PYs during the Program were introduced, so that PYs would have better image of the post-program activities and how they could act in their own communities. Also, in this session, PYs deepened their understanding of AAs, activities done by both AAs and former PYs in their respective countries.

In the Post-Program Session II (by contingent), PYs discussed and brainstormed activities and projects which they would like to conduct as their post-program activities in their respective countries and communities and developed the project proposals by receiving advice from the OBSC representatives. PYs continued their discussions as reflecting the ideas gained from Discussion Program and each contingent finalized their project ideas. PYs also prepared for the presentation at the Summary Forum.

#### (3) Representatives of Alumni Associations (OBSC Representatives)

Country	Name	Year of PY
Japan		2015
Viet Nam		2018
Indonesia		2015
Brunei Darussalam		2014
Cambodia		2017
Lao P.D.R.		2013 (NL)
Malaysia		2016
Philippines		1991
Singapore		2017
Thailand		2015

#### (4) Flow of Post-Program Sessions

	27th November 14:15-17:00	Post-Program Session I (plenary session)
	28th November 10:00-12:45	Post-Program Session II (by contingent) (Introduction of AA Activities)
Post-Program Sessions (Onboard)	29th November 14:15-17:00	Post-Program Session III (by contingent) (Discussion and designing of project)
	30th November 10:00-12:45	Post-Program Session IV (by contingent) (Finalization of project, Preparation for Summary Forum)
	5th December 10:00-12:45	Summary Forum

# 2 Summary Forum

#### (1) Outline

On 5th December, a Summary Forum was held in the Dolphin Hall onboard Nippon Maru. Each contingent presented and shared the action plans of their post-program activities (PPAs). PYs came up with these action plans as the first steps of what they can do for the society, making the best use of what they have learned from the 48th SSEAYP

#### (2) Summary of the action plans

#### A. Brunei Darussalam

Project Title: Cultural Roadshow with Satria Kesuma

#### **Objective:**

- Implementing story telling as a mechanism to promote Bruneian culture
- Provide a platform for students to get hands-on cultural learning
- Aim to reach all four districts in Brunei Darussalam, one school in each district, approximately 100 students per school

#### **Contents:**

- BPY48 National Presentation Showcase
- Mini Cultural Workshops
- Language & Storytelling
- · Dancing
- Story Creation by the students
- Performance by the students

#### Timeline:

- December 2024: Paperwork Submission
- 4th January 2025: Correspondence to Stakeholder
- 17th-18th January 2025: Contingent Meeting
- 10th-20th February 2025: Implementation

#### **Expected Outcomes:**

- · Raise awareness and appreciation of Bruneian culture
- Encourage students to engage in creative thinking
- Illustrating creative means of sharing local culture
- Highlighting SSEAYP to encourage interest and future youth participation

#### B. Cambodia

Project Title: Chulasa Core

#### **Background:**

- "Chulasa" is the batch name of the Cambodian Contingent in the 48th SSEAYP. The Chulasa Core has evolved from its initial project, "Youth's Dream."
- During our Introductory Video, we visited the Arts and Cultural Training Club in Siem Reap Province. The visit experienced us: "Lack of physical infrastructure for training", "Unhygienic lifestyle and waste management" and "Limited technical material".

#### **Objective:**

- Renovate the Cultural Club's infrastructure and equipment for children's classes
- Uphold and promote cultural preservation
- Encourage hygiene and waste management in the community environment

#### Target:

- Students of the Cultural Community Club (age 6-25)
- People in the Community

#### **Contents:**

- · Renovate infrastructure and support technical equipment
- Uphold cultural preservation

#### **Expected Outcomes:**

- The club offers a better environment, attracting tourists and students, which can boost income
- Raises awareness of cultural preservation to the younger generation
- Promotes healthy and hygienic living

#### **Timeline:**

Pre-Event: Planning, Developing Stage

Fundraising Stage (Marketing campaign on social media Sponsor/In-Kind sponsor proposal, Marketing campaign on physical activities, Donations)

Event: Week 2, February 2025: Conduct project

Post-Event: Report Stage

Conduct the survey to assess the results and overall impacts of the projects

#### C. Indonesia

**Project Title: GEMILANG** 

Inspiring Literacy for A Brighter Indonesia

#### **Background:**

"They are too attached with technology and I feel that their critical thinking skill is decreasing"

#### **Contents:**

- Conducted Gemilang program that improve children's abilities in literacy and critical thinking to raise productivity and willingness in writing
- Will be implemented in 1 national base (D.I. Yogyakarta) and provincial based (15 provinces)
- Will be joined by 240 primary school students
- Will be resulted 160 pieces of art by primary school students
- Targeting primary school students (9 to 12-year-old)
- Supporting the needs of children in enhancing their abilities in literacy and critical thinking

#### How it will have a sustained impact:

- Build collaboration with various stakeholders to amplify
  a sustained and meaningful impact in society. From
  school, local community, NGO, and also government.
- Published a book that consists of student's artworks (i.e., poem, short storytelling, comic, etc.)
- Letters from students to SSEAYP PYs as their pen-pals
- A showcase of students' artwork in collaboration with The Ministry of Education and Culture

#### **Timeline:**

- December 2024: Planning project
- December 2024 March 2025: Finding partnership and sponsorship
- December 2024 January 2025: Conducting curriculum and modules
- December 2024 July 2025 :Partnership with school
- January February 2025: National Project or pilot project
- February August 2025: Project in each province
- August 2025: Evaluation
- August September 2025 : Reporting Project

#### D. Japan

**Project Title:** Mini SSEAYP

#### **Background:**

As globalization progresses, issues such as a shortage

of global human resources and multicultural coexistence are occurring in various places. By participating in this ship program which aims to develop human resources who will be active in Southeast Asia, we have interacted with many young people from overseas and local people. In particular, we noticed the lack of understanding of different cultures and the importance of psychological safety during discussions.

#### **Objective:**

To create more opportunities for young people to feel the world closer through cross-cultural understanding and enjoy the differences between themselves and others.

#### **Contents:**

- Target: Over High school students (Over 15 years old)
- Maximum of 30 people
- Participants will be recruited through an open call
- Request Cooperation from IYEO (International Youth Organization of Japan: Alumni Association in Japan) and local government
- Place: Community center
- Time: 1 day
- The program shall be conducted in Japanese

#### **Expected Outcomes:**

- Participants can gain new perspectives about different cultures
- Participants will be asked to fill out a survey before and after the project
- Participants deepen the understanding of different cultures
- We get the feedback that they can get interested in different cultures and can respect differences among them

#### **Timeline:**

- December 2024 February 2025: Select location
- February March 2025: Funding
- February May 2025: Choose partners and collaborators
- May June 2025: Public recruitment
- August 2025: Implementation of the project and reflection

#### E. Lao P.D.R.

Project Title: D.O.I.T Project

Diet – Optimization – Initiative – Transformation

#### **Background:**

- Global: 1.3 billion tons of food waste/132 kg per capita
- Food waste from households is one of the pressing issues in Lao P.D.R.
- Reducing food waste need to be prioritized due to the lack of proper food management such as compost
- In Lao P.D.R. the food waste is 86.72 kg per capita

#### **Objective:**

- · Decrease food waste from households and schools
- Promote youth participation in tackling food waste issue
- Shape the youth perspectives toward environmental protection

#### **Expected Outcomes:**

- Decrease in food waste from households and schools
- Participants gain more knowledge and awareness on food waste and environmental protection;
- More schools to follow the proposed model of this project

#### **Contents:**

- Target: Youth between 14 30 years old
- Location: Vientiane Secondary School
- Number of participants: Direct: 50 people, Indirect: 1000 people
- Time Period: February July 2025
- Workshop on Food Value and Innovation
- The value of produce
- Introducing innovative ways to use ingredients to participants
- Workshop on Food Waste Reduction and Transformation
- The food waste Sources and How are they currently managed
- Shaping youth mindset on their participation to the issue
- Teaching Local wisdom of composting to the students
- Online campaign: food processing ideas
- Promote food innovation and awareness on the value of local ingredients
- Online campaign: #ເຂົ້າໝົດຈານດີກວ່າການ ໝົດໃຈ #Eat it up

#### F. Malaysia

Project Title: "HIDUP"

Malay word for "Life/living"

#### **Background:**

The improvement of 3 aspects including health, self-hygiene and digital literacy among 40 junior secondary school students aged between 13 to 15 years old in rural areas in Batu Papan, Gua Musang, Kelantan.

#### **Objective:**

- To increase the quality of life among junior high school students aged between 13 to 15 years old from high school in rural areas.
- To provide the opportunity to junior high school students to be exposed to digital literacy education
- To increase the awareness and understanding about mental health, physical activity level, self-hygiene and digital literacy education

#### **Contents:**

"HIDUP" Program

- HATI = Heart: Art Healing
- INTELEK =Intellect: Digital Literacy Workshop
- DIRI = Self-love: Self-Hygiene
- USAHA = Hard working: Physical Activity
- PRIHATIN = Caring: Social Well-being/Climate Action

#### **Timeline:**

- January 2025: Approval from unit, Meeting 1
- February 2025: Approval project collaboration form NGO, private companies, governments, finalize project planning, sponsorship pitches, approach target project, Meeting 2.
- March 2025: Recce target project, bookings, data collection, Meeting 3
- April 2025: Finalize sponsorship, preparation of items/ logistics, promotion, Meeting 4
- May 2025: Project commence, post-mortem, report

#### G. Philippines

**Project Title:** KKK: Kabataan para sa Kahandaan at Kalusugang Pangkaisipan

(Youth for Disaster Preparedness and Mental Health)

#### **Background:**

- Lack of youth involvement in disaster risk reduction and management (DRRM) and climate change adaptation (CCA)
- Lack of training in disaster preparedness and response, including first aid applications.
- Lack of access to health services specifically on

reproductive and mental health, especially in rural areas.

#### **Contents:**

- Hiraya-led initiative that fosters empowerment and active involvement in disaster preparedness and holistic well-being through conduct of youth camps, training, or awareness campaigns across the country, to be implemented from 2025-2026 for, by, and with the Filipino youth.
- Training of Trainers Psychosocial Support and Psychological First Aid
- Mental Health Awareness Campaign
- Community-based Training (DRRM)

#### **Expected Outcomes:**

- Participating youth will be empowered to engage in Mental Health, CCA, or DRRM initiatives.
- Training of Trainers on Psychosocial Support and Psychological First Aid Conducted
- Community-based DRRM Training Conducted
- 70% increase in awareness and literacy about MH, CCAM, and DRRM among participants

#### H. Sigapore

**Project Title:** It's OK to...

#### **Background:**

- Youth mental well-being is an ongoing challenge in Singapore
- 1 in 4 youths reported poor or very poor mental wellbeing (2023)
- 9 in 10 Gen Z Singaporeans reported feeling stressed in 2023, with 16% feeling the stress was "not manageable"
- 3 in 10 Singaporeans look forward to each new day
- 3 in 10 feel capable of managing their emotions
- 3 in 10 feel they have all the skills and tools necessary to live a healthy life

#### **Objective:**

To encourage youths to develop effective self-care and coping strategies for enhanced well-being amidst Singapore's stressful environment.

#### **Contents:**

• Often, we create stress for ourselves because we think it's not okay to do all these things, and feel guilty for it even though it's normal and human: "Rest", "Say no", "Feel deeply", "Let go" and "Not be productive". Hence we aim to disrupt these myths and minimise

- self-guilt-tripping behaviour.
- Description: 5 stations with a "passport" where participants get a stamp for participating in each booth
- Target audience: Youth (18 35 years old)
- Target number of participants: 50
- Venue options: Botanic Gardens, urban farms/gardens, schools
- Number of hours: Half-day (4 hours)

#### Timeline:

- Early January: Project and activity descriptions to be written
- 15th 30th January: Descriptions sent to partners and awaiting replies
- 1st week of February: Confirm venue and partners
- 1st 15th February: Buy logistics (incl. slides, collaterals, posters, deco)
- 15th February: Feedback mechanism created
- · Last week of February: Event run through
- · Early March: Event carried out
- 15th 20th March: Crunch feedback data
- 25th March: Documentation written and posted
- End March Early April: After Action Reviews Session

#### I. Thailand

**Project Title:** Hope For the Better Future

#### **Background:**

- Over 7,000 children in the care of the Thai government's foster homes
- Lack opportunities to enhance their fundamental skills
- A high likelihood of becoming vulnerable group, potentially leading to increased of further social issues

#### Target:

8 - 15 year old children /15 - 21 year old youths under the care of a foster home (center) in the Bangkok area

#### **Contents:**

- Develop game base learning kits
- Activity guidebook for foster homes' staffs
- · Life-skilled board game
- Distribute the learning kits to other foster homes throughout the country

#### Timeline:

- December 2024: Second round grant application
- December 2024 January 2025: Learning Kits Development
  - List out knowledge from SSEAYP

- Make first draft of study kits
- Contact with foster home with demo class
- Launch demo class
- Record result
- January February 2025: Pilot Program
  - Develop study kits into DD2
  - Test and produce prototype
- February March 2025: Full version launching
  - Make marketing and campaign
  - Manage order and delivery
  - Keep up with feedback
- March April 2025: Product distribution
  - Send product to the other foster home all over the country
  - Keep up with feedback

#### J. Viet Nam

**Project Title:** The S.E.A Project (The Sex Education Awareness)

#### **Background:**

According to WHO, Viet Nam, Japan, and four other ASEAN countries are among the top 10 countries with the highest abortion rates in the world.

In Viet Nam, the Ministry of Health has announced that 60 - 70% of abortions occur among students aged 15 - 19.

Teenagers lack knowledge about safe sex, rely on emergency contraception, but are often unaware of the consequences of using such drugs. Teenagers in rural areas are the most disadvantaged in terms of access to sex education.

#### **Contents:**

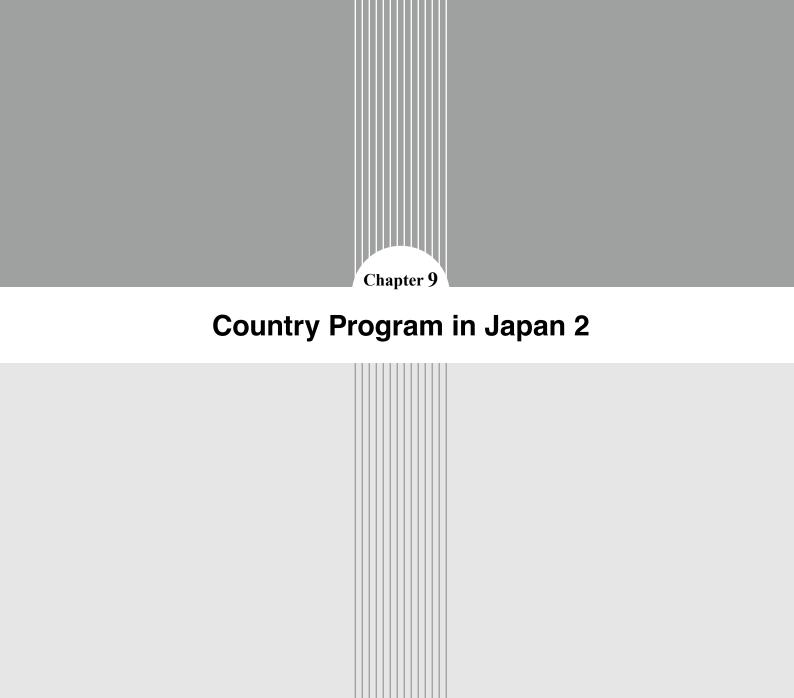
- Offline session with 500 students in a rural area of Bac Giang province
- 300-minute curriculum
- Learner-centered method with games and group discussions
- Knowledge through art (pictures and performing plays)
- Invite sponsorship from brands to create gift boxes for students (>15 years old): Condoms, tampons, menstrual cups and feminine hygiene solutions

#### **Expected Outcomes:**

- 90 % be aware of changes in themself during puberty
- Recognize the harmful effects of unsafe sex: gonorrhea, syphilis, hepatitis B, HIV,... and the consequences of unintended pregnancy for female students.
- Know how to take care of their body during puberty (menstruation, dreams)
- Know how to safely use birth control methods: condoms, emergency contraceptive pills

#### Timeline:

- Act 1: Find suitable school, Finalize legal documents
- Act 2: Recruit volunteers
- Act 3: Project execution
- Act 4: Run communication for the project on social media
- Act 5: Conducted questionnaire form to schools to survey students' perceptions of safe sex and basic knowledge of body development
- Act 6: Project Execution
- Act 7: Multiple-choice questionnaires will be given
- Act 8: Create a Facebook groups to maintain knowledge sharing





# Activites in Japan (Tokyo Program2)

### (1) Activities in Japan

Date	Time	Program
4th December Wednesday	8:30 10:00-11:40 14:15-20:45	Berth at Tokyo Port Immigration procedure Preparation for Summary Forum
	7:00 7:15 7:30 7:40 8:40 8:50 13:55	<government representatives=""> Arrival at Narita Airport or Haneda Airport Viet Nam (VN310) Narita Malaysia (MH88) Narita Brunei Darussalam (BI695) Narita Cambodia, Lao P.D.R., Thailand (TG642) Narita Timor-Leste (GA880) Narita Indonesia (GA874) Haneda Philippines (PR422) Haneda Embark the ship</government>
	17:20-17:40	<nls, and="" ayls="" yls=""> Courtesy Call on Prime Minister of Japan (at Office of Prime Minister)  • Speech by YL of Malaysia  • Speech by H.E. Mr. Shigeru ISHIBA, Prime Minister of Japan  Stay onboard Nippon Maru</nls,>
5th December Thursday	10:00-12:45 14:15-15:30 15:45-20:45	Summary Forum (at Dolphin Hall) <nls, pys=""> Orientation of Local Program Voluntary Activity</nls,>
	14:00-16:00	<government and="" obsc="" representatives=""> Conference of the Representatives of the Southeast Asian Countries and Japan for the 49th SSEAYP (at Dolphin Hall) Stay onboard Nippon Maru</government>
6th December Friday	9:30 9:30 10:05 10:35 10:55 11:45 11:45 16:50	<facilitators, and="" government="" obsc="" representatives=""> Departure from Narita Airport or Haneda Airport Philippines (PR431) Narita Viet Nam (VN311, VN307) Narita Malaysia (MH89) Narita Cambodia, Lao P.D.R., Thailand (TG683) Haneda Singapore (JL037) Haneda Brunei Darussalam (BI696) Narita Indonesia (GA875) Haneda Mexico (NH180) Narita</facilitators,>
6th December Friday- 8th December Sunday		<nls and="" pys=""> Local Program Nara: SG-A, SG-F Kochi: SG-B, SG-G Kumamoto: SG-C, SG-H Kitakyushu: SG-D, SG-E Hakodate: SG-I, SG-J</nls>
9th December Monday	19:00-20:30	Return to Tokyo from Local Program Arrival at National Olympics Memorial Youth Center (NYC) Check-in SG Meeting Stay at NYC

Date	Time	Program
10th December Tuesday	9:15-9:45 10:00-14:00	Check-out Orientation Tokyo City Visit
	11:00-11:30	<nls, and="" ayls="" yls=""> Audience with H.I.H. Princess Kako of Akishino (at Akasaka Imperial Residence) <ul> <li>Speech by YL of Philippines</li> </ul></nls,>
	15:00-16:00 17:00-18:30	<ul> <li>Farewell Ceremony</li> <li>Speech by Ms. Wakako YUFU, Director General for International Youth Exchange of the Cabinet Office</li> <li>Speech by YL of Singapore</li> <li>Presentation of Certificate of Completion</li> <li>Farewell Party</li> <li>Speech by Mr. Kiyoto TSUJI, the State Minister for the Cabinet Office</li> <li>Speech by YL of Thailand</li> <li>Gift Exchange</li> <li>Toast by Ms. Wakako YUFU, Director General for International Youth Exchange of the Cabinet Office</li> <li>Cultural Performance of each participating country</li> <li>Photo Session</li> </ul>
11th December Wednesday	9:30 9:35 10:55 11:00 11:20 11:45 11:45	<asean and="" nls="" pys=""> Departure from Narita Airport or Haneda Airport Viet Nam (VN-311) Narita Philippines (NH-869) Haneda Singapore (JL-037) Haneda Timor-Leste (GA881) Narita Malaysia (JL-723) Narita Brunei Darussalam (BI-696) Narita Cambodia, Lao P.D.R., Thailand (TG643) Narita Indonesia (GA-875) Haneda</asean>

### 2

### Schedule for Local Program

On 6th December, after gathering on the second floor of the ship according to the destination of the local

program, the participants disembarked the ship, and took a bus respectively to Tokyo Sation and Haneda Airport.

#### ①Nara (SG-A, SG-F)

Date	Time	Program
6th December	10:00-12:15	Transfer from Tokyo Station to Kyoto Station (Nozomi 221)
Friday	12:50-13:19	Transfer from Kyoto Station to Kintetsu Yamato-Saidaiji Station (Kintetsu Tokkyu
		4219)
		[Interaction with the local youth]
	14:00	Walk around Todaiji temple, Nara park and Nara-machi
	18:30-20:00	Welcome Reception (at Hotel Nikko Nara)
		Homestay Matching
		• Fashion show by PYs
		Performance by local youth
		Photo Session
7th December Saturday		~Homestay~
Saturday		
8th December	20:00	PYs return from Homestay (at Hotel Nikko Nara)
Sunday		Stay at Hotel Nikko Nara
9th December	10:00	Courtesy Call on Vice Governor of Nara Prefecture
Monday		Speech by Mr. Takanori NISHIMURA, Vice Governor of Nara Prefecture
		Speech by NL of Japan
		Speech by NL of Singapore
		Gift Exchange
		Photo Session
	11:20-11:56	Transfer from Kintetsu Nara Station to Kyoto Station (Kintetsu Tokkyu 1106)
	12:21-14:33	Transfer from Kyoto Station to Tokyo Station (Nozomi 18)
	15:30	Arrive at National Olympics Memorial Youth Center



Courtesy Call on Mr. Takanori NISHIMURA, Vice Governor of Nara Prefecture (9th December)

### ②Kochi (SG-B, SG-G)

Date	Time	Program
6th December	9:10-10:40	Transfer from Haneda Airport to Kochi Ryoma Airport (JAL493)
Friday		Lunch
	13:30	Visit to Kochi Prefectural Makino Botanical Garden
		Briefing of Kochi Local Program
		Makino Botanical Garden Children's Guide Presentation
		Walking around Makino Botanical Garden
	16:15-16:45	Courtesy Call on Kochi Prefectural government
		Introduction of Participants of Kochi Prefecture
		• Introduction of PYs
		Speech by Ms. Kaoru IKEGAMI, Deputy Director of Culture and International Affairs
		Division, Kochi Prefecture
		• NL of Lao P.D.R.
		• NL of Viet Nam
		• Conversation
		• Gift Exchange
	17.00 10.00	• Photo Session
	17:00-19:00	Homestay Matching
7th December Saturday		~Homestay~
8th December	10:00-10:30	PYs return from Homestay (at The Crown Palais New Hankyu Kochi)
Sunday		[Interaction with the local youth]
	10:30	Visit to Sunday Market and Kochi Yosakoi Information Exchange Center
		Lunch
	17:00	Visit to Kochi Castle and Kochi Castle History Museum
		Dinner
		Stay at The Crown Palais New Hankyu Kochi
9th December	11:00-11:50	Transfer to Kochi Ryoma Airport
Monday		Lunch
	13:10-14:25	Transfer from Kochi Ryoma Airport to Haneda Airport (ANA566)
	16:00	Arrive at National Olympics Memorial Youth Center



Courtesy Call on Ms. Kaoru IKEGAMI, Deputy Director of Culture and International Affairs Division, Kochi Prefecture (6th December)

### ③Kumamoto (SG-C, SG-H)

Date	Time	Program
6th December Friday	10:05-12:00 13:45 15:30-16:00 16:30-18:30	Transfer from Haneda Airport to Aso Kumamoto Airport (JL627) Lunch Visit to Suizenji Jojuen (Suizenji Park) Courtesy Call on Vice Governor of Kumamoto Prefecture • Speech by Mr. Shingi TAKEUCHI, Vice Governor of Kumamoto Prefecture • Speech by NL of Cambodia • Speech by NL of Indonesia • Introduction of attendees • Gift Exchange • Conversation • Photo Session Homestay Matching • Speech by YL of Singapore
7th December Saturday		~Homestay~
8th December Sunday	10:00 10:30-17:00 13:30-15:45 16:00	PYs return from Homestay (at Nurse Power Arena) [Interaction with the local youth] Opening Ceremony Orientation Ice-breaking Performance by PYs Speech by YL of Thailand Photo Session Lunch Experience local culture in groups Cooking local sweets (Ikinari-dango; Sweet potato and sweet bean dumpling) Experiencing Local Performance (Ushibuka Haiya Dance) Return to main room all together Tasting of "Ikinari-dango" Ushibuka Haiya Dance with all together Sharing impressions Photo Session  Stay at KOKO HOTEL Premier
9th December Monday	9:30 11:00 12:45-14:15 16:00	Transfer to Aso Kumamoto Airport Farewell Ceremony (at Aso Kumamoto Airport Meeting Room)  • Speech by YL of Brunei Darussalam  • Speech by AYL of Philippines Transfer from Aso Kumamoto Airport to Haneda Airport (JL628) Arrive at National Olympics Memorial Youth Center



Courtesy Call on Mr. Shingi TAKEUCHI, Vice Governor of Kumamoto Prefecture (6th December)

### **4**Kitakyusyu (SG-D, SG-E)

Date	Time	Program
6th December	9:15-11:10	Transfer from Haneda Airport to Kitakyusyu Airport (SFJ075)
Friday		Lunch, Visit Moji Port
	15:15-17:15	Visit Kokura Castle Garden
		Tea ceremony experience
	17:30-18:00	Courtesy Call on Vice Mayor of Kitakyushu City
		Introduction of attendees
		Speech by Ms. Chikako OBA, Vice Mayor of Kitakyushu City
		Speech by NL of Brunei Darussalam
		Speech by NL of Malaysia
		Conversation/Question and Answer
		Gift Exchange
		Photo Session
	18:30-19:30	Homestay Matching (at Kokura Castle Garden)
		Performance by PYs
7th December Saturday		~Homestay~
8th December	10:00	PYs return from Homestay
Sunday		[Interaction with the local youth]
	11:00-12:30	Visit the Environment Museum
		Lunch
	14:20-16:20	Bamboo lantern making experience
	17:10	Arrive at Wakato Watership Tobata Watershed
		Head to Wakamatsu by a ferry
		Dinner
		Stay at Hotel Crown Palais Kokura
9th December	10:30-11:00	Transfer to Kitakyushu Airport
Monday		Lunch
	12:30	Farewell Ceremony (at Kitakyushu Airport Meeting Room)
		Speech by YL of Viet Nam
		Speech by YL of Lao P.D.R.
	13:50-15:20	Transfer from Kitakyushu Airport to Haneda Airport (ANA3882/SFJ082)
	16:30	Arrive at National Olympics Memorial Youth Center



Courtesy Call on Ms. Chikako OBA, Vice Mayor of Kitakyushu City (6th December)

### ⑤Hakodate (SG-I, SG-J)

Date	Time	Program
6th December Friday	9:45-11:05	Transfer from Haneda Airport to Hakodate Airport (ANA553) Lunch
	13:00-14:30	Visit to the Hakodate Magistrate's Office
	15:00-15:35	Courtesy Call on Vice Mayor of Hakodate City
		Speech by Ms. Michiko SATO, Vice Mayor of Hakodate City
		Speech by NL of Philippines
		Speech by NL of Thailand
		Conversation
		Gift Exchange
		Photo Session
	16:00-18:00	[Interaction with the local youth] (at Hakodate Community Design Center)
		• Group Talk
		Performance by PYs
		Dance session by local youth
	19:30	Dinner Stroll in the Christmas-theme decoration in groups
	19.30	Check-in at the hotel
		Stay at Premier Hotel, Cabin President Hakodate
7th December	9:00-10:30	Homestay Matching
Saturday		Speech by PY of Malaysia
		Performance by PYs
8th December Sunday		~Homestay~
9th December	9:00	PYs return from Homestay (at Hokkaido International Foundation)
Monday	9:20	Visit to the Old Public Hall of Hakodate Ward
	10:30-11:00	Transfer to Hakodate Airport
	11:50-13:20	Transfer from Hakodate Airport to Haneda Airport (ANA554)
	15:00	Arrive at National Olympics Memorial Youth Center



Courtesy Call on Ms. Michiko SATO, Vice Mayor of Hakodate City (6th December)

### 3

### Courtesy Call on H.E. Mr. Shigeru ISHIBA, Prime Minister of Japan

On 4th December, Courtesy Call on H.E. Mr. Shigeru ISHIBA, Prime Minister of Japan was held from 17:20 at the great hall in Prime Minister's Office.

At the beginning, Mr. Shigeru ISHIBA, Prime Minister, guided by Mr. Shunsuke FUJIMORI, Administrator, proceeded to the front of NLs, YLs, and AYLs from each country and shook hands with them accordingly.

Then, YL of Malaysia delivered her speech, and received the remarks from Mr. Shigeru ISHIBA, Prime Minister. Finally, a commemorative photo was taken with

Mr. Shigeru ISHIBA, Prime Minister, and representatives of PY.



### 4

### Audience with H.I.H. Princess Kako of Akishino

On 10th December, Audience with H.I.H. Princess Kako of Akishino was held from 11:00 at Akasaka Imperial Residence.

At the beginning, YL of Philippines delivered his speech. After the speech, representatives of PYs were divided into three groups, each representing three or four countries, and had a chat with H.I.H. Princess Kako of

Akishino.

Then, a commemorative photo was taken with H.I.H. Princess Kako of Akishino and representatives of PYs.

At the end, Ms. Wakako YUFU, Director General for International Youth Exchange of the Cabinet Office, gave a greeting of thanks.

### 5

### **Farewell Ceremony**

On 10th December, Farewell Ceremony was held from 15:00 in the international conference room in the National Olympics Memorial Youth Center (NYC).

First, Ms. Wakako YUFU, Director General for International Youth Exchange of the Cabinet Office, delivered a speech. Then YL of Singapore made a speech on behalf of all the participants. Lastly, Ms. Wakako YUFU, Director General for International Youth Exchange of the Cabinet Office, handed the certificates to YLs of each contingent as representatives of all PYs.



### 6 Farewell Party

The Farewell Party was held at 5:00 p.m. on 10th December at the Reception Hall. After the greeting by Mr. Kiyoto TSUJI, State Minister for the Cabinet Office, YL of Thailand gave a speech as the PY representative, followed by a toast by Ms. Wakako YUFU, Director General for International Youth Exchange of the Cabinet Office. Followed by the Cultural performance by the PYs from each country, PYs had a pleasant conversation with Mr. TSUJI, State Minister for the Cabinet Office, and finally a commemorative photo session took place before closing.



### 7 Departure

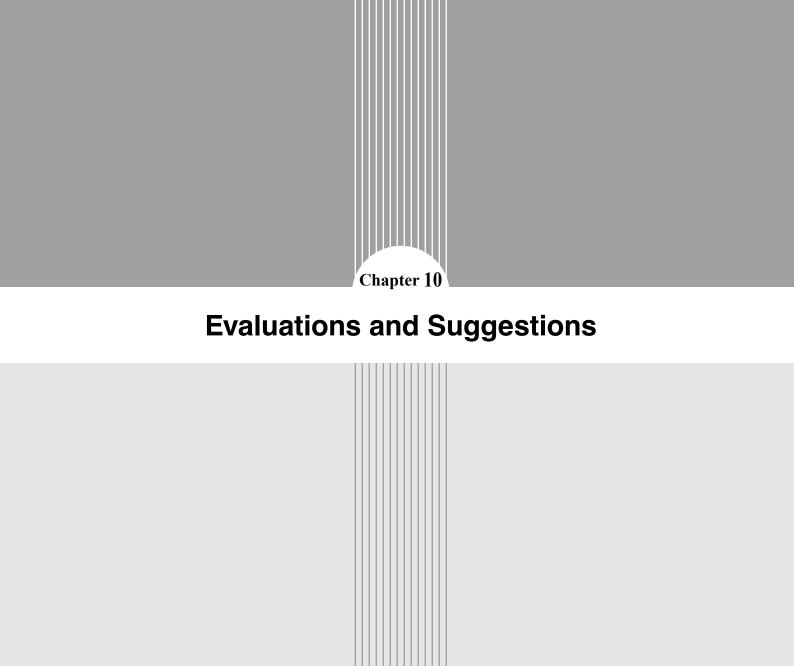
On 11th December, NLs and PYs from ASEAN member countries assembled at the hotel lobby by contingent. After they bid farewell to one another, they proceeded to Narita Airport or Haneda Airport by bus and flew home.

### Conference of the Representatives of the Southeast Asian Countries and Japan 3

On 5th December 2024, at the end of the 48th Program, the Conference of the Representatives of the Southeast Asian Countries and Japan was held on board Nippon Maru.

At the conference, representatives from each government evaluated the 48th Program and discussed policies for the 49th Program.





### Administrator's Report

Shunsuke FUJIMORI Administrator of the 48th Ship for Southeast Asian and Japanese Youth Program

The 48th Ship for Southeast Asian and Japanese Youth Program (SSEAYP) in 2024



resumed its normal form of operation using ship for the first time in five years since 2019. The program had to be implemented as an online program from 2020 to 2022 due to the pandemic of COVID-19, and for 2023 (The 47th SSEAYP), the program was implemented in the form of inviting the youth from ASEAN member countries to Japan by air. In October 2024, the SSEAYP celebrated half a century since its first voyage in 1974, and I am proud to be able to bring our ship back to the waters of Southeast Asia on this 50th anniversary.

The top priority of my Administration team was to carry out the program safely without major accidents, but we also paid particular attention to the health condition of the participants during the program, as it was infectious diseases that triggered the five-year interruption of the program. Although some participants had to stay in the sick room for a certain period of time to recover from influenza or other infectious diseases, I am relieved as the Administrator that all 168 participants were able to complete the program to the end and were safely returned to their respective countries.

The evaluation of the 48th SSEAYP has already been discussed at the Conference of the Representatives of the Southeast Asian Countries and Japan on 5th December 2024, as introduced on page 122, and I am pleased to note that the program has received generally favorable evaluations from the government representatives of the ASEAN member countries. Although the best way to evaluate the true outcomes of this program is to wait for the participants' achievements in ten or twenty years' time, we will continue to review the program constantly for better implementation in the next and subsequent years, in consultation with the governments of ASEAN member countries, based on the participants' evaluation, which is introduced later in this chapter. In this regard, even for the 48th SSEAYP, which was to resume operations on

foreign routes after a five-year absence, many changes and revisions have been made compared to the program of 2019. The detailed program actually implemented has been presented in the previous chapters, but here I would like to report on the main changes from the 46th SSEAYP, which was the last program conducted using ship, including its background.

#### 1. Participating countries

With regard to Myanmar, due to the humanitarian situation which has been getting worse since the coup d'état in February 2021, ASEAN has taken measures such as restricting Myanmar's attendance at high-level meetings held by ASEAN to non-political representatives and similar measures have also been taken in meetings between Japan and ASEAN. Under these circumstances, the Government of Japan has decided not to allow Myanmar to participate in the 48th SSEAYP in 2024, following 2023, taking into account the fact that the selection of participants for the SSEAYP is made autonomously by the governments of participating countries.

In addition, Timor-Leste was granted the approval "in principle" of its accession to ASEAN in November 2022 and has since then participated as an observer in various ASEAN meetings as well as Japan-ASEAN meetings. In light of this situation, and in line with the past practice of the participation of new ASEAN member countries in the SSEAYP, the Government of Japan proposed to welcome Timor-Leste as an observer to the 48th SSEAYP. These two policies were approved at the Conference of the Representatives of the Southeast Asian Countries and Japan held on 8th December 2023.

#### 2. Ports of call

In determining the ports of call, an enquiry was carried out in September 2023 to ASEAN member countries regarding their willingness to accept to be the ports of call, as it was decided to resume operations on foreign routes for the first time in five years and the ports of call were practically limited to two due to limited voyage schedules. As a result, Viet Nam and Indonesia expressed their willingness to host the port of call activities in Ho Chi Minh City and Jakarta respectively, and the decision to select both ports of call was approved at the Conference of the Representatives of the Southeast Asian Countries and

Japan held on 8th December 2023. Although the number of ports of call was reduced compared to the past, the flag hoisting ceremonies traditionally held on board the ship were held before the port calls to Viet Nam, Indonesia and Japan, respectively.

#### 3. Embarkation of the OBSC representatives

In the 46th SSEAYP, the representatives of the Alumni Associations of participating countries conducted part of the Post-Program Sessions during the pre-departure activities in Japan, and the representatives of the Alumni Associations of participating countries did not embark as they did before the 45th SSEAYP. On the other hand, as we considered that it would be more effective to hold the Post-Program Sessions at the end of the entire program, and in response to the opinions expressed by several government representatives at the Conference of the Representatives of the Southeast Asian Countries and Japan held on 8th December 2023 that the partial embarkation would motivate the ex-participants to continue their post-program activities, the representatives of the Alumni Associations of participating countries were again invited to embark in certain sections of the 48th SSEAYP to lead the Onboard Ship Conference (OBSC). The embarkation section was from Jakarta to Tokyo.

# 4. Conference of the Representatives of the Southeast Asian Countries and Japan

Before the 47th SSEAYP, the Conference of the Representatives of the Southeast Asian Countries and Japan was regularly held around June each year to discuss the program of the same year, but around June, governments of participating countries had already started recruiting participants and preparations for port of call activities were often well underway, which made substantive discussions difficult. Therefore, the Conference on the 48th SSEAYP was held in Tokyo on 8th December 2023, immediately after the completion of the 47th SSEAYP (see page 24), and the basic issues of the 48th SSEAYP, such as the schedule, ports of call and number of participants, were discussed and agreed upon at the Conference. However, the second Conference was held online on 25th June 2024

to exchange information on the preparation of the port of call activities in Japan, Viet Nam and Indonesia. In line with this approach, the first Conference on the 49th SSEAYP has been already held on board the Nippon Maru on 5th December 2024, at the end of the 48th SSEAYP. By holding the Conference at the end of the program, the government representatives of participating countries can observe the activities of their participants on site in the ongoing program. That is why this is an appropriate timing to evaluate the current year's program and discuss the next one.

#### 5. Discussion themes

For the discussion program of the 48th SSEAYP, six discussion themes were selected from the items on ASEAN-Japan Friendship and Cooperation as set out in the "Implementation Plan of the Joint Vision Statement on ASEAN-Japan Friendship and Cooperation". This Implementation Plan was adopted at the Commemorative Summit for the 50th Year of ASEAN-Japan Friendship and Cooperation held in Tokyo on 17th December 2023 and was considered to provide a framework for discussion among the participants from ASEAN member countries and Japan. The selection of the six themes was proposed by the Government of Japan and approved by the governments of ASEAN member countries at the Conference of the Representatives of the Southeast Asian Countries and Japan held online on 25th June 2024.

### 6. Treatment of gender in participant identification numbers

After the governments of participating countries have completed the selection of participants for their respective contingents, an identification number with letters indicating the name of the country is assigned for all participants by the Government of Japan. In the past, identification numbers were allocated by gender in the order of male first, followed by female, but this method was not rational. From the perspective of respecting the diversity of sexual orientation and gender identity, in the 48th SSEAYP, identification numbers are allocated in alphabetical order according to the first names of the participants, regardless of gender distinctions. Also in this report, gender is not indicated in any lists of participants.

### Captain's Report

#### Koichi UCHIDA Captain of Nippon Maru

Hello to all the participants of the Ship for Southeast Asian and Japanese Youth Program (SSEAYP) and to everyone who has supported this project. Now that the program has concluded,



I am sure that the participating youths (PYs) are making the most of their valuable experiences with their friends who spent their time together in the Nippon Maru and are continuing to make an impact in their respective communities. As for me, I am still dedicated to my work with the Nippon Maru. When I look through the materials to reflect on the SSEAYP voyage, the memories of the 29 days come rushing back as if it were just yesterday.

Although I had previously been involved in the SSEAYP voyage as a navigator, this was my first time participating in the program as the captain. On 7th November, the day of the departure ceremony, with the PYs, all the people involved in the operation of this program, and distinguished guests in attendance, I sat in the captain's seat on the stage of Dolphin Hall. As I sat there, I could feel both the nervous excitement for the voyage that was about to begin, and the heavy responsibility to ensure our safe return to Tokyo Port on 4th December. As the departure time drew closer, it was truly striking to see all the PYs on the deck, filled with anticipation and excitement for the journey ahead.

That night, we left Tokyo Bay and set sail at full speed across the Pacific Ocean, heading first towards the Luzon Strait to the north of the Philippines. At that time, Typhoon No. 22 was moving from the east of the Philippines towards the South China Sea. While we had prepared an alternate route, the typhoon moved more quickly than expected, heading into the South China Sea, allowing the Nippon Maru to stay on its originally planned course. Although we did not get impacted by the typhoon, the vast open sea still caused a rocking motion, like a cradle, and some PYs may have experienced seasickness.

As the Nippon Maru approached the Luzon Strait, Typhoon No. 23 developed and began to chase us from behind. If we had continued on our regular route from the Luzon Strait to Ho Chi Minh City, we would have caught up with Typhoon No. 23. Therefore, the Nippon Maru diverted south along the western coast of Luzon Island and took a wide detour through the southern waters of the South China Sea before heading towards Ho Chi Minh City. On the voyage from Tokyo to Ho Chi Minh City, we managed to pass through the path between two typhoons that had developed one after another. Had the timing of the typhoon development been different, we could have faced significant delays, so we were very relieved to see us successfully avoid such occasions. The rest of the voyage was relatively calm, and during sunset, I could see some PYs enjoying the view from the deck, which showed how they were smoothly adapting to life aboard the ship.

As for the National Presentations, we were fortunate to receive warm and thoughtful invitations from the participating countries. I remember being impressed by the creativity as well as the high quality of the video clips presented by each participating country. I imagine that creating these presentations must have been challenging aboard the ship, given the limited resources. However, the teams must have worked together as one to overcome these obstacles. That paid effort was evident in the final presentations. And during the last photo session, we all enjoyed the sense of unity in the venue.

On 14th November, at our first port of call in Ho Chi Minh City, we sailed along the Saigon River early in the morning. The river's tidal currents were very unstable, and based on the advice of the pilot, we had to adjust the docking time and the side of the ship to dock right up until the last moment. I apologize for any inconvenience caused to the administration team and all those involved. I sincerely appreciate your cooperation in ensuring the safe operation of the ship. On 21st November, at our next port of call in Jakarta (Tanjung Priok Port), the pilot expertly navigated the ship backwards between the narrow docks and brought us safely to our designated position. The skill of the pilot was truly impressive. Both in Ho Chi Minh City and Jakarta, we were warmly sent off by many people at departure, which showed how vibrant and active SSEAYP's port of call activities have been.

During this voyage, we crossed the equator twice. The

first time was on the journey from Ho Chi Minh City to Jakarta, and in the dead of night, we smoothly crossed from the Northern Hemisphere into the Southern Hemisphere. The second time was on our return journey from Jakarta to Tokyo. On 26th November at 5:43 PM, we crossed back from the Southern Hemisphere to the Northern Hemisphere, and we signaled this special moment with the ship's whistle. It would be my pleasure if you could feel the significance of that moment.

The day before our return to Tokyo, we adjusted our schedule to sail through Suruga Bay and were able to see the majestic view of Mount Fuji. I saw many PYs taking photos of the scenery and others who could not take their eyes off Mount Fuji. I believe this helped them to better understand and appreciate Japan.

On 4th December, as we entered Tokyo Port and completed the docking, the tension and pressure I had felt during the departure ceremony on 7th November transformed into a sense of accomplishment and relief for having safely completed the voyage. I would like to express my heartfelt gratitude to all the people who supported the Nippon Maru.

By the way, during the Captain's Lecture, I spoke about

some important numbers that I hope you remember. My fellow PYs, do you recall? It was about the distances we use on the voyage (1 mile = 1852 meters or 1.852 kilometers). Just like back then, I want you to think about it using a calendar. The total distance we sailed on this voyage was 7,281 miles, the distance we traveled together with our shipmates.

This time, the Ship for Southeast Asian and Japanese Youth Program could operate the first onboard program since 2019. I believe that the administration team, led by Administrator Mr. FUJIMORI, as well as the stakeholders from each participating country, made even more careful preparations than ever before. I would like to congratulate everyone on the success of this project.

For us, the crew of the Nippon Maru, it has been an honor to be part of this important program, and we would be privileged to continue contributing to SSEAYP in the future.

To PYs of the 48th batch, please cherish the deep bonds you have formed with your friends aboard the Nippon Maru from the bottom of your hearts. The valuable experiences you gained through SSEAYP will undoubtedly serve as a catalyst to broaden your own life. I look forward to seeing your great leaps forward as bridges between Southeast Asia and Japan. Someday, let's meet again aboard the Nippon Maru.

# 3

### **Evaluation by Participants**

The followings are the results of Evaluation Sheets answered by the participants at the end of the Program.

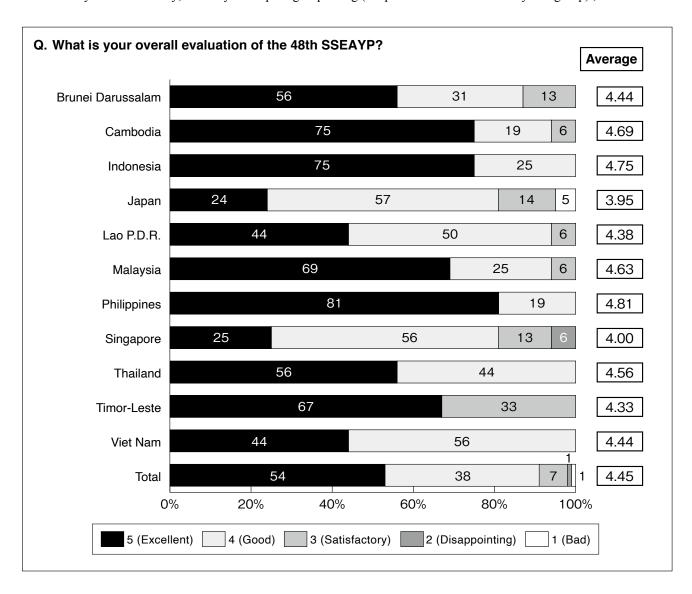
Note: Answered by 11 National Leaders and 157 Participating Youths.

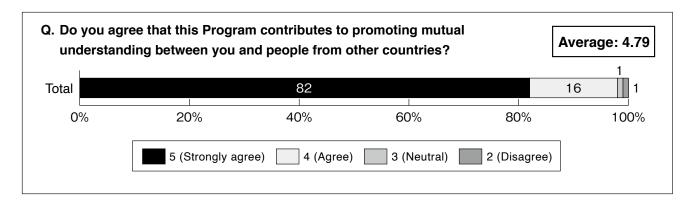
Numbers are rounded off to the whole number.

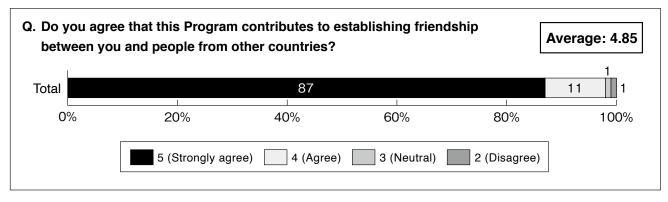
Numbers may not add to 100 due to rounding.

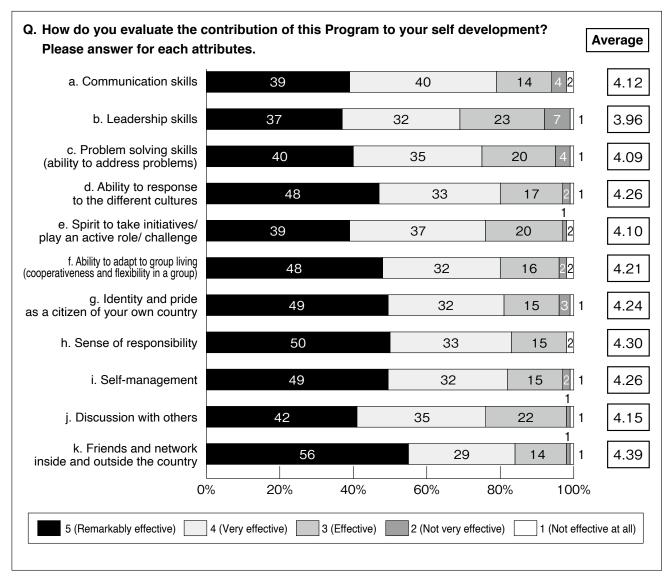
#### [Overall]

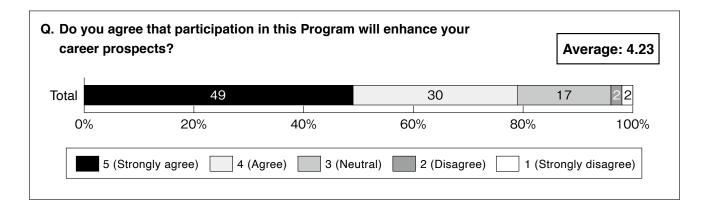
The mean average of overall evaluation is 4.45 having 93% of participants rated 4 or above (good, excellent). Rating 4 or above (agree, strongly agree), 98% of participants evaluate that the Program contributes to "promoting mutual understanding" and 98% to "establishing friendship" between people from other countries. In regard to the contribution of this Program to one's self-development, 80-85% of participants rate 4 or above (very effective, remarkably effective) for development of one's "friends and network inside and outside the country," "sence of responsibility," "identity and pride as a citizen of your own country," "ability to adapt to group living (cooperativeness and flexibility in a group).,"

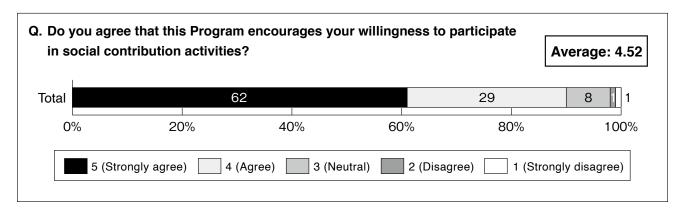




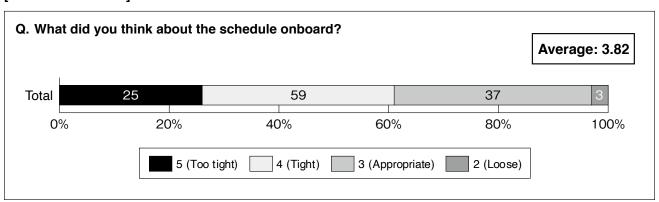






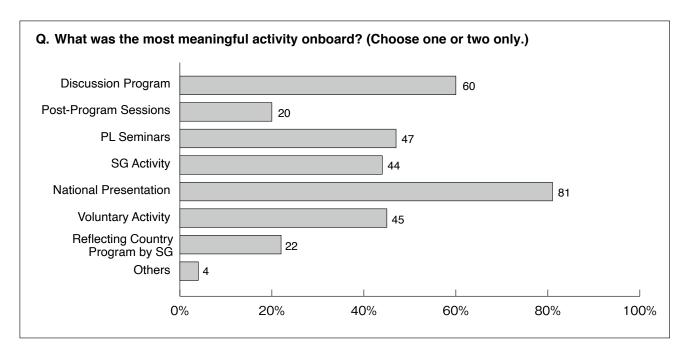


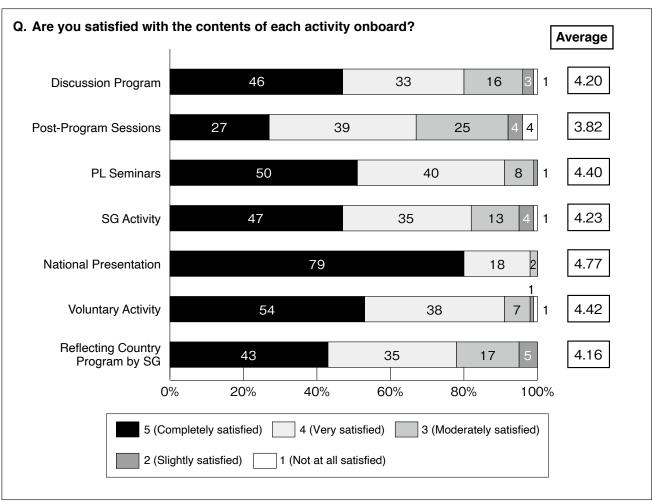
#### [Onboard Activities]



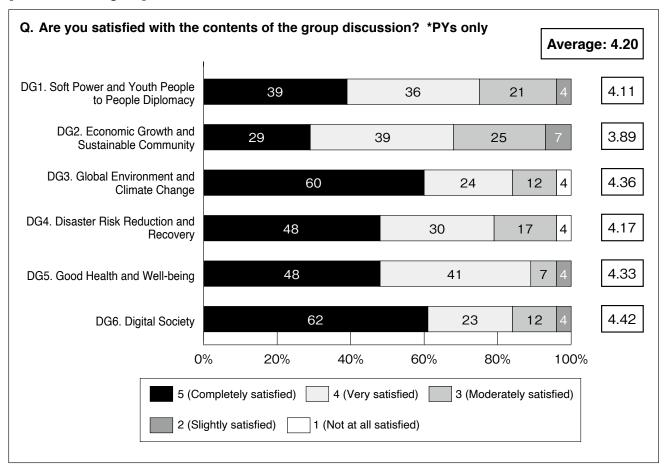
37% of participants rate the schedule onboard 3 (appropriate) while 84% rate 4 or above (tight, too tight).

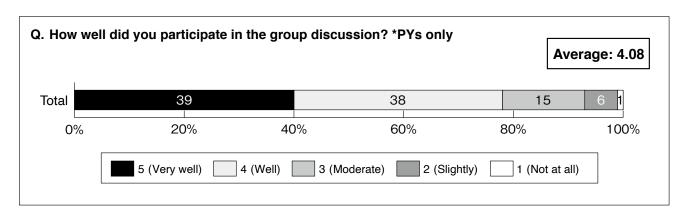
In regard to the activities onboard, participants evaluate that the most meaningful activities were National Presentation (81%) and Discussion Program (60%), ranked in descending order. Meanwhile, participants are most satisfied with the contents of National Presentation (4.77) and Voluntary Activity (4.42), ranked in descending order of the mean averages.



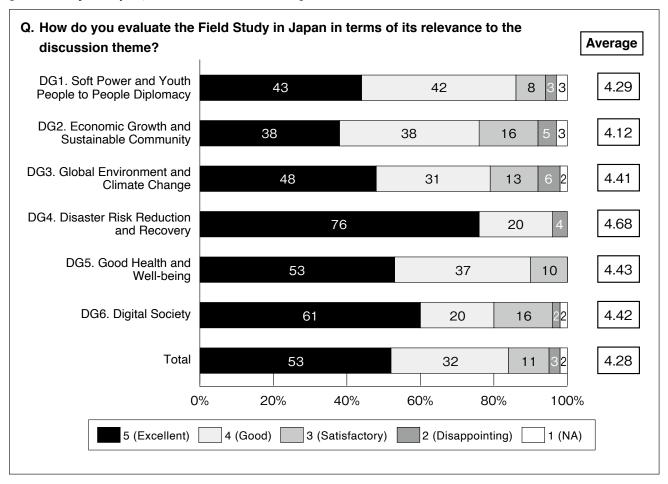


#### [Discussion Program]





#### [Field Study in Japan, Viet Nam and Indonesia]



85% of participants rate the Field Study in Japan 4 or above (good, excellent) in terms of its relevance to the discussion theme.

DG1: The Parliament Building / ASEAN-JAPAN Centre

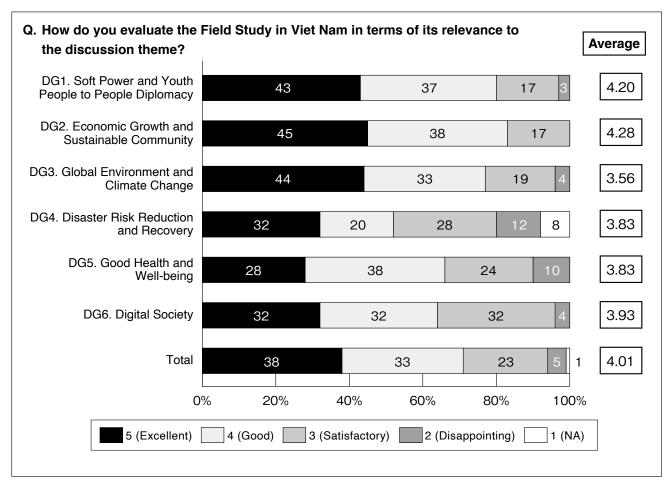
DG2: Tokyo Stock Exchange / KOITTO TERRACE

DG3: Ministry of the Environment / Tokyo Environmental Public Service Corporation

DG4: Tokyo Metropolitan Outer Area Underground Discharge Channel

DG5: Persol Tempstaff, Co. LTD

DG6: Digital Agency / NEC Future Creation Hub



71% of participant rate the Field Study in Viet Nam 4 or above (good, excellent) in terms of its relevance to the discussion theme.

DG1: Ho Chi Minh (HCM) University of Social Sciences and Humanities

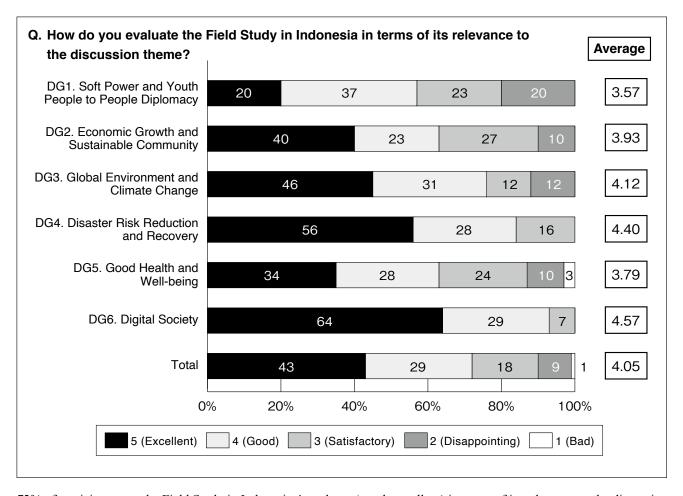
DG2: University of Economics Ho Chi Minh City (UEH)

DG3: Ton Duc Thang University

DG4: Ho Chi Minh University of Technology

DG5: University of Medicine and Pharmacy Ho Chi Minh

DG6: Ho Chi Minh City University of Information Education



72% of participant rate the Field Study in Indonesia 4 or above (good, excellent) in terms of its relevance to the discussion theme.

DG1: Bank Indonesia

DG2: GoTo Group

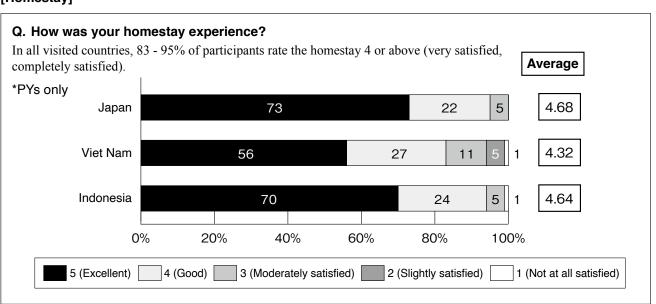
DG3: The Indonesian Forum for Environment (WALHI)

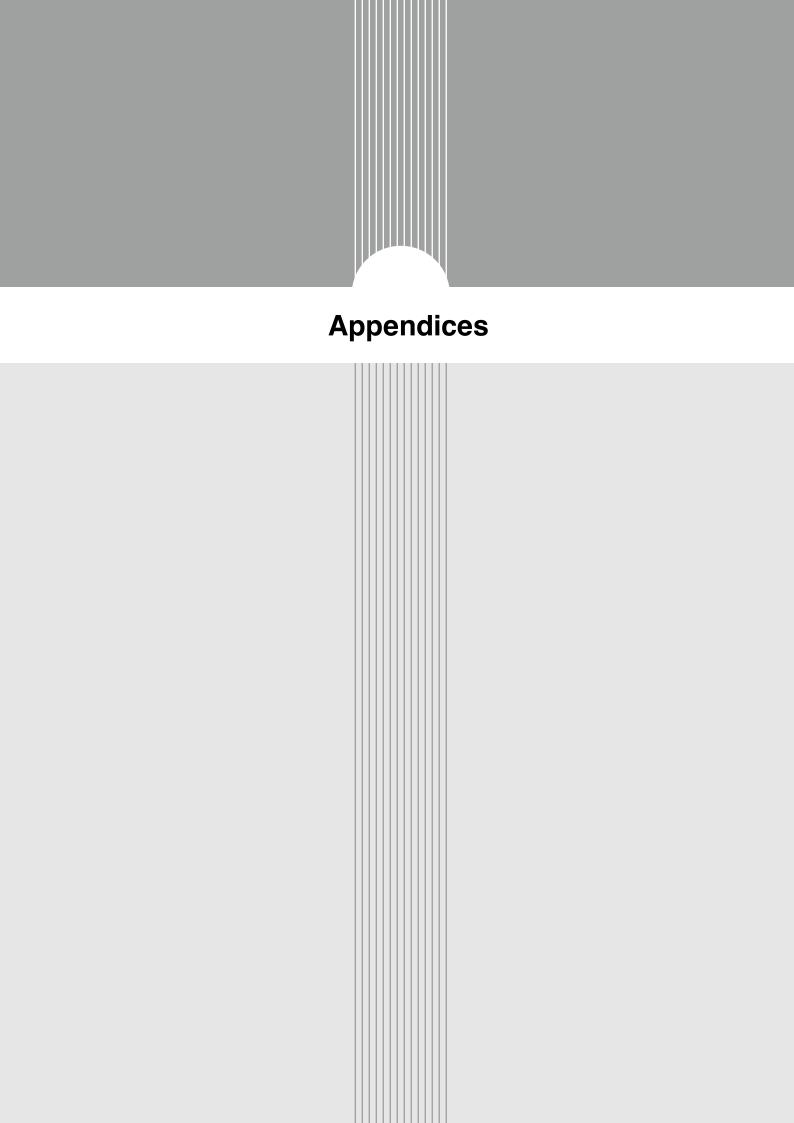
DG4: ASEAN Coordinating Centre for Humanitarian Assistance on Disaster Management (AHA Centre)

DG5: Menjadi Manusia

DG6: Traveloka

#### [Homestay]





## 2

# Composition of the PYs

#### (1) Number of the PYs by Country and Age Group

Age	18~19	20~24	25~30	31 or more	Total
Japan	0	11	9	_	20
Viet Nam	2	7	6	_	15
Indonesia	0	10	5	_	15
Brunei Darussalam	0	7	8	-	15
Cambodia	0	10	5	-	15
Lao P.D.R.	1	7	7	-	15
Malaysia	0	9	6	-	15
Philippines	0	4	11	-	15
Singapore	0	4	11	-	15
Thailand	1	5	9	-	15
Timor-Leste	0	0	0	2	2
Total	4	74	77	2	157

As of April 1, 2024

#### (2) Number of the PYs by Country and Occupation

Occupation	Government Official	Private	NGO/NPO	Self- employed	Teacher	Student	Others	Total
Japan	2	1	1	2	0	11	3	20
Viet Nam	1	5	2	0	1	6	0	15
Indonesia	1	4	2	1	2	1	4	15
Brunei Darussalam	0	2	1	4	2	1	5	15
Cambodia	0	2	1	1	0	9	2	15
Lao P.D.R.	2	3	3	1	0	6	0	15
Malaysia	3	2	0	0	1	7	2	15
Philippines	7	1	3	0	0	0	4	15
Singapore	4	2	0	1	0	6	2	15
Thailand	3	1	1	2	1	5	2	15
Timor-Leste	2	0	0	0	0	0	0	2
Total	25	23	14	12	7	52	24	157

As of April 1, 2024

# 3

#### Outline of the SSEAYP International

#### (1) SSEAYP International (SI)

The participating countries of SSEAYP established an organization such as the International Youth Exchange Organization of Japan (IYEO) which is the association comprised of the former participants of the international youth exchange programs organized by the Government of Japan, in order to contribute to various international exchanges and youth programs in their respective countries.

SSEAYP International (SI) is an international organization established in 1987 with the alumni associations (AAs) in six ASEAN member countries and IYEO.

#### (2) Participating Countries

Full members: AAs of Brunei Darussalam, Cambodia, Indonesia, Japan, Malaysia, Myanmar, the Philippines, Singapore and Thailand

Associate members: AAs of Lao P.D.R. and Viet Nam

IYEO has a role as the SI Secretariat. The Secretary General of SI is Ms. Yukiko TAJIMA (Japanese PY of the 26th SSEAYP), and the Deputy Secretary Generals are Ms. Shiho TAKEUCHI (Japanese PY of the 39th SSEAYP) and Mr. Pakin Santanan (Thai PY of the 36th SSEAYP).

#### (3) Purposes

The primary purposes of SI are to promote lasting friendship nurtured during SSEAYP and to help in the development of the activities of AAs through international youth exchange and social contribution activities. Through SI, the AAs in the respective countries are able to cooperate and help each other in achieving their individual as well as collective goals, missions and aspirations.

#### (4) Activities

#### a. SSEAYP International General Assembly (SIGA)

SIGA is held annually. The venue is rotated among member countries of SI.

#### b. Council of Presidents (COP) Meeting

The COP Meeting is the venue where the representatives of each SI member country discuss the SI activities. It is held at least twice a year.

#### c. Onboard Ship Conference (OBSC)

The OBSC representatives report the post-program activities to new PYs. It is held during SSEAYP.

#### d. Annual newsletter: SSEAYP NEWS

SSEAYP NEWS covers SI activities, AA reports, introduction of post-program activities of the latest PYs, etc. It is published annually and the articles are collected and edited by the OBSC representatives.

#### e. SSEAYP International Award (SI Award)

The SI Award is implemented every three years, given to individuals or organizations that provided valuable contributions to SI. It aims to encourage and appreciate SI members for their voluntary spirits, contributions to the society.

#### f. Social Contribution Activities (SCAs)

SCAs of SI include, but are not limited to, the distribution of relief goods and supplies to victims of natural disasters, physically challenged people, orphans and street children, etc. The AAs do not only receive donations from local sources but also there are instances where some AAs contribute to the outreach programs of the others. In 2017, to commemorate the SI's 30th anniversary and ASEAN's 50th anniversary, all the SI members organized their own social contribution activities "Project 30/50" in their respective countries. From 2018, social contribution activities conducted by SI members are called "SSEAYP Go & Grow."

#### g. Human Resource Network

Ex-PYs who are working or studying in the same/ similar fields can make the best use of our SSEAYP network through the human resource network.

# h. Sending SI members to training programs of other organizations

This provides great opportunities for former SSEAYP participants to participate in various international youth exchange programs, workshops, seminars, etc. run by other organizations. The network of friendship initiated by SSEAYP makes these tie-ups and collaborative undertakings possible.

#### i. Database of AA Members

The AAs of the respective countries manage the database of their members.

#### j. Networking with the Ship for World Youth Alumni Association (SWYAA)

Ex-PYs of SSEAYP can also expand their network to include the ex-PYs of the Ship for World Youth (SWY) Program, the other ship program conducted by the Government of Japan, through the IYEO.

Ex-participating youths of the "Ship for Southeast Asian Youth" program (SSEAYP) have established Alumni Association in Southeast Asian countries, similar to Inter National Youth Organization of Japan (IYEO), and are engaged in various international exchange activities and social contribution activities for the sound development of youth in their respective countries.

#### (5) The 33rd SIGA in Thailand

SSEAYP International (SI) was established in 1987 as an international network of these Alumni Associations and an annual SI General Assembly (SIGA) is held in rotation among the countries.

The 33rd General Assembly, which was held in person for the first time in five years, took place from 1st to 4th May 2024, in Pattaya, Chonburi Province, Thailand, with the attendance of Ms. Wakako YUFU, Director General of

the International Youth Exchange of the Cabinet Office, and Mr. Shunsuke FUJIMORI, Director for International Youth Exchange of the Cabinet Office. In total 197 participants from Japan and the 10 ASEAN countries (a total of 11 countries) have gathered for this occasion.



# 4. Historical Data of SSEAYP

	Total	217	207	209	204	233	232	228	231	233	233	239	
	Facilitators												
	Staff Facility 3		2	2	3	2	2	2	7	<i>w</i>			
ADM Str		17	81 91		16	15	15	15	15	15	15	13	
NL ADI		9	9	9	9	9	9	9	9	9	9	7	
	PY Total	180	180	180	180	210	208	205	208	210	210	216	
	Viet Nam PY								.,				
	Timor-Leste Vi												
	Thailand Tim	30	30	30	30	35	35	35	35	35	35	35	
	Singapore T	30	30	30	30	35	35	35	35	35	35	35	
	Philippines S	30	30	30	30	35	35	32	35	35	35	35	
ΡΥ	Myanmar Pł												
	Malaysia N	30	30	30	30	35	33	34	34	35	35	35	
	Lao P.D.R.												
	Japan L	30	30	30	30	35	35	34	34	35	35	35	
	Indonesia	30	30	30	30	35	35	35	35	35	35	35	
	Cambodia												
	Brunei Darussalam											6 (on trial)	
	Country program in Japan	11.21 ~11.30 10 days	11.18 ~11.29 12 days	11.15 ~11.26 12 days	11.16 ~11.26 11 days	11.17 ~11.28 12 days	11.16 ~11.27 12 days	11.15 ~11.26 12 days	11.13 ~11.21 9 days	11.9 ~11.17 9 days	11.9 ~11.17 9 days	11.6 ~11.14 9 days	
Duration	Country in Ja	$\begin{array}{c c} \sim & 11 \\ 1 & \sim 1 \\ \text{ys} & 10 \\ \text{Total 52 days} \end{array}$	$ \begin{array}{c c}  & 11 \\ 8 & \sim 1 \\ ys & 12 \\ Total 61 days $	$ \begin{array}{c c}  & 11 \\ 5 & \sim 1 \\ \text{ys} & 12 \\ \text{Total 60 days} \end{array} $	$ \begin{array}{c c} \sim & 11 \\ 6 & \sim 1 \\ ys & 116 \\ Total 61 days $	$ \begin{array}{c c}  & 11 \\ 7 & \sim 1 \\ ys & 12 \\ Total 62 days $	$ \begin{array}{c c}  & & 11 \\ 6 & \sim 1 \\ ys & 12 \\ Total 60 days \end{array} $	$ \begin{array}{c c}  & & 11 \\ 5 & & \sim 1 \\ ys & & 12 \\ Total 61 days \end{array} $	$ \begin{array}{c c}  & 11 \\ 3 & \sim 1 \\ ys & 9 d \\ Total 58 days $	$ \begin{array}{c c}  & & 11 \\ \hline ys & & 9d \\ Total 57 days \end{array} $	$\begin{array}{c c} & & & 1 \\ \hline ys & & & 9 d \\ \hline Total 59 days & & \\ \end{array}$	$\begin{array}{c c} & & & 11 \\ & & & \\ ys & & 9d \\ Total 57 days & \\ \end{array}$	
Dui	Cruise	10.10~ 11.21 43 days Total	9.30~ 11.18 50 days Total	9.28~ 11.15 49 days Total	9.27~ 11.16 51 days Total	9.28~ 11.17 51 days Total	9.29~ 11.16 49 days Total	9.27~ 11.15 50 days Total	9.25~ 11.13 50 days Total	9.22~ 11.9 49 days Total	9.20~ 11.9 51 days Total	9.19~ 11.6 49 days Total	
	oint	(k)	5			a ng)	d k)	<u> </u>	se (	ia (	a ng)	K) d	
Assembly point		Thailand (Bangkok)		Philippines (Manila) Indonesia (Jakarta)		Malaysia (Port Klang)	Thailand (Bangkok)	Singapore	Philippines (Manila)	Indonesia (Jakarta)	Malaysia (Port Klang)	Thailand (Bangkok)	
Visited countries *1		Indonesia, Japan, Malaysia, Philippines, Singapore, Thailand											
Year (Batch)		1974 (1)	1975	1976 (3)	1977	1978 (5)	1979 (6)	1980	1981	1982	1983	1984	

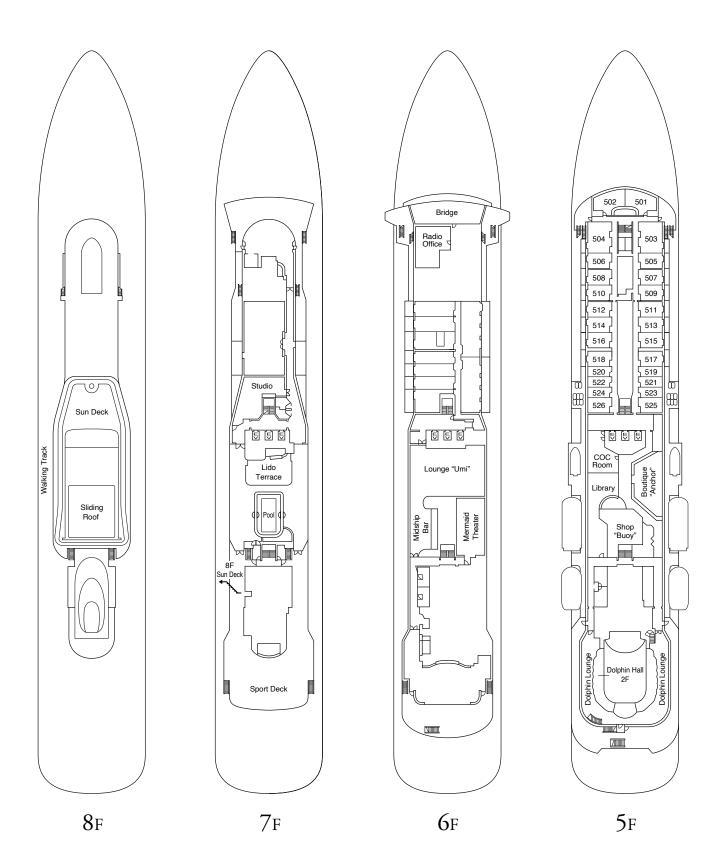
	Total	380	351	335	361	353	355	355	352	363	361	360	359
	Facilitators T	(-1	V-1	6,		- E.			V-1	6	∞	∞	×
	Staff Faci	ς.	7	∞	01	11	01	01	11	11	13	13	41
	ADM S	81	17	16	15	15	16	16	91	16	15	16	15
	V N	=	=	10	01	11	11	=			=	=	=
	Total	346	316	300	325	315	317	318	314	316	314	312	311
	Viet Nam PY	40	30	32	30	27	58	58	56	58	27	27	27
	Timor-Leste Vie												
	Thailand Tim	4	32	32	32	28	28	28	28	27	28	28	56
	Singapore TI	38	31	32	32	28	28	28	28	28	28	26	25
	Philippines Sir	4	30	30	32	28	28	28	28	28	26	27	27
PY	Myanmar Ph	2 (on trial)	31	31	31	27	28	28	28	28	28	27	28
	Malaysia M	44 (o)	32	32	32	28	28	28	27	28	28	28	28
	Lao P.D.R.	2 (on trial)	32	32	32	28	28	28	28	27	28	28	28
	Japan La	4 o)	32	42	40	37	38	39	39	38	38	38	39
	Indonesia	46	30	31	32	28	28	28	27	28	28	28	78
	Cambodia It	2 (on trial)	4 (on trial)	6 (on trial)	32	28	28	27	28	28	28	27	78
	Brunei Darussalam C	40 (0	32 (0	- *2 (0	*-	28	27	28	27	28	27	28	27
		20 4's	7 255 4'S	0 18 '\S	51 15 ys	12 ys	1.7 ys	4 2 2 4 3 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	9 ys	2 20 7s	1 12 vs	2 -: Sy	1 31 ys
tion	Country program in Japan	11.12 ~ 11.20 8 days	$ \begin{array}{c} -11.17 \\ \sim 11.25 \\ 9 \text{ days} \end{array} $ 7 days	12.10 ~12.18 9 days	12.6 ~12.15 10 days 2 days	9.3 ~9.12 10 days 4 days	9.8 ~9.17 10 days 52 days	10.14 ~10.24 11 days 3 days	8.31 ~9.9 10 days 3 days	12.12 ~12.20 9 days 51 days	12.4 ~12.12 9 days	10.22 ~11.1 11 days 2 days	$0.21$ $\sim 10.21$ $\sim 10.31$ $11 \text{ days}$ 2 days
Duration	Cruise	9.22~ 11.12 ~ 2 52 days 8 Total 59 days	9.30~ 1 11.17 ~ 49 days Total 57 days	10.29~ 1 12.10 ~ 43 days 9 Total 51 days	10.24~ 12.6 43 days 10 Total 52 days	9.12~ 10.16 35 days 10 Total 44 days	9.17~ 10.29 43 days Total 53	9.2~ 10.14 ~ 11.43 days Total 53 days	9.9~ 8 10.22 10 44 days 10 Total 53 days	10.31~ 12.12 43 days Total 5	10.23~ 12.4 ~ 2 43 days 9 Total 51 days	11.1~ 12.12 42 days Total 52	10.31~ 12.11 ~ 242 days 111 Total 52 days
	Assembly point	Singapore	Philippines (Manila)	Singapore	Singapore	Japan (Tokyo)	Japan (Tokyo)	Singapore	Japan (Tokyo)	Malaysia (Port Klang)	Singapore	Japan (Tokyo)	Japan (Tokyo)
	Visited countries *1	Singapore, Indonesia, Malaysia, Thailand, Viet Nam, Brunei Darussalam, Philippines, Japan	Philippines, Brunei Darussalam, Indonesia, Singapore, Malaysia, Thalland, Vete Nam, Agan (Delegation visited Lao P.D.R. and Myannar by air.)	Singapore, Malaysia, Indonesia, Thailand, Viet Nam, Philippines, Japan (Delegation visited Myanmar and Lao P.D.R. by air.)	Singapore, Myanmar, Malaysia, Indonesia, Thailand, Viet Nam, Philippines, Japan (Delegation visited Lao P.D.R. and Cambodia by air.)	Japan, Philippines, Brunei Darussalam, Singapore	Japan, Viet Nam, Indonesia, Malaysia, Thailand, Singapore (Delegation visited Cambodia, Lao P.D.R., and Myanmar by air.)	Singapore, Indonesia, Malaysia, Thailand, Philippines, Japan (Delegation visited Myammar, Viet Nam, Brunei Darussalam, Cambodia and Lao P.D.R. by air.)	Japan, Philippines, Viet Nam, Thailand, Indonesia, Singapore (Delegation visited Lao P.D.R. by air.)	Malaysia, Thailand, Viet Nam, Brunei Darussalam, Philippines, Japan (Delegation visited Cambodia by air.)	Singapore, Indonesia, Malaysia, Brunei Darussalam, Philippines, Japan (Delegation visited Myanmar by air.)	Japan, Singapore, Indonesia, Malaysia, Thailand, Viet Nam (Delegation visited Lao P.D.R. by air.)	Japan, Brunei Darussalam, Indonesia, Thailand, Viet Nam, Philippines (Delegation visited Cambodia by air.)
V	(Batch)	1997 (24)	1998 (25)	1999 (26)	2000 (27)	2001 (28)	2002 (29)	2003 (30)	2004	2005	2006	2007	2008 (35)

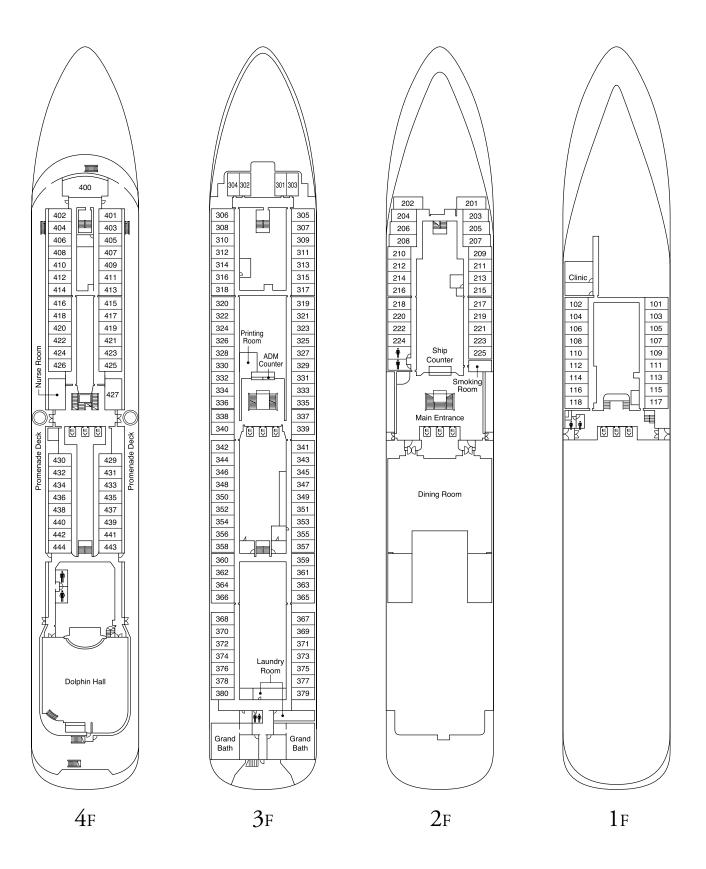
	Total	362	365	365	358	364	362	356	365	361	363	369
-	Advisor / To				8		.3	8				9
					∞		∞	∞		∞	~	
	Other Staff	15	17	16	15	16	15	17	16	18	20	21
	ADM	15	13	13	41	41	13	11	12	11	10	=
	NF	11	11	Ξ	11	Ξ	11	11	Ξ	11	Ξ	=
	PY Total	313	316	317	310	315	315	309	318	313	314	317
	Viet Nam	28	78	28	27	28	28	28	28	28	27	28
	Timor-Leste											
	Thailand	28	28	28	28	28	28	28	28	28	28	28
	Singapore	27	28	28	24	27	26	27	27	25	27	28
	Philippines	25	27	27	28	27	28	27	28	27	28	27
ΡΥ	Myanmar	28	28	28	28	28	28	26	28	28	28	27
	Malaysia	28	28	28	26	28	27	25	28	28	28	28
	Lao P.D.R.	28	28	28	27	28	28		28	28	28	28
	Japan	39	39	38	38	37	39	37	39	38	37	39
	Indonesia	27	27	28	28	28	28	27	28	28	28	28
	Cambodia	27	27	28	28	28	28	28	28	27	28	28
	Brunei Darussalam	28		28	28	28	27	28	28	28	27	28
ion	Country program in Japan	10.27 ~11.6 11 days	10.26 ~11.4 11 days	10.25~ ~11.4 11 days	10.23~ 11.2 11 days days	10.28~ 11.7 11 days days	10.29~ 11.7 10 days	10.27~ 11.5 10 days	10.25~ 11.4 11 days days	10.23~ 11.2 11 days	10.23~ 11.2 11 days	10.24~ 11.3 11 days
Duration	Cruise	11.6~ 11.8 12.18 ~ 11 43 days 11 Total 53 days	11.4~   1.1.7.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1	11.4~ 10 12.16 ~ 11 43 days 11 Total 53 days	11.2~ 10 12.14 1 43 days 11 Total 53 days	11.7~ 10 12.17 1 41 days 11 Total 51 days	11.7~ 10. 12.18 1 42 days 10 Total 51 days	11.5~ 10 12.17 1 43 days 10 Total 52 days	11.4~ 10 12.15 1 42 days 11 Total 52 days	11.2~ 10 12.13 1 42 days 11 Total 52 days	11.2~ 10. 12.13 11. 42 days 11. Total 52 days	11.3~ 10 12.13 1 41 days 11 Total 51 days
	Assembly point	Japan (Tokyo) Japan (Tokyo)		Japan (Tokyo)	Japan (Tokyo)	Japan (Tokyo)	Japan (Tokyo)	Japan (Tokyo)	Japan (Tokyo)	Japan (Tokyo)	Japan (Tokyo)	Japan (Tokyo)
	Visited countries *1	Japan, Philippines, Malaysia, Singapore, Thailand, Brunei Darussalam (Delegation vistied Myanmar by air.)	Japan, Malaysia, Thailand, Indonesia, Singapore, Viet Nam (Delegation visited Lao P.D.R. by air.)	Japan, Philippines, Brunei Darussalam, Indonesia, Malaysia, Viet Nam (Delegation visited Cambodia by air.)	Japan, Viet Nam, Thailand, Singapore, Indonesia, Brunei Darussalam (Delegation visited Myanmar by air.)	Japan, Viet Nam, Thailand, Singapore, Philippines (Delegation visited Lao P.D.R. by air.)	Japan, Brunei Darussalam, Cambodia, Myanmar, Indonesia	Japan, Philippines, Viet Nam, Myanmar, Malaysia (Delegation visited Lao P.D.R. by air.)	Japan, Viet Nam, Thailand, Singapore, Indonesia (Delegation visited Cambodia by air.)	Japan, Cambodia, Thailand, Indonesia, Malaysia (Delegation visited Lao P.D.R. by air.)	Japan, Brunei Darussalam, Philippines, Thailand, Viet Nam	Japan, Viet Nam, Singapore, Myanmar, Malaysia
;	Y ear (Batch)	2009 (36)	2010 (37)	2011 (38)	2012 (39)	2013 (40)	2014 (41)	2015 (42)	2016 (43)	2017 (44)	2018 (45)	2019 (46)

	Total		139		206		14,783	
Advisor /	Facilitators		5		9		137   14,783	
Other	Staff		14		32	1,120		
	ADM				ε	1,1		
	NF		10			11	425	
	PY Total		110		157		727   13,101	
	Viet Nam		10			15		727
	Timor-Leste					2		2
	Thailand		10			15		1,567   1,763   653   1,537   622   1,520   1,489   1,545
P.Y.         Analogysia         Myanmar         Philippines         Singapore         Thaikand         Timor-Leste         Viet Nam         PV Total			10			15 15		1,489
	Philippines		10			15		1,520
ΡΥ	Myanmar						622	
	Malaysia		10		15	1,537		
	Lao P.D.R.		10		15	653		
	Japan		20		20	1,763		
	Indonesia		10		15	1,567		
	Cambodia		10		15	969		
	Brunei Darussalam		10		15	1,080		
Duration	Country program Brunei in Japan Darussalam	Face-to-face Exchange	$11.29 \sim 12.8$	10 days	Total 10 days	$11.04 \sim 11.07$ , $12.06 \sim 12.11$	Total 38 days	
Dur	Cruise	Online Exchange	11.12, 11.19	2 days	Total	$11.07 \sim 12.06$	Total	
	Assembly point		Japan (Tokvo)	,	Japan			
Visited countries *1 Assembly point		Japan				Japan, Viet Nam, Indonesia		
Vear	(Batch)		2023 (47)			2024	Total	

In this chart, duration of cruise is from the day the ship set sail to the day of disembarkation. The duration of country program in Japan includes the day the Participating Youths from ASEAN member countries arrived in Japan. \*1 The order of visited countries is listed in alphabetical order from 1974 to 1995, and in chronological order of countries the ship called at the port after 1996.

# Deck Plan of Nippon Maru





#### International Youth Exchange 2024 - Report -

# The 48th Ship for Southeast Asian and Japanese Youth Program

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