

Chapter 6

Country Program in Thailand

After departing from Singapore, the ship arrived at its next port of call, Bangkok, Thailand.

The participating youths were invited to a Welcome Dinner and visited cultural sites and universities, where

they had the opportunity to interact with local students. Furthermore, they experienced local lifestyles and culture through homestays with local host families.

1 Activities in Thailand

Date	Time	Activities
11th February Wednesday	7:30-8:45 9:00 9:30-11:00 14:00-15:15 17:00-21:00	Flag Hoisting Ceremony by Thailand (at Dolphin Hall) Berth at Bangkok Port Briefing on Country Program in Thailand by RC in COC Welcome Ceremony (at Bangkok Port) • Flag Cheers • Speech by Mr. Kantapong Rangsesawang, Permanent Secretary, Ministry of Social Development and Human Security • Speech by Mr. MAKINO Masahiro, Administrator • Speech by YL of Timor-Leste Welcome Dinner (at Queen Sirikit National Convention Center) • Speech by Mr. Kitti Intharakul, Deputy Permanent Secretary, Ministry of Social Development and Human Security • Speech by Mr. MAKINO Masahiro, Administrator • Speech by YL of Viet Nam • Gift Exchange • Performance by RC • Performance by PYs
12th February Thursday	10:00-12:00 13:00-16:00	Visit Institutions (by SG) - Group 1 (SG-A, SG-B and SG-C): National Museum Bangkok - Group 2 (SG-D and SG-E): Wat Arun Ratchawararam Ratchawaramahawihan - Group 3 (SG-F and SG-G): Wat Phra Chetuphon Vimolmangklararam Rajwaramahavihan - Group 4 (SG-H, SG-I and SG-J): Grand Palace Group 1 (SG-A, SG-B and SG-C): Faculty of Political Science, Chulalongkorn University Group 2 (SG-D and SG-E): Rajamangala University of Technology Phra Nakhon Group 3 (SG-F and SG-G): Thai Parliament Group 4 (SG-H, SG-I and SG-J): Ministry of Social Development and Human Security
13th February Friday	8:30-9:00 9:45-10:00 10:00-11:30 11:30-12:30 18:00-21:00	Briefing on Homestay to the PYs (at Dolphin Hall) Homestay Matching (at Dolphin Hall) Ship tour (for Homestay Families) Ship tour (for other invited guests) <Administrator and NLs> Reunion Onboard (at Dolphin Hall and Dining Room)

Date	Time	Activities
14th February Saturday		<PYs> -Homestay-
		<Government Representatives> Arrival at Suvarnabhumi Airport Philippines (PR730) Brunei Darussalam (BI513) Indonesia (GA866) Malaysia (MH788) Singapore (SQ710) Viet Nam (VN615) Lao P.D.R. (TG571) Timor-Leste (TG432)
15th February Sunday	15:00-16:00	PYs return from Homestay at Centara Grand Ladprao Bangkok
	16:00-17:00	Contingent Meeting
	17:00-18:30	Preparation for Presentation of Discussion Results/Summary Forum
	19:30-22:00	Preparation for Presentation of Discussion Results/Summary Forum
	19:30-20:30	<Administrator and NLs> COC Meeting
	12:00-14:00	<Government> Working Lunch
	14:00-16:00	<Government and OBSC Representatives> Conference of the Representatives of the Southeast Asian Countries and Japan for the 50th SSEAYP
16th February Monday	9:30-11:30	Presentation of Discussion Results
	13:30-15:00	Summary Forum
	15:45-16:15	Farewell Ceremony
		• Opening • Speech by Mr. MAKINO Masahiro, Administrator • Speech by YL of the Philippines • Certificate Awarding
	16:15-16:45	Explanation of Departure
	18:00-20:00	Farewell Party
		• Opening • Speech by Mr. MAKINO Masahiro, Administrator • Speech by YL of Japan and YL of Lao P.D.R. • Toast Speech by Mrs. Apinya Chompumas, Director General of the Department of Children and Youth, Ministry of Social Development and Human Security of Thailand • 3-minute performance by PYs • Photo Shooting
17th February Tuesday		<NLs, PYs, Facilitators, Government and OBSC representatives>
		Departure from Suvarnabhumi Airport
	11:55	Lao P.D.R. (TG570)
	12:00	Singapore (SQ707)
	12:20	Viet Nam (VN610)
	13:20	Philippines (PR731)
	13:30	Brunei Darussalam (BI514)
	14:15	Malaysia (MH789)
	14:15	Timor-Leste (MH789)
	21:15	Indonesia (GA867)
	22:25	Japan (NH850)

2 Welcome Ceremony

On 11th February, starting at 14:00, the Welcome Ceremony was held at Bangkok Port. The proceedings commenced with flag cheers by the participating youths from each country. Following this, Mr. Kantapong Rangsesawang, the Permanent Secretary, Ministry of Social Development and Human Security, delivered an official welcome address, extending sincere greetings to all distinguished guests and participants. Mr. MAKINO Masahiro, Administrator, then delivered his remarks, expressing appreciation for the warm reception and outlining the significance of the program. The ceremony

concluded with an address by YL of Timor-Leste.



Speech by YL of Timor-Leste

3 Welcome Dinner

On 11th February, starting at 17:00, the Welcome Dinner was held at the Queen Sirikit National Convention Center. The evening commenced with an address by Mr. Kitti Intharakul, the Deputy Permanent Secretary, Ministry of Social Development and Human Security, who warmly welcomed the distinguished guests and participants. This was followed by remarks delivered by Mr. MAKINO Masahiro, Administrator. Thereafter, YL of Viet Nam delivered a speech on behalf of all the participants. A gift exchange ceremony subsequently took place, symbolizing friendship and mutual respect among the delegations. The program continued with a performance by the RCs,

followed by cultural performances presented by the PYs.



Speech by Mr. Kitti Intharakul, the Deputy Permanent Secretary Ministry of Social Development and Human Security

4 Visiting Institutions

	Morning	Afternoon
Group 1	National Museum Bangkok	Faculty of Political Science, Chulalongkorn University
Group 2	Wat Arun Ratchawaram Ratchawaramahawihan	Rajamangala University of Technology Phra Nakhon
Group 3	Wat Phra Chetuphon Vimolmangklararam Rajwaramahavihan	Thai Parliament
Group 4	Grand Palace	Ministry of Social Development and Human Security



Group 1: National Museum Bangkok



Group 1: Faculty of Political Science, Chulalongkorn University



Group 2: Wat Arun Ratchawaram Ratchawaramahawihan



Group 2: Rajamangala University of Technology Phra Nakhon



Group 3: Wat Phra Chetuphon Vimolmangklararam Rajwaramahavihan



Group 3: Thai Parliament



Group 4: Grand Palace



Group 4: Ministry of Social Development and Human Security

5 Homestay Matching and Ship Tour

On 13th February, starting at 9:45, the Homestay Matching ceremony was held in the Dolphin Hall. First, the Reception Committee provided a briefing on guidelines and advice for the homestay period. Subsequently, each host family and their respective participating youths were called onto the stage for a commemorative photo. The participating youths then had the opportunity to guide their host families through a tour of the ship.



6 Farewell Ceremony

On 16th February, starting at 15:45, the Farewell Ceremony was held to mark the conclusion of the program. The proceedings commenced with an address by Mr. MAKINO Masahiro, Administrator, who congratulated the participants and expressed his sincere appreciation to all stakeholders for their contribution and cooperation throughout the program. This was followed by a speech from YL of the Philippines who conveyed gratitude on behalf of the participants and reflected on the meaningful experiences and strengthened bonds of friendship forged during the program. Subsequently, the YLs of each

contingent received certificates of completion on behalf of their respective delegations.



Speech by Mr. MAKINO Masahiro, Administrator

7 Farewell Party

On 16th February, starting at 18:00, the Farewell Party was held to celebrate the successful completion of the program in a warm and festive atmosphere. First Mr. MAKINO Masahiro, Administrator, delivered an address, expressing his heartfelt appreciation to all participants and organizers for their dedication and cooperation throughout the program. This was followed by speeches from YL of Japan and YL of Lao P.D.R. who reflected on their shared experiences and conveyed their gratitude on behalf of the participants. Mrs. Apinya Chompumas, Director General of the Department of Children and Youth, Ministry of Social Development and Human Security of Thailand, then proposed a toast, extending her best wishes for continued friendship and future collaboration among all countries. The program continued with three-minute performances presented by the PYs, which brought energy

and enthusiasm to the celebration. A photo session was subsequently held to commemorate the occasion. The Farewell Party concluded with closing remarks, bringing the meaningful evening to a close.



Toast Speech by Mrs. Apinya Chompumas, Director General of the Department of Children and Youth, Ministry of Social Development and Human Security of Thailand

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

On 15th February, toward the conclusion of the 49th Program, the Conference of the Representatives of the Southeast Asian Countries and Japan was held at a hotel in Bangkok, Thailand. During the conference, the representatives evaluated the activities of the 49th Program and deliberated on the policies for the upcoming 50th Program.



9 Reflection Session of Japanese Participating Youth / Departure

On 17th February, National Leaders (NLs) and Participating Youths (PYs), except those from Japan and Thailand, proceeded to Suvarnabhumi International Airport by bus to return to their respective countries. Meanwhile, Japanese participants held a reflection session at the hotel before their departure. During the session, they received an explanation about IYEO and discussed plans for post-program activities. Following the session, they traveled by bus to Suvarnabhumi International Airport and returned to Japan.



Chapter 7

Discussion Program

1 Outline of the Discussion Program

(1) Purpose

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

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 conducted 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), with six discussion themes established for the sessions. The PYs were divided into Discussion Groups (DGs) for each theme, each comprising nearly the same number of PYs from each country to facilitate an exchange view.

Discussion Themes

DG1 Quality Education

DG2 Economic Growth and Sustainable & Responsible Tourism

DG3 Global Environment and Climate Change

DG4 Disaster Risk Reduction and Recovery

DG5 Social Welfare and Inclusion

DG6 Digital Society and AI

(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 their respective 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 program in Singapore, 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 seven 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 members organized the Presentation of Discussion Results. Each DG summarized their discussions and learning, and delivered presentations on their findings. After each presentation, PYs from other DGs provided comments on the content.

(4) Facilitators

Discussion Group	Name	Nationality
DG1 Quality Education		Philippines
DG2 Economic Growth and Sustainable & Responsible Tourism		Philippines
DG3 Global Environment and Climate Change		Philippines
DG4 Disaster Risk Reduction and Recovery		Japan
DG5 Social Welfare and Inclusion		Singapore
DG6 Digital Society and AI		Nepal

(5) Flow of Discussion Program

Pre-Program		Grouping of PYs according to the questionnaires PYs prepare for the Discussion Program and work on pre-program assignments.
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Country Program in Japan	21st January 10:45-12:00	Discussion Group Meeting (Selection of Discussion Program Steering Committee members)
	22nd January 9:15-12:00	Introductory
	23rd January 9:00-17:00	Field Study relevant to discussion themes
	24th January 9:15-11:45	Group Discussion I



Discussion Program (Onboard)	29th January 9:45-12:45	Group Discussion II
	30th January 9:45-12:45	Group Discussion III
	1st February 9:45-12:45	Group Discussion IV
	2nd February 9:45-12:45	Group Discussion V
	3rd February 9:45-12:45	Wrap-up, Presentation preparation, Self-evaluation



Country Program in Singapore	5th February	Field Study relevant to discussion themes
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Country Program in Thailand	15th February 17:00-22:00	Preparation for Presentation of Discussion Results / Summary Forum
	16th February 9:30-11:30	Presentation of Discussion Results

2 Group Discussion Reports

(1) Quality Education

Facilitator:

Number of PYs: 28

A. Achievements and Expected Outcomes

- Deepened understanding of diverse educational systems, practices, and challenges across ASEAN and Japan.
- Strengthened empathy and intercultural sensitivity through the exchange of personal educational experiences.
- Broadened awareness of structural, economic, and socio-cultural barriers to inclusive and quality education.
- Enhanced critical thinking, creativity, and collaborative problem-solving through thematic discussions and group ideation.
- Increased motivation and confidence to design and lead youth-driven community education initiatives.
- Fostered a collective sense of responsibility for advancing SDG4: Quality Education.
- Empowered youth to become effective education advocates and changemakers in their local and regional contexts.
- Cultivated a mindset that embraces education as a lifelong, inclusive, and transformative process.

B. Program Onboard

Introduction: Introduction and Grounding the Discussion on Quality Education

Objectives

- Build rapport among Participating Youths (PYs) and the Facilitator.
- Set the tone, expectations, and purpose of the Discussion Group.
- Introduce the theme “Quality Education” and explain how the sessions will unfold.
- Establish a safe, respectful, and collaborative learning environment.

Activities

- **Opening Icebreaker:** A dynamic name-game or “education-themed human bingo” to break the ice and get everyone talking.
- **Facilitator’s Welcome Talk:** Brief introduction of the facilitator and overview of the Discussion Group goals,

the theme, and session structure.

- **Expectations Exchange:** PYs are paired up to discuss their hopes and concerns, then share keywords aloud. Facilitator lists expectations and values for the space (house rules).
- **Theme Mapping:** PYs write down words or images they associate with “Quality Education” (using sticky notes). These are clustered and unpacked in plenary to surface assumptions and entry points.
- **Q&A and Clarifications:** Open floor for logistical or thematic clarifications.
- **Closing Circle:** Each PY shares one word about how they feel or what they look forward to.

Group Discussion I: Mapping Education Realities Across Borders

Objectives

- Share diverse educational snapshots from ASEAN countries and Japan.
- Identify systemic barriers and innovations in education across different contexts.
- Build intercultural understanding through personal and national narratives.
- Establish common thematic threads that will guide future sessions.

Activities

- **Session Opener:** Quick energizer or quote prompt: “What does education mean in your country?”
- **3-Minute Snapshot Presentations:** Each PY presents key highlights from their pre-assignment (educational system overview, challenges, innovations). Slides or visuals optional.
- **Facilitator Synthesis:** Commonalities and contrasts across countries are identified and summarized.
- **Breakout Reflection Groups:** Small groups discuss lived experiences of inequity or innovation.
- **Plenary Sharing:** Insights from breakout groups shared in plenary.
- **Collaborative Mind-Mapping:** PYs contribute keywords to a shared map showing recurring barriers, opportunities, and issues, which will serve as a reference

for upcoming discussions.

Group Discussion II - Barriers to Learning – Voices from the Margins

Objectives

- Examine structural, socio-economic, and cultural barriers to education in various ASEAN and Japanese contexts.
- Center the lived experiences of marginalized learners (e.g., indigenous youth, girls, children with disabilities, rural communities).
- Promote empathy, critical awareness, and intercultural solidarity.
- Begin framing education issues not just as challenges, but as problems youth can actively address.

Activities

- **Video/Case Study Viewing:** Session begins with a short, facilitator-curated video or story spotlighting education access struggles faced by marginalized youth.
- **Breakout Country Mix Groups:** PYs share real-life stories from their countries about educational exclusion.
- **Group Task:** Each group identifies 3 key barriers and their root causes, then presents findings using a quick visual (e.g., chart, drawing).
- **Facilitator Synthesis:** Regional trends and patterns highlighted.
- **Reflection Writing:** PYs write a short personal reflection on how they've experienced or witnessed exclusion and propose one youth-led advocacy response.

Group Discussion III: Bridging the Gaps – Local Innovations and Lifelong Learning

Objectives

- Highlight successful grassroots education initiatives across ASEAN and Japan.
- Explore the role of youth-led programs and lifelong learning strategies.
- Encourage creative thinking in addressing educational inequities.
- Identify transferable models and community-based innovations that promote access, equity, and sustainability.

Activities

- **Facilitator Input:** Showcase 2 short case studies or mini-presentations of innovative, inclusive education initiatives (e.g., mobile libraries, informal learning hubs, tech-driven access programs).

- **Country-Mix Brainstorming Groups:** PYs discuss similar examples from their local contexts.
- **Group Sharing:** Each group presents one example of an impactful education initiative and evaluates its relevance, scalability, and sustainability.
- **Synthesis Dialogue:** Facilitator guides open discussion to extract common success factors and key enablers.
- **Idea Sketching:** PYs begin sketching project ideas inspired by the shared models.

Group Discussion IV: Youth-Led Solutions for Inclusive Education

Objectives

- Guide PYs in developing feasible post-program project ideas aligned with SDG 4.
- Apply design-thinking tools to real education challenges.
- Strengthen skills in collaboration, problem-solving, and project planning.
- Foster cross-cultural teamwork and community-based ideation.

Activities

- **Design Thinking Introduction:** Facilitator explains key concepts such as empathy mapping, problem trees, and stakeholder analysis using simple visual aids.
- **Country-Mix Group Work:** PYs form small, diverse teams to identify a shared educational problem and begin co-creating a youth-led project addressing it.
- **Midpoint Concept Sharing:** Groups present draft ideas to peers and facilitator for feedback.
- **Feedback Integration & Planning:** PYs refine their project ideas, consider community ownership, sustainability, and local adaptability.
- **Session Close:** Quick reflective journaling on the project design process.

Group Discussion V: Manifesto of Commitment – Shaping Futures Through Youth Action

Objectives

- Consolidate key learnings from all sessions.
- Strengthen individual and group commitment to educational advocacy.
- Inspire long-term engagement in youth-led educational initiatives.

Activities

- **Opening Circle:** PYs gather for a quick energizer and share one word that describes their journey so far.
- **Final Group Project Presentations:** Each country-mix group delivers a polished 5-minute pitch of their

education project.

- **Collective Reflection Circle:** PYs respond to prompts like “What moved you most during the sessions?” or “What will you do after SSEAYP?”
- **Youth Education Manifesto:** Each PY writes one actionable pledge, which is added to a collaborative digital “Youth Education Manifesto.” The facilitator reads out a few compelling entries.
- **Closing Remarks & Affirmations:** The facilitator offers words of encouragement and closes the session with symbolic gestures (e.g., group photo, affirmation cards, etc.).

Evaluation Session

Objectives

- Reflect on the learning journey and group dynamics.
- Provide structured feedback on the discussion sessions.
- Identify areas for personal and group growth.
- Celebrate group milestones.

Activities

- **Opening Activity “Timeline of Growth”:** PYs plot personal highs/lowes from the DG journey on a shared timeline and discuss patterns.
- **Facilitated Group Reflection:** Guided discussion on what worked well, challenges encountered, and how they were overcome.
- **Individual Evaluation:** PYs complete a short-written form rating the session content, facilitation, group dynamics, and their personal contributions.
- **Peer Shoutouts:** Each PY writes a short note recognizing another member’s contribution. Notes are read or exchanged.
- **Group Appreciation:** The facilitator gives individual acknowledgements and feedback to each PY, encouraging sustained engagement post-program.

Preparation for Presentation of Discussion Results and Summary Forum

Objectives

- Finalize discussion summary and post-program proposals.
- Prepare for official presentation of results.
- Practice delivery as a group.
- Ensure clarity and representation of all voices.

Activities

- **Opening Briefing:** Recap expectations and format for the DG Presentation and Summary Forum. Assign roles: speakers, designers, timekeepers, etc.
- **Drafting the Summary Report:** PYs work in teams to

finalize their DG summary and project highlights using a guided template.

- **Practice and Refinement:** PYs rehearse their presentation, receive feedback from peers and the facilitator, and polish delivery (e.g., transitions, clarity, timing).
- **Contingent Input:** Time for representatives from each country to align with the contingent presentation. Ensure harmony between DG and national messaging.
- **Wrap-up and Technical Checks:** Run through logistics (venue, tech, attire), distribute printed materials if needed, and end with a motivational pep talk from the facilitator.

C. Presentation of the Discussion Results

DG1 presented its discussion results through a structured ten-minute presentation prepared and delivered entirely by the Participating Youths (PYs). The presentation synthesized the group’s collective reflections, analysis of regional education challenges, youth-led project proposals, and shared manifesto.

The presentation began by situating DG1 within SDG4 (Quality Education), emphasizing the shared commitment to inclusive, equitable, and lifelong learning opportunities. PYs articulated three foundational principles that guided their discussions:

1. **Accessibility Matters:** Education must be affordable and available to all, regardless of background.
2. **Relevance is Important:** Learning should be practical and applicable beyond theory.
3. **Community-Based Approach:** Education systems should respond to the real needs of local communities.

The PYs then highlighted the broader importance of quality education in breaking cycles of poverty, expanding economic opportunity, and strengthening national development.

A significant portion of the presentation focused on identifying key barriers to quality education across ASEAN and Japan. Drawing from earlier DG sessions, the PYs categorized challenges into structural and contextual issues, including:

- Natural disasters disrupting schooling and infrastructure
- Poor implementation of reforms and limited funding
- Poverty and inability to afford transportation, fees, and materials
- Language barriers affecting comprehension and participation
- Limited infrastructure and telecommunications in rural

areas

- Insufficient institutional support for students with special educational needs
- Gaps in teacher training and professional development
- Overworked teachers facing extended workloads

By presenting these barriers in a consolidated format, DG1 demonstrated its progression from anecdotal sharing to regional pattern recognition and systemic analysis.

The second half of the presentation shifted from diagnosis to action. DG1 introduced youth-led initiatives designed to address both teacher-focused and learner-focused challenges.

Teacher-focused initiatives included:

- **E2E Globally**, which encourages teacher-to-teacher exchange through online collaboration, supported by youth facilitation and digital innovation.
- **Level Up**, which assists teachers in adapting to curriculum changes through workshops and digital content creation.

Learner-focused initiatives included:

- **ABC for Youths**, empowering lower-income youth through awareness bootcamps and peer education.
- **Circle Foundation**, integrating nutrition, sustainability, and education through a circular economy approach.
- **P.I.C.K.S. Program**, connecting rural students with mentors to guide career pathways.
- **PEERendship**, creating safe spaces to support student motivation and mental well-being.

Together, these initiatives reflected DG1's belief that quality education requires support at multiple levels—students, teachers, and communities.

The presentation concluded with the articulation of DG1's Youth Education Manifesto:

“Education is a priority that requires commitment and confidence that start with oneself.”

This statement encapsulated the group's shared understanding that educational transformation begins with personal responsibility supported by collective action. The closing message called upon both youth and experienced leaders to collaborate in building inclusive, accessible, and equitable education systems.

The Discussion Results presentation demonstrated coherence, shared ownership, and alignment with SDG 4. It reflected the Participating Youths' ability to move from reflection to structured advocacy, presenting not only

challenges but also practical, youth-driven proposals for advancing quality education across the region.

D. Facilitator's Comments

Discussion Group 1 on Quality Education demonstrated that the Discussion Group component of SSEAYP is not merely a scheduled program segment, but a formative space where reflection, dialogue, and responsibility converge.

Throughout the sessions, the Participating Youths (PYs) showed a gradual but clear transformation. What began as individual perspectives shaped by national contexts evolved into a shared regional consciousness. PYs moved from describing education systems to interrogating structural barriers, and eventually to designing realistic youth-led initiatives rooted in empathy and accountability.

One of the most significant observations was the group's willingness to confront complexity. The PYs did not reduce quality education to access alone, nor did they frame challenges as isolated problems. They recognized poverty, governance gaps, teacher workload, infrastructure disparities, language barriers, mental health concerns, and implementation weaknesses as interconnected realities. More importantly, they acknowledged their own positions within these systems — not as passive observers, but as emerging contributors.

The strength of DG1 was not found solely in the projects produced or the presentation delivered, but in the process undertaken. The discussions were marked by respect, openness, and a growing sense of collective responsibility. Differences in national systems did not divide the group; rather, they enriched the analysis and strengthened regional solidarity.

As a facilitator, I observed that when given structure, space, and trust, youth do not gravitate toward abstract rhetoric. Instead, they seek clarity, practicality, and meaningful contribution. The youth-led initiatives that emerged from DG1 were intentionally modest in scale, yet ambitious in purpose. They reflect a mature understanding that sustainable change often begins locally and incrementally.

The Discussion Group also reaffirmed SSEAYP's enduring value. The program provides an environment where youth from diverse backgrounds can safely challenge assumptions, exchange realities, and develop shared commitments. The relationships formed and the collective manifesto articulated by DG1 illustrate that the impact of these discussions extends beyond the duration of the voyage.

Ultimately, DG1 affirmed a simple but powerful

principle: quality education is not achieved solely through policy declarations or institutional reform. It requires individuals who are willing to act, collaborate, and persist. The PYs of DG1 leave this program not only with ideas,

but with conviction — that education is both a personal responsibility and a collective endeavor.

It has been an honor to witness their growth and to accompany them in this formative journey.

(2) Economic Growth, and Sustainable & Responsible Tourism

Facilitator:

Number of PYs: 32

A. Achievements and Expected Outcomes

- Participating Youths (PYs) will gain a holistic understanding of how sustainable and responsible tourism contributes to inclusive economic growth, cultural preservation, and environmental protection in ASEAN and Japan.
- PYs will engage in collaborative and intercultural dialogue to exchange best practices, address real-world tourism challenges, and co-create youth-led solutions for inclusive development.
- Through experiential learning and team-based activities, PYs will strengthen their capacity for advocacy, project design, and community engagement, leading to meaningful post-program actions in their local contexts.

B. Program Onboard

Introduction

Objectives

- To introduce the Discussion Group theme and set the tone for meaningful engagement
- To build rapport among PYs through intercultural interaction and shared values
- To establish a safe, inclusive, and collaborative learning environment

Activities

- **Welcome & Introduction to DG Theme:** Facilitator provided a brief presentation on the theme's relevance to ASEAN-Japan relations and youth action based on the Implementation Plan of ASEAN-Japan Joint Vision Statement
- **Icebreaker:** "Tour Around Japan-ASEAN": PYs from each contingent shared a short song and dance number from their country to build energy and cultural curiosity
- **Expectations Mapping:** Through mixed-groups of 5, PYs wrote on sticky notes their (1) personal goals, (2) group expectations, and (3) learning hopes from the facilitator
- **DG Ground Rules & Shared Values:** PYs co-created

a "Group Charter" to guide respectful dialogue and collaboration throughout the discussion program

- **Overview of DG Journey:** Facilitator provided a walkthrough of the 6-session flow, outputs, and post-program goals.

Group Discussion I

Objectives

- To deepen understanding of how tourism contributes to inclusive economic growth and sustainability across the ASEAN-Japan region
- To use country-specific stories as a lens for identifying shared challenges, values, and opportunities in sustainable tourism

Activities

- **Session Opener:** "Tourism Slogan Jingle Show": Each contingent presented their official national tourism slogan (e.g., "Wonderful Indonesia," "Love the Philippines," "Amazing Thailand") and performed a 30-second jingle using that slogan. This creative sharing built energy and cultural pride in the session while giving importance and awareness on tourism branding in Japan and ASEAN.
- **Introduction of Assignment:** Facilitator explained the purpose of the Tourism in My Community: Stories of Impact pre-program assignment and how the assignment aligned to the DG theme and session.
 - **Tourism Postcards Exchange:** Each contingent presented their assignment (max of 5 minutes each), they shared a local tourism site, its economic, cultural, and environmental impacts, and how it aligns with sustainable and responsible tourism.
- **Mixed Group Reflection:** PYs were divided into mixed-country groups to reflect on what they heard using the following guide questions:
 1. What issues or values are common across countries?
 2. What opportunities or gaps did we observe?
- **Thematic Mapping Activity:** In the same groups, PYs created a thematic poster that categorizes their insights

under:

1. Strengths (what's working well)
 2. Gaps (what's missing or problematic)
 3. Hopes (what they want to see improved)
- **Gallery Walk & Plenary Debrief:** All groups displayed their posters inside the classroom. PYs did a gallery walk, leaving notes and reactions, and chose the best poster. The facilitator then leads a short plenary debrief on emerging regional themes and encouraged them to find a “trio” to share their reflections and observations in small groups.
 - **Closing & Preview of Next Session:** Facilitator wrapped up and asked PYs to share their reflections. A preview of Group Discussion II that will focus on identifying key regional issues using Problem Tree Mapping was presented.

Group Discussion II

Objectives

- To identify shared tourism-related issues and challenges across ASEAN and Japan
- To examine the underlying causes and consequences of these issues through collaborative analysis
- To synthesize findings into a shared understanding that will inform future solution-building and project design

Activities

- **Session Opener:** “Tourism Real Talk” Icebreaker: The facilitator read out a series of statements about tourism (e.g., “Tourism always benefits local communities”). PYs move to designated corners of the room to show Agree, Disagree, or Unsure. This sparks critical thinking and sets the tone for deeper analysis.
- **Recap and Framing:** The facilitator connected the session to the outputs of Group Discussion I. The group revisited key takeaways from the Tourism Postcards Exchange and introduced the analytical tool for the day: the Problem Tree.
- **Problem Tree Mapping (Mixed Groups):** PYs formed mixed-country groups. Each group selects a tourism issue raised in the previous session (e.g., over-tourism, lack of local participation, cultural degradation) and conducts a Problem Tree Analysis, identifying:
 - Roots: underlying causes
 - Trunk: the central issue
 - Branches: visible effects and impacts

Groups illustrate their tree creatively on large paper.

- **Group Presentations of Problem Trees:** Each group presented their tree, explaining their analysis and why this issue is significant in their contexts.

- **Issue Brief Writing:** After sharing, each group drafted a 3–5 sentence Issue Brief summarizing their chosen tourism challenge, to be used in future sessions for project ideation.
- **Group Presentation:** Groups presented their Problem Trees and Issue Briefs to the plenary. PYs listened and observed how different teams approached their topics.
- **Closing Reflection & Preview:** PYs reflected on one insight or question that emerged from the session. The facilitator provided a preview of the next session, which focused on creative solutions and promoting responsible tourism.

Group Discussion III

Objectives

- To explore youth-led and community-based practices that promote responsible tourism
- To apply creative communication strategies to encourage sustainable travel behavior
- To empower PYs to become onboard advocates for responsible tourism throughout the SSEAYP journey

Activities

- **Session Opener:** Two tourism video campaigns were presented to set the context for the discussion. These included “100% Pure New Zealand” by Tourism New Zealand and “No Words” by Camiguin Island, Philippines. Both campaigns highlighted strong themes of community engagement, inclusivity, sustainability, and respect for the environment and cultural traditions.
- **Video Feedback and Reactions:** Participating Youths (PYs) were invited to share their personal reflections and key takeaways from the two tourism video campaigns, focusing on the values, messages, and emotions conveyed through each.
- **Introduction to Ethical and Responsible Tourism Frameworks:** An overview of UN Tourism’s Global Code of Ethics for Tourism and the Tips for a Responsible Traveler was presented to provide PYs with a shared ethical framework and practical guidance for responsible travel behavior.
- **Best Practice Brainstorming (Mixed Groups):** In mixed-group discussions, PYs shared examples drawn from their countries or personal travel experiences, guided by the following questions:
 - What are good examples of responsible tourism behavior or policies?
 - How have youth, local communities, or influencers contributed to promoting sustainability in tourism?
- **Onboard Campaign Challenge:** As the main activity

of the session, PYs were tasked with designing a “Travel Responsibly” campaign aimed at promoting sustainable habits among fellow Participating Youths aboard the Nippon Maru.

- **Creative Development:** PYs created individual creative posters and slogans, which were later consolidated through mixed-group collaboration to curate a unified campaign concept.
- **Group Presentations:** Each group presented their campaign concept, highlighting key messages, creative elements, and intended behavioral impact.
- **Trio Reflection and Takeaways:** The session concluded with Trio reflections, allowing PYs to share insights, personal takeaways, and lessons learned from the activities in a supportive small-group setting.

Group Discussion IV

Objectives

- To collaboratively design a Post-Program Collaborative Project that addresses
- To develop youth-led, inclusive, and culturally grounded project strategies for implementation beyond SSEAYP

Activities

- **Session Opener:** “From Problem to Possibility”: We discussed a few key issues from the Problem Tree and Issue Briefs (Session II), and asked: If this was the problem, what would responsible youth do next?
- **Introduction to the Project Canvas:** Introduced the structure of the Project Canvas—a tool to guide PYs in building their Post-Program Collaborative Project. Key components include:
 - Project title and goal
 - Target beneficiaries
 - Key activities and timeline
 - Stakeholders and partners
 - Expected outcomes and success indicators
- **Group Formation and Brainstorming:** Each group reviewed outputs from previous sessions— Tourism Postcards, Problem Trees, and Responsible Tourism Campaigns—to identify a central challenge or opportunity to address.
- **Project Canvas Workshop:** Groups completed their Project Canvas on laptops, working collaboratively to refine their ideas into implementable projects.
- **Checkpoint & Peer Feedback Round:** Groups presented canvases and gave brief feedback using a simple format: What’s strong? What’s unclear? What could make this more realistic or inclusive?

- **Closing Reflection & Teaser for Session V:** PYs reflected in “Trios” and were divided into two major groups to prepare for the Project Pitch Showcase in the next session.

Group Discussion V

Objectives

- To finalize and showcase the Post- Program Collaborative Projects developed by the discussion group
- To foster public speaking, advocacy, and creativity through project pitching
- To encourage personal accountability by having each PY commit to a concrete post-program action

Activities

- **Session Opener: “Pitch Warm-Up”:** In their project groups, Participating Youths (PYs) practiced delivering a one-line pitch of their projects, limited to 15 seconds and one sentence. These rapid-fire pitches energized the Discussion Group (DG) and helped ease participants into the formal presentations.
- **Final Pitch Preparation Time:** Groups were given time to polish their Pitch Showcase, ensuring clarity, creativity, and engagement. Presentation formats included slide decks, short skits, videos, infographics, and culturally inspired approaches.
- **Project Pitch Showcase (Post-Program Collaborative Project Presentations):** Each group delivered a five-minute pitch presenting their Post-Program Collaborative Project. PYs actively supported and encouraged one another throughout the presentations.
- **Reflection & Project Highlights (Professional Circles):** PYs were divided into professional circles— economists, teachers, tourism practitioners, lawyers, media and arts, and university students. Each circle reflected on the project proposals through the lens of their expertise, identifying contributions, gaps, and opportunities for alignment. This structure amplified PY voices and grounded reflections in professional specialization, naturally paving the way toward individual action commitments.

Evaluation Session

Objectives

- To reflect on the personal and collective learning journey of the Discussion Group
- To gather feedback on the content, facilitation, and overall experience of the sessions
- To celebrate growth, affirm connections, and encourage

continued collaboration beyond the program

Activities

- **Session Opener:** “DG Highlights Reel”: The facilitator led a short recap of all five discussion sessions, reminding Participating Youths (PYs) of their shared experiences, key learnings, and collective accomplishments.
- **Personal Reflection Journaling:** Each PY was given time to quietly reflect and write about the most meaningful moments of the DG journey, insights gained about tourism, leadership, and self-awareness, and how they intended to continue creating impact after the program.
- **Pair-Share: “My Takeaway, Your Impact”:** PYs paired with someone from another country to share one personal takeaway and one quality or contribution they admired or learned from their partner, fostering cross-cultural appreciation and connection.
- **Discussion Group Evaluation Activity:** PYs completed an evaluation form, either printed or digital, to assess content relevance, facilitation style, opportunities for engagement and inclusion, and provide suggestions for improvement. Feedback was anonymous to encourage honest reflection.
- **Open Mic: “Shout-outs and Gratitude”:** An open floor allowed PYs to express appreciation to fellow DG members and facilitators, creating an emotionally affirming and meaningful closure.
- **Collective Closure: “Commitment Circle”:** In a closing circle, PYs shared words and memories that represented their DG experience, formally honoring the journey and reinforcing their shared commitment.

Preparation for Presentation of Discussion Results and Summary Forum

Objectives

- To consolidate the key insights, outputs, and projects developed throughout the DG sessions
- To finalize the group’s presentation content and format for the Summary Forum
- To rehearse and refine the delivery of the DG Presentation, ensuring clarity, confidence, and shared ownership

Activities

- **Quick Journey Recap:** “What Did We Do?”: The facilitator led a recap of the major Discussion Group (DG) outputs, including Tourism Postcards, Problem Trees, Onboard Campaigns, Proposed Projects, and Action Pledges. Participating Youths (PYs) shared brief reflections and highlighted meaningful moments

from their journey.

- **Presentation Planning Sprint:** As one unified group, PYs collectively decided on the key content, overall flow, and creative format for their 6–8-minute presentation. The facilitator guided them in structuring a clear and compelling narrative.
- The DG was divided into four major groups for slide development, with tasks distributed accordingly.
- **Role Assignment:** PYs assigned roles among themselves—presenters, reflectors, and creatives—and collaboratively drafted talking points to ensure coherence.
- **Practice Time & Personal Coaching:** The group conducted a focused practice run. The facilitator provided personalized coaching to presenters, offering feedback on clarity, pacing, body language, and confidence.
- **Final Touches & Visual Check:** The session concluded with finalizing visuals and reviewing timing to ensure readiness for the showcase.

C. Presentation of the Discussion Results

The Discussion Results and Summary Forum were held at the ballroom of Centara Grand Hotel Ladprao in Bangkok, Thailand, on 16th February. All six Discussion Groups delivered creative, thoughtful, and analytically sharp presentations that not only reflected their individual journeys but also highlighted the convergence and alignment of key themes across the entire program. Each group was allotted ten minutes to present their outputs, followed by a five-minute reflection from representatives of other Discussion Groups, fostering cross-group learning and synthesis.

The presentations demonstrated both depth and coherence, showing how diverse thematic discussions collectively contributed to a broader, shared vision for regional development. Importantly, the Summary Forum also emphasized forward-looking commitments, as Participating Youths articulated concrete plans for implementing their post-program collaborative projects. These proposals reflected not only the insights gained from the Discussion Groups but also a strengthened sense of responsibility, leadership, and regional partnership beyond the program.

D. Facilitator’s Comments

The diversity of discussions and the flexibility given to each Discussion Group (DG) to design their own presentation format resulted in dynamic, creative, and

thought-provoking outputs. From examining the root causes of quality education to advancing responsible tourism, addressing climate change, strengthening disaster risk management, promoting inclusive societies, and navigating the implications of AI, the thematic breadth was remarkable. Despite this diversity, a strong sense of cohesion emerged, as all topics were clearly anchored in and aligned with the ASEAN–Japan Joint Vision Statement. This resonance was evident in both the depth of analysis and the passion of delivery.

The reflection on environment and climate change strongly resonated with our DG. The realities of rising heat waves and sea levels reminded everyone that climate action is deeply personal and urgent. Beyond environmental protection, PYs under DG2 emphasized respect for culture, stronger support for micro, small, and medium enterprises (MSMEs), and the need for more effective policy

implementation on the ground, affirming that economic growth must complement environmental stewardship, cultural preservation, and inclusive development.

I would like to personally commend the DG Steering Committee for their exceptional dedication and organization. Their professional hosting, clear instructions, and structured flow created a safe and reflective environment for meaningful exchange. The collective energy in the ballroom, marked by enthusiastic cheers, attentive nods, and affirming reactions, demonstrated genuine engagement. The Summary Forum became more than a reporting platform; it was a space of inspiration, reaffirmation, and critical reflection. I sincerely hope this legacy of impactful and regionally relevant discussions continues to strengthen ASEAN–Japan cooperation in the years ahead.

(3) Global Environment and Climate Change

Facilitator:

Number of PYs: 29

A. Achievements and Expected Outcomes

- Participating Youths (PYs) deepened their understanding of the interconnected challenges of climate change and biodiversity loss in ASEAN and Japan, especially in relation to urbanization and development
- PYs strengthened their ability to critically reflect on their country’s environmental context and identify youth-led opportunities for climate and biodiversity action
- PYs proposed post-program ideas addressing environment and climate change issues in their local communities

B. Program Onboard

Introduction

Objectives

- Build rapport and establish meaningful connections with fellow group members
- Co-create shared expectations and commit to a respectful, inclusive, and participatory discussion space
- Reflect on their own climate emotions and coping strategies
- Visualize their role as contributors to climate and biodiversity solutions through a guided meditation

Activities

- Recap
- Name Recall
- Expectation Setting through Be-Do-Have principle
- Group Commitment
- Lecturette: Climate Emotions
- Reminders

Group Discussion I

Objectives

- Identify and explain key drivers and impacts of climate change and biodiversity loss
- Use systems thinking to analyze interconnections between environmental and societal factors
- Reflect on environmental challenges in their own country and region

Activities

- Check-in
- Recap from Introduction Session
- Processing of Field Study
- Climate Fresk Workshop
 - Biodiversity Loss
 - Climate Emotions
- Today’s Tofu (PYs’ key takeaways)
- Reminders

Group Discussion II**Objectives**

- Differentiate climate change adaptation from mitigation strategies
- Evaluate the co-benefits and trade-offs of climate solutions using a sustainability lens through a multi-stakeholder meeting
- Reflect on how climate actions can support both environmental protection and socio-economic development in their communities

Activities

- Check-in
- Recap
- Climate Action Warm-up
- Lecturette: Introduction to climate action and sustainability dimensions
- Multi-stakeholders meeting
- Today's Tofu
- Reminders

Group Discussion III**Objectives**

- Discover diverse youth-led or youth-relevant environmental and climate solutions from across ASEAN and Japan
- Analyze the enablers, barriers, and sustainability of real-world initiatives
- Identify opportunities for adaptation, collaboration, or scaling of peer solutions in their own contexts

Activities

- Check-in
- Recap
- Peer Presentation (by contingent)
- World Cafe Brainstorming
- Plenary Harvest
- Today's Tofu
- Mid-DG Feedback

Group Discussion IV**Objectives**

- Reflect on a meaningful climate or biodiversity challenge they care about
- Identify their target group and the kind of impact they want to create
- Draft an initial concept for a youth-led post-program project aligned with sustainability and community needs.

Activities

- Check-in

- Recap
- Introduction to Project Design
- Today's Tofu
- Reminders

Group Discussion V**Objectives**

- Refine their post-program project ideas based on peer and facilitator feedback
- Identify the key resources, partnerships, and next steps needed to implement their project
- Confidently present their proposed initiatives and commit to action beyond the program

Activities

- Check-in
- Recap
- Continuation of project management workshop
- Today's Tofu
- Reminders

Evaluation Session**Objectives**

- Reflect on their personal learning, growth, and emotional journey throughout the discussion program
- Assess their progress based on key competencies developed during the sessions
- Provide feedback on the facilitation process and group experience
- Commit to specific next steps in their personal and community-based climate action journey.

Activities

- Check-in
- Recap
- Discussion Results Presentation Preparation
- DG3 Alphabet Assignment
- Self-Assessment
- Roses, Thorns, Buds
- Commitment Circle
- Affirmation Icons
- Wrap-up

Preparation for Presentation of Discussion Results and Summary Forum**Objectives**

- Finalize and organize key insights, reflections, and outputs from the discussion sessions
- Prepare collaboratively for the presentation of discussion results at the Summary Forum

Activities

- Check-in
- Recap
- Group Checklist Review
- Open Working Time & Facilitators Consultations

C. Presentation of the Discussion Results

The DG3 Speakers highlighted the following:

- Changes start from the self. It includes taking individual actions like no plastics and reducing the use of elevators.
- Every decision is a choice attached to the identity. How does a changemaker/leader/advocate show up in each scenario?
- The climate crisis is closer to our lives. The impacts of climate change are being felt by most PYs, especially by those within the DG.
- All emotions are valid. It is important to acknowledge emotions and use it to drive action.
- Climate action can be in the form of climate change adaptation and climate change mitigation.
- Successful youth-led and youth-focused solutions already exist. Examples are Smiling Gecko from Cambodia and No Plastic Mui Ne from Viet Nam.
- SSEAYP PYs can take climate action through community action like solar energy project in Timor-Leste or increasing environmental sustainability of

SSEAYP itself.

- The journey of being a leader does not stop from the DG. The commitment of the PYs include taking individual climate action, volunteering/participating in other community activities, studying more, and looking for a green job.
- With a lot of things happening, it is important to always reflect on the most important thing that you are learning (Tofu).

D. Facilitator's Comments

- The speakers experienced technical difficulties and time constraints, but they were able to adapt to the issues.
- The speakers were eloquent in both their prepared script and spontaneous responses.
- While the facilitator continued to remind them of the time limit, the issue still occurred. It is a reminder that while lessons are learned from elders/teachers, some lessons are best learned when experienced. This has been a reflection from both the speakers, as well, on the need for preparation and practice for speaking engagements like this.
- The rest of the DG3 received the presentation positively, showing support and appreciation to the DG speakers and video editors.

(4) Disaster Risk Reduction and Recovery

Facilitator:

Number of PYs: 27

A. Achievements and Expected Outcomes

Achievements

Through the workshop, PYs will gain knowledge of DRR frameworks, build practical leadership and planning skills, and adopt collaborative, resilient, and responsible behaviors that enable them to become effective change agents in disaster preparedness, response and recovery in their own communities and across the region.

Expected Outcomes

- Youth leaders gain solid understanding of DRR and recovery frameworks and activities.
- Envision how they can engage with DRR in their future careers through interaction with other PYs.
- Strengthened cross-border youth networks for disaster preparedness awareness creation.
- Practical skills in risk assessment, response planning,

and advocacy.

- Develop a final report capturing best practices, innovative models, and lessons learned in the region, which can be disseminated through social media platforms.
- Long-term commitment through a youth pledge and networking platform.

B. Program Onboard

Introduction

Objectives

- Setting the Stage: Building a shared foundation
- Understand shared values during the Discussion Group activities
- Strengthen teamwork through interactive activities.

Activities

- Understand group discussion objectives and structures as well as the role of youth and importance of youth leadership in DRR
- Groupwork: Establish common rules/group agreements within this DG
- Groupwork: Expectation mapping: group expectations, group goals, team name
- Pre-study of the field visit
- Share DG Steering Committee meeting outcomes

Group Discussion I**Objectives**

- Reflections of the field study
- Share national perspectives on DRR and compare national approaches
- Identify the regional context and common challenges

Activities

- Debriefing: the Tokyo Metropolitan Area Outer Underground Discharge Channel- document the lessons learned from Japan's DRR initiatives
- Contingent Presentation by Singapore, Thailand, Viet Nam, Cambodia
- Plenary discussion on contingent presentations
- Share DG Steering Committee meeting outcomes

Group Discussion II**Objectives**

- Understand the overview of disaster patterns and trends in the world and the region.
- Understand DRR key concepts and its activities.

Activities

- Facilitator's Synthesis – Sharing a disaster database and the World Disaster Risk Report as well as the key concepts/terminologies defined by the United Nations
- Contingent Presentation by Brunei Darussalam, Indonesia, Malaysia, Lao P.D.R.
- Plenary discussion on contingent presentations
- Share DG Steering Committee meeting outcomes

Group Discussion III**Objectives**

- Understand the stakeholders in DRR
- Gain basic knowledge of existing international and regional cooperation frameworks

Activities

- Contingent Presentation by the Philippines, Timor-Leste, Japan
- Facilitator's Synthesis – International and regional

cooperation frameworks on DRR

- Groupwork – Utilization of the frameworks
- Share DG Steering Committee meeting outcomes

Group Discussion IV**Objectives**

- Understand the role of leadership and crisis management.
- Promote understanding on multi-hazard situations and complex emergencies for grassroots level DRR workers and first responders.

Activities

- Simulation Exercise: Table-top emergency scenario was provided
- Group discussion: review of the exercise – key stakeholders, good practices, challenges and lessons
- Plenary sharing on the group discussion results
- Selection of presenters for the DG final presentation

Group Discussion V**Objectives**

- Learn the design of solutions in DRR.
- Roles of technology, innovation, and higher education in strengthening DRR

Activities

- Facilitator's Synthesis – emerging technologies and innovative solutions
- Groupwork – Solution designs
- Group presentations and plenary discussion

Evaluation Session**Objectives**

- Review discussion group results and outcomes
- Develop a Youth Action Plan on DRR

Activities

- Reflections of DG session learnings and group achievements
- Groupwork – Youth Action Planning on DRR
- Plenary Sharing on groupwork results
- Share gratitude to the DG members

Preparation for Presentation of Discussion Results and Summary Forum**Objectives**

- Develop the presentation materials to share the discussion results at the Presentation of Discussion Results

Activities

- Task delegation and groupwork on PowerPoint

materials and MC/presenters/reflector's scripts

- Combine presentation materials and organize a rehearsal for the Presentation

C. Presentation of the Discussion Results

The DG4 has recognized that ASEAN Member States and Japan are among the most disaster-prone regions in the world, particularly within the Pacific Ring of Fire. During the DG sessions, PYs examined regional mechanisms such as the ASEAN Coordinating Centre for Humanitarian Assistance on Disaster Management (AHA Centre) and the Japan International Cooperation Agency (JICA), highlighting the importance of coordination, capacity-building, and shared regional resilience.

Key concepts such as disaster risks, hazard, exposure and vulnerability were discussed to deepen understanding of how disasters are shaped not only by natural hazards but also by social and structural factors. Learning journeys—including visits to the Metropolitan Area Outer Underground Discharge Channel, SCDF Civil Defence Academy, and the Singapore Red Cross—provided practical insights into infrastructure, humanitarian coordination, and professional disaster preparedness.

A three-day flood simulation exercise further strengthened PYs' skills in communication, coordination, and inclusive response planning. In preparation for the final presentation, PYs independently allocated roles and collaboratively produced a unified outcome, demonstrating initiative, teamwork, and strong ownership.

The group concluded the final presentation by emphasizing DRR education, youth volunteering,

stakeholder coordination, cross-border collaboration, and public-private partnerships as key next steps toward building a more resilient region.

D. Facilitator's Comments

As a whole, the DG4 demonstrated that disaster resilience is not built by infrastructure alone, but by people, partnerships, and shared responsibility. By learning from ASEAN and Japan's experiences, engaging in simulations, and collaboratively developing action plans, PYs strengthened both their technical understanding and leadership capacities.

The group reaffirmed that building a resilient region requires solidarity, preparedness, and sustained cooperation—across borders and generations.

Serving as a facilitator for the DG4 was deeply meaningful. I witnessed PYs grow into confident, thoughtful leaders who were able to translate complex DRR concepts into practical and collaborative action. Their initiative, empathy, and commitment to regional solidarity reaffirmed my strong belief in youth leadership and in the power of ASEAN-Japan cooperation to build a more resilient and peaceful future.

This DG clearly demonstrated that the SSEAYP is instrumental in nurturing youth leadership in the ASEAN-Japan region and the Post-Program Activities (PPA) provide a sustainable framework for their continued engagement, enabling PYs to translate their learning into concrete actions and remain actively involved in advancing youth empowerment even after the program concludes.

(5) Social Welfare and Inclusion

Facilitator:

Number of PYs: 27

A. Achievements and Expected Outcomes

- Understand the global and local factors affecting social welfare and inclusion in ASEAN countries and Japan.
- Learn international policies and frameworks that support inclusion, diversity, justice, and equity.
- Discover personal agency and voice in helping local communities build resources, knowledge and skills for self-empowerment and growing positive social change.

B. Program Onboard

Introduction

Objectives

- Build rapport and trust between PYs.
- Appreciate the diversity of backgrounds, perspectives and experiences in the group.
- Establish the purpose and objectives of the group.

Activities

- Ice breakers
- Mind and emotion centering
- Teambuilding game
- PY introductions to build trust and connection

- Sharing of personal goals, learning intentions, social change dreams and aspirations
- Setting up a group agreement

Group Discussion I

Objectives

- Learn behaviours that contribute to a collaborative and positive peer learning environment.
- Understand how to work with people from different cultures, beliefs, learning abilities and work styles.
- Understand fundamentals and foundation of social welfare and inclusion.

Activities

- Develop effective peer learning and group agreement.
- Discuss overview of topics.
- Share reflections on pre-assignments to understand the principles and objectives of social welfare and inclusion.
- Connect PYs' reflections to their lived experience and community observations in their home countries.
- Summarise learning, Q&A and group reflection.

Group Discussion II

Objectives

- Learn successful policies, laws and programs that support inclusion, diversity and equity.
- Understand social, political, economic, cultural and environmental factors that affect social welfare and inclusion.
- Build empathy skills towards different perspectives, lived experiences and values.
- Learn basics of negotiating challenging conversations, conflict resolution, and creative and critical thinking.
- Appreciate global and local contexts - policies and projects that work.

Activities

- Discuss social, political, economic, cultural and environmental factors that affect social welfare and inclusion.
- Share examples of successful policies and programs from PYs' home countries that promote social welfare and inclusion.
- Consider cross-cultural perspectives of inclusion and community connections.
- Watch and reflect on a video of speech on inclusion and national identity by a global leader.
- Breakout groups to allow PYs to identify gaps in current social welfare and inclusion programs and policies.
- Practise social innovation and critical thinking to

address gaps.

- Summarise learning, Q&A, and group reflection.

Group Discussion III

Objectives

- Learn the principles of inclusion, diversity and equity and their roles in social integration and cohesion.
- Understand the interactions between power, privilege, intersectionality, social disadvantage and systemic discrimination that impact inclusion and social welfare.
- Build intercultural understanding and empathy.
- Cultivate self-awareness.
- Build courage and trust for authentic conversations.

Activities

- PYs participate in a privilege walk to understand social class, privilege and power.
- Discuss lived experience and community observations of inclusion, diversity and equity.
- Breakout groups to share cross-cultural perspectives on intersectionality, social disadvantages and systemic discrimination.
- Brainstorm social change initiatives to form project collectives.
- Summarise learning, Q&A, and group reflection.

Group Discussion IV

Objectives

- Learn basics of effective cross-cultural project management skills.
- Learn the factors that contribute to successful collaboration.
- Learn the behaviours of personal and organisational leadership in the context of social welfare, inclusion and cohesion.
- Learn how to activate, build and empower communities with skills, resources and knowledge to effect positive social change.
- Understand basics of systems thinking and systems leadership.

Activities

- Principles of project management, collaboration and community building to effect positive social change.
- Use ADDRESSING framework to recognise personal beliefs, mindset, habits, and unconscious biases.
- Discussions in project collectives based on topics of interest to identify social change initiatives.
- Summarise learning, Q&A, and group reflection.

Group Discussion V

Objectives

- Learn how to thrive in VUCA (Volatile, Uncertain, Complex, and Ambiguous) environments.
- Understand elements of adaptive leadership and how to leverage community wisdom to support social innovation.
- Develop real-life problem solving and stakeholder relationship management skills.
- Learn to use a systems thinking tool to identify underlying issues and barriers to social inclusion.
- Strengthen international collaboration skills.

Activities

- Presentation on principles of adaptive leadership, and moving between "dance floor" and "balcony".
- PYs share experience in working and living with complex change and uncertainty related to social welfare and inclusion programs/policies.
- Project collectives practise systems thinking and prototyping skills to build social change initiatives that enhance social welfare and inclusion.
- PYs share experience in activating, building, and empowering local communities to promote inclusion, diversity and equity.
- Summarise learning, Q&A, and group reflection.

Evaluation Session

Objectives

- Chart personal and group learning journey.
- Connect concepts and principles to personal lived experience and real-life scenarios.
- Reflect on learning milestones and celebrate group achievements.
- Practise social innovation skills.
- Hone public speaking and critical thinking skills.
- Collect feedback for group learning.

Activities

- Discussions in project collectives on change initiatives to improve social welfare and inclusion.
- Presentations by project collectives to share their ideas with all PYs.
- Peer review and critique of change initiatives to deepen learning of enablers and barriers to social inclusion and cohesion.
- Personal reflections on learning journey.
- Drawing a group mural to summarise and reflect on the entire DG5 program.
- Positive affirmations and gratitude practice to celebrate learning achievements, and encourage self-compassion

and a growth mindset.

Preparation for Presentation of Discussion Results and Summary Forum

Objectives

- Practise personal and group leadership.
- Practise cross-cultural collaboration, delegation, coaching and teamwork.

Activities

- Assign roles and tasks to PYs to prepare and rehearse presentation of discussion results and summary forum.

C. Presentation of the Discussion Results

The presentation prepared by the PYs summarised the essential and most impactful components of their DG5 learning journey. These include trust building through the group agreement formation, the need to develop deeper self-awareness to advance their leadership journey, their understanding of intersectionality, systems thinking, adaptive leadership in VUCA environments, reflections on their visit to Kotoen (Japan) and Enabling Village, Skillseed and Allkin (Singapore). The PYs learned that in order to lead social change, they must first be able to lead themselves and uncover any blind spots and unconscious bias that they might have. They also understood that trust is the foundation on which all meaningful relationships and collaboration are built.

D. Facilitator's Comments

It was a true privilege, honour and joy to facilitate DG5, and work with PYs from so many countries. The diverse perspectives and lived experience in DG5 are an asset, and support PYs in keeping an open mind and non-judgemental attitude towards different approaches and understanding of social welfare and inclusion. Throughout the sessions, I emphasised trust building, experiential learning and deep reflections to make sense of the concepts and theories, so that PYs can connect these to their personal experience. I have highlighted the need to constantly be self-aware so that they won't be caught up with their own fixed mindset, biases or inclinations. It is important for PYs to not only acquire new skills, knowledge and theories but also work on their inner transformation and leadership style. This allows them to better thrive in uncertain, volatile, complex, and ambiguous environments disrupted by artificial intelligence, digital technology, and global conflict and polarisation. The highly positive and encouraging feedback that PYs wrote to me after every DG session makes my contribution immensely rewarding.

(6) Digital Society and AI

Facilitator:

Number of PYs: 26

A. Achievements and Expected Outcomes

- Deepened understanding of digital transformation, and AI in the ASEAN – Japan context, including benefits, challenges and risks of divide in the society.
- Cultivation of leadership to ensure ethical, inclusive, and innovative use of technology for the public good.
- Strengthening of interpersonal skills, collaboration, empathy and cross-cultural perspectives

B. Program Onboard

Introduction

Objectives

- Create a safe, trusting, and inclusive group environment.
- Learn names, backgrounds, and expectations of each PY.
- Explain the flow of upcoming group discussions and what to expect.
- Establish DG6's expectations, goals, and group culture.
- Briefly introduce the theme and the relevance of digital society & AI in the present context.

Activities

- Ice breaking activity, focusing on reflecting their expectation and motivation of joining SSEAYP
- Energizer led by PYs – jumping jack
- Group values and norms set through group activity
- Expectation setting exercise
- Run through of the sessions, and introduction to Digital society and AI
- Quiz on AI, and reflection on negative impact of technology and AI in the environment
- Group Discussion on knowledge of AI and Digital society
- Learning/Accountability buddy matched with each other
- Group Photo session

Group Discussion I

Objectives

- Introduce core concepts of digital society, digital transformation and increasing use of AI.
- Explore regional trends and challenges.
- Explore social role of technology shaping our world through reflection on their pre-assignment.
- Lay foundations of trust, empathy, and cross-cultural

dialogue.

Activities

- Energizer
- Gallery walk of the pre-assignment, “Digital stories from my community,” where the respective PYs showcase their stories, and the other PYs walk around, identify the common theme and share any comments or questions
- Reflection on the Gallery Walk with guiding question: “What is the present scenario of Digital Society in our community?”
- Dividing PYs into contingent groups or small groups with a guiding question: “What kind of digital future do we want?” and “What are we afraid of losing?”. The PYs will then create a Digital Society Values Map with prompts such as innovation, inclusion, privacy etc.
- Contingent group sharing and debrief. Introduction to the concept of digital transformation, use of AI and digital society and how PYs worked on it through today's session

Group Discussion II

Objectives

- Explore the transformative potential of AI in advancing public good across education, climate action, disaster response, and governance.
- Understand trade-offs in applying AI to real-world dilemmas.
- Practice leadership, problem-solving, teamwork, and negotiation skills

Activities

- Energizer: Human Rock-Paper-Scissor Chain
- Scenario Role play: Teams assume roles using different props as government leaders, youth activists, or technologists responding to fictional AI policy crises. The purpose of this role-play is to understand different trade-offs of AI and digital society in-terms of privacy, efficiency, equity, etc.
- Following the role play, the team will present their decision and perspective on what was their guiding factor to support certain policies.
- A debrief and reflection session, linking the roleplay to current scenario of the world and what future scenarios would look like with AI emerging in our day to day lives.

- Contingents reflect on how AI connects with their country's digital journey and how this can affect their future, how they would act differently if they were a policy maker.
- Closing and mindfulness exercise. Appreciation and shoutout to peer PYs for their leadership during the session.

Group Discussion III

Objectives

- Build awareness around digital exclusion and digital divide.
- Foster empathy for marginalized groups, and understand how AI can be a tool for inclusion and inequality.
- Envision inclusive and accessible digital futures through a collective "Inclusion Manifesto."

Activities

- Energizer: PYs were grouped on a pair and asked to stand up while crossing their hands with their back resting on one another.
- Empathy roleplay: PYs embody personas of rural farmer, elderly, a single mother, migrant workers, etc navigating technology and AI barriers.
- Reflection session on what the PYs felt, what the issues were and how their personas were left behind.
- Manifesto and Debrief of the session: The group will come-up with an 'Inclusion Manifesto', capturing each PY's vision for an equitable and accessible digital and AI-powered future. The guiding question would be, "What principles should guide inclusive AI and digital society?"
- Mindfulness exercise and closing, where each PYs appreciate their own learning and their peers for the support.

Group Discussion IV

Objectives

- Equip PYs with entrepreneurial mindset and tools to identify a problem and how digital technologies and AI can be used to solve these real-life problems.
- Foster teamwork, creative problem-solving, and basic project design skills.
- Encourage PYs to provide constructive feedback.
- Showcase simple, locally adaptable innovations.

Activities

- Energizer: One Two Ping Four Pong
- Problem Card Challenge: PYs are presented with different problem cards and divided into groups focusing on challenges such as Rural Education, Waste,

and Mental Health. Each team will define a problem within their chosen area, identify a target user, and co-design an offline-friendly digital or AI solution—such as SMS-based learning tools, audio assistance in local languages, or similar approaches—that can help solve the problem or raise awareness about it.

- PYs will use Brain Writing activity to start with the problem and refine it.
- Each team will present their pitch in 5 minutes, and the corresponding teams will provide constructive feedback and relevant questions for the team to further define their solution.
- Small stretching exercise in between the session
- Debrief and Reflection: Provide practical examples of Solutions from different countries across the region and how they are using technology to solve the pressing challenges. Reflect on the importance of identifying if a problem is an actual problem and how to define it properly to find a solution.

Group Discussion V

Objectives

- Equip PYs with understanding of AI ethics & youth leadership.
- Reflect on values & dilemmas in digital futures.
- Inspire long-term commitment for the future grounded in humanity, justice, and sustainability.

Activities

- Energizer: Animal Roundup
- Ethical Dilemma cards: PYs are broken down into groups and given real-world AI and digital challenges such as: Facial Recognition, Bias in school grading, predictive. The PYs will wear Six Thinking Hats and come up with a group decision, while focusing on the ethical part of AI and digital society – for example necessity of facial recognition, with the expense of privacy.
- Debrief and reflection: Sharing on the importance of ethical reasoning while using digital technologies and AI. Each PY reflects on what kind of leader they aspire to be and what their main reflections from learning were.

Evaluation Session

Objectives

- Provide a structured space for PYs to reflect on their learning journey in DG6.
- Collect honest feedback on both the process and the content of the discussions.

- Celebrate successes, acknowledge challenges, and identify areas for future growth.

Activities

- Energizer activity
- Feelings in One Word activity: Quick check-in where each PY shares one word that captures their overall DG6 journey.
- Silent Line Drawing activity to warm up for the evaluation session: A large chart paper with a timeline of the sessions is placed on the wall, and each PYs will use a different colored marker to draw a line above/below the center line depending on how much they enjoyed or learned from each session.
- Expectations Revisited activity: The expectation set in the Introduction Session is brought back and PYs review which hopes to have been met and which challenges remain. A short discussion on how the expectations evolved will be made.
- Highs and Lows activity: In groups, PYs identify 2–3 highlights and 1–2 challenges of the DG experience. Each pair shares back with the group.
- PYs will reflect on their personal take aways with the prompt: “What am I taking away from DG6 that I can apply to my life, leadership, or community?”.
- A short anonymous Feedback form will be provided to each PY with written questions.
- Closing & Celebration with Thank You activity where PYs stick a paper in their back and walk around the room to write message for one another.
- Final group photo

Preparation for Presentation of Discussion Results and Summary Forum

Objectives

- Prepare DG6 results for presentation.
- Practice communication and teamwork.
- Build confidence in sharing the teamwork and individual effort in front of the overall PYs and committee.

Activities

- Quick check-in with each PYs after homestay
- Announcement from DG steering committee on the presentation time and arrangements.
- Quick recap of the presentation prepared by team.
- Feedback from the team on presentation and adjustment work.
- Discussion with presenters and reflectors.
- Review of the Inclusion Manifesto, and revision performed accordingly with support from PYs with graphics design skills.

- Walkthrough of the presentation and cheer for the group for the hard work.

C. Presentation of the Discussion Results

The Presentation of the Discussion Results took the form of a five-minute video that was fully designed, written, directed, and produced by the PYs themselves. The story followed a PY, who uses “Goody AI” in his daily life, from travel and education to inclusion, disaster response, and making smarter decisions more efficiently.

The video showed how digitally savvy the PY makes his life more convenient with the help of Goody AI, and how his family also relies on digital devices and AI recommendations in their everyday routines. At the same time, the story introduced the darker side of technology through “Baddy AI,” a character who tempts the PY to misuse AI for data breaches, hacking, scamming, and other unethical activities. This created a turning point in the story, where the PY faced an ethical dilemma about what choice he should make.

In response to this dilemma, one of the presenters introduced the group’s 8-point ‘Inclusion Manifesto,’ developed during Session III. The manifesto outlined their collective pledge to use AI and digital tools responsibly and ethically for the benefit of society. Through this creative video, the group effectively reflected the key themes discussed throughout the DG sessions, including digital inclusion, the digital divide, the ethical use of AI, and the risks and challenges of integrating AI into everyday life.

Moreover, our reflector was paired up with DG4 – Disaster Risk Reduction and Recovery, where they shared how AI and digital technologies have been used for early warning and response system to better prepare the people who might be victim of the disaster and the people working on to prevent disaster to predict and respond on the disaster timely. The reflector also used their field visit experience in SAP Japan where they learned about the use of AI and technology in the early warning systems and disaster response with services such as voice recognition, real time translations, and automated recording of issue to inform the concerned parties for better response.

While most contingent groups incorporated elements of Digital Society and AI in their PPAs; such as digital literacy, digital inclusion, and addressing the digital divide; it is worth highlighting the efforts of the Viet Nam and Philippines contingents, who placed a particularly strong emphasis on this DG theme. The Viet Nam contingent has centered their PPA on improving digital literacy and building the capacity of more than 2,000 youths and parents

in cybersecurity, responding to the growing number of cyberattacks in the country. Meanwhile, the Philippines contingent included “Digital Society and AI” as one of the key topics in a talk show series to be launched under the Bagani Impact Network as part of their post-programme activities.

D. Facilitator’s Comments

The overall programme went smoothly. Although there were a few minor technical issues at times, they did not significantly affect the flow of the sessions and were largely overshadowed by the high level of engagement and enthusiasm shown by the PYs. The PYs were experiencing lack of sleep which might be due to them being tired with packed activities throughout the day – which resulted in lower energy when the session started. It may be worthwhile to revisit the session timing. Although the sessions were scheduled earlier in the day to take advantage of higher energy levels, maintaining that energy ultimately depends on whether PYs are getting sufficient rest throughout the programme. Considering the overall schedule and PYs’ well-being could help ensure better focus and engagement in future sessions.

A few PYs were not active in the sessions, thus I consulted with them during the lunch and dinner time to understand their issues – which was mostly on their English language skills and unable to understand different accents of the PYs. To ensure all PYs understand each other, I requested PYs to check in with each other if their fellow PYs are having trouble to understand them and slow down accordingly. I also checked in individually with the PYs who were facing the issues earlier to ensure they

understand the discussions. In the end, the PYs who were having issue expressed that they were able to meaningfully participate in the discussions.

Moreover, the PYs who were shy in the first few sessions made some close friends in the group and showed their confidence and improvement in their public speaking skills.

During the reflection and evaluation session, an anonymous feedback form was distributed.

Several PYs shared that the morning schedule and tightly packed activities made them feel slightly tired at times, which affected their focus. A few also mentioned that they would have appreciated more time for the discussion sessions beyond the allocated 2 hours and 30 minutes, and expressed a preference for afternoon sessions, as they felt more alert and energetic later in the day.

Overall, the feedback reflected meaningful learning outcomes. PYs shared that they developed a deeper understanding of digital inclusion, the realities of the digital divide across countries, and the ethical considerations surrounding AI use. Many highlighted that the privilege walk and ethical dilemma discussions helped them see technology from perspectives different from their own, building empathy toward communities with limited digital access. They also noted that the group activities strengthened their critical thinking, collaboration, and ability to engage in respectful dialogue despite differing opinions.

Mainly, PYs expressed that the sessions encouraged them to reflect on their own responsibility as young leaders in shaping a more inclusive and ethical digital society.

Chapter 8

Post-Program Sessions

1 Outline of the Post-Program Sessions

(1) Purpose

The Post-Program Sessions aim to deepen PY's understanding of 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 Facilitators and 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 understanding 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 project proposals, 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
Brunei Darussalam		2018
Cambodia		2018
Indonesia		2017
Japan		2000
Lao P.D.R.		2014
Malaysia		2019
Philippines		2019
Singapore		2016
Thailand		2023
Timor-Leste		2024
Viet Nam		2017

(4) Flow of Post-Program Sessions

Post-Program Sessions (Onboard)	9th February 14:15-17:00	Post-Program Session I (Plenary Session)
	10th February 10:00-12:45	Post-Program Session II (Introduction of AA Activities and Discussion on Project Design by Contingent, Preparation for Summary Forum)
		
Country Program in Thailand	15th February 17:00-22:00	Preparation for Presentation of Discussion Results / Summary Forum
	16th February 13:30-15:30	Summary Forum

2 Summary Forum

(1) Outline

On 16th February, a Summary Forum was held in Bangkok, Thailand. 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 49th SSEAYP.

(2) Summary of the action plans

A. Brunei Darussalam

Project Title: WINGS OF INCLUSION 2.0: I HEAR YOU HERE

Background:

- Total number of persons with disabilities: 7,024 (1.6% of the population)
- 11.1% (172 people) categorized as speech and hearing disability

Objective:

- Reeducating the communities on inclusive communities in Brunei
- Building a resilient, inclusive, empathetic and compassionate community
- Provide support to the active community, such as the caretaker, welfare officers, parents of deaf children, and etc.
- Supports UN Sustainable Development Goals (4, 8, 10, 11, 17)

Targets:

- Active community
 - Parents of Deaf Children
 - Welfare Workers
 - School Teachers & Counsellors
 - Caregivers

Contents:

- Introduction to Sign Language
 - Alphabet, numbers, and daily signs
 - Interactive Sign Games
- Professional Discussions
 - Invite professional speakers, certified counsellors
 - Work closely with PWD (caretakers, welfare officers, etc)
 - Navigate ways to embrace PWDs

Timeline:

- In conjunction with the 26th National Youth Day of Brunei Darussalam (August 2026)

Expected Outcomes:

- Creation of inclusive policies (DEI framework)
- Positive Paradigm Shift in Societal Behavior - Improved attitudes towards PwDs
- Improved equity & inclusion in access & participants
- Increased representations of PwDs in the processes
- Enhanced inclusive participation across all program activities.
- Increased transitions of beneficiaries into active volunteers

Challenges:

- Lukewarm welcome by the target audience
- Low level of participation of the Deaf community
- Time lag in terms of policy making and implementations

B. Indonesia

Project Title: Merakit: Nurturing Hope for Stronger Indonesian Youth

Background:

Indonesia faces challenges in maximizing youth potential. Although the Youth Development Index (IPP) reached 56.33%, major gaps remain between provinces, with uneven progress across education, health, jobs, participation, and inclusion.

Objective:

- Increasing Youth Development Index
- To improve access to skills, knowledge, and resources for empowerment
- To develop sustainable youth-led initiatives with long-term impact

Targets:

- Total of 1,000 Youths
 - High school Youths
 - University Youths
 - Local Youths

Contents:

- Skill Building
 - Workshops on leadership, digital skills, and critical thinking
- Mentorship
 - Connecting youth with professionals and community leaders
- Action Projects
 - Youth-led initiatives addressing real local challenges
- Well-being Support

- Safe spaces for dialogue, mental health awareness, and peer support

Timeline:

- 19th February: Pilot Launch in Jakarta
 - Initial implementation, testing modules, gathering feedback, and measuring early impact.
- March: Provincial Preparation Phase
 - Each PY prepares local plans, partnerships, participant recruitment, and program adaptation based on regional needs.
- May–June: Execution Phase
 - Full program rollout across provinces: workshops, mentorship sessions, and youth action projects.
- July: Evaluation & Impact Review
 - Assessment of outcomes, participant feedback, documentation of best practices, and recommendations for expansion.

Expected Impact:

- Increased youth participation in community development
- Improved confidence and leadership capacity
- Stronger cross-regional collaboration
- A network of empowered young leaders ready to shape the future

C. Japan

Project Title: Beyond the SHIP -Expanding the SSEA-YP Spirit Across Japan-

Background:

- SSEAYP is not well-known in Japan.
- Many students feel scared about international exchange

Objective:

- Inspire the next generation to care about international exchange
- Share SSEAYP and open new possibilities

Targets:

- High school students in Tokyo and Hiroshima

Contents:

- SSEAYP Experience Day
 - Taste: Introducing the culture and food of participating countries.
 - Move: Experiencing dance and traditional physical expression.
 - Play: Experiencing different cultures through games and activities.

Timeline:

- Implement until August 2026

Expected Outcomes:

- Reducing psychological barriers to international exchange
- Expanding the global perspectives of high school students
- Increasing the visibility and recognition of SSEAYP
- Nurturing future participants and global leaders

D. Lao P.D.R.

Project Title: Disaster Preparedness

Background:

- Floods account for ~70% of disasters in Laos
- Monsoon rains and geography flood risks
- Major impacts: damaged homes, school disruption, livelihood loss
- Limited preparedness knowledge among youth

Objective:

- Strengthen disaster resilience by empowering high school students.
 - Raise awareness of flood risks and impacts
 - Provide practical skills (evacuation, first aid by using emergency kits)
 - Promote a proactive preparedness mindset
 - Encourage youth to share knowledge within communities

Targets:

- Phase 1: High school students in Vientiane Capital
- Phase 2: Scale up to local community and school in other provinces

Contents:

- To raise awareness of youth on disaster preparedness through workshop
- Training youth in First Aid
- Create a social media platform for disaster information and to produce materials for DRR education (Handbook, Media contents and Songs)

Timeline:

- March-May: Preparation
 - Finding Partners
 - Fund Raising
 - Information Developed
 - Material Making
- May: Action
- School Visit
- May-June: Evaluation
- Evaluation of the success of the program

Risk and Challenges:

- Lack of experts in specific area and supporting policies
- Limitation of awareness and information
- Budget constraints and lack of budget management

Expected Outcomes:

- More participants aware of disaster preparedness
- Help to reduce risk and effects of disaster
- Sustain the project: to continue sharing the information to their community include vulnerable group into disaster risk recovery
- Long-term reduction of disaster impact through prevention and readiness.

E. Malaysia**Project Title: YOUTH FUTURE LEADERS PROGRAM****Objective:**

- Empower youth stewardship and capacity-building:
- Provide participants with experiential learning opportunities that strengthen critical thinking, teamwork, and leadership through structured Youth Action Circles.
- Strengthen intercultural unity and collaboration:
- Strengthen bonds among youths from diverse backgrounds through dynamic interaction, collaboration, and shared learning that builds trust, unity, and lasting connections.
- Extend the values and experiences gained from SSEAYP:
- Ensure that knowledge, skills, and international exposure gained during the SSEAYP voyage are effectively transferred to local communities, creating meaningful and lasting impact.

Targets:

- Youth aged 18–25 years old from diverse backgrounds to ensure a dynamic and inclusive group.
- Diversity in participants will foster meaningful dialogue, cultural exchange, and collaborative learning.

Contents:

- Orientation
- Power Talk
 - Personal Branding
 - Career Roadmap
- Institutional Visit
- Youth Action Circles
 - Learning Focus 1: Learning Differently, Learning Better
 - Learning Focus 2: Touring Mindfully
 - Learning Focus 3: Future in YOUTH
 - Learning Focus 4: DRR KAMEHAMEHA!!
 - Learning Focus 5: Forging Inclusivity Together
 - Learning Focus 6: All for the FUTURE!

Timeline:

- March:
 - Kick-off meeting
 - Initial planning
 - Calling for participants
- April:
 - Confirmation on program components and logistics
 - Progress meeting
- May:
 - Identify speakers
 - Site visits
 - Progress meeting
- June:
 - Prepare bootcamp materials
 - Finalize
 - Participants list
 - Progress meeting
- July:
 - Prepare bootcamp materials
 - Progress meeting
- August:
 - Final coordination meeting
 - D-day
 - Monitoring and evaluation

Expected Outcomes:

- Participants grow into confident and capable changemakers, strengthening their critical thinking, teamwork, and leadership skills to take meaningful action.
- Youth build genuine cross-cultural friendships that deepen understanding, celebrate differences, and inspire ongoing collaboration.
- Participants bring the spirit and lessons of the experience back to their communities, sparking initiatives that motivate others and create lasting change.

F. Philippines**Project Title: BAGANI Impact Network****1) Bagani BRIDE: Apo Youth Congress 4****Objectives:**

- The event empowers youth to strengthen their critical thinking, policy development, and strategic planning skills through real-world, solution-driven learning.

Contents:

- Preparation for Trainings
- Secure seed funding commitment from angel investors and government sponsors
- Mentoring & Monitoring

Timeline:

- February 20-21: Capacity Building
- Virtual trainings to enable participants to prepare for the pitch
- March 27: Project Pitch
 - Pitching of project proposals
 - Drafting of proposed resolutions
- April to September: Project Run
- Execution of projects by the various proposing organizations or participants
- April to December: Evaluation
 - Assessment of project implementations
 - Evaluation for 2027

Expected Outcomes:

- 200+ attendees (youths across the Philippines)
- Theme-based Resolution Making
- 15+ Project Pitches
- Seed Funding for Promising Projects

2) Bagani TALKS: Mental Health**Overview:**

- This is a webinar series (webinar and podcast-style conversations) on mental health for partner schools, university students, and youth leaders nationwide.

Next Steps:

- Launch pilot session (Mental Health Edition).
- Curate first 3–4 webinar topics.
- Secure partner schools and university collaborators.

3) Bagani PROJECT: Bohol City Project Fair**Overview:**

- This is a physical pitch event in partnership with Youth Lead Philippines and the Bohol City Government.
- Youth organizations nationwide present grassroots solutions, with potential seed funding and mentorship support.

Next Steps:

- Confirm partnership agreements and secure funding.
- Develop pitch mechanics and judging criteria.
- Release national call for proposals.

G. Singapore**Project Title: Workshop for Children Living in Rental Flats in Singapore****Backgrounds:**

Children living in public rental housing (from lower-income families) in Singapore face issues in the following domains:

- Educational and socio-emotional

- Children from rental flat communities often experience poorer developmental outcomes.
- They tend to have fewer learning resources and educational opportunities that support their cognitive development and holistic growth.
- Climate-related
 - Children living in rental housing tend to be disproportionately affected by climate change.
 - Lower-income families may not be able to adopt heat mitigation measures (such as increased use of fans or air-conditioning), as utility expenses constitute a larger share of household income.

Targets:

- 30-40 children, aged 9-16 living in rental flats
- Diversity in participants will foster meaningful dialogue, cultural exchange, and collaborative learning

Contents:

- Stick'Em Workshop
 - What: This workshop introduces children to basic robotics using Stick'Em kits (geometric connectors, wooden chopsticks, and simple electronics). Through hands-on activities, children build confidence in Science, Technology, Engineering and Mathematics (STEM)
 - Why: As children from lower-income families may have fewer opportunities for STEM exposure, the workshop provides accessible, quality learning experiences. It could help children to 'reimagine and rethink' - foster curiosity, challenge perceptions of science as unengaging, and highlight the creative and practical applications of technology
- Drama in Education Workshop
 - What: Using drama as a tool for expression, this interactive workshop creates a safe space for children to explore ideas, emotions, and social issues through storytelling and role-play
 - Why: Children may struggle with conventional classroom learning in verbally articulating their emotions. Through hands-on learning rather than purely academic teaching, this workshop would be more engaging for the children, developing their communication skills and teamwork
- Climate Fresk for Kids Workshop
 - What: Climate Fresk for Kids is a playful, science-based workshop designed to introduce the basics of climate change. This kid-friendly version has been developed by teachers and climate experts to make complex science engaging and accessible for younger learners.

- Why: Given that children from lower-income households may be more vulnerable to the effects of climate change and related hazards, this workshop builds awareness of climate inequality and encourages understanding of their role in climate action.

Expected Outcomes:

- Volunteer experience
 - Experience as a volunteer
 - Interest to return as a volunteer
 - Feeling more inspired to serve the community
- Beneficiary experience
 - % of participants indicating that they have gained new knowledge in robotics/drama/climate change
 - % of participants indicating interest in continuing STEM/drama climate change related activities

H. Thailand

Project Title: Stand By Me: Nonthaburi Youth in Action

Objective:

To strengthen youth development and meaningful participation in Nonthaburi Province.

- Short-term Objective (Within 90 days)
 - Build advocacy, leadership, and project management capacity among local youth.
 - Increase awareness of civic engagement opportunities.
 - Equip youth with practical tools to initiate community action.
- Long-term Objective
 - Foster intergenerational youth engagement.
 - Establish a sustainable youth-led network in Nonthaburi.
 - Encourage youth to mentor and empower the next generation.

Targets:

- 50–100 youths aged between 15–25 in Nonthaburi Province
- High school students, youth leaders, volunteers and community youth representatives
- Diverse background
- Be curious and want to make changes.

Contents:

- Know your gadgets! (Capacity Building Workshops)
 - Understanding your capacity
 - Identifying skills or gaps
 - Public speaking and communications
 - Project planning and implementation

- Stakeholder engagement
- How your gadgets can help the world! (Youth Action Labs)
 - Form small teams (5-7 persons).
 - Identify key local issues.
 - Develop mini action project proposals (each group).
 - Present to stakeholders for feedback.
- Let's use your gadgets!!! (Final Showcase and Commitment Session)
 - Youth teams present their action projects (Hackathon).
 - Stakeholders provide feedback and supports.
 - Youth "Stand by me" mini project (follow-up)

Timeline:

- Phase 1 (Day 1-30): Preparation
 - Coordination with stakeholders
 - Resources gathering
 - Curriculum finalization
- Phase 2 (Day 31-60): Capacity Building
 - 3-4 workshop sessions
 - Team formation
- Phase 3 (Day 61-85): Action and Engagement
 - Youth Action Labs
 - Intergenerational dialogue
- Phase 4 (Day 86-90): Showcase and Evaluation
 - Final presentation
 - Evaluation
 - Sustainability planning

Expected Outcomes:

- 50-100 upskill-reskill youths
- 6-10 youth-led mini action projects
- Stronger collaboration between youth and government
- Creation of a sustainable youth engagement platform

I. Timor-Leste

Project Title: ESPERANSA

Background:

- Youth leadership skills needed
- Low environmental awareness
- Need youth in sustainability initiatives
- Connect SSEAYP alumni

Objective:

- Inspire leadership.
 - Our goal is to foster youth leadership by instilling values of responsibility, empowerment, and collaboration through engaging workshops and discussions.
- Promote environmental action

- We aim to encourage active participation in environmental initiatives, such as mangrove planting and clean-up, and promote sustainable practices in communities.

Targets:

- University students
- Community in rural areas
- Youth organizations

Contents:

- SSEAYP Workshops
 - Interactive sessions to share leadership values
- Planting
 - Coastal protection through community-driven initiatives
- Clean-up
 - Engaging the community for environmental responsibility

Timeline:

- March-July: SSEAYP Workshops
- July-August: Mangrove Planting, Clean-up Campaigns
- 2026-2027: Establishment of SSEAYP Timor-Leste Alumni Association

Expected Outcomes:

- Increased understanding
 - Participants will gain knowledge of the SSEAYP values, leading to greater interest in youth leadership and regional collaboration initiatives.
- Strengthened awareness
 - Environmental campaigns and action will enhance community knowledge about climate action and

sustainability, promoting responsible behavior among local youth and residents.

- Enhanced participation
 - Increased engagement in local activities will foster teamwork and civic responsibility, creating a sense of community among youth and alumni.

J. Viet Nam

Project Title: The Cybez: A Talkshow on Cybersecurity

Background:

- ASEAN region
 - 460M+ internet users in ASEAN
 - Cybercrime losses >USD 8 trillion annually
 - Asia-Pacific facing major cybersecurity skills shortage
- Viet Nam
 - Recorded 659,000 cybersecurity incidents
 - Faced 14,238.5 million leaked accounts in 2024, accounting for nearly 12% of total global data breaches

Targets:

- 2,000+ University students and their parents

Contents:

- Understanding Today's Cyber Threat Landscape
- Practical Digital Self-Defense
- Youth Leadership & Digital Ethics
- Interactive Q&A Sessions

Timeline:

- Implement in April 2026

Chapter 9

Evaluation and Suggestions

1 Administrator's Report

MAKINO Masahiro

Administrator of the 49th Ship for Southeast Asian and Japanese Youth Program



The 49th Ship for Southeast Asian and Japanese Youth Program began with the assembly in Tokyo on 15th January 2026 and concluded with the disbandment in Bangkok on 16th February 2026. Thanks to the dedicated efforts of many parties—including the governments of the participating countries such as Singapore and Thailand, which kindly provided ports of call, the respective alumni associations, National Leaders, facilitators, and OBSC representatives—the program was successfully completed. It was conducted as originally planned without any major trouble. I would once again like to express my sincere appreciation for the tireless contributions of all those involved.

The outcomes of the 49th Program will ultimately be measured by how the participating youth lead their lives in the years to come, and thus a definitive assessment is not yet possible. In the following, I would like to point out several features the 49th Program exhibited compared with previous years.

1. Participating Countries

(1) Formal participation of Timor-Leste

Timor-Leste became a full member of ASEAN at the ASEAN Summit held in October 2025. Accordingly, Timor-Leste joined this year's program as a regular member country (having participated in the 48th Program as an observer). It should be noted that, because Timor-Leste still held observer status when recruitment began, the number of its participants in the 49th Program was smaller than that of the other ASEAN member countries.

(2) Myanmar

As in the 47th and 48th Programs, it was decided that Myanmar would not participate in this year's program. We sincerely look forward to the day when Myanmar's participation can be resumed.

2. Program Schedule and Voyage Route

(1) Program Schedule

Due to budgetary constraints, the 49th Ship for Southeast Asian and Japanese Youth Program was implemented between January and February, a period when cruise demand in Japan is relatively low. Traditionally, the program had been conducted between October and December, and, thus, the 49th edition marked the first time it was held in the new year.

In planning the schedule, consideration was also given to the fact that, in 2026, the Lunar New Year would fall on 17th February and Ramadan would begin on 18th February. The program period was therefore set to avoid overlapping with these occasions.

It should be noted that, although no major problem arose because of this, the timing in relation to the fiscal and academic years placed additional burdens on some stakeholders.

(2) Voyage Route

For the same budgetary reasons described above, it was decided that the voyage would commence in Tokyo and conclude in Thailand. After disembarkation in Bangkok, the participating youth returned to their respective home countries by air, while the vessel set sail from Bangkok to Tokyo to be used in the "Ship for World Youth" Program. This marked the first time since 2002—when the handover took place in Singapore—that the Ship for Southeast Asian and Japanese Youth Program and the Ship for World Youth Program were implemented consecutively. Thanks to the cooperation of the Government of Thailand, the program concluded in an orderly manner.

3. Withdrawal of the Cambodia the contingent in Singapore

Although, as noted above, the 49th Ship for Southeast Asian and Japanese Youth Program formally concluded in Bangkok, the Cambodian delegation left the program earlier, in Singapore, in accordance with the policy of the Cambodian government. They attended the send-off ceremony in Singapore and then returned home by air from there.

4. Retirement of the Nippon Maru

The 49th Ship for Southeast Asian and Japanese Youth Program was conducted aboard the Nippon Maru, operated by MOL Cruises, Ltd. Since her entry into service in 1990, this vessel has been used for the program in most years. As

the Nippon Maru is scheduled to be retired in May 2026, the 49th program marked the 28th and final implementation of the program aboard this ship.

At each port of call, many people involved in the program—across generations and from various countries—visited the Nippon Maru to bid farewell to her, reminding us of this vessel’s long history and the deep affection it has inspired among all those involved.

The Cabinet Office is currently examining the future shape of the program following the retirement of Nippon Maru. Regardless of how the program may evolve, we intend to ensure that the legacy the Nippon Maru has carried across seas and generations is preserved and passed on to the future.

2 Captain's Report

SEKIYA Tadashi

Captain of the Nippon Maru



To all participants of the 49th Ship for Southeast Asian and Japanese Youth Program, as well as the administrative staff members and all supporters who contributed to this endeavor, I extend my heartfelt congratulations on the successful completion of this program. It was my honor to serve as the Captain of the Nippon Maru and to be entrusted with the safe navigation of the vessel, and I am deeply relieved that our voyage concluded without any accident. I would also like to express my sincere gratitude for your cooperation in ensuring the ship's safe operation throughout our journey.

Our voyage began with a departure ceremony in Tokyo filled with a sense of solemn anticipation, and over the eight days at sea en route to Singapore, we were blessed with favorable weather. During this period, the various programs, including each country's National Presentations, proceeded smoothly, and I believe that the bonds among all of you grew significantly stronger. The Nippon Maru, for her part, was able to contribute modestly to the program through activities such as the stargazing class and my own captain's lecture. In that lecture, I had the privilege of sharing some of the lessons I have learned from my personal experiences, and I was truly delighted to see the keen interest with which you listened. If even a small portion of what I conveyed resonated with you, I consider it a source of great joy.

In our first port of call, Singapore, the berth allocation was altered due to local circumstances, including the frequent arrivals and departures of other cruise vessels. Nevertheless, we were able to complete our operations without any disruption to your schedule. At departure, watching you waving for so long to the Cambodian youth

who had disembarked, I was deeply moved by the strength of the ties you had forged in such a short time. On the subsequent leg to Bangkok, we spent approximately three hours sailing up the Chao Phraya River to reach the port. Navigating such a narrow waterway would have been impossible without the support of the local pilots, and I was genuinely impressed by their high level of skill. When we finally secured the vessel alongside and were able to deliver you safely to your destination, I felt an immense sense of relief.

The Nippon Maru on which you travelled is operated through the coordinated efforts of more than 160 crew members, each faithfully carrying out his or her respective duties and responsibilities. In this respect, life on board is no different from the way a functioning society is built and sustained. I am confident that all of you, as young leaders, will in due course go out into the wider world and play active roles in your societies and beyond. It is my earnest hope that you will make full use of the experiences gained on board this ship and of the connections you have forged here, and that these will contribute to the further development of relations between Japan and the ASEAN region.

Finally, I feel a profound sense of pride and gratitude that the Nippon Maru has been able to contribute to this program over so many years. Although she is scheduled to be retired this year, I sincerely hope that, in the future, when young people from Japan and from around the world visit your countries by ship, you will welcome them as warmly as you yourselves were welcomed on this voyage—or even more warmly—and extend a hand of cooperation to them. The bonds that are passed on in this way will be your duty as representatives of your respective nations, a precious treasure, and a lasting source of pride.

Thank you very much.

3 Evaluation by Participants

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

Note: Answered by 11 National Leaders and 168 Participating Youths.

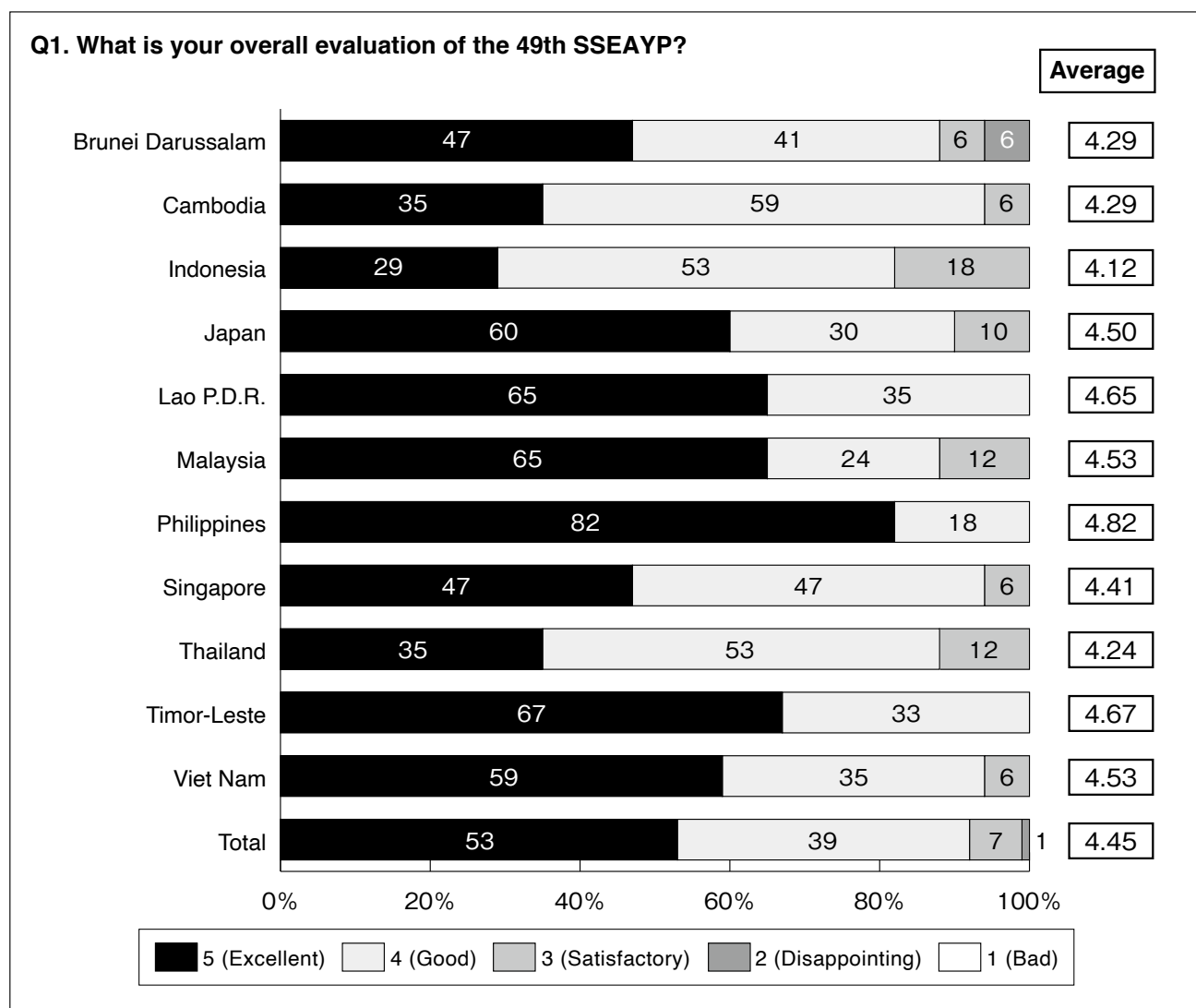
Cambodian National Leader and Participating Youths were exempt from answering Q14 and Q15 (Thailand).

Numbers have been rounded off to the nearest whole number.

Due to rounding, numbers may not add to 100.

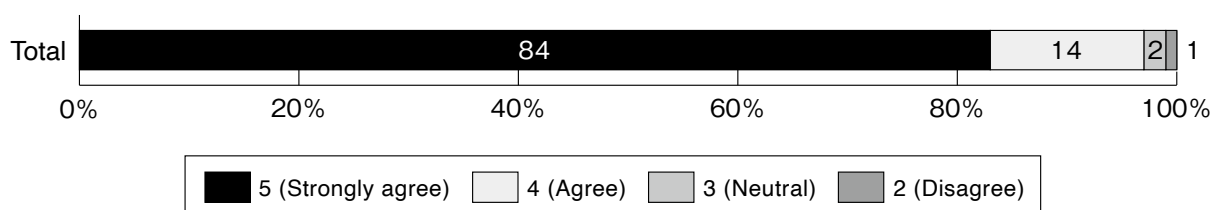
[Overall]

The mean average of overall evaluation is 4.45, with 92% of participants rating 4 or above (good or excellent). 98% of participants who rated 4 or above (agree or strongly agree) evaluated that the Program contributes to “promoting mutual understanding” and 99% evaluated that it contributes to “establishing friendships” between people from other countries. Regarding the contribution of the Program to self-development, 84–86% of participants rated 4 or above (very or remarkably effective) for the development of their “ability to respond to the different cultures,” “ability to adapt to group living (cooperativeness and flexibility in a group),” “sense of responsibility,” “self-management,” “discussion with others,” and “friends and network inside and outside the country.”



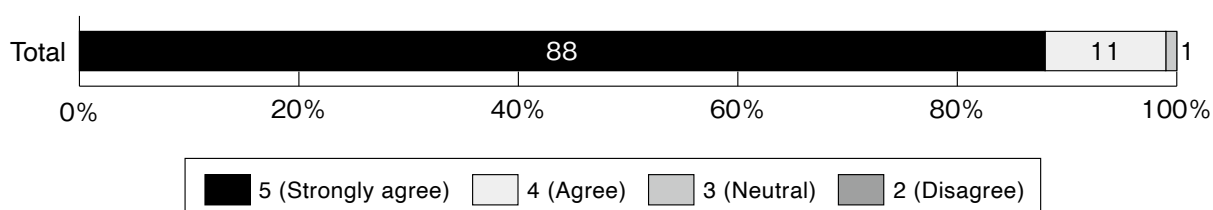
Q2. Do you agree that this Program contributes to promoting mutual understanding between you and people from other countries?

Average: 4.81



Q3. Do you agree that this Program contributes to establishing friendship between you and people from other countries?

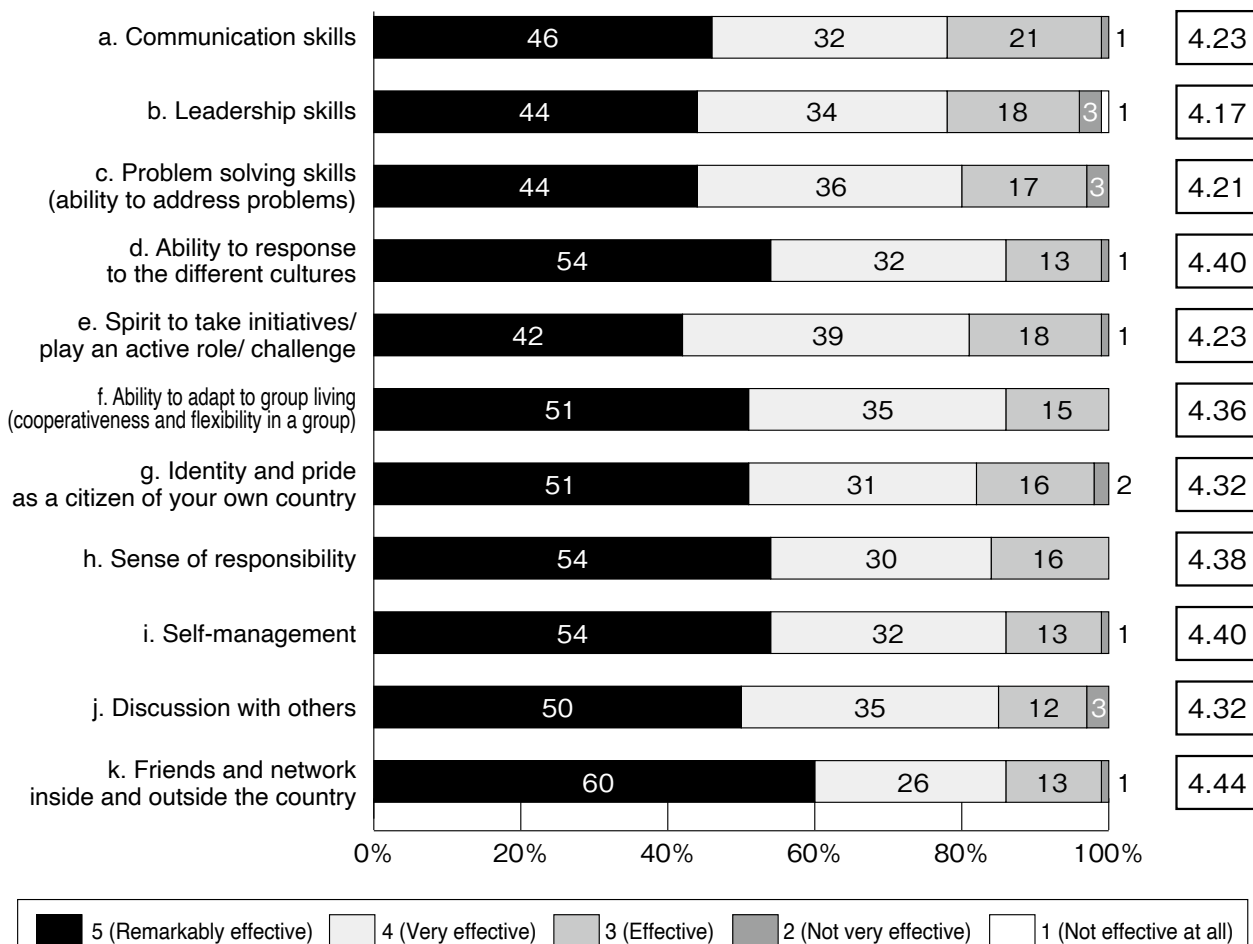
Average: 4.88



Q4. How do you evaluate the contribution of this Program to your self development?

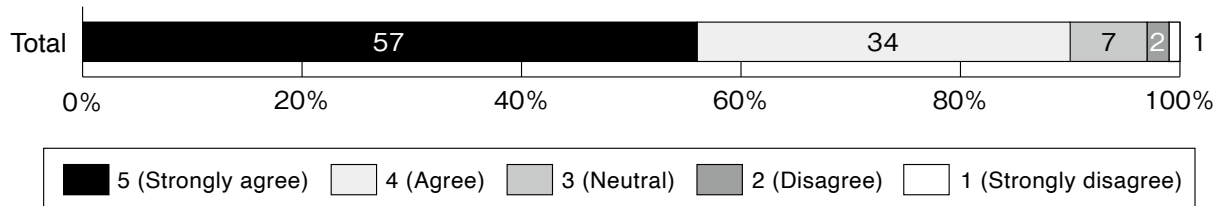
Please answer for each attributes.

Average



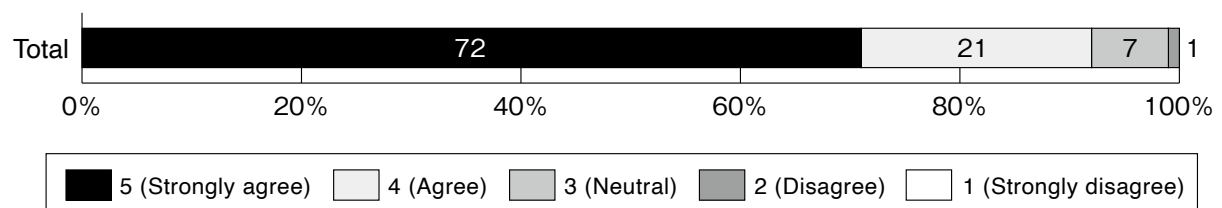
Q5. Do you agree that participation in this Program will enhance your career prospects?

Average: 4.44



Q6. Do you agree that this Program encourages your willingness to participate in social contribution activities?

Average: 4.63



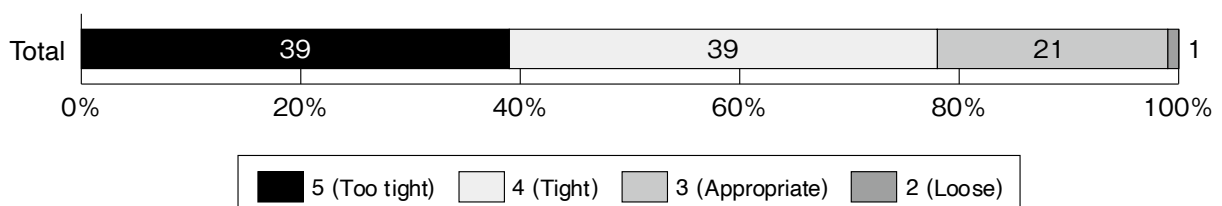
[Onboard Activities]

21% of participants rated the schedule onboard as 3 (appropriate), while 78% rated it as 4 or above (tight or too tight).

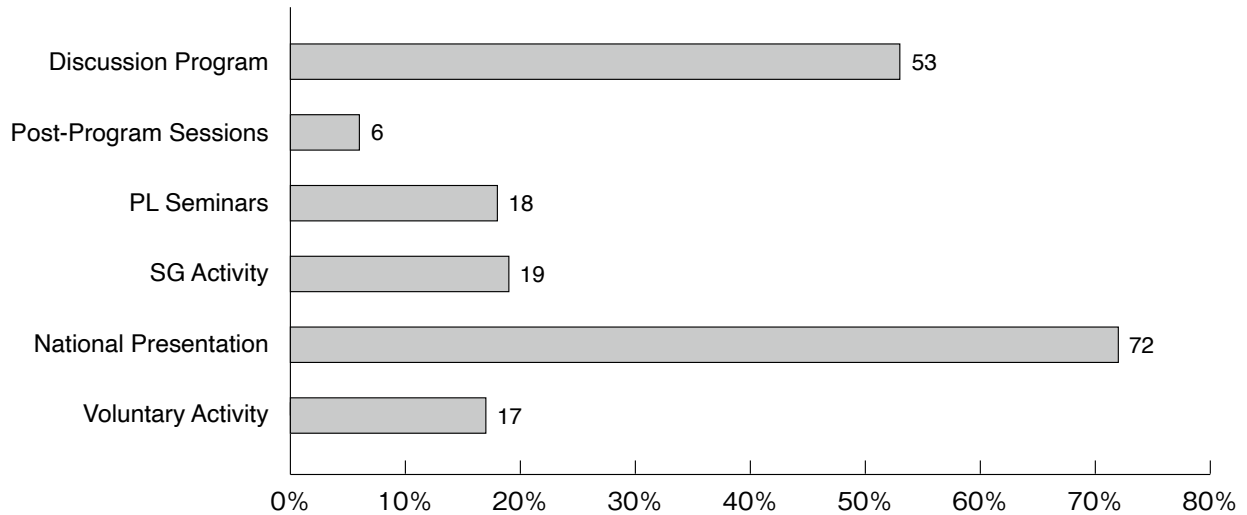
Regarding the onboard activities, participants rated the National Presentation (72%) and the Discussion Program (53%) as the most meaningful, in descending order. Meanwhile, participants were most satisfied with the content of the National Presentation (mean average 4.72) and the Discussion Program (mean average 4.34), ranked in descending order.

Q7. What did you think about the schedule onboard?

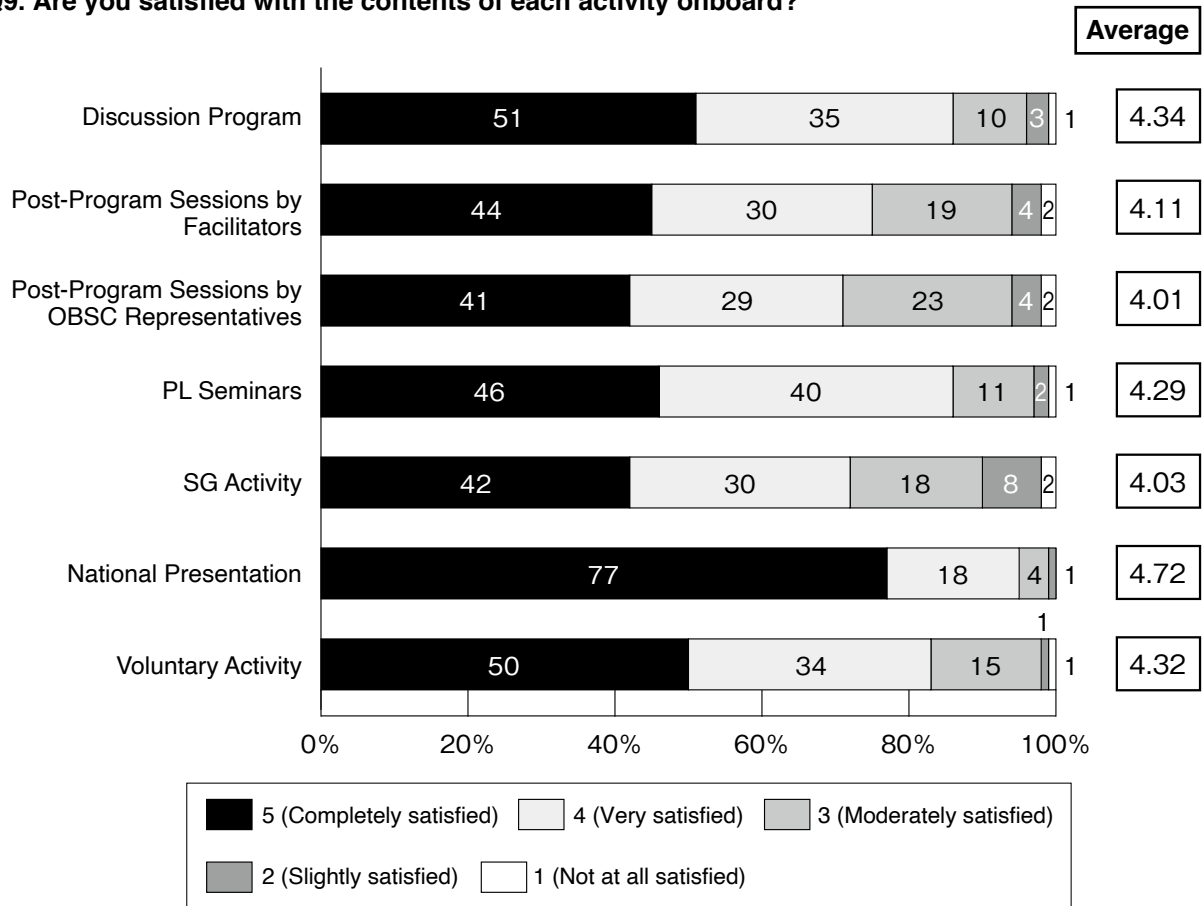
Average: 4.16

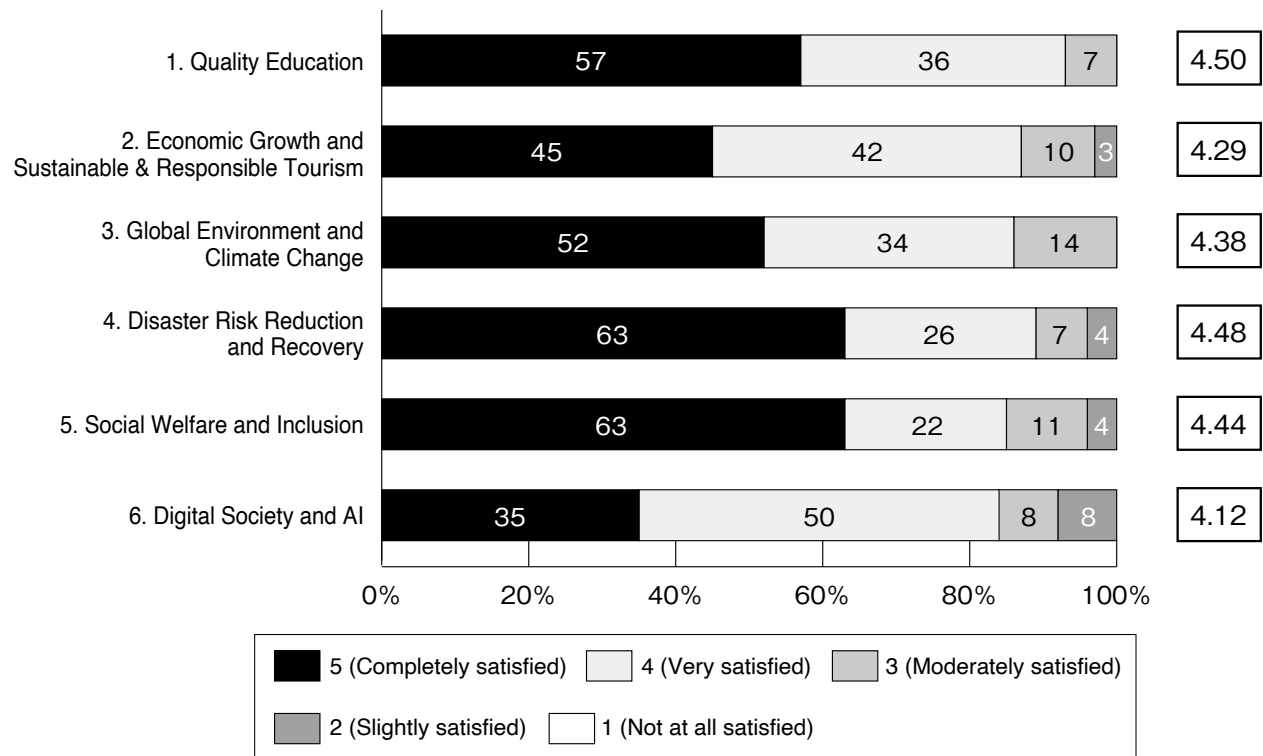
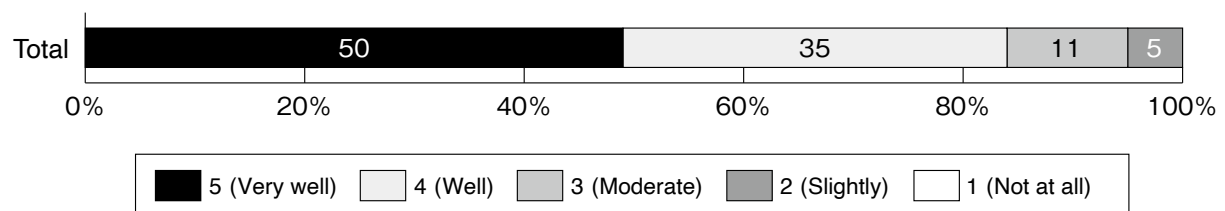


Q8. What was the most meaningful activity onboard? (Choose one or two only.)



Q9. Are you satisfied with the contents of each activity onboard?

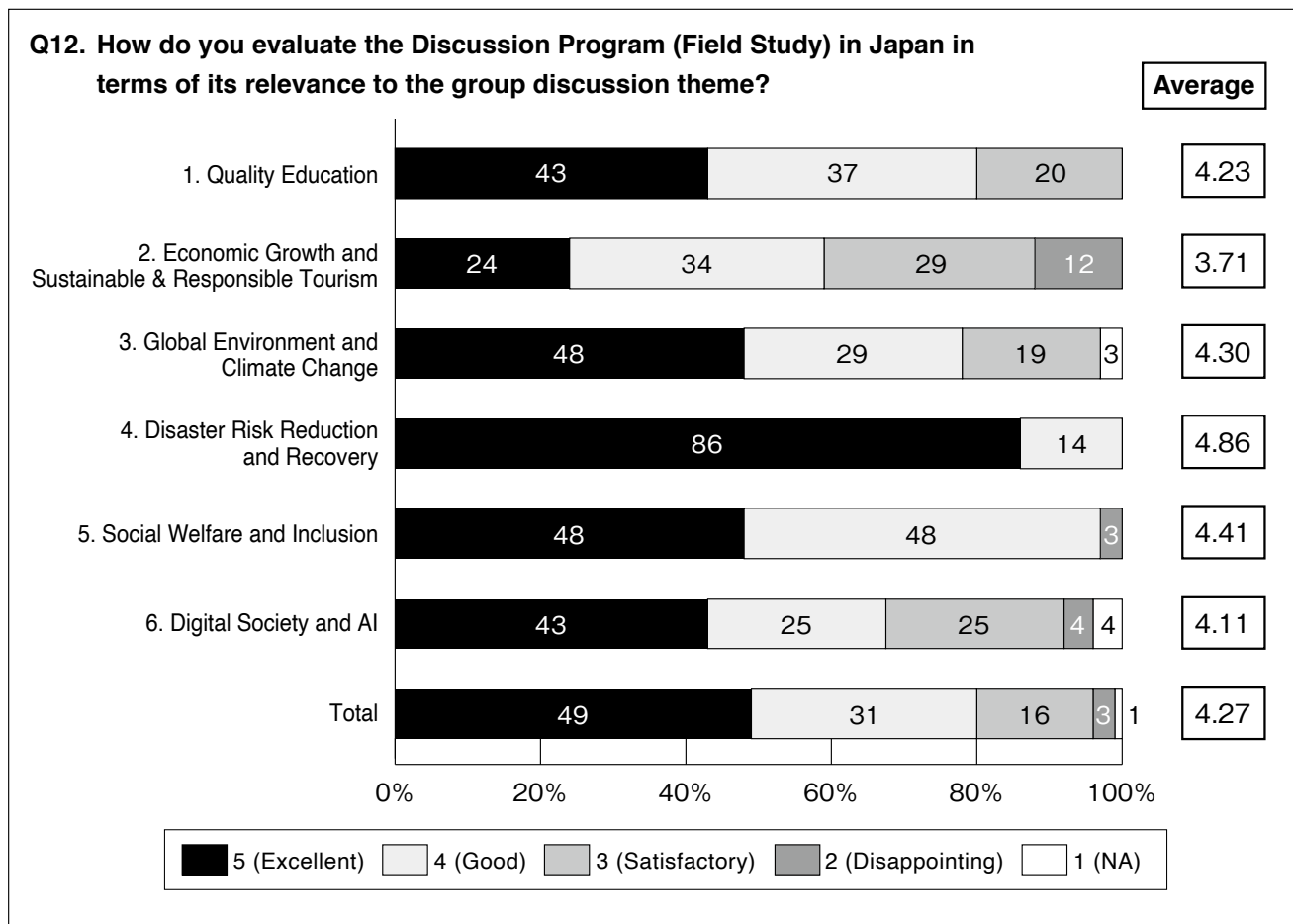


[Discussion Program]**Q10. Are you satisfied with the contents of the group discussion? *PYs only****Average****Q11. How well did you participate in the group discussion? *PYs only****Average: 4.30**

[Field Study in Japan, Learning Journey in Singapore, and Institutional Visit in Thailand]

80% of participants rated the Field Study in Japan as 4 or above (good or excellent), and 77% rated the Learning Journey 1&2 in Singapore as 4 or above, in terms of their relevance to the discussion group theme.

73% of participants rated the Institutional Visit by SG in Thailand as 4 or above (good or excellent).



DG1: Senior High School at Sakado, University of Tsukuba

DG2: Tourism Division, Kamakura City / public and co

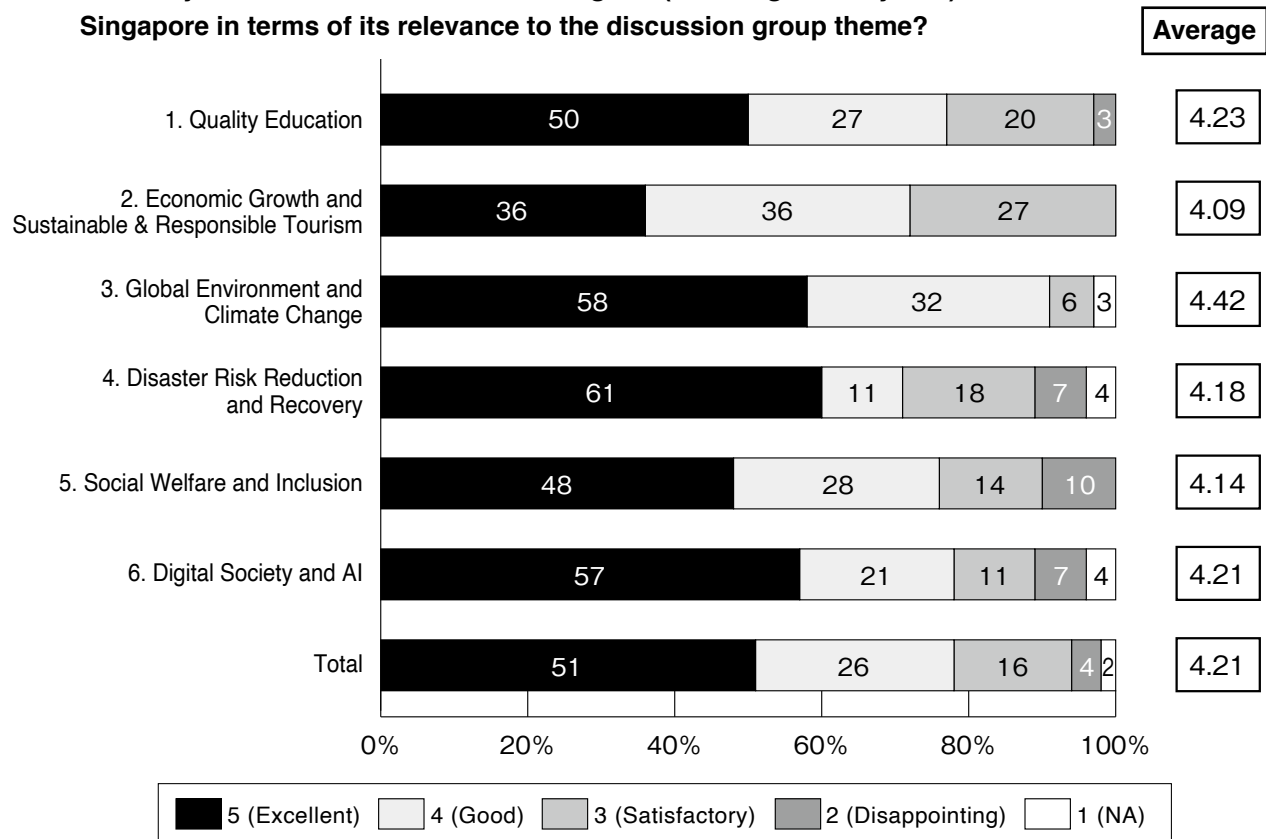
DG3: International cooperation in sustainable materials management

DG4: Metropolitan Area Outer Underground Discharge Channel

DG5: Social Welfare Corporation 'Kotoen' and Welfare Promotion Division, Edogawa City

DG6: SAP Japan

Q13. How do you evaluate the Discussion Program (Learning Journey 1&2) in Singapore in terms of its relevance to the discussion group theme?



DG1: Impart Singapore / National Library Board @ Punggol Regional Library

DG2: Sentosa Development Corporation / Mandai Wildlife Group, Bird Paradise

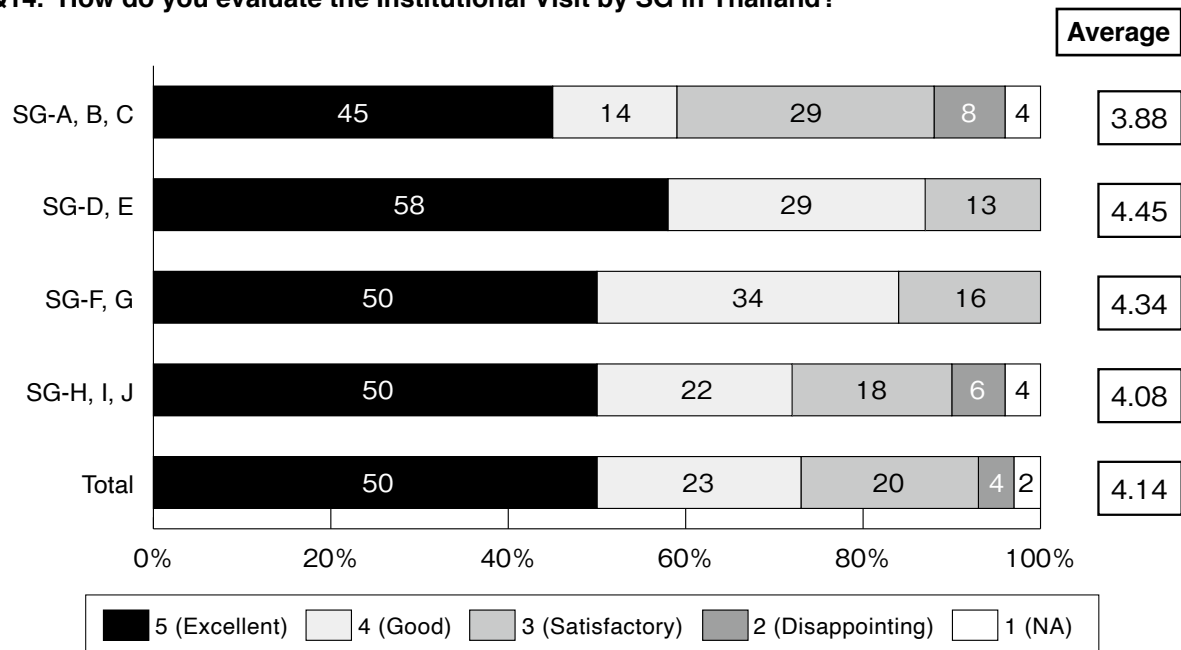
DG3: Sembcorp Floating Solar Farm / ALBA E-Waste

DG4: SCDF Civil Defence Academy / Red Cross Singapore

DG5: Enabling Village / Skillseed Resilience Trails

DG6: AI Singapore / Science Centre Singapore

Q14. How do you evaluate the Institutional Visit by SG in Thailand?



SG-A,B,C: National Museum Bangkok, Faculty of Political Science, Chulalongkorn University

SG-D,E: Wat Arun Ratchawaram Ratchawaramahawihan, Rajamangala University of Technology Phra Nakhon

SG-F,G: Wat Phra Chetuphon Vimolmangklaram Rajwaramahaviham, Thai Parliament

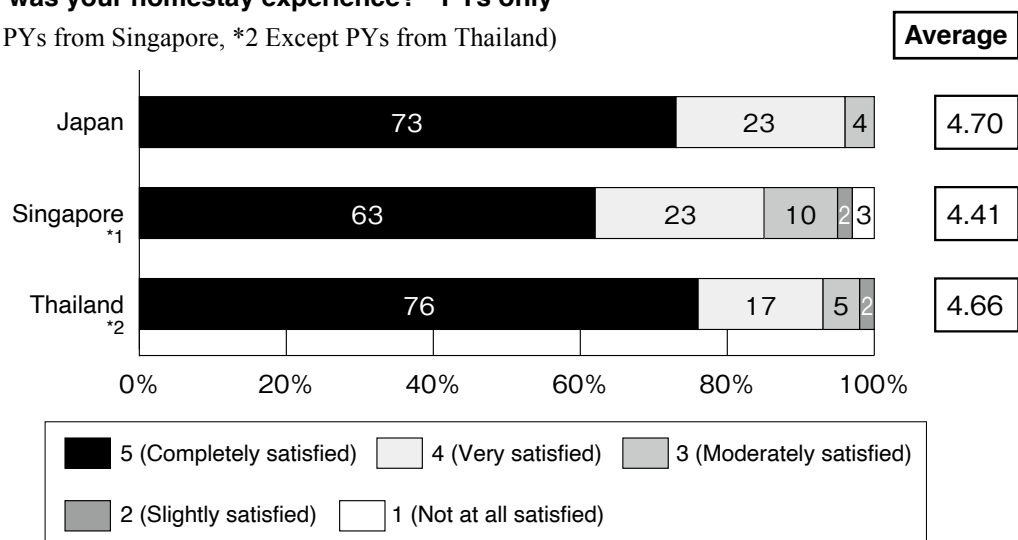
SG-H,I,J: Grand Palace, Ministry of Social Development and Human Security

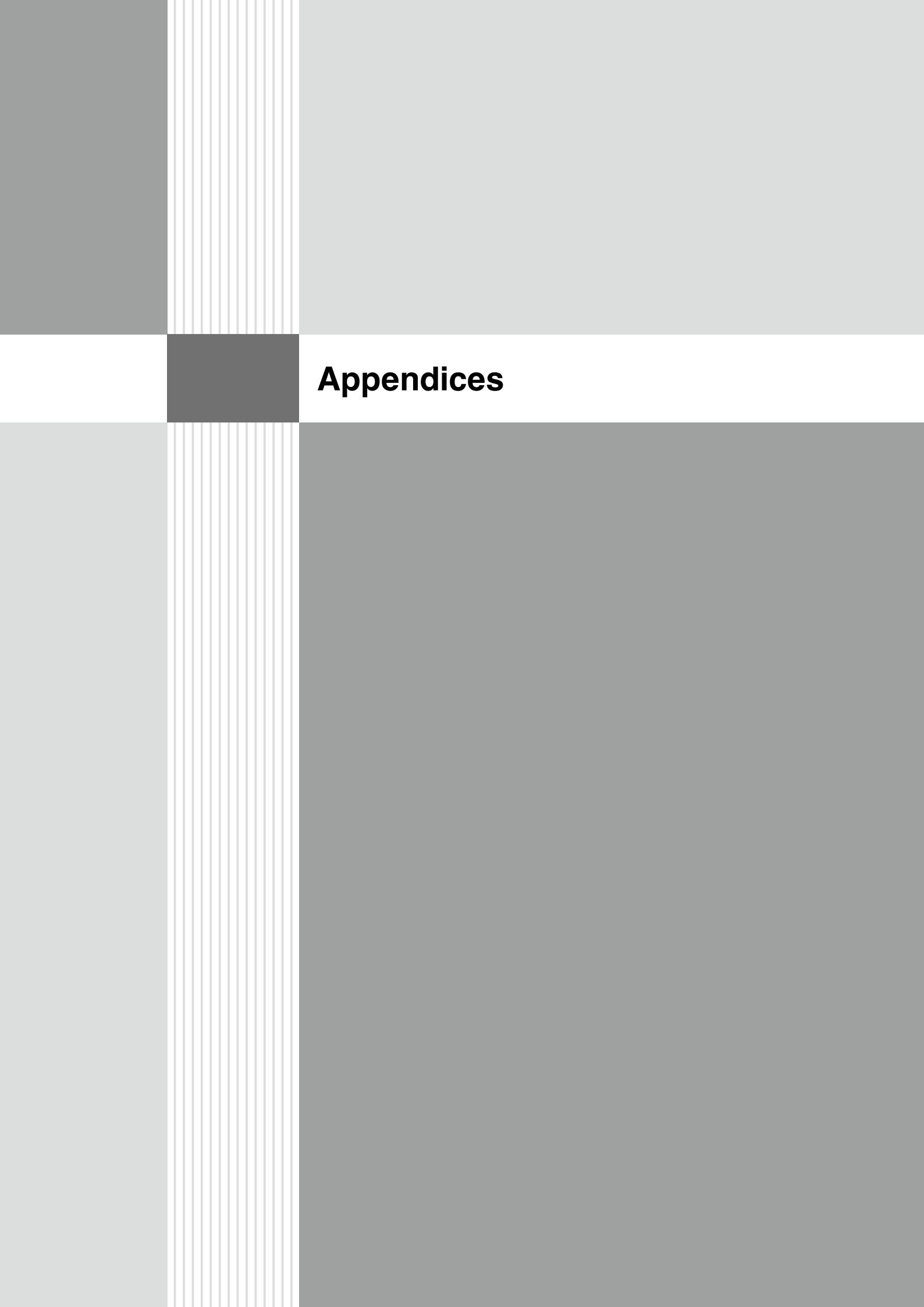
[Homestay]

In all the countries visited, 86–96% of participants rated the homestay as 4 or above (very or completely satisfied).

Q15. How was your homestay experience? *PYs only

(*1 Except PYs from Singapore, *2 Except PYs from Thailand)





Appendices

2 Composition of the PYs

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

Country \ Age	18~19	20~24	25~30	31 or more	Total
Japan	2	12	5	–	19
Singapore	0	3	13	–	16
Thailand	1	8	7	–	16
Brunei Darussalam	0	6	10	–	16
Cambodia	4	11	1	–	16
Indonesia	0	11	5	–	16
Lao P.D.R.	1	11	4	–	16
Malaysia	4	9	3	–	16
Philippines	0	4	12	–	16
Timor-Leste	2	1	3	–	6
Viet Nam	3	6	7	–	16
Total	17	82	70	0	169

As of April 1, 2025

(2) Number of the PYs by Country and Occupation

Country \ Occupation	Government Official	Private	NGO/NPO	Self-employed	Teacher	Student	Others	Total
Japan	2	0	0	1	0	14	2	19
Singapore	4	5	4	1	0	1	1	16
Thailand	4	4	3	0	1	4	0	16
Brunei Darussalam	5	6	0	1	0	1	3	16
Cambodia	0	3	1	0	1	11	0	16
Indonesia	3	0	2	1	1	7	2	16
Lao P.D.R.	1	7	4	0	1	2	1	16
Malaysia	3	0	0	0	0	13	0	16
Philippines	8	4	0	1	3	0	0	16
Timor-Leste	1	1	1	0	0	2	1	6
Viet Nam	4	2	0	2	1	6	1	16
Total	35	32	15	7	8	61	11	169

As of April 1, 2025

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) Membership

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

The SI Secretariat is currently located in Japan (IYEO). The Secretary General of SI is Ms. TAJIMA Yukiko (Japanese PY of the 26th SSEAYP), and the Deputy Secretary Generals are Mr. KAWAZOE Satoshi (Japanese PY of the 27th and Japanese OBSC of the 49th, SSEAYP) and Mr. Thathsaphone Lerththavone (Lao P.D.R. PY of the 32nd and NL of the 42nd 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 is published annually, with articles collected and edited by the OBSC representatives. It covers SI activities, AA reports, and the introduction of post-program activities of ex-PYs.

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 friendships 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.

4 Historical Data of SSEAYP

Year (Batch)	Visited countries *1	Assembly point	Duration		Bunei Daruulani	Cambodia	Indonesia	Japan	Lao P.D.R.	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Viet Nam	PY Total	NL	ADM	Other Staff	Advisor / Facilitators	Total
			Cruise	Country program in Japan																		
1974 (1)	Indonesia, Japan, Malaysia, Philippines, Singapore, Thailand	Thailand (Bangkok)	10.10~ 11.21 43 days	11.21 ~11.30 10 days			30	30		30		30	30	30			180	6	17	14		217
			Total 52 days																			
1975 (2)		Singapore	9.30~ 11.18 50 days	11.18 ~11.29 12 days			30	30		30		30	30	30			180	6	18	3		207
			Total 61 days																			
1976 (3)		Philippines (Manila)	9.28~ 11.15 49 days	11.15 ~11.26 12 days			30	30		30		30	30	30			180	6	16	7		209
			Total 60 days																			
1977 (4)		Indonesia (Jakarta)	9.27~ 11.16 51 days	11.16 ~11.26 11 days			30	30		30		30	30	30			180	6	16	2		204
			Total 61 days																			
1978 (5)		Malaysia (Port Klang)	9.28~ 11.17 51 days	11.17 ~11.28 12 days			35	35		35		35	35	35			210	6	15	2		233
			Total 62 days																			
1979 (6)		Thailand (Bangkok)	9.29~ 11.16 49 days	11.16 ~11.27 12 days			35	35		33		35	35	35			208	6	15	3		232
			Total 60 days																			
1980 (7)		Singapore	9.27~ 11.15 50 days	11.15 ~11.26 12 days			35	34		34		32	35	35			205	6	15	2		228
			Total 61 days																			
1981 (8)		Philippines (Manila)	9.25~ 11.13 50 days	11.13 ~11.21 9 days			35	34		34		35	35	35			208	6	15	2		231
			Total 58 days																			
1982 (9)		Indonesia (Jakarta)	9.22~ 11.9 49 days	11.9 ~11.17 9 days			35	35		35		35	35	35			210	6	15	2		233
			Total 57 days																			
1983 (10)		Malaysia (Port Klang)	9.20~ 11.9 51 days	11.9 ~11.17 9 days			35	35		35		35	35	35			210	6	15	2		233
			Total 59 days																			
1984 (11)		Thailand (Bangkok)	9.19~ 11.6 49 days	11.6 ~11.14 9 days	6 (on trial)		35	35		35		35	35	35			216	7	13	3		239
			Total 57 days																			

Year (Batch)	Visited countries *1	Assembly point	Duration		Brunei Darussalam	Cambodia	Indonesia	Japan	Lao P.D.R.	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Viet Nam	PY Total	NL	ADM	Other Staff	Advisor / Facilitators	Total	
			Cruise	Country program in Japan																			
1985 (12)	Brunei Darussalam, Indonesia, Japan, Malaysia, Philippines, Singapore, Thailand	Singapore	9.24~ 11.16 54 days	11.16 ~11.26 11 days	35		35	35		35		34	35	35			244	7	14	4		269	
			Total 64 days																				
1986 (13)		Philippines (Manila)	9.29~ 11.20 53 days	11.20 ~11.26 7 days	35		35	35		35		35	35	35				245	7	14	3		269
			Total 59 days																				
1987 (14)		Indonesia (Jakarta)	9.29~ 11.20 53 days	11.20 ~11.27 8 days	35		35	35		35		34	35	35				244	7	15	3		269
			Total 60 days																				
1988 (15)		Malaysia (Kuantan)	10.1~ 11.21 52 days	11.21 ~11.29 9 days	35		35	35		35		35	35	35				245	7	14	3		269
	Total 60 days																						
1989 (16)	Brunei Darussalam (Muara)	9.26~ 11.16 52 days	11.16 ~11.23 8 days	35		35	35		35		35	34	35				244	7	15	3		269	
		Total 59 days																					
1990 (17)	Thailand (Bangkok)	10.5~ 11.22 50 days	11.22 ~11.30 9 days	35		35	35		35		35	35	35				245	7	15	3		270	
		Total 58 days																					
1991 (18)	Philippines (Manila)	9.15~ 11.2 49 days	11.2 ~11.9 8 days	40		49	45		45		49	39	45				312	7	16	3		338	
		Total 56 days																					
1992 (19)	Singapore	9.25~ 11.10 47 days	11.10 ~11.18 9 days	40		50	45		45		45	44	44				313	7	16	3		339	
		Total 55 days																					
1993 (20)	Indonesia (Jakarta)	9.24~ 11.8 46 days	11.8 ~11.16 9 days	41		50	44		46		43	41	46				311	7	16	3		337	
		Total 54 days																					
1994 (21)	Malaysia (Port Klang)	9.29~ 11.14 47 days	11.14 ~11.22 9 days	40		50	45		50		45	39	45				314	7	16	3		340	
		Total 55 days																					
1995 (22)	Brunei Darussalam (Muara)	9.28~ 11.13 47 days	11.13 ~11.21 9 days	40		51	42		46		44	41	46			7 (on trial)	317	8	16	4		345	
		Total 55 days																					
1996 (23)	Thailand, Singapore, Malaysia, Indonesia, Brunei Darussalam, Viet Nam, Philippines, Japan	9.27~ 11.18 53 days	11.18 ~11.26 9 days	40		50	45		44		44	40	50				352	8	18	5		383	
		Total 61 days																					

Year (Batch)	Visited countries *1	Assembly point	Duration		Brunei Darussalam	Cambodia	Indonesia	Japan	Lao P.D.R.	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Viet Nam	PY Total	NL	ADM	Other Staff	Advisor / Facilitators	Total
			Cruise	Country program in Japan																		
1997 (24)	Singapore, Indonesia, Malaysia, Thailand, Viet Nam, Brunei Darussalam, Philippines, Japan	Singapore	9.22~ 11.12 52 days	11.12 ~11.20 8 days	40	2 (on trial)	46	44	2 (on trial)	44	2 (on trial)	44	38	44		40	346	11	18	5		380
			Total 59 days																			
1998 (25)	Philippines, Brunei Darussalam, Indonesia, Singapore, Malaysia, Thailand, Viet Nam, Japan (Delegation visited Lao P.D.R. and Myanmar by air.)	Philippines (Mamila)	9.30~ 11.17 49 days	11.17 ~11.25 9 days	32	4 (on trial)	30	32	32	32	31	30	31	32		30	316	11	17	7		351
			Total 57 days																			
1999 (26)	Singapore, Malaysia, Indonesia, Thailand, Viet Nam, Philippines, Japan (Delegation visited Myanmar and Lao P.D.R. by air.)	Singapore	10.29~ 12.10 43 days	12.10 ~12.18 9 days	- *2	6 (on trial)	31	42	32	32	31	30	32	32		32	300	10	16	8	1	335
			Total 51 days																			
2000 (27)	Singapore, Myanmar, Malaysia, Indonesia, Thailand, Viet Nam, Philippines, Japan (Delegation visited Lao P.D.R. and Cambodia by air.)	Singapore	10.24~ 12.6 43 days	12.6 ~12.15 10 days	- *2		32	40	32	32	31	32	32	32		30	325	10	15	10	1	361
			Total 52 days																			
2001 (28)	Japan, Philippines, Brunei Darussalam, Singapore *3	Japan (Tokyo)	9.12~ 10.16 35 days	9.3 ~9.12 10 days	28		28	37	28	28	27	28	28	28		27	315	11	15	11	1	353
			Total 44 days																			
2002 (29)	Japan, Viet Nam, Indonesia, Malaysia, Thailand, Singapore (Delegation visited Cambodia, Lao P.D.R., and Myanmar by air.)	Japan (Tokyo)	9.17~ 10.29 43 days	9.8 ~9.17 10 days	27		28	38	28	28	28	28	28	28		28	317	11	16	10	1	355
			Total 52 days																			
2003 (30)	Singapore, Indonesia, Malaysia, Thailand, Philippines, Japan (Delegation visited Myanmar, Viet Nam, Brunei Darussalam, Cambodia and Lao P.D.R. by air.)	Singapore	9.2~ 10.14 43 days	10.14 ~10.24 11 days	28	27	28	39	28	28	28	28	28	28		28	318	11	16	10		355
			Total 53 days																			
2004 (31)	Japan, Philippines, Viet Nam, Thailand, Indonesia, Singapore (Delegation visited Lao P.D.R. by air.)	Japan (Tokyo)	9.9~ 10.22 44 days	8.31 ~9.9 10 days	27	28	27	39	28	27	28	28	28	28		26	314	11	16	11		352
			Total 53 days																			
2005 (32)	Malaysia, Thailand, Viet Nam, Brunei Darussalam, Philippines, Japan (Delegation visited Cambodia by air.)	Malaysia (Port Klang)	10.31~ 12.12 43 days	12.12 ~12.20 9 days	28	28	28	38	27	28	28	28	28	27		28	316	11	16	11	9	363
			Total 51 days																			
2006 (33)	Singapore, Indonesia, Malaysia, Brunei Darussalam, Philippines, Japan (Delegation visited Myanmar by air.)	Singapore	10.23~ 12.4 43 days	12.4 ~12.12 9 days	27	28	28	38	28	28	28	26	28	28		27	314	11	15	13	8	361
			Total 51 days																			
2007 (34)	Japan, Singapore, Indonesia, Malaysia, Thailand, Viet Nam (Delegation visited Lao P.D.R. by air.)	Japan (Tokyo)	11.1~ 12.12 42 days	10.22 ~11.1 11 days	28	27	28	38	28	28	27	27	26	28		27	312	11	16	13	8	360
			Total 52 days																			
2008 (35)	Japan, Brunei Darussalam, Indonesia, Thailand, Viet Nam, Philippines (Delegation visited Cambodia by air.)	Japan (Tokyo)	10.31~ 12.11 42 days	10.21 ~10.31 11 days	27	28	28	39	28	28	28	27	25	26		27	311	11	15	14	8	359
			Total 52 days																			

Year (Batch)	Visited countries *1	Assembly point	Duration		Brunei Darussalam	Cambodia	Indonesia	Japan	Lao P.D.R.	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Viet Nam	PY Total	NL	ADM	Other Staff	Advisor / Facilitators	Total
			Cruise	Country program in Japan																		
2009 (36)	Japan, Philippines, Malaysia, Singapore, Thailand, Brunei Darussalam (Delegation visited Myanmar by air.)	Japan (Tokyo)	11.6~ 12.18 43 days	10.27 ~11.6 11 days	28	27	27	39	28	28	28	25	27	28		28	313	11	15	15	8	362
			Total 53 days																			
			11.4~ 12.16 43 days	10.26 ~11.4 11 days	28	27	27	39	28	28	28	27	28	28		28	316	11	13	17	8	365
2010 (37)	Japan, Malaysia, Thailand, Indonesia, Singapore, Viet Nam (Delegation visited Lao P.D.R. by air.)	Japan (Tokyo)	11.4~ 12.16 43 days	10.25~ ~11.4 11 days	28	28	28	38	28	28	28	27	28	28		28	317	11	13	16	8	365
			Total 53 days																			
			11.2~ 12.14 43 days	10.23~ 11.2 11 days	28	28	28	38	27	26	28	28	24	28		27	310	11	14	15	8	358
2012 (39)	Japan, Viet Nam, Thailand, Singapore, Indonesia, Brunei Darussalam (Delegation visited Myanmar by air.)	Japan (Tokyo)	11.2~ 12.14 43 days	10.23~ 11.2 11 days	28	28	28	38	27	26	28	28	24	28		27	310	11	14	15	8	358
			Total 53 days																			
			11.7~ 12.17 41 days	10.28~ 11.7 11 days	28	28	28	37	28	28	28	27	27	28		28	315	11	14	16	8	364
2013 (40)	Japan, Viet Nam, Thailand, Singapore, Philippines (Delegation visited Lao P.D.R. by air.)	Japan (Tokyo)	11.7~ 12.17 41 days	10.28~ 11.7 11 days	28	28	28	37	28	28	28	27	27	28		28	315	11	14	16	8	364
			Total 51 days																			
			11.7~ 12.18 42 days	10.29~ 11.7 10 days	27	28	28	39	28	27	28	28	26	28		28	315	11	13	15	8	362
2014 (41)	Japan, Brunei Darussalam, Cambodia, Myanmar, Indonesia	Japan (Tokyo)	11.7~ 12.18 42 days	10.29~ 11.7 10 days	27	28	28	39	28	27	28	28	26	28		28	315	11	13	15	8	362
			Total 51 days																			
			11.5~ 12.17 43 days	10.27~ 11.5 10 days	28	28	27	37	28	25	26	27	27	28		28	309	11	11	17	8	356
2015 (42)	Japan, Philippines, Viet Nam, Myanmar, Malaysia (Delegation visited Lao P.D.R. by air.)	Japan (Tokyo)	11.5~ 12.17 43 days	10.27~ 11.5 10 days	28	28	27	37	28	25	26	27	27	28		28	309	11	11	17	8	356
			Total 52 days																			
			11.4~ 12.15 42 days	10.25~ 11.4 11 days	28	28	28	39	28	28	28	28	27	28		28	318	11	12	16	8	365
2016 (43)	Japan, Viet Nam, Thailand, Singapore, Indonesia (Delegation visited Cambodia by air.)	Japan (Tokyo)	11.4~ 12.15 42 days	10.25~ 11.4 11 days	28	28	28	39	28	28	28	28	27	28		28	318	11	12	16	8	365
			Total 52 days																			
			11.2~ 12.13 42 days	10.23~ 11.2 11 days	28	27	28	38	28	28	28	27	25	28		28	313	11	11	18	8	361
2017 (44)	Japan, Cambodia, Thailand, Indonesia, Malaysia (Delegation visited Lao P.D.R. by air.)	Japan (Tokyo)	11.2~ 12.13 42 days	10.23~ 11.2 11 days	28	27	28	38	28	28	28	27	25	28		28	313	11	11	18	8	361
			Total 52 days																			
			11.2~ 12.13 42 days	10.23~ 11.2 11 days	27	28	28	37	28	28	28	28	27	28		27	314	11	10	20	8	363
2018 (45)	Japan, Brunei Darussalam, Philippines, Thailand, Viet Nam	Japan (Tokyo)	11.2~ 12.13 42 days	10.23~ 11.2 11 days	27	28	28	37	28	28	28	28	27	28		27	314	11	10	20	8	363
			Total 52 days																			
			11.3~ 12.13 41 days	10.24~ 11.3 11 days	28	28	28	39	28	28	27	27	28	28		28	317	11	11	21	9	369
2019 (46)	Japan, Viet Nam, Singapore, Myanmar, Malaysia	Japan (Tokyo)	11.3~ 12.13 41 days	10.24~ 11.3 11 days	28	28	28	39	28	28	27	27	28	28		28	317	11	11	21	9	369
			Total 51 days																			
			11.3~ 12.13 41 days	10.24~ 11.3 11 days	28	28	28	39	28	28	27	27	28	28		28	317	11	11	21	9	369

Year (Batch)	Visited countries *1	Assembly point	Duration		Brunei Darussalam	Cambodia	Indonesia	Japan	Lao P.D.R.	Malaysia	Myanmar	Philippines	Singapore	Thailand	Timor-Leste	Viet Nam	PY Total	NL	ADM	Other Staff	Advisor / Facilitators	Total
			Cruise	Country program in Japan																		
2023 (47)	Japan	Japan (Tokyo)	Online Exchange	Face-to-face Exchange	10	10	10	20	10	10	10	10	10	10	10	10	110	10	24	5	149	
			11.12, 11.19 2 days	11.29~ 12.8 10 days																		
			Total 10 days																			
			11.07~ 12.06 30 days	11.04~11.07, 12.06~12.11 8 days																		
2024 (48)	Japan, Viet Nam, Indonesia	Japan (Tokyo)	Total 38 days		15	15	15	20	15	15	15	15	15	2	15	157	11	32	6	206		
			1.25~ 2.16 23 days	1.15~ 1.24 10 days																		
			Total 33 days																			
2026 (49)	Japan, Singapore, Thailand	Japan (Tokyo)			16	16	16	19	16	16		16	16	6	16	169	11	33	6	219		
Total					1,096	612	1,583	1,782	669	1,553	622	1,536	1,505	1,561	8	743	13,270	436	1,163	143	15,012	

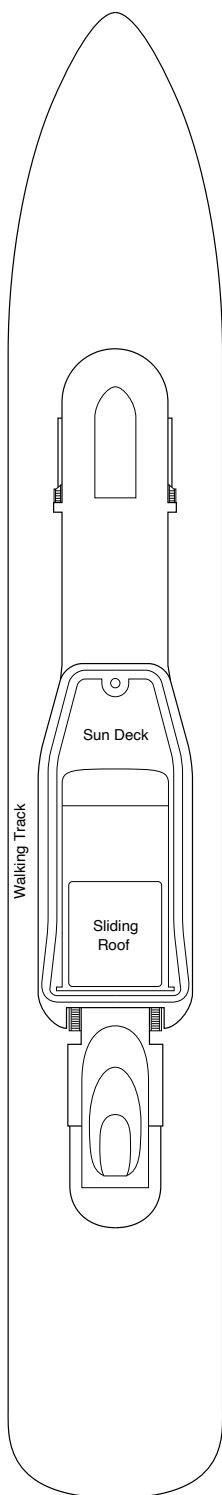
In this chart, duration of cruise is from the day the ship set sail to the day of disembarkation. The duration of country program in Japan includes the day the Participating Youths from ASEAN member countries arrived in Japan.

*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.

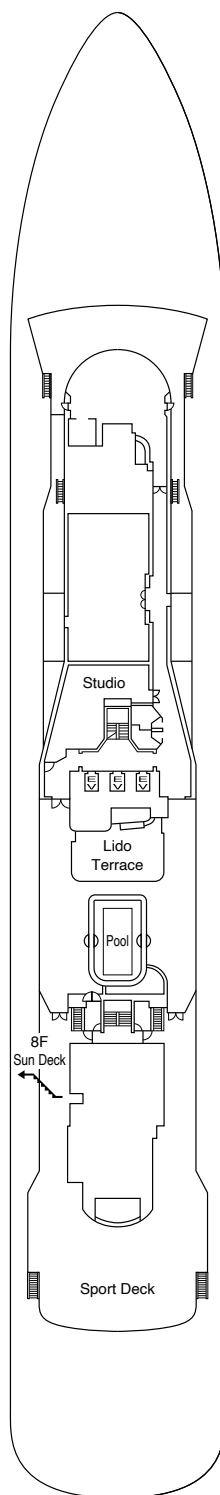
*2 Due to the period of SSEAYP fell on Islamic fasting month of Ramadan, the country didn't join the program.

*3 Due to the accident in Brunei Darussalam, the program was shortened and all participants from ASEAN member countries disembarked in Singapore.

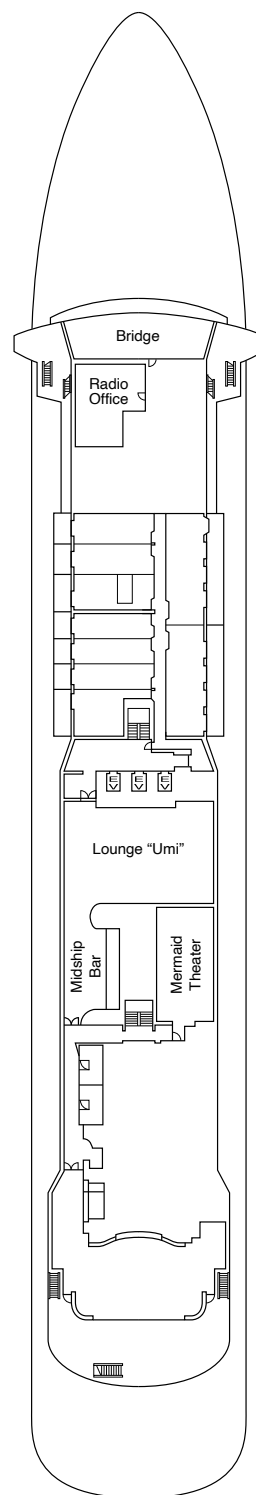
5 Deck Plan of Nippon Maru



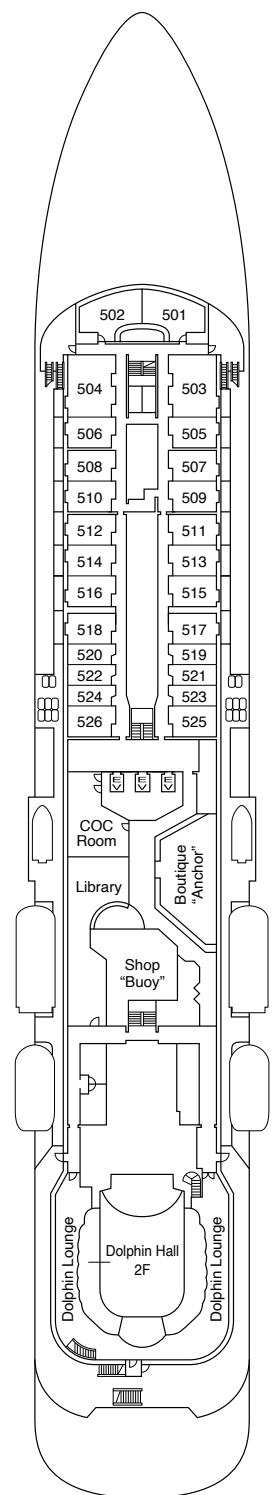
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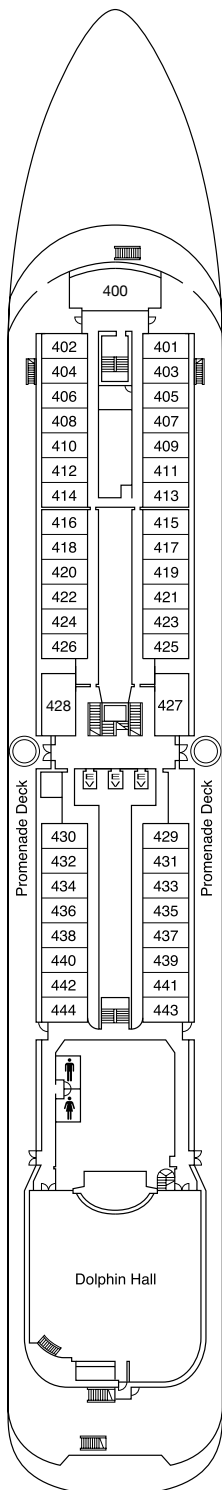
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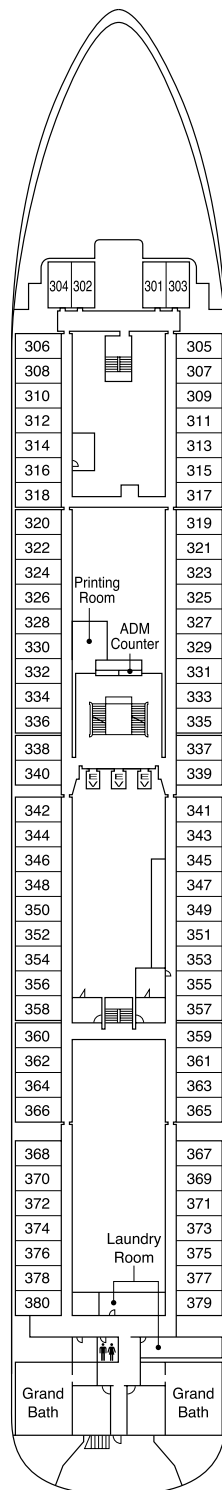
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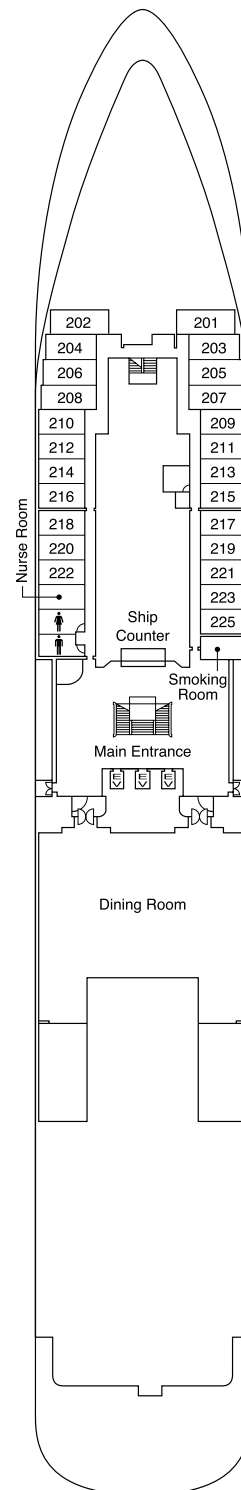
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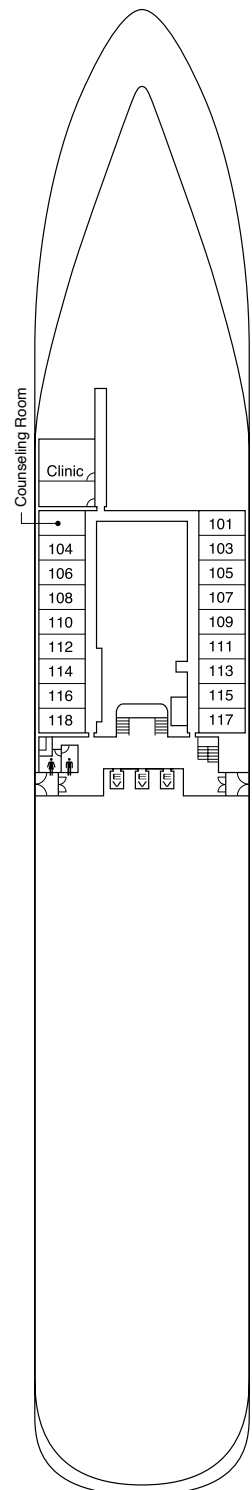
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SSEAYP 2026**