

International Youth Exchange – Official Report –

# Ship for World Youth Program 2025



### **List of Abbreviations**

Ship for World Youth	SWY
Participating Youth	PY
Japanese Participating Youth	JPY
Ex-Participating Youth	Ex-PY
Administration	ADM
National Leader	NL
Sub-National Leader	SNL
Youth Leader	YL
Assistant Youth Leader	AYL
Group Leader	GL
Assistant Group Leader	AGL
Course Discussion	CD
Peer-Learning Seminar	PLS
Port of Call Activity	POC
Cultural Experience Session	CES
Project Based Learning Session	PBL
Voluntary Activity	VA
Ship for World Youth Alumni Association	SWYAA
International Youth Exchange Organization of Japan	IYEO

# International Youth Exchange Ship for World Youth Program 2025

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# Ship for World Youth 2025

## Audience with H.I.H. Princess Kako of Akishino (February 20, 2025)



National Leaders, Sub National Leader, Youth Leaders and Assistant Youth Leader

## Courtesy Call on H.E. Mr. Shigeru ISHIBA, Prime Minister of Japan (February 19, 2025)



National Leaders, Sub National Leader, Youth Leaders and Assistant Youth Leader

## Pre-Program Training Session for JPYs (September 11～15, 2024)



Lecture on Shizuoka by Mr. Shinichi NAITO, Shizuoka Prefecture, Tokyo Office



Lecture on Shimane by Mr. Yukio OTANI, Shimane Prefecture, Tokyo Office



Japanese Participating Youth asking a question about what they learned at the lecture about Local Practical Program



Closing remarks by Mr. Masakazu NAKADA, Administrator of SWY2025

## Tokyo Session (January 24～27, 2025)

### Inauguration Ceremony (January 25, 2025)



Remarks by Ms. Wakako YUFU, Director General for International Youth Exchange, Cabinet Office



Speech by Youth Leader of Poland



Group Photo of all participants

### Field Study (January 26, 2025)



Participating Youth in front of TOKYO SKYTREE



Experience drawing fortune slips in Sensoji

## Onboard Program (January 28~February 21, 2025)

### Departure Ceremony (January 29, 2025)



Opening remarks by Mr. Kiyoto TSUJI, State Minister for the Cabinet Office



Speech by Youth Leader of Peru



Speech by Assistant Youth Leader of Japan



Commemorative Photo with Mr. Kiyoto TSUJI, State Minister for the Cabinet Office, Mr. Toshifumi KUROSE, Director General of the Cabinet Office, Mr. Koichi UCHIDA, Captain of Nippon Maru, and National Leaders

### Course Discussion



Participating Youth enjoy their discussion



Participating Youth present their ideas

## National Presentation



Algeria



Australia



Brazil



Djibouti



Egypt



Japan



Oman



Panama



Peru



Poland



Senegal



Sri Lanka



Sweden

## All-PY Seminar



Theme 1: Leadership



Theme 2: Intercultural understanding

## Peer-Learning Seminar



Embracing Nature for a Better Future (Australia)



Disaster Prevention Seminar (Japan)



Building Resilience: Cope to be in the Top! (Oman)



Change Makers (Panama)



Storytelling Your Own Life (Peru)



Mastering Creative Thinking: Inside & Outside the Box (Sweden)

## Voluntary Activity



Judo (Japan)



"SWY GOT TALENT"



Hijab wearing experience (Algeria)



Traditional Dance learning (Poland)



Henna workshop (Oman)



Introduction of emergency rations (Japan)

### Post Program Activity Session



Participating Youth sharing their ideas about Post Program Activities



Presenting their project plans of Post Program Activities

## Port of Call Activity in Shizuoka (February 2~3, 2025)

### Cultural Experience Session in Shizuoka



Listening to the explanation about circular agriculture



Mascot creation experience with local people



Interactive exchange through a rice weight guessing game



Tasting green tea and experiencing the difference in taste



Interacting with students at Tokoha Kikugawa Senior High School (LG-A, LG-B)



Interacting with students at Kakegawa Nishi High School (LG-C, LG-D)



Interacting with students at Haibara High School (LG-E, LG-F)



Interacting with students at Ikeshinden High School (LG-G, LG-H)



Interacting with students at Omaezaki Elementary School (LG-I, LG-J)



Interacting with students at Omaezaki Junior High School (LG-K, LG-L)



Interacting with students at Sagara High School (LG-M, LG-N)



Visit to the Hamaoka Nuclear Exhibition Center

### Welcome Reception on board (February 2, 2025)



Remarks by Mr. Hiroshi MASUI, Vice governor of Shizuoka



Speech by Youth Leader of Senegal



Speech by Youth Leader of Sri Lanka



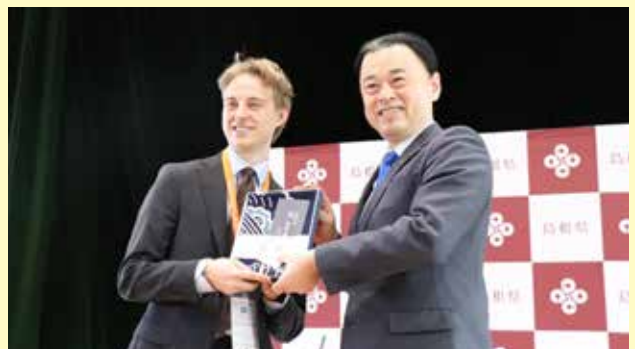
Group Photo of all participants

## Port of Call Activity in Shimane (February 8~12, 2025)

### Courtesy Call (February 10, 2025)



Remarks by Mr. Tatsuya MARUYAMA, Governor of Shimane



Gift exchange between Mr. Tatsuya MARUYAMA, Governor of Shimane and Youth Leader of Sweden

## Project Based Learning Session in Shimane



Interacting with local people in Tsuwano



Walking around Tsuwano Castle Town



(CD-1) Visit to mikke (renovated traditional house) and listen to the lecture



(CD-1) Small-scale 'Tatara' workshop at Sugaya Tatara Sannai



(CD-2) Iwami Kagura performance & hands-on experience at Shimane Prefectural University Maihama-shachu



(CD-2) Washi Paper making workshop at Abe Eishiro Memorial Museum



(CD-3) Experience Japanese classroom style wearing school uniform fitting at Shimane Chuo high school



(CD-3) Presenting the exchanged ideas at Ichimi Doushinjuku (renovated traditional house)



(CD-4) Experience Miso-making at Hamada City Hometown Experience Village



(CD-4) Learning environmental issues at Noi Fishing Port and remake fishing nets



(CD-5) Discussion with local people about multicultural coexistence in the rural area at Japanese Language Circle Kodama



(CD-5) Cooking with locals at Cooking Park



(CD-6) Exchanging ideas with local people at Iwami Ginzan Mirai Consortium



(CD-6) Visit Katae-an and experience a bamboo workshop with local youth



(CD-7) Renovation experience at WATOWA



(CD-7) Learn about specific examples of community revitalization and exchange opinions at Occhi Labo



(CD-8) Activities with Oda elementary school students by The Liaison Conference of Green and Water to foster mutual understanding and appreciation for diversity



(CD-8) Visit to CNC (Community Nurse Company) "Minna-no-Ouchi"

### Presentation for Shimane PBL Session (February 12, 2025)



Presentation of what was learned through examples of multicultural coexistence



Sharing experience of Project Based Learning through various activities in Shimane



Remarks by Mr. Ryo MINO, Director General for Culture and International Affairs at Shimane Prefectural Government



Remarks by Mr. Akiro OZUKA Shimane PBL Preparation Committee

### Summary Forum (February 20, 2025)



Participating Youth presenting the results of their discussions



Participating Youth presenting the results of their discussions

## Closing Ceremony (February 20, 2025)



Speech by Ms. Rio TOMONO, member of parliament, Parliamentary Vice-Minister of the Cabinet Office



Speech by Youth Leader of Oman



Speech by Youth Leader of Japan



Gift exchange between Ms. Rio TOMONO, member of parliament, Parliamentary Vice-Minister of the Cabinet Office and National Leaders from each country



Participating Youth attending the closing ceremony



Commemorative Photo with Ms. Rio TOMONO, member of parliament, Parliamentary Vice-Minister of the Cabinet Office, Mr. Sachihiro HAYASHI, Vice Minister for Policy Coordination of the Cabinet Office, Mr. Koichi Uchida, Captain

## Closing Dinner (February 20, 2025)



Participating Youth attending the Closing Dinner



A moment to cherish the friendships made through the SWY2025



Speech by National Leader of Sweden



Speech by National Leader of Japan

## Participants

### National Leaders



### Delegation



Algeria



Australia



Brazil



Djibouti



Egypt



Oman



Panama



Peru



Poland



Senegal



Sri Lanka



Sweden



Japan

#### Facilitators



#### Administrative Staff members



**Chapter  
1**

# **Outline of the Program**

# 1 Purpose

Currently, it is indispensable that cooperation, coordination and negotiation across borders in various fields, and leaders of the next generation who are capable of leading and guiding people are required.

From this aspect, the Ship for World Youth program focuses on implementing itself where Participating Youths

(PYs) from various backgrounds will gain abilities to deal with different cultures, communication skills, leadership skills and management skills through discussions, cultural exchanges and workshops that are organized by PYs. In addition, it aims to establish strong human network across national borders.

# 2 Delegation

People's Democratic Republic of Algeria	Republic of Panama
Australia	Republic of Peru
Federative Republic of Brazil	Republic of Poland
Republic of Djibouti	Republic of Senegal
Arab Republic of Egypt	Democratic Socialist Republic of Sri Lanka
Japan	Sweden
Sultanate of Oman	

\* 13 Delegations in Total

# 3 Organization

## (1) Administration (ADM)

The ADM is engaged in the duties regarding the administrative affairs of this program.

## (2) Facilitator

Eight Facilitators (one per discussion theme) are expected to coordinate and manage the assigned discussion group of multinational PYs as well as lead Project Based Learning session (hereinafter “PBL”) in Shimane.

## (3) Activity Unit

### a. Delegation

#### (a) National Leader (NL)

- Leads the Participating Youths (PYs) in their delegation.
- As a member of the NL Meeting, discusses and decides on basic matters concerning life and activities during the project period, as requested by the Administration.
- They shall also serve as Group Leader (GL) of their

Letter Group.

- Japan shall have two NLs, one of whom shall be a Sub-NL (SNL); the SNL shall assist the NL and play a role equivalent to that of the NL.

#### (b) Youth Leader (YL)

- Each delegation except Japan shall have one YL. Japan shall have two YLs, one of whom shall be an Assistant YL (AYL), who shall assist the YL and play a role equivalent to that of the YL.
- The YLs and AYL shall assist the NLs and SNL and serve as substitutes when the NLs and SNL are unable to continue their duties.
- They shall also serve as Assistant Group Leader (AGL) for their Letter Group.

#### b. Letter Group (LG)

14 Letter Groups (A-N) consisting of PYs from each

delegation shall be organized as the basic activity unit during the program. Each group shall have one GL and one AGL.

### c. Course Discussion (CD)

Each participant shall be assigned to one of eight groups that will discuss a different topic, and engage in thematic discussions within their group.

### d. Committee

Various activities and events shall be organized and conducted in order to facilitate exchanges among PYs and to promote mutual understanding and friendship building. To plan and manage these activities, every PY shall be a member of one of the following committees:

#### (a) All-PY Seminar Committee

Plan, prepare, and organize seminars for all PYs (All-PY Seminar).

#### (b) Discussion Committee

Prepare and organize Presentation of the Results of PBL in Shimane and Summary Forum.

#### (c) Event Committee

Plan, prepare and organize Sports & Recreation and Farewell Festival.

#### (d) National Presentation Committee

Prepare and organize National Presentation.

#### (e) Peer-Learning Seminar Committee

Coordinate Peer-Learning Seminar, allocate the date, time, and venue of seminars, and inquire about necessary supplies for the PYs who organize a seminar.

#### (f) Press Committee

Consolidate activity reports for the official report, publicize events and seminars planned by PYs, and take photos of activities.

## 4 Preparation for the Program

The online briefing session of the representatives of the participating countries	Wed., June 26, 2024
The Cabinet Office, Government of Japan, explained about outline of SWY 2025, selection and qualifications of PYs and NLs to the government officials in charge of SWY (and the representatives of the SWY alumni associations of the participating countries).	
Meeting for People in Charge of Ports of Call activities	Wed., May 8, 2024 Wed., August 28, 2024
The Cabinet Office held meetings in person and online with the representatives of the local governments (Shizuoka and Shimane) and representatives of local committees in Shizuoka and Shimane to discuss about Port of Call Activities. In December 2024, officials of the Cabinet Office visited each port of call to examine the venues of Ports of Call Activities.	
Pre-Program Training Session for Japanese PYs	Wed., September 11 – Sun., September 15, 2024
The Pre-Program Training Session for Japanese PYs were held overnight at National Olympics Memorial Youth Center in Tokyo, Japan, in order to ensure that the Japanese PYs fully understand the aim and objectives of the program, to mentally prepare them as Japanese representatives, and to help them grasp the fundamentals of what large group activities involve. Under the initiative of NL and SNL, PYs divided into various groups prepared for the Online Pre-meeting in December and SWY 2025 that starts from January 2025. In addition, Mr. Shinichi NAITO, the Director of Tokyo Branch office, Shizuoka Prefectural Government and Mr. Yukio OTANI, the Director of Tokyo Branch Office, Shimane Prefectural Government delivered explanations regarding each prefecture.	

Joint Meeting of Facilitators and Shimane PBL Preparation Committee	Sat., August 10, 2024 Sat., September 28, 2024 Sat., November 30, 2024
For the smooth implementation of the program as a series of Course Discussion and Project Based Learning session, eight facilitators, representatives of Shimane PBL Preparation Committee and officials of the Cabinet Office held the online meetings. In the meeting, attendees confirmed the goal of the SWY 2025 to ensure that everyone held a common understanding, and discussed concrete plan of the PBL.	
National Leaders Meeting	Sat., October 12, 2024 Sat., November 23, 2024
To ensure the smooth and effective operation of the program and PYs activities, NLs of each delegation attended the online meetings with the Cabinet Office prior to the program. During these meetings, the Cabinet Office gave an overview of the aims and objectives of the program, activities of the Online Pre-Meeting and SWY 2025, basic rules and so on. After these meetings, NLs took the initiative in discussing factors related to the program.	
Online Pre-Meeting	Sat., December 7, 2024
The aim of the Online Pre-Meeting was to allow Japanese PYs and foreign PYs to understand aim and objective of the program, and develop mutual understanding and friendship before SWY 2025, so that they could start the SWY 2025 more smoothly. After the meeting, PYs could plan and organize activities spontaneously from their creative ideas, and a strong bond was formed among PYs through preparing together for not only the official program but also Voluntary Activities.	
SWY 2025	Fri., January 24 – Fri., February 21, 2025
All participants gathered at Toshi Center Hotel and SWY 2025 started. After Tokyo Session, the participants got onboard the Nippon Maru on January 28, and went through the program onboard and ports of call (Shizuoka and Shimane) activities. On completion of all the programs, Foreign NLs and PYs departed from Japan on February 21, 2025.	
Post-Program Training of Japanese PYs	Fri., February 21 – Sat., February 22, 2025
After the SWY 2025, the Post-Program Training was carried out at National Olympics Memorial Youth Center. Under the initiative of Japanese NL and SNL, Japanese PYs reflected experiences gained during the program and had better image of how they could start post-program activities after the program.	

## 5 Overall Program

			9:30-10:30	10:45-11:45	13:30-14:30	14:45-15:45	16:00-17:00	19:30-20:45
1	Jan. 24	Fri	[Japanese PY] Assembly in Tokyo, Arrival Orientation [Foreign PY] Arrival in Japan, Arrival Orientation					
2	Jan. 25	Sat	Inauguration Ceremony / Orientation	Course Discussion Meeting	Committee Meeting	Letter Group Meeting	Icebreaking	
3	Jan. 26	Sun	Field Study					Preparation for VA / PL Seminar
4	Jan. 27	Mon	Course Discussion	Voluntary Activity		Letter Group Meeting	Check-out Orientation	
5	Jan. 28	Tue	Check Out / Depart to the Port			Embarkation / Baggage Pick-up		Life Onboard Orientation
6	Jan. 29	Wed	Psychology Seminar / Evacuation Drill	Ship Tour	Departure Ceremony	Departure	-	
7	Jan. 30	Thu	Course Discussion	Committee Meeting	All-PY Seminar		Voluntary Activity	
8	Jan. 31	Fri	Official Group Photo Session	PL Seminar		Letter Group Meeting	Delegation Meeting	
9	Feb. 1	Sat	Course Discussion	Follow-up Session for Course Discussion	Committee Meeting	Port of Call Orientation	Voluntary Activity	
10	Feb. 2	Sun	Port of Call Activity (Cultural Experience Session) in Shizuoka					
11	Feb. 3	Mon						
12	Feb. 4	Tue	Half Holiday	Reflection of Port of Call Activity		Delegation Meeting	Voluntary Activity / Preparation for National Presentation	
13	Feb. 5	Wed	Course Discussion	National Presentation (BRA, ALG, PER, SRI)			Voluntary Activity / Preparation for National Presentation	
14	Feb. 6	Thu	Course Discussion	National Presentation (SEN, POL, DJI, OMA)			Port of Call Orientation	
15	Feb. 7	Fri	Course Discussion	Move to Hamada City, Shimane				
16	Feb. 8	Sat	Port of Call Activity (Project Based Learning session) in Shimane					
17	Feb. 9	Sun						
18	Feb. 10	Mon						
19	Feb. 11	Tue						
20	Feb. 12	Wed						
21	Feb. 13	Thu	Half Holiday	Committee Meeting	Course Discussion (14:45-17:00)	National Presentation (SWE) (17:30-18:00)	Voluntary Activity	
22	Feb. 14	Fri	All-PY Seminar	PL Seminar (13:30-15:45)		National Presentation (EGY, PAN, AUS)	Voluntary Activity	
23	Feb. 15	Sat	Post Program Activity Session 1	Post Program Activity Session 2 (13:30-17:00)		National Presentation (JPN) (17:30-18:00)	Voluntary Activity	
24	Feb. 16	Sun	Sports & Recreation	PL Seminar		Letter Group Meeting	Voluntary Activity	
25	Feb. 17	Mon	Post Program Activity Session 3	Preparation for Summary Forum		Committee Meeting	Voluntary Activity	
26	Feb. 18	Tue	Preparation for Farewell Festival			Farewell Festival		Disembarkation Orientation
27	Feb. 19	Wed	Reflection of SWY 2025	Preparation for Summary Forum		[NL/SNL/YL/AYL] Courtesy Call on the Prime Minister Ishiba	Preparation for Disembarkation / Cabin Check	
						[PY] Collection of Jackets and Boots		
28	Feb. 20	Thu	[NL/SNL/YL/AYL] Audience with H.I.H. Princess Kako of Akishino	Summary Forum		Closing Ceremony 15:30-16:00	Preparation for Disembarkation	
			[PY] Rehearsal for Summary Forum			Closing Dinner 17:30-19:00		
29	Feb. 21	Fri	[Japanese PY] Move to National Olympics Memorial Youth Center for Post-Program Training [Foreign PY] Returning to Foreign PYs' countries					

## 6 Expenses and the Vessel

### (1) Expenses

For SWY 2025, the Cabinet Office bore the following costs, in addition to the costs required for the operation of the ship:

- a. Round-trip airfare (economy class) between the nearest international airport designated by the Cabinet Office in each participant's home country and Haneda or Narita Airport for foreign participating youths, NLs, and facilitators residing abroad.
- b. Domestic round-trip transportation expenses for facilitators residing in Japan to participate in the program.
- c. Insurance coverage for illnesses, accidents, etc., during the program period for foreign participating youths, NLs, SNLs, and facilitators.
- d. Domestic round-trip transportation expenses for Japanese NLs and SNLs to participate in the program.

- e. Necessary domestic round-trip transportation expenses for Japanese participating youths to join the program.
- f. Transportation, admission fees, accommodation, and meal expenses for designated program-related visits and activities.
- g. Other expenses deemed necessary by the Cabinet Office for the implementation of the program.

### (2) The Vessel

The Government of Japan chartered the Nippon Maru and entrusted its operation to MOL Cruises for the SWY 2025.

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

**Chapter  
2**

# **Implementation of the Program**

# 1 Course Discussion

The Course Discussion (CD) is a discussion program conducted under the guidance of a facilitator where multinational PYs were divided into groups by theme. PYs were divided into eight different thematic groups and engaged in respective academic course discussions with the common theme of challenges many countries facing. Each group consisted of 22 - 24 PYs. Through the lens of the CD, PYs deepened their understanding of issues of the respective themes and tried to find solutions. The CD also aimed that PYs acquire the ability to communicate with a group of people from different cultural backgrounds and promoted mutual understanding through an open and vigorous exchange of opinions.

The main flow of CD was as follows:

(1) From January 24 to 27, 2025: Tokyo Program

- Course Discussion Meeting 1 hour x 1 slot
- Course Discussion 2 hours x 1 slot

(2) From January 28 to February 7, 2025: Onboard Program

- Course Discussion 2 hours x 5 slots

(3) From February 8 to 12, 2025: Project Based Learning Session in Shimane

- Visit to institutions relevant to each CD
- Discussion with Local Youth, Experts, etc.
- Presentation of the results about what PYs learned, and improvement plans to tackle issues that Shimane faces (10 minutes x 8 CD)

(4) From February 13 to 20, 2025: Onboard Program

- Course Discussion 2 hours x 1 slot
- Preparation for Summary Forum
- Summary Forum (10 minutes x 8 CD)

(5) Facilitators

Course Discussion	Name	Nationality
1. Community Design Utilizing Local Resources	Felipe Salgado de Souza	Brazil
2. Inheritance of Traditional Culture	Priscilla Madrid Valero	Mexico
3. Quality Education	Ahmed Abdullah Saad Mohamed	Egypt
4. Environmental Conservation	Chitradarsinee Beekoo Koonja	Mauritius
5. Social Inclusion of Migrants in Local Community	James Seow	Singapore
6. Tourism Promotion Utilizing Local Resources	Ari Yuda Laksmana	Indonesia
7. Youth Empowerment in Rural Areas	Ivan Vichr Nisida	Brazil
8. Quality Welfare Services	Berzenn Urbi	Australia

## 1-1 Course Discussion Reports

### CD-1 Community Design Utilizing Local Resources

Facilitator: Felipe Salgado de Souza

Number of PYs: 23 (inc. NLs)

#### (1) Discussion Goals and Objectives

This Course Discussion (CD) was based on the following pillars:

- Raising awareness of the current challenges faced by rural and urban communities around the world.
- Developing an understanding of strategies and best practices for promoting community design initiatives based on responsible and sustainable utilization of local resources.
- Empowering the participants to take action in their own communities after the conclusion of the program.

Furthermore, the following skills, knowledge, and experience were acquired:

- Intercultural sensitivity, communication, and critical thinking skills.
- Comprehension of the concepts of community design, sustainable and responsible use of local resources, human-centered approach, and design thinking.
- Experience with real projects in Shimane aimed to address local challenges and promote meaningful impacts.

#### (2) Pre-Program Assignments

To equalize PYs' knowledge and understanding of the basic concepts of this course discussion, the following pre-assignments were asked:

- CD-1 Community Assessment – PYs answered a questionnaire to gather their expectations, personal goals, previous experiences and level of understanding of this CD's theme.
- Photo Sharing – PYs were asked to capture photos of their community and to reflect on their living environments and community identity.
- Voices of My Community – PYs were asked to interview different people in their communities to investigate their diverse perspectives, such as attractive features, challenges, and sense of belonging.
- Exploring Japan and Shimane – PYs were asked to research Japan and Shimane's cultural, economic, and social contexts, focusing on demographics, social inclusion, environment, resources, and societal

challenges.

- Community Projects – PYs were asked to research a project in their country, which has the aim to bring positive impact to people and their living environments.
- Communities in the Digital Age – PYs were asked to reflect on the role of digital platforms in community building, considering both positive and negative aspects.

#### (3) Program Onboard

##### Course Discussion Session 1

##### Goals and Objectives

- Presenting the CD Plan, including its outline, methodology, goals, and principles.
- Introducing the basic concepts of this CD.
- Fostering Team Building.

##### Activities

- Warm-up Activity – Creating Links.
- Lesson – Introduction to Community Design and Local Resources.
- Group Activity – Brainstorming of Community Design and Local Resources.

##### Outcomes

- PYs reflected on the importance of human connections as a vital part of a community.
- Understanding of different models of community design, such as traditional and human-centered.
- PYs discussed different types of resources and ways to use them.

##### Course Discussion Session 2

##### Goals and Objectives

- Establishing ground rules to ensure an inclusive and structured discussion.
- Exploring the concept of community, different design approaches, and citizen engagement.
- Learning about PYs' diverse communities through collaborative sharing.

##### Activities

- PYs-Led Discussion – Creating ground rules for our Course Discussion.

- b. Lesson – Designing our Living Environments: Traditional vs. Human Centered Approach.
- c. Group Activity – Community Exchange – Photo Sharing and Learning.

#### **Outcomes**

- a. PYs agreed on a set of ground rules to ensure that this CD was inclusive for all.
- b. Further understanding of the fundamentals and processes of Community Design.
- c. PYs created posters and presented their communities' similarities, differences and ways to improve them.

### **Course Discussion Session 3**

#### **Goals and Objectives**

- a. Examining local resources and strategies for leveraging them effectively.
- b. Analyzing the roles of different sectors in community development.
- c. Preparing for the port of call.

#### **Activities**

- a. Lesson – Community Resources – Finding Value in Our Communities.
- b. Group Activity – Enabling Partnership for Sustainable Community Design.
- c. Preparation – Port of Call: Shizuoka.

#### **Outcomes**

- a. Further understanding of resources, tangible and intangible assets, and how to leverage them effectively.
- b. Understanding of the roles of Civil Society, Public and Private Sectors in Community Design.
- c. PYs proposed partnership solutions for community development, incorporating diverse institutions and organizations.

### **Course Discussion Session 4**

#### **Goals and Objectives**

- a. Reflecting on the Port of Call Activities.
- b. Applying Community Design concepts within the Japanese context.
- c. Examining the roles of insiders and outsiders in community design.

#### **Activities**

- a. Warm-up Activity and Group Reflection – Port of Call in Shizuoka.
- b. Lesson - Communities in Japan – Challenges and Opportunities.
- c. Group Simulation and Reflection – Intercultural Sensitivity.

#### **Outcomes**

- a. PYs discussed the differences between Tokyo and Shizuoka.
- b. JPYs led the lesson about Japan and shared their perspectives. FPYs participated by bringing comparisons from their own countries.
- c. PYs reflected on their own biases and became more aware of their role as insiders or outsiders within different communities.

### **Course Discussion Session 5**

#### **Goals and Objectives**

- a. Focusing on Shimane in preparation for the Project Based Learning session (PBL).
- b. Reflecting on Shimane's regional strengths and local challenges.
- c. Assessing the role of youth in revitalizing rural areas.

#### **Activities**

- a. Warm-up Activity - Finding Places Within Your Community
- b. Lesson – Our Destination – Shimane.
- c. Group Activity – The Role of Youth – Case Scenarios.

#### **Outcomes**

- a. PYs reflected on the importance of understanding their communities beyond commonly visited areas.
- b. Further understanding of Shimane and its local resources, challenges, and opportunities.
- c. Presentation of projects based on current case scenarios from Shimane.

### **Course Discussion Session 6**

#### **Goals and Objectives**

- a. Developing leadership skills.
- b. Applying frameworks and guidelines for project development in PBL activities.
- c. Exploring the impact of technology in Community Design and engagement.

#### **Activities**

- a. Warm-up Activity – Leadership and Youth-Led Projects.
- b. Lesson – “Be, Connect, and Act” - Design Thinking and Problem-Solving Approach.
- c. Group Activity – Community in the Digital Age – Making Shimane more attractive with the aid of technology.

#### **Outcomes**

- a. Recognizing leadership as an attitude-driven concept rather than just an assigned position.
- b. PYs gained knowledge of basic project frameworks and how to utilize them in PBL activities.

- c. PYs analyzed the role of technology on community building, exploring its opportunities, challenges, and strategies for leveraging digital platforms effectively.

### **Course Discussion Session 7**

#### **Goals and Objectives**

- a. Reviewing key learnings and takeaways from the PBL experience.
- b. Summarizing the main achievements of this course discussion.
- c. Developing actionable plans for Post-Program Activities (PPA).

#### **Activities**

- a. Wrap-up Lesson - Re-Inventing Our Communities – CD-1 Takeaways!
- b. Lesson and Brainstorm – Post-Program Activities (PPA).
- c. Group Activity – What causes do you want to address after SWY?

#### **Outcomes**

- a. PYs shared key takeaways from Shimane PBL and reflected on its impacts on their perceptions of Japan and rural areas.
- b. PYs revisited their initial expectations and goals from the beginning of this CD, reflecting on their achievements, experiences, and future plans.
- c. PYs brainstormed plans for Post-Program Activities (PPA) and formed groups based on their interests.

### **(4) Summary Forum (Presentation of the Discussion Results)**

Preparation: PYs consolidated their learnings, key takeaways, and future plans through a round-up activity, ensuring equal participation in summarizing the discussion results. They also organized themselves into small teams, each responsible for specific roles in the Summary Forum, including facilitation, timekeeping, video production, slide preparation, and presentation.

Presentation: During the Summary Forum, CD-1 was represented by five presenters. To ensure inclusivity, photos and videos featuring all members were incorporated into the presentation. In addition to outlining the CD's

objectives and scope, the presentation focused on three key topics: Community Design, Local Resources, and People in the Community, each explored through their learnings, takeaways, and future commitments. As a collective pledge, they committed to: "Promote and explore local and rural areas in their own countries, raise awareness of their uniqueness, and contribute to their development."

### **(5) Self-Evaluation (PYs' Feedback)**

PYs provided feedback throughout the course discussion, either through end-of-session reflections or anonymous forms submitted to the facilitator. Overall, they expressed satisfaction with the content and structure of the discussions, feeling increasingly empowered and motivated as the program progressed.

Regarding PBL activities, the initial uncertainty about expectations and tasks was overcome after the first session in Shimane, where PYs visited a rural town and observed a real project driving community change. This experience deepened their engagement and broadened their perspective on community-driven change.

In the final sessions, PYs expressed gratitude for being part of CD-1, emphasizing the value of the connections they built. The CD concluded with a shared sense of fulfillment, accomplishment, and nostalgia.

### **(6) Facilitator's Comments**

As the Facilitator of CD-1, I couldn't be prouder. It was a privilege to witness the PYs' growth throughout each session, from our discussions to their presentation in Shimane, and finally, their outstanding performance in the Summary Forum. Their dedication, teamwork, and enthusiasm have made this journey truly meaningful.

I am grateful for having fostered an environment where they could challenge themselves, build meaningful connections, and confidently express their ideas. It was truly rewarding to see their engagement deepen and their confidence grow throughout the program.

The SWY journey was just the beginning, and I have no doubt that they will continue to make a difference to their communities and beyond. I look forward to seeing where their paths will take them. One, One, CD-1!

## CD-2 Inheritance of Traditional Culture

Facilitator: Priscilla Madrid Valero

Number of PYs: 24 (inc. NLs)

### (1) Discussion Goals and Objectives

- The goal is for PYs to learn very practical tools to preserve and share traditional culture.
- To learn about tradition and culture of their fellow PYs all over the world.
- PYs will strengthen and develop skills such as multicultural communication and dialogue, culturally sensitive leadership and teamwork.
- PYs will practice their public speaking and creative skills.
- Participants will develop a critical thinking lens and create strategies to preserve tradition
- For PY to return home with commitments to promote culture and tradition.
- To promote mutual understanding and empathy and for PYs to learn how to connect while embracing the value of diversity and being comfortable with unfamiliar situations.

### (2) Pre-Program Assignments

- To post in an online platform a short introduction and a picture of something PYs like about their culture.
- Bring a notebook to create a Cultural Scrapbook
- Research Iwami Kagura and the Abe Eishiro Memorial Museum for Shimane's Project Based Learning session.
- \*Optional: "Secret Cultural Friend" activity.
- \*Optional: Book exchange

### (3) Program Onboard

#### Course Discussion Session 1

##### Goals and Objectives

- a. Build a safe space for everyone to share without judgment.
- b. For PYs to start getting to know each other and their cultures in a deeper level.
- c. For PYs to do some introspection and reflection on their own ideas around traditional culture.
- d. For PYs to get more comfortable sharing their opinions and talking in public.

##### Activities

- a. Creation of Group Agreements
- b. "Name pose" game
- c. For PYs to make a graph of their lives
- d. Definition of CD's expectations

- e. Review of pre-assignments
- f. Create a definition of traditional culture: characteristics and examples
- g. Reflections
- h. One word exercise

##### Outcomes

- a. CD's expectations
- b. CD's agreements
- c. PY's visual graph of their lives
- d. Getting familiar with each other's contexts
- e. Group's definition of Cultural Tradition

#### Course Discussion Session 2

##### Goals and Objectives

- a. To reflect how traditional culture can be connected to the Sustainable Development Goals.
- b. To develop practical skills to analyze culture and tradition.
- c. For PYs to reflect the role of culture in their lives and the importance of traditional culture in a Globalized and modern world

##### Activities

- a. "Name pose" game
- b. Reflection of previous session
- c. Improve activity to create a story together
- d. PY's presentation of their own culture.
- e. Presentation of the Sustainable Development Goals (SDGs)
- f. Individually and in teams, PYs create a culture and tradition project based on their favorite SDGs
- g. Reflection of the role of tradition in our lives
- h. Final reflections
- i. One word exercise
- j. Secret cultural friend exchange

##### Outcomes

- a. PYs learning about each other's culture, traditions and context.
- b. PYs practiced creativity and active listening
- c. PYs learned about the SDGs and how they can relate to their lives.
- d. PYs feeling more comfortable sharing their opinions.
- e. PYs start to think of the development of projects.

### **Course Discussion Session 3**

#### **Goals and Objectives**

- To develop and reinforce critical thinking skills
- To promote multi-cultural dialogue
- To reflect about the importance of history in current traditions and cultures.

#### **Activities**

- Reflection on previous session
- “Name pose” game
- “5 things” game
- PY’s presentation about their own culture.
- Recap of SDG projects and reflection if they could be PPAs.
- Discussion about negative aspects of traditions and proposals to change it.
- Proposals about how to make more inclusive cultural traditions and how to avoid harassment in multicultural settings.
- Drawing about “what does traditional culture means to me?”.
- Final reflection
- One word exercise
- Anonymous feedback
- Secret cultural friend exchange

#### **Outcomes**

- PYs practiced reflection and critical thinking around the preservation of traditional culture
- PYs practiced the development of proposals for real life scenarios.
- PYs getting more comfortable speaking in public.
- Non-verbal ways to communicate the importance of tradition.
- PYs learning about each other’s culture, traditions and context.
- Received feedback from PYs

### **Course Discussion Session 4**

#### **Goals and Objectives**

- Promote intercultural communication
- To develop skills and tools for effective communication
- To apply critical thinking

#### **Activities**

- Reflections about previous session
- PYs cultural presentation
- Cultural scrapbook sharing
- In groups PYs define what is critical thinking and what steps does it involve.
- Presentation about colonization and neo colonization and discussion around how these have influenced our

culture and traditions.

- Feedback
- Reflection
- One word exercise

#### **Outcomes**

- PYs learning about each other’s culture, traditions and context.
- PYs own definition and steps for critical thinking
- PYs apply critical thinking in real life case studies
- PYs getting comfortable discussing more complex topics in a respectful way.
- Secret cultural friend exchange

### **Course Discussion Session 5**

#### **Goals and Objectives**

- To promote a creative mindset for problem solving around the inheritance of traditional culture
- For PYs to learn practical skills and tools for preserving, promoting and inheriting traditional culture
- For PYs to practice teamwork, collaboration and negotiation.
- For PYs to reinforce their leadership skills.

#### **Activities**

- Reflections about previous session
- PYs sharing of their own culture and traditions.
- In teams develop a project based on one of the models for the preservation of traditional culture:
  - \*Community-Based Model
  - \*Educational Model
  - \*Digital Preservation Model
  - \*Policy and Advocacy Model
  - \*Partnership and Collaboration Model
  - \*Economic Empowerment Model
- Secret cultural friend exchange
- Feedback
- Reflection
- One word exercise

#### **Outcomes**

- PYs learning about each other’s culture, traditions and context.
- Begin a project that applies real life models of preservation of culture and tradition.
- PYs getting more comfortable sharing what they want and their interest.

### **Course Discussion Session 6**

#### **Goals and Objectives**

- For PYs to develop a collaboration and team work mindset

- b. For PYs to reflect about self- awareness and to develop emotional intelligence management tools.
- c. To inspire PYs to develop real life projects around the inheritance of traditional culture.
- d. To expand the perspective of PYs regarding how many areas are included in traditional culture.
- e. To create deeper awareness of the importance of traditional culture
- f. To promote problem solving skills

#### **Activities**

- a. Reflections about previous session
- b. PYs presentation of own culture and tradition
- c. All PYs anonymous feedback exercise.
- d. Close hand game
- e. Presentation of voluntary final project
- f. PYs pick one topic of discussion and create a project around it:
  - (1) Cultural Identity and Migration
  - (2) Language Preservation
  - (3) Indigenous Rights and Cultural Heritage
  - (4) Cultural Representation in Media and Arts
  - (5) Cultural Festivals and Public Events
  - (6) Cultural Heritage and Climate Change
  - (7) Cultural Education and Youth Engagement
  - (8) Cultural Policy and Legislation
  - (9) Cultural Sustainability and Sustainable Tourism Digitalization and Culture
- g. Cultural diary
- h. Presentation and discussion about Culture Shock
- i. Presentation and discussion about Cultural Appropriation vs. Cultural Appreciation.
- j. Secret cultural friend exchange
- k. Feedback
- l. Reflection
- m. One word exercise

#### **Outcomes**

- a. PYs learning about each other's culture, traditions and context.
- b. Development of projects
- c. Development of a voluntary final projects to promote culture and tradition in a creative way.
- d. Reflection about diplomacy and respectful communication.
- e. PYs getting more comfortable giving feedback.
- f. PYs sharing their own perception around culture during SWY and how to respect other people's perspectives and boundaries.

### **Course Discussion Session 7**

#### **Goals and Objectives**

- a. To be able to apply theory to practical challenges.
- b. To be able to use modern tools for the preservation of cultural tradition
- c. To take home a better understanding of traditions and cultures from countries and cities from all over the world.
- d. To have a cultural final project
- e. To create a community of culture promoters that supports each other.
- f. To connect everything PYs have learned in SWY, PBL, the Course Discussion and real life.

#### **Activities**

- a. Reflection about the idea of traditional culture after all the lessons.
- b. Presentation of the project of the models of preservation of cultural tradition.
- c. Creation of commitments to promote traditions and culture in PYs' countries after SWY finishes.
- d. Cultural scrapbook sharing
- e. Secret cultural friend exchange and letters to each other about what culture means to each person.
- f. Feedback
- g. Reflection
- h. One word exercise

#### **Outcomes**

- a. PYs feeling more comfortable presenting in public and working in teams
- b. PYs giving real life solutions based on models.
- c. Specific commitments for each PY for when they return home.
- d. PYs reflecting on how to apply the learnings and skills practiced in the CD in real life.

### **(4) Summary Forum (Presentation of the Discussion Results)**

PYs worked for days very hard to have a presentation that showed what was more meaningful for them as a group. They showcased a lot of leadership and teamwork. The distribution of tasks was fair, as well as the decision of who would present, and even people that might not have been very comfortable speaking up at the beginning, presented in front of everyone. They were all very empathetic and committed to making the best final presentation possible and it showed. They really wanted to share how the CD and Shimane impacted them.

### (5) Self-Evaluation (PYs' Feedback)

Quotes from PYs anonymous feedback:

"Your work as a facilitator was excellent. I really truly loved the CD."

"I think you did a fantastic job! You created a safe environment where we felt comfortable being vulnerable."

"I really liked that everything is always explained at the beginning, so we are starting at the same point."

### (6) Facilitator's Comments

I was impressed with all the talent there was among the PYs of CD-2. People created songs, poems, drawings and more things to express what they have learned and to

showcase creative ways to promote traditional culture. I was really impressed when I saw people with completely different backgrounds, cultures, religions and personalities, admiring each other's skills and talents and truly learning from each other. Most PYs really committed to understand different perspectives. I saw how they worked together in teams while also developing their own perspectives and opinions and how with time they were becoming more comfortable sharing their opinions in big groups and how people that always were comfortable speaking learned to invite other people to speak. I am proud of the PYs of CD-2 and how they supported each other and contributed to the creation of a safe space.

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## CD-3 Quality Education

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Facilitator: Ahmed Abdullah Saad Mohamed

Number of PYs: 24 (inc. NLs)

### (1) Discussion Goals and Objectives

1. Understand the fundamentals of Quality Education.
2. Analyze Sustainable Development Goal 4 (Quality Education)
3. Analyze what are the skills needed for an educator
4. Practice some Presentation and Public Speaking Skills
5. Explore different frameworks for learning design like UDL and LXC
6. Discuss the role of different technologies in advancing education particularly (Gamification- VR - AR).
7. Implement sustainable education practices.
8. Design inclusive education strategies for diverse student populations, including those with special needs.
9. Explore the impact of AI on education.
10. Evaluate the quality of educational experiences through established metrics.
11. Apply knowledge to real-world challenges through the PBL in Shimane
12. Create detailed plan for an Educational PPA after SWY

### (2) Pre-Program Assignments

Participants were assigned to research and reflect on their understanding of Quality Education through the following assignments before the onboard sessions:

1. **Google Presentation - Getting to Know Each Other:**
  - o Task: Create a slide in a shared Google Presentation introducing yourself in a creative way.
2. **Padlet Activity - Visualizing Quality Education:**

- o Task: On a shared Padlet wall, post a picture that represents what quality education means to you. Include a brief title or caption explaining your choice.

### 3. Reading Assignment:

- o Task: Read "Innovation and technology to accelerate progress in education" document

### 4. TED Talk Viewing:

- o Task: Watch "How we can help young people build a better future" by Henrietta Fore TED Talk

## (3) Program Onboard

### Course Discussion Session 1

#### Goals and Objectives

- a. Define Quality Education and identify its core components.
- b. Understand SDG 4 and enumerate its pillars and targets.
- c. Discuss the critical role of educators in shaping quality education.
- d. Explore the skills, values, and attributes of an ideal educator.
- e. Understand the importance of effective presentation, communication, and facilitation skills in teaching.

#### Activities

- a. Icebreaker Activity: "Tree of Expectations" – Participants wrote down their expectations and discussed their initial thoughts on Quality Education.
- b. Group discussions: Each group defined Quality

Education and illustrated their vision of it.

- c. Workshop: Participants brainstormed and categorized the essential skills and values of an effective educator.
- d. Reflection: Shared individual perspectives on the meaning of education across different cultures.

#### **Outcomes**

- a. PYs developed a comprehensive understanding of SDG 4 and its role in shaping global education policies.
- b. PYs Identified the foundational skills, values, and mindset that constitute an ideal educator.
- c. PYs Developed critical thinking and collaborative discussion skills through group activities.
- d. PYs Strengthened presentation and facilitation skills essential for effective teaching.

### **Course Discussion Session 2**

#### **Goals and Objectives**

- a. Differentiate between Instructional Design (ID) and Learning Experience Design (LXD).
- b. Understand and apply models like ADDIE, Universal Design for Learning (UDL), and Bloom's Taxonomy.
- c. Explore different instructional strategies that cater to diverse learners.
- d. Design an engaging and accessible learning experience for a variety of student populations.

#### **Activities**

- a. Comparative analysis: Discussion of ADDIE vs. UDL frameworks and their application in real-world education.
- b. Case study: Reviewing successful implementation of UDL in inclusive classrooms.
- c. Group task: Each team designed a 15-minute learning session using different frameworks (ADDIE framework- UDL – Learning Experience Canvas).
- d. Peer evaluation: PYs provided feedback on the designed sessions.

#### **Outcomes**

- a. PYs Gained an in-depth understanding of instructional design models and their applications.
- b. PYs Developed the ability to structure effective and engaging learning sessions.
- c. PYs Successfully applied UDL principles to create inclusive learning strategies for diverse student needs.
- d. Enhanced peer-to-peer collaboration and constructive feedback techniques.

### **Course Discussion Session 3**

#### **Goals and Objectives**

- a. Examine the evolution of educational technology and

its impact on learning experiences.

- b. Discuss the transformative role of AI, VR, AR, and gamification in modern education.
- c. Identify key challenges and opportunities in integrating digital tools into learning environments.
- d. Apply Various AI tools for education including ChatGPT Prompting frameworks

#### **Activities**

- a. Interactive discussions: Exploring emerging trends in EdTech and their practical applications.
- b. Group work: PYs created a technology integration matrix for Shimane.
- c. Hands-on experience: Demonstration of AI-based learning tools and their potential applications.
- d. SDGs Board Game: Demonstration of the effect of gamification in education.

#### **Outcomes**

- a. PYs Gained comprehensive knowledge of various educational technologies and their advantages.
- b. PYs Developed strategies for integrating AI, VR, and gamification into educational settings.
- c. PYs Engaged in critical discourse about the ethical considerations of technology in education.
- d. Strengthened problem-solving skills through technology-focused case studies.

### **Course Discussion Session 4**

#### **Goals and Objectives**

- a. Understand the intersection of education and sustainability.
- b. Discuss the importance of life skills education in preparing students for the future workforce.
- c. Analyze the impact of environmental education on global awareness and action.

#### **Activities**

- a. Creative Workshop: PYs illustrated what the environment means to them through a collective art piece.
- b. Brainstorming session: Strategies for integrating sustainability into educational curricula.
- c. Role-playing exercise: Simulating real-world problem-solving through a Tower Building Exercise where they applied various life skills.

#### **Outcomes**

- a. Strengthened awareness of the role of education in achieving sustainability goals.
- b. PYs Identified core life skills that contribute to holistic personal and professional development.
- c. PYs Developed actionable strategies to incorporate

- environmental education into teaching methodologies.
- d. PYs Applied Multiple Life skills to real-world problems.

### **Course Discussion Session 5**

#### **Goals and Objectives**

- a. Understand key principles of Monitoring and Evaluation (M&E) in education.
- b. Learn to track and measure learning outcomes effectively.
- c. Develop an M&E framework for assessing educational programs.

#### **Activities**

- a. Case study analysis of educational evaluation techniques.
- b. Group task: Designing a post-training evaluation form.
- c. Interactive discussion on best practices in impact measurement.

#### **Outcomes**

- a. PYs learned structured approaches to educational program assessment.
- b. PYs gained experience in developing evaluation tools and frameworks for educational sessions.

### **Course Discussion Session 6**

#### **Goals and Objectives**

- a. Apply Quality Education principles to real-world contexts.
- b. Design community-based education projects for Shimane.
- c. Develop proposals integrating sustainability and inclusivity.

#### **Activities**

- a. Workshop on community needs assessment.
- b. Team project planning and presentations.
- c. Feedback and peer review of project ideas.

#### **Outcomes**

- a. PYs Created actionable projects to address local educational challenges in Shimane.
- b. PYs Strengthened problem-solving and collaboration skills.

### **Course Discussion Session 7**

#### **Goals and Objectives**

- a. Reflect on the learning journey throughout the Quality Education course discussion.
- b. Identify key takeaways and valuable insights gained from the sessions.
- c. Discuss personal and professional applications of the

concepts learned.

- d. Develop strategies for implementing learned knowledge in participants' home countries.

#### **Activities**

- a. **Human Sculpture Activity:** Participants formed symbolic sculptures representing their experiences and learning takeaways.
- b. **Learning Journey Mapping:** Each participant mapped out their favorite moments, key insights, and personal growth throughout the course.
- c. **World Café Discussion:** Groups rotated among three tables discussing:
  - Topics and objectives covered in the course.
  - The most valuable skills and insights gained.
  - How they plan to implement their learning in their respective countries.
- d. **Summary Forum Presentation:** Each group delivered an 2-3 minute creative presentation covering:
  - An overview of the course topics and discussions.
  - Key takeaways, including lessons from the Shimane PBL experience.
  - Future plans for applying the knowledge gained

#### **Outcomes**

- a. PYs synthesized their learning through interactive and reflective activities.
- b. PYs developed clear strategies for applying Quality Education concepts in their local contexts.
- c. PYs strengthened public speaking, collaboration, and creative presentation skills.
- d. PYs gained deeper engagement with the practical implications of their learning through role-playing and discussion

### **(4) Summary Forum (Presentation of the Discussion Results)**

Participants presented their insights, takeaways, and project ideas from the CD sessions.

#### **Key topics covered:**

- Quality Education & SDG 4: The importance of ensuring inclusive and equitable quality education for all, with an emphasis on the role of educators in fostering lifelong learning opportunities.
- Quality Educators: Essential values and skills such as leadership, presentation, active listening, engagement, empathy, motivation, inclusivity, patience, and adaptability were identified as key competencies for an effective educator.
- Educational Design & UDL Principles: Participants explored frameworks for designing inclusive

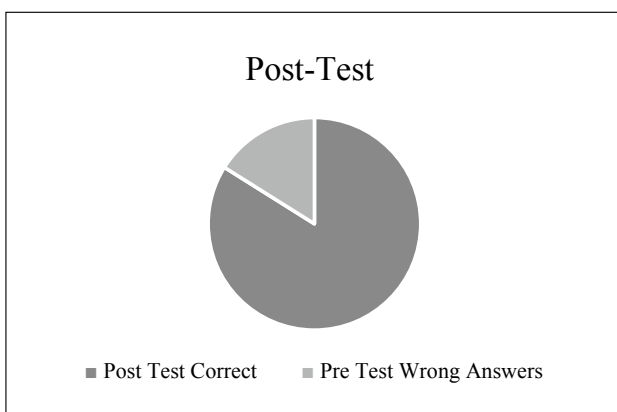
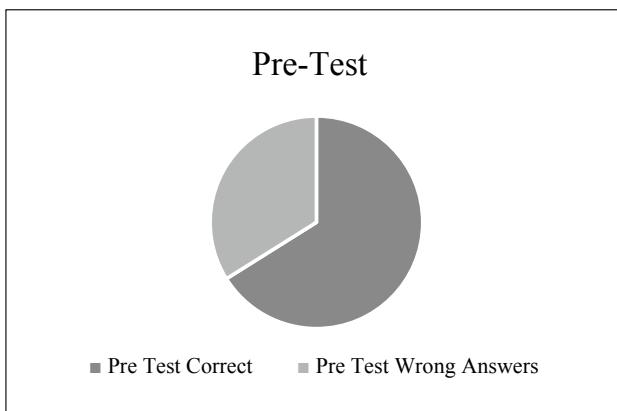
educational experiences, including Universal Design for Learning (UDL) and its impact on accessibility.

- **Education Technology:** A deep dive into the role of technological advancements such as AI, VR, and gamification in modern education. Special focus was given to gamification as an engagement tool, utilizing elements such as rewards, leaderboards, and points.
- **Monitoring & Evaluation:** Participants learned how to systematically track program effectiveness through monitoring activities and evaluation frameworks. The four levels of evaluation were discussed to assess educational impact effectively.
- **Future Plans:** Participants articulated their plans for applying what they learned in their home countries, emphasizing innovative educational solutions, leadership development, and technology-driven learning enhancements.

### (5) Self-Evaluation (PYs' Feedback)

The Pre and Post Test Results showed a prominent increase in PY's knowledge and skills as shown in the below picture.

The Correct Answers in the Pre-test were 152/230 while in the Post-test, the correct answers increased to 193/230.



### • PYs Feedback

The Quality Education course received highly positive feedback from PYs, who praised its interactive and practical approach. Many appreciated the hands-on exercises, workshops, and real-world applications, making learning more impactful. The diversity of 13 nationalities enriched discussions, broadening perspectives on global education challenges. PYs valued the engaging activities, such as role-playing and world café discussions, which kept them actively involved. Innovative teaching methods like gamification and Universal Design for Learning (UDL) were highlights, inspiring participants to enhance inclusivity in education.

### (6) Facilitator's Comments

The Quality Education course discussion was an enlightening and engaging experience for me as a 1st time SWY Facilitator. The participants demonstrated a deep interest in understanding the global challenges and solutions related to education. By integrating active discussions, peer learning, and hands-on activities, the sessions provided a well-rounded experience. The enthusiasm and curiosity displayed by the participants contributed significantly to the success of the discussions.

#### Key strengths:

- High engagement levels and active participation from all PYs.
- Adequate English Language skills for almost all PYs.
- Valuable project ideas generated for real-world application.
- Enhanced cross-cultural collaboration through diverse perspectives and experiences.
- Effective use of interactive learning techniques that kept participants engaged and motivated.

#### Areas for improvement:

- Extend the duration of interactive activities to allow for deeper exploration and reflection.
- Encourage more structured peer-to-peer feedback to enhance learning outcomes.
- Offer additional follow-up resources or mentoring opportunities to sustain the learning impact post-program.

## CD-4 Environmental Conservation

Facilitator: Chitradarsinee Beekoo Koonja

Number of PYs: 22 (inc. NLs)

### (1) Discussion Goals and Objectives

- Brainstorm and understand environmental issues in the world and in Japan.
- Understand the impacts of climate change in the world and brainstorm on mitigation/adaptation measures.
- Understand the importance of sustainable consumption and production.
- Devise a concrete and realistic action plan to combat environmental issues in Japan and participating countries.

### (2) Pre-Program Assignments

- Research on general and specific environmental issues in the world and participating countries such as climate change, organic farming, marine biodiversity.
- Calculate their ecological footprint and discuss outcome in first discussion course.
- Identify solutions for sustainable living/lifestyle and to encourage others to adopt a green culture.
- Research on specific environmental issues related to Shizuoka and Shimane and how to combat these issues.

### (3) Program Onboard

#### Course Discussion Session 1

##### Goals and Objectives

- a. Understand the present environmental risks, causes and policies related to environmental conservation.
- b. Sharing information about environmental issues arising in each participating country and how to combat them.
- c. Devise an action plan for a more sustainable world for future generations.

##### Activities

- a. At the beginning of the CD, a “Green Leader” badge was given to each PY in the CD to encourage them to promote environmental conservation ideas on the ship and in their respective countries.
- b. A short/brief introduction was given to apprise the PYs on key environmental issues affecting the world using the World Economic Forum’s Global Risk Report 2025 as reference.
- c. The World Café method was used to enhance discussion amongst all participants with 4 groups discussing on key environmental issues in their countries, measures to combat them, environmental-friendly lifestyle

techniques to adopt on the ship and in their communities and how they imagine a sustainable world for their future generations.

##### Outcomes

- a. All the PYs in the CD were excited while discussing on the key environmental issues and they came up with interesting solutions to solve these during their group presentations. The world café method enabled every PY in the CD to have their views taken on board.
- b. The PYs created an environmental slogan for CD-4 which was – SWY Does Green (SDG) inspired by the UN SDGs. This slogan was used at the beginning and end of each session as a motivating force for PYs.

#### Course Discussion Session 2

##### Goals and Objectives

- a. The second session was dedicated to the “Green Nippon Maru” project which consisted of collecting environmental data for Nippon Maru and devising ways to reduce the ship’s environmental footprint.
- b. Another aim of this exercise was to promote critical thinking from the PYs and inculcate them with some basic project management skills.

##### Activities

- a. Group discussions on environmental aspects and impacts of cruise ships in general.
- b. A brief and basic introduction of the Unit Operation (input-output) concept was given, after which PYs worked in groups to brainstorm on inputs and outputs of Nippon Maru cruise ship during the SWY2025 program.
- c. Group discussions on ideas of how to promote a green culture among other PYs on the ship.
- d. Each group presented their findings, and a final input-output diagram was consolidated based on everybody’s contributions.

##### Outcomes

- a. PYs devised a realistic action plan to collect environmental data from Nippon Maru’s crew members as per defined four main areas: food wastes, energy, water and other consumables.
- b. In parallel, PYs from CD-4 constantly sensitized PYs/staff onboard of Nippon Maru on green lifestyle techniques to adopt throughout the program. They made

use of environmental messages and communicated green tips to all PYs every day during morning assembly.

### **Course Discussion Session 3**

#### **Goals and Objectives**

- a. Help PYs understand the basic concepts of sustainable development, sustainable consumption and production, circular economy
- b. Discuss on Japan's policies on sustainable consumption and production and brief PYs on Shizuoka "Mottainai campaign" and other environmental measures in view of their port of call there.

#### **Activities**

- a. PYs were introduced to the concept of circular economy and policy measures existing in Japan for sustainable consumption and production.
- b. Group discussions and presentations were carried out on examples of circular economy in the different participating countries and how the Mottainai campaign can help the inhabitants of Shizuoka.
- c. PYs also discussed on key environmental issues in Shizuoka and how to tackle them. They were encouraged to ask related questions to inhabitants of Shizuoka while being on port of call activities in Shizuoka.

#### **Outcomes**

- a. The PYs were happy to learn and discuss about existing policy measures in Japan concerning sustainable consumption and production especially the "Mottainai" campaign.
- b. PYs were encouraged to ask questions to inhabitants/students of Shizuoka on current environmental issues in their community and how they solved them.

### **Course Discussion Session 4**

#### **Goals and Objectives**

- a. Enabled PYs to understand the concept of climate change, its causes, risks and consequences in the world and in their own countries.
- b. Promote critical thinking of PYs by engaging in debate and gamification techniques related to climate change.

#### **Activities**

- a. Short introductory video on the impacts of climate change.
- b. PYs participated in a debate with two groups (pros and cons) having as theme "Developing countries or underdeveloped countries suffer the most from the effects of climate change".

- c. In the second half of session, PYs participated in a Climate Fresk card game – aimed at sensitizing PYs on the causes and effects of climate change.

#### **Outcomes**

- a. Most PYs enjoyed the debate on climate change, whereby they discussed the different effects of climate change in developed v/s developing countries.
- b. All PYs also enjoyed the climate change game, whereby they used collective/collaborative methods to arrange the cards in the correct order of cause and effects (of climate change).

### **Course Discussion Session 5**

#### **Goals and Objectives**

- a. Second session on climate change for PYs to share their emotions/feelings about climate change and discuss on climate mitigation and adaptation measures in their own countries.
- b. Prepare PYs for the Shimane's Project Based Learning session.

#### **Activities**

- a. PYs shared their feelings about climate change and discussed on how they can personally contribute to this
- b. Group discussions and presentations on the mitigation and adaptation measures of climate change
- c. PYs were informed about Shimane's Project Based Learning session and the CD-4 specific site visits in Shimane (Yasaka organic farm and Eiko-Maru).

#### **Outcomes**

- a. PYs were motivated to come up with concrete measures to combat climate change in their respective countries.

### **Course Discussion Session 6**

#### **Goals and Objectives**

- a. Prepare PYs for Shimane's Project Based Learning by focusing on topics related to their field visits there (organic farming and marine biodiversity)
- b. Discuss on the concept of organic farming and marine biodiversity in Japan and in the world

#### **Activities**

- a. Brief introduction on organic farming concepts and policy measures in Japan (MIDORI Strategy for Sustainable Food Systems) and in the world
- b. Sharing of experiences from two JPYs involved in organic farming in Japan.
- c. Group discussion on risks and impacts of marine biodiversity

#### **Outcome**

- a. PYs were able to understand the basic concepts of

organic farming and marine biodiversity prior to the Shimane port of call activities.

### **Course Discussion Session 7**

#### **Goals and Objectives**

- a. Look back on what PYs have learnt during the previous sessions
- b. Prepare a post-program action plan for a sustainable and green society when PYs go back to their respective countries

#### **Activities**

- a. PYs engaged in a reflection activity whereby they wrote a letter to their future generation on how their world looked like, what they would do to transition, how they fueled themselves and their strong advice for future generation (regarding environmental conservation)
- b. PYs were also given four case studies based on previous learnings from CD to analyze and discuss in groups what they learnt and how to apply those in these case studies. The McKinsey Problem Statement worksheet was also used by the PYs as a discussion tool.

#### **Outcome**

- a. PYs were able to discuss on real life scenarios (case studies) based on the themes discussed in CD previously
- b. PYs came up with post program activities related to environmental conservation.

### **(4) Summary Forum (Presentation of the Discussion Results)**

PYs successfully prepared and presented their learnings

of their course discussions and findings from the Green Nippon Maru project. I ensured that everybody in the CD participated and contributed to the discussions, preparation of PowerPoint slides, rehearsals for the Summary Forum.

### **(5) Self-Evaluation (PYs' Feedback)**

A CD evaluation form was given to all PYs during the fourth CD. Most of the PYs were very happy with the outcome of the Course discussions and they appreciated the facilitation techniques and environmental lessons as per the different topics discussed. They also gave me very good feedback after the program and how the CD has positively enhanced their SWY2025 experience.

### **(6) Facilitator's Comments**

As a French speaker, I was able to overcome language barriers in my CD for those who could not understand or communicate in English well. I helped the French-speaking PYs to express their opinions during the CD sessions correctly.

As a first-time facilitator for SWY, I am very satisfied with the outcome of the CD-4 Environmental Conservation. My aim was to empower all the PYs in my CD to be future environmental ambassadors and I believe that I have successfully achieved this mission. My huge appreciation goes to the Cabinet Office, Government of Japan for this wonderful opportunity to share my expertise and contribute to the success of SWY2025 program.

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## **CD-5 Social inclusion of migrants in local community**

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Facilitator: James Seow

Number of PYs: 23 (inc. NLs)

### **(1) Discussion Goals and Objectives**

- Understand the global factors affecting social inclusion of migrants in host countries.
- Learn concepts and frameworks that support integration of migrants, international students, refugees and asylum seekers in host countries.
- Learn successful strategies that help migrants feel welcome and a sense of belonging.
- Learn cross-cultural leadership, international collaboration, conflict resolution, and societal well-being concepts.

### **(2) Pre-Program Assignments**

PYs were assigned reading materials to gain background understanding of migrant integration and social inclusion issues from around the world.

- United Nations High Commissioner for Refugees: Promoting integration through social connections
- International Organisation for Migration: Seven recommendations to promote the inclusion of migrants in host communities through social and cultural activities
- Scanlon Foundation Research Institute: Mapping Social Cohesion

- Pathways to Prosperity: Promoting welcoming communities: A toolkit for communities and those who support them

### **(3) Program Onboard**

#### **Course Discussion Session 1**

##### **Goals and Objectives**

- Learn behaviours that build a collaborative and positive peer learning environment.
- Understand how to work with people across different cultures, learning abilities and work styles.

##### **Activities**

- Ice breakers, tower building game, and PY introductions.
- Develop peer learning and group agreement.
- Overview of topics in the group discussions.
- Discuss the meaning and importance of social inclusion.

##### **Outcomes**

- Understand group work, peer learning and teambuilding principles such as trust, authentic conversations and non-judgemental sharing of different opinions.
- Create a nurturing, supportive and compassionate learning environment.
- Reflection of personal work and communication styles, and their impact on group dynamics.

#### **Course Discussion Session 2**

##### **Goals and Objectives**

- Understand motivations, and push and pull factors for migration and human displacement.
- Learn deep listening skills.

##### **Activities**

- Discuss global political and social issues affecting migration and human displacement.
- Brainstorm ideas to help migrants achieve human needs motivating migration.
- Discuss Maslow's Hierarchy of Needs.

##### **Outcomes**

- Understand the considerations of migrants, expatriates, international students, refugees and asylum seekers when seeking a better life.
- Understand the political and human rights perspectives of keeping refugees and asylum seekers safe.
- Presentations on safety, career, education, health, well-being, lifestyle, environmental, economic, financial and social considerations affecting migration and human displacement.

#### **Course Discussion Session 3**

##### **Goals and Objectives**

- Understand factors affecting affordable and accessible housing for migrants.
- Learn global strategies that help migrants get safe and secure housing.
- Learn conflict resolution skills and government policy making.

##### **Activities**

- Discuss housing policies for migrants and newly arrived residents from around the world.
- Explore how housing and accommodation could be made affordable, accessible, safe and certain for migrants and newly arrived residents.

##### **Outcomes**

- Presentations on housing policies in different countries for migrants, expatriates, international students, refugees and asylum seekers.
- Learn the pros and cons of clustering the homes of migrant communities.
- Discuss cultural attitudes towards migrants, such as "not in my backyard", discrimination, minority stress, social pressure and cultural stereotypes.

#### **Course Discussion Session 4**

##### **Goals and Objectives**

- Understand job and education considerations for different groups of migrants.
- Learn global factors affecting career and education opportunities for migrants.
- Increase confidence in cross-cultural communication.

##### **Activities**

- Play knot game to understand groupthink and human dynamics affecting collective decision-making.
- Conduct SWOT (strengths, weaknesses, opportunities, threats) analysis of migrant groups seeking job and study opportunities.

##### **Outcomes**

- Deeper self-awareness as leaders in collective decision-making.
- Understand blind spots, peer pressure, cognitive gaps, assumption-testing and community consultation in policy-making.
- Learn the complex social, political and global factors affecting career and education opportunities for migrant groups.

### **Course Discussion Session 5**

#### **Goals and Objectives**

- Understand the social and cultural factors affecting integration of new migrants.
- Cultivate skills in intercultural understanding and intergroup empathy.
- Awareness of power, privilege, dominant narrative, and intersectionality.

#### **Activities**

- Participate in a privilege walk.
- Discussions on personal power, privilege, social class, and social advantage.

#### **Outcomes**

- Awareness of privilege, and personal capacity to initiate positive change in community.
- Understand the complex factors contributing to marginalization, stereotyping and prejudice towards minority and migrant groups.
- Inclusion of minority voices in policy consultation and decision making – “nothing about us without us”.

### **Course Discussion Session 6**

#### **Goals and Objectives**

- Learn the political, social and environmental factors affecting social inclusion and cohesion.
- Understand the difference between integration and assimilation of migrants.
- Explore themes of equity and equality, and how they affect opportunities for migrant groups.

#### **Activities**

- Discuss how integration and assimilation affect social cohesion, cultural identity and community connections.
- Discuss how government and social policies could be improved to help socially disadvantaged migrant groups level up.
- Breakout group sharing of real-life examples of government and private sector support for migrant groups from around the world.

#### **Outcomes**

- Understand that certain migrant groups may face barriers, social disadvantage and systemic discrimination when seeking opportunities to improve their quality of life. Not everyone has the same starting point in life.
- Understand how dominant narratives and societal pressure can impact the sense of belonging in minority and migrant groups.
- Increased confidence in stepping out of one’s comfort zone to formulate ideas and communicate in English.

- Improved ability to collaborate with delegates from other countries and cultures to present breakout discussions and enhance peer learning.

### **Course Discussion Session 7**

#### **Goals and Objectives**

- Examine global issues affecting social inclusion in government, business, non-profit, community, and education sectors.
- Apply social inclusion and cohesion concepts to real-life situations.
- Develop sector analysis, critical thinking, problem solving, and leadership skills.

#### **Activities**

- Discussions and breakout presentations on projects, policies, laws and campaigns that promote social inclusion of migrants in government, business, non-profit, community, and education sectors.
- Formulate new ideas and solutions to enhance social inclusion.
- Screening of King of Norway’s 2016 speech on inclusion, diversity and national identity.
- Discussion on critical thinking skills and inclusive leadership such as learning from sources that engage with competing ideas.

#### **Outcomes**

- Integration of learning from previous sessions, including insights from Japanese Language Circle Kodama and Cooking Park in Shimane.
- Understanding of social inclusion efforts from government, business, non-profit, community, and education sectors.
- Awareness of the limits of current policies and attitudes towards social inclusion.
- Understand what could be done at a personal, organizational and community level to better welcome and integrate new migrants, and leverage their skills and experience to improve the host country’s economy and quality of life.

### **(4) Summery Forum (Presentation of the Discussion Results)**

PYs summarized their insights from the course discussion and PBL in Shimane. They explained the meaning of social inclusion, and referenced to their own observations and experiences in their home countries. They explained the push and pull factors causing migrants, expatriates, international students, refugees and asylum seekers to move across international borders. Housing issues

in Panama, Egypt and Australia were referenced. The pros and cons of ethnic community clustering were discussed. PYs explained the advantages and disadvantages of integration and assimilation, using examples of anglicised names in Australia, and Nikkei Brazilians celebrating Japanese holidays in Brazil. Through the knot game, they understood the complexities of collective decision-making and dominant narratives, and the need to include migrants' voices in policy making.

PYs shared their reflections on the privilege walk, and explained how migrants could be treated equitably or equally depending on their environments. They spoke about social inclusion initiatives from countries like Peru, Oman and Japan in the government, business, non-profit and education sectors. They concluded that migrants are an asset to host countries, and social inclusion is the key to unlocking opportunities for everyone to flourish.

### **(5) Self-Evaluation (PYs' Feedback)**

PYs appreciated the inclusive culture everyone contributed to the course discussion, as a practice of the concepts the group discussed. They found the sharing of real-life examples from different countries insightful, and would like longer breakout discussions. Many enjoyed the discussions on community leadership, national identity,

and challenges of low-privilege migrant groups like asylum seekers. They became more self-aware, especially about their worldviews, power and social status through the knot game and privilege walk.

### **(6) Facilitator's Comments**

It was a great pleasure facilitating the course discussion involving PYs from all walks of life and very diverse backgrounds. PYs were generous in sharing the space for conversations, and supported those who were less confident about English communication and less experienced in the discussion topics. At times, it was challenging negotiating and reconciling the vast difference in competencies, skills and experience amongst the PYs, particularly in English proficiency, communication, and subject knowledge. I offered individual support and tuition to a few PYs outside formal discussion time to help them catch up. The most rewarding part of the program is witnessing a few PYs making tremendous progress throughout the sessions, and showing remarkable improvement in confidence in public speaking, and gaining a deeper understanding of social inclusion, equity, diversity and social responsibility. I incorporated self-awareness and cross-cultural leadership and communication skills in the sessions to help PYs learn and grow beyond the discussion topic.

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## **CD-6 Tourism Promotion Utilizing Local Resources**

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Facilitator: Ari Yuda Laksmana

Number of PYs: 24 (inc. NLs)

### **(1) Discussion Goals and Objectives**

- To understand the key concepts, practices, challenges, and significance of tourism in PYs' countries and propose initiatives that align with the UN SDGs.
- To develop strategies to identify local tourism products, assess their international potential, and support rural communities.
- To collaborate on initiatives that strengthen youth networks and create a platform for sustainable tourism awareness and participation.
- To inspire PYs to take active roles in promoting sustainable tourism as a driver of economic and national development through strong stakeholder partnerships.

### **(2) Pre-Program Assignments**

- Fill out the bio card of CD6 members and their views on sustainable tourism.

- Learn key concepts and best practices in sustainable tourism, tourism products, and community-based tourism (CBT) aligned with the SDGs, customer journey, and Infinity Loop Marketing.
- Explore resources about Iwami Ginzan Mirai Consortium & Guesthouse Katae-an.
- Bring a postcard showcasing tourism attractions or products from PY's country.
- Share tourism challenges and CBT initiatives through a Google form.
- Conduct a short interview with family, friends, or colleagues about their tourism experiences to understand their emotions, needs, and challenges as tourists.

### **(3) Program Onboard**

#### **Course Discussion Session 1**

##### **Goals and Objectives**

- a. To get to know each other and set the tone for the program discussions.
- b. To co-create a definition of sustainable tourism and explore its practical role in achieving SDGs 1, 8, 10, 11 and 17.
- c. To identify similarities, differences, and challenges in tourism products across countries.

##### **Activities**

- a. Introduce themselves by sharing PYs' postcards of a tourism attraction or product and explaining how it represents them personally.
- b. Collaborate in mini groups to define Sustainable Tourism
- c. Discuss how tourism can contribute to and align with UN SDGs 1, 8, 10, 11, and 17.
- d. Explore the challenges, similarities, and differences in current tourism products across countries in the journey toward sustainable tourism.

##### **Outcomes**

- a. Expanded perspectives on various tourist attractions through postcards while getting to know fellow PYs.
- b. Clearer understanding of the difference between Tourism and Sustainable Tourism.
- c. Recognized shared tourism challenges across countries and their connection to the SDGs.

#### **Course Discussion Session 2**

##### **Goals and Objectives**

- a. To understand the role of Community-Based Tourism (CBT) in Sustainable Tourism.
- b. To analyze current CBT practices in each country using SWOT & TOWS analysis.
- c. To define the role of CBTO in enhancing the promotion of Sustainable Tourism.

##### **Activities**

- a. Ice breaking: The "Ship Factory" simulation.
- b. Discuss commonalities among CBTOs across countries and their alignment with the SDGs.
- c. Identify current CBT practices using the SWOT matrix analysis.
- d. Brainstorm practical collaborative approaches to help CBT overcome challenges and enhance CBTO's role in promoting Sustainable Tourism using the TOWS matrix.

##### **Outcomes**

- a. Deeper understanding of CBT, its challenges, and the

role of CBTOs and SDGs.

- b. Enhanced SWOT analysis skills in evaluating CBT practices.
- c. Practical solutions to tourism challenges through CBTO initiatives.

#### **Course Discussion Session 3**

##### **Goals and Objectives**

- a. To understand the concept of Design Thinking in the Tourism Industry.
- b. To map the Voice of Tourists by identifying their needs and challenges in tourism.
- c. To analyze the customer journey in tourism and identify key pain points.

##### **Activities**

- a. Ice breaking: The "Karumba" Challenge
- b. Identify tourist pain points and gains using the Empathy Map Canvas, enhanced through an Empathy Expo.
- c. Discuss and define the Tourist Persona, including their desires and expectations.
- d. Develop a Customer Journey (Tourist Journey) and pinpoint core problems and areas for improvement for each tourist persona.

##### **Outcomes**

- a. Enhanced empathy skills by analyzing tourists' emotions, thoughts, and behaviors.
- b. A deeper understanding of different tourist personas.
- c. Recognized key pain points and challenges faced by various tourist personas.

#### **Course Discussion Session 4**

##### **Goals and Objectives**

- a. To reflect on key learnings and insights focusing on tourism-related aspects from activities in Shizuoka Prefecture.
- b. To develop solution ideas addressing the needs and challenges of the Tourist Persona aligning with CBT principles, benefits, strengths, and opportunities.

##### **Activities**

- a. Ice breaking: The "Brain" Exercise
- b. Engage in a reflective discussion on experiences in Shizuoka through a Photo Contest among PYs.
- c. Develop solution ideas incorporating the 12 benefits of CBT using the Resultant Vectors Tool.
- d. Refine and specify ideas using the Tri-Planner Disney DRC tool for practical implementation.

##### **Outcomes**

- a. Get inspired by how a Kiwi farm can contribute to CBT initiatives while aligning with the SDGs.

- b. Developed creative and analytical solutions that address tourism challenges effectively.

### **Course Discussion Session 5**

#### **Goals and Objectives**

- a. To understand the concept of marketing messaging and Infinity Loop Marketing in promoting CBT initiatives.
- b. To develop a compelling marketing message for CBT initiatives using the SPOCK principles.
- c. To create innovative strategies to promote CBT initiatives using Infinity Loop Marketing.

#### **Activities**

- a. Host the first onboard Global CBTO Summit to develop actionable ideas to support the implementation of brainstormed initiatives.
- b. Craft a compelling marketing message for CBT initiatives tailored to different tourist personas and stakeholders using the SPOCK principles.
- c. Design creative actions for the Infinity Loop Marketing strategy, continuing with the Infinity Tour to refine and enrich ideas.

#### **Outcomes**

- a. Finalized ideas for delivering workshops and crowdfunding as collaborative efforts to support national CBT initiatives.
- b. Hooked compelling marketing messages of each tourist persona.
- c. One full complete infinity cycle of marketing actions for each mini group.

### **Course Discussion Session 6**

#### **Goals and Objectives**

- a. To identify key stakeholders who can support the implementation of Infinity Loop Marketing.
- b. To prioritize potential partnerships using the Effort/Impact/Readiness Matrix.
- c. To demonstrate critical analysis and ideation related to the PBL experience in Shimane.

#### **Activities**

- a. Identify the types of partnership support PYs expect from each stakeholder and map potential strategic partners using the Effort/Impact and Impact/Readiness Matrix.
- b. Analyze a case study on Iwami Ginzan Mirai Consortium & Guesthouse Katae-an and develop a SPOCK-based Marketing Message and its Infinity Loop Marketing strategy.

#### **Outcomes**

- a. A clear list of prioritized potential partners and the

specific support needed for marketing initiatives.

- b. Drafted problem statements and proposed marketing solutions for the PBL activities.

### **Course Discussion Session 7**

#### **Goals and Objectives**

- a. To reflect on key learnings from the PBL activities and the overall program discussions.
- b. To develop a collaborative project among PYs to support the implementation of Infinity Loop Marketing actions in achieving CBT objectives.

#### **Activities**

- a. Brainstorm action plan ideas for PYs as part of the onboard Global CBTO Summit.
- b. Organize the CD-6 Logo Competition as a tourism attraction event.
- c. Reflect on individual and group learnings from both the PBL activities and the overall discussion program.

#### **Outcomes**

- a. The final CD-6 logo symbolizes a sustainable world through tourism.
- b. Collective ideas leveraging the larger SWY Network, “SWY Without Borders,” as a design solution to connect SWYers in the same region for supporting local community initiatives.
- c. Individual and group reflections on key learnings and takeaways.

### **(4) Summary Forum (Presentation of the Discussion Results)**

PYs began the presentation by introducing the CD-6 logo and its philosophy. They then summarized key learnings, explaining the difference between tourism and sustainable tourism, its challenges, and a SWOT analysis of CBTOs. They discussed tourist personas, identified key pain points, and proposed practical solutions. Insights from the PBL in Shimane broadened their perspective on CBT initiatives and promotion opportunities. The presentation ended with collaborative initiatives PYs will implement in their home countries and a call to action for SWYers to support local communities through the SWY network, social media, and word of mouth.

### **(5) Self-Evaluation (PYs' Feedback)**

- I have learned a lot during the course discussion. To be honest, I didn't put it in 1st place when choosing among the CDs, but I have no regrets about joining it, rather I enjoyed it very much.
- I could enjoy the whole discussion. Especially, sharing

the situation of tourism in each country was valuable for me.

- They're really good. All the sessions helped me understand more about the topics, and during the visit to Shimane, I could understand even more what we're studying in the sessions.
- The course discussion provides a chance to grow our perspective, knowledge, and many social skills. We can bring this learning to our country, and contribute to the society, community, and country.

### **(6) Facilitator's Comments**

All sessions were successfully conducted as

planned, achieving their discussion objectives. While minor adjustments were made in methodology and time management, PYs provided positive feedback, appreciating the valuable experience and practical knowledge gained in Sustainable Tourism and Promotion. Areas for improvement include minimizing distractions from National Presentations and rehearsals to help PYs stay focused and engaged. Additionally, clearer agendas and expectations for the PBL in advance would enhance preparation and deepen discussions for both PYs and local hosts. Lastly, I sincerely thank the Cabinet Office for trusting me as a facilitator for the SWY Program, and my fellow facilitators for their support and collaboration.

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## **CD-7 Youth Empowerment in Rural Areas**

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Facilitator: Ivan Vichr Nisida

Number of PYs: 24 (inc. NLs)

### **(1) Discussion Goals and Objectives**

#### **Goals**

- Develop critical thinking concerning youth empowerment in rural areas
- Promote self-knowledge activities and solid connections between PYs
- Create concrete activities to support youth empowerment worldwide ("PPA Spirit")
- Stimulate healthy participation in cohesive groups and contribute to harmony and connection in a multicultural environment

#### **Objectives**

- Provide accessible knowledge and tools about youth empowerment, leadership and human connection
- Stimulate PYs to relate the CD sessions to their own realities
- Stimulate PYs to design and implement projects during SWY2025
- Combine theory and practice (sessions 1, 2 and 3 are more theoretical and sessions 4, 5 and 6 more practical, to prepare the PBL in Shimane, and session 7 aims to summarize the journey)
- Develop leadership, self-confidence, communication and soft skills

### **(2) Pre-Program Assignments**

- Self-introduction
- Research about a project related to youth empowerment in rural areas PYs own countries

- Research about Shimane, rural areas in Japan, OCCHI LABO and WATOWA Corporation

### **(3) Program Onboard**

#### **Course Discussion Session 1**

##### **Goals**

- Reflection about youth empowerment
- Stimulate individual and collective thinking
- Create safe and fertile environment to connect

##### **Objectives**

- Present the CD-7 Roadmap
- Promote self-knowledge and solid connections

##### **Activities**

- Welcome presentation (SWY, CD-7, PPA, reflection about empowerment)
- Creative writing workshop about identity (Who are you? What are your skills? What drives you in life?)
- Sharing sessions (in pairs)

##### **Outcomes**

- Awareness about youth empowerment
- Increase of self-knowledge
- Initiation to creative writing
- Meaningful connections
- Sense of belonging to CD-7

#### **Course Discussion Session 2**

##### **Goals**

- Deepen reflection about youth empowerment
- Stimulate individual and collective critical thinking

- c. Safe and fertile environment to connect

### **Objectives**

- a. Provide theoretical knowledge and frameworks to understand the CD topic
- b. Start an important reflection about the unique strengths of each PY

### **Activities**

- a. Empowerment Story
- b. Presentation: what is empowerment?
- c. Discussion: what is empowerment in your country?
- d. Workshop: create a synthesis of your discussion

### **Outcomes**

- a. Relevant and deep conversation about youth empowerment (similarities and differences)
- b. Co-creative processes with visual representations

### **Course Discussion Session 3**

#### **Goals**

- a. Map sources of empowerment
- b. Stimulate individual and collective critical thinking
- c. Safe and fertile environment to connect

### **Objectives**

- a. Provide a framework to understand the sources of youth empowerment
- b. Address the challenges that limit youth empowerment in rural areas
- c. Connect the CD to the Shimane projects

### **Activities**

- a. Empowerment Story
- b. Presentation: recap session
- c. Workshop: create a Youth Empowerment Framework and present it to the group
- d. Creative Writing: empowerment letters (in pairs)

### **Outcomes**

- a. Six Youth Empowerment Frameworks
- b. Letters of empowerment created for each PY
- c. A VA was created from the letters of empowerment activity

### **Course Discussion Session 4**

#### **Goals and Objectives**

- a. Present a successful case of empowerment
- b. Stimulate individual and collective critical thinking
- c. Safe and fertile environment to connect

### **Activities**

- a. Documentary about Gondwana FC (Brazil), a project that promotes empowerment through football
- b. Discussion about the documentary
- c. Reflection about passion and empowerment

### **Outcomes**

- a. Awareness about the African influences in Brazil's culture and population
- b. Deeper understanding about real life empowerment based on passions, life missions and entrepreneurship
- c. Stronger connections between PYs

### **Course Discussion Session 5**

#### **Goals and Objectives**

- a. Prepare PBL visits and deepen understanding about youth empowerment in rural areas
- b. Stimulate debate and exchange of ideas
- c. Safe and fertile environment to connect

### **Activities**

- a. PY Story
- b. Group discussion by topic: Rural areas in Japan, Youth in Japan, Strengths and Weaknesses of rural areas
- c. Presentations

### **Outcomes**

- a. Four collaborative presentations about core topics relevant for PBL in Shimane
- b. A VA about empowerment stories for the whole batch

### **Course Discussion Session 6**

#### **Goals and Objectives**

- a. Practice project design in multicultural groups
- b. Safe and fertile environment to connect

### **Activities**

- a. PY Story
- b. Project design activity in 4 groups

### **Outcomes**

Four youth empowerment projects designed for Shimane

### **Course Discussion Session 7**

#### **Goals and Objectives**

- a. Deepen understanding about youth empowerment in rural areas
- b. Stimulate debate and exchange of ideas
- c. Safe and fertile environment to connect

### **Activities**

- a. Framework presentations and feedback session (six groups)
- b. Selection of the best framework
- c. Creative writing activity: "Our deepest fear"

### **Outcomes**

One final framework for CD-7 (by Group 3)

#### **(4) Summary Forum (Presentation of the Discussion Results)**

The Summary Forum presentation was really successful, especially if we consider the initial goals of the Course Discussion outline. Although it could not embrace the sum of rich exchanges and discoveries, CD-7 was very faithful to the essence of our endeavor.

The 10-min event was composed by four main parts. The first one was an opening scene with three young people leaving a rural area, one elder reading a letter from his granddaughter and one last young person coming back to the village eager to build a future there. Secondly, after a powerful introductory speech “Through listening in our course discussions, we accidentally empowered each other and that became the cornerstone of CD-7. The people. For us, empowerment is this.”, PYs formed a word pyramid showing what empowerment means to them, evidencing the diversity of meaning but also how they each absorbed the topic in their lives. The next stage consisted of assertive and slide-based presentations about findings and lessons along the journey: content discussed during sessions, the youth empowerment framework created by PYs, what they gained and learned, and future prospects.

As for the next steps, PYs based themselves in their personal experience in CD-7 to create paths to changes their realities and create PPA projects. Finally, all PYs gathered on stage to deliver empowerment messages written on paper planes to the audience. They shouted one last time for SWY36 our slogan: “let’s empower together!”.

In conclusion, CD-7 PYs were able to (1) display their knowledge, reflections and personal experience concerning youth empowerment in rural areas (2) share the impact they had on other PYs from outside course discussion through voluntary activities (3) foster and make use of their creativity, which is deeply related to their empowerment processes (4) share their deep level of connection (and affection) as a group.

#### **(5) Self-Evaluation (PYs’ Feedback)**

By the end of CD-7, PYs expressed great satisfaction with the process and the results (and so did I!). I would highlight the following aspects:

- a. PYs felt very safe and comfortable to share their opinions and be (or find out more about) who they are in CD sessions and during our POC visits. The diligent group work during Shimane presentation and Summary Forum evidenced their level of connection and companionship. They worked as one unit.

- b. According to testimonials, PYs felt stimulated and empowered by the activities and exchanges, especially when it came to discussing ideas in smaller groups and the sharing stories sessions. Creative writing was also mentioned as a fertile moment to slow down and connect to themselves.
- c. Even PYs who were not initially attached to CD-7 topic shared by the end of the program a surprising interest for youth empowerment and what they found out about themselves.
- d. Concerning improvements, PYs mentioned the need for more time in some reflection moments and dynamic activities to cope with the intense schedule.
- e. “I knew I would get something out of the sessions, but I didn’t think I would leave feeling empowered and like I have a voice. CD-7 was the highlight of SWY2025 for me.”
- f. “You’ve given me the tools to recognize and embrace empowerment in my daily life, and that knowledge will stay with me forever.”
- g. “I will never forget how much I was accepted and inspired by the group and by you. I feel that, during the session, I was healed from some of my past scars.”
- h. “I didn’t expect of how much understanding of myself I gained. And I loved it. All the findings will be my strong basement of my career or lifestyle. I promess to empower myself and other after SWY.”
- i. “CD-7 was an exceptional human and intellectual experience. The energy of the group, the quality of the exchanges and the relevance of the topics discussed made this adventure unique.”

#### **(6) Facilitator’s Comments**

First of all, I would like to sincerely thank the Cabinet Office for this amazing opportunity to facilitate CD-7. I deeply enjoyed this topic and how much I learnt and felt empowered by my group of PYs. Also, I hereby express my gratitude to Shizuoka and Shimane local committees, who prepared amazing and life-changing experiences for all of us, and to the whole ADM Team and Nippon Maru crew for their dedication and kindness. Finally, I thank the dear Facilitators Team of SWY2025, who inspired me every day to challenge myself and evolve every day.

I would like to highlight the great devotion offered by CD-7 PYs to the whole process. They were open-minded, cooperative and brave to dive into the activities I designed for them. What is more, they were kind and supportive

with their colleagues and eager to promote impact on the ship – and beyond.

Each one of them crafted their own true and powerful meaning of what is empowerment. I consider that a great collective achievement, as I don't believe in one generic and universal approach for the topic. In my opinion, empowerment means to be connected to yourself and to others, and the offspring of this connection can be manifested in many ways (social projects, art, professional activities, all of them together). May they all find their own powers.

I would also mention the amazing voluntary activities that derived from CD-7 sessions. One of them invited

all PYs to write letters of empowerment to each other. A second VA was organized to share empowerment stories (24 people from many CDs attended and a follow-up extra session was organized on the same day at 10pm).

Finally, I believe that SWY is a unique program to seed and develop leadership worldwide and I hereby express my passion and admiration for it. SWY is a dense and rich sample of the human experience. It allows us to know who we are, how to live together, respect each other and seek a better version of the world – and ourselves.

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## CD-8 Quality Welfare Service

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Facilitator: Berzenn Urbi

Number of PYs: 23 (inc. NLs)

### (1) Discussion Goals and Objectives

- Developing social welfare awareness. PYs will understand the social, cultural, economic and political contexts of social welfare practices globally, including Japan.
- Developing socio-political awareness. PYs will understand the different global issues the world is facing, the different roles youth play in achieving SDGs, as well as enhancing their leadership skills to be community change-agents.
- Critical and Creative Thinking: PYs will be encouraged to integrate information from a variety of sources (lecture, readings, personal research) to generate a presentation or creative project meant to forward a quality welfare service.

### (2) Pre-Program Assignments

Pre-program Assignment No.1.:

Social welfare program in my country.

PYs to select one social welfare program currently implemented in their home country/province/prefecture. PYs will write a 500-word essay about their own observations or analyses of the selected social welfare program. PYs will assess the various factors that make the program a success. In addition, PYs to identify some gaps the program has failed to address.

Pre-program Assignment No.2.:

Addressing social isolation.

Social isolation and loneliness are increasingly being recognized as a priority public health problem and policy issue across all age groups. The World Health Organization (WHO) has declared loneliness to be a pressing global health threat and has launched the first ever international commission to tackle this issue. As a youth leader, what innovative project will you implement in your country to alleviate or resolve loneliness across all ages and culture?

### (3) Program Onboard

Course Discussion Session 1

#### Goals and Objectives

- PYs to gain introductory knowledge about social welfare programs

#### Activities

- Ground rules creation
- What is welfare service? Discussion on what welfare service is, the different social welfare programs, and case study discussions.
- Small group discussion. Why is it important to have a quality welfare service in your country? How do you define quality welfare service?

#### Outcomes

- PYs gained introductory knowledge on what social welfare services are and the importance of having quality welfare services globally.

### **Course Discussion Session 2**

#### **Goals and Objectives**

- a. PYs to learn the different socio-political factors affecting welfare programs in different countries.

#### **Activities**

- a. What are ‘welfare’ and ‘well-being’? Discussion about the different welfare programs of participating countries. Case study. Summary and presentation.
- b. Welfare services and support. Discussion of the different welfare services in Japan.
- c. Measuring well-being. Presentation of case studies about how to measure well-being. What is the relationship of well-being with welfare?
- d. Discussion about what constitutes quality welfare on these different programs.

#### **Outcomes**

- a. PYs understood what welfare really means, and its relationship to well-being. Also, PYs gained understanding of what quality welfare services means.

### **Course Discussion Session 3**

#### **Goals and Objectives**

- a. PYs to understand social issue surrounding youth unemployment.
- b. PYs to learn their own leadership potential and the roles they can play within their own community.
- c. PYs to experience social project design and implementation.

#### **Activities**

- a. Discussion on youth employment. Case study on youth unemployment. Small group discussion on what youth can do to provide equal employment access to everyone including youth.
- b. Discussion on mental health issues amongst youth.
- c. Pre-program assignments No. 1. sharing and discussion.
- d. Small group activity. Project design and implementation. Each small group created a simple project they implemented on board Nippon Maru with the aim of improving or enhancing mental health of PYs.

#### **Outcomes**

- a. PYs gained introductory knowledge on youth unemployment and their roles as youth leaders in resolving this social issue.
- b. PYs experienced working with diverse team, applying their leadership skills.
- c. PYs developed some project design and implementation skills.

### **Course Discussion Session 4**

#### **Goals and Objectives**

- a. PYs to understand the different programs under long-term care, health and welfare services for the elderly

#### **Activities**

- a. Discussion about population aging, factors affecting healthy aging, and the challenges surrounding aging society.
- b. Small group discussion about welfare policies for elderly in Japan and other participating countries.
- c. Lecture on WHO’s work on the UN Decade of Healthy Ageing (2021-2030)
- d. Presentation of project proposal from Session 3.

#### **Outcomes**

- a. PYs gained knowledge on different welfare programs for elderly.
- b. PYs enhanced their project design and implementation skills.

### **Course Discussion Session 5**

#### **Goals and Objectives**

- a. PYs to learn causes of aging society.
- b. PYs to learn the importance of healthy aging and different ways to achieve healthy aging.

#### **Activities**

- a. Lecture about healthy ageing, causes of aging society.
- b. Discussion and activity about healthy aging, and presented evidence-based strategies to achieve healthy aging.
- c. Debate activity on labor migration to counteract workforce shortages caused by aging society.
- d. Small group work and discussion on how to implement their social mental health project on board.

#### **Outcomes**

- a. PYs learned the importance of healthy aging, and the different factors to achieve this.
- b. PYs enhanced their project design and implementation skills.

### **Course Discussion Session 6**

#### **Goals and Objectives**

- a. PYs to understand the different welfare programs on improving well-being.

#### **Activities**

- a. Small group discussion on mental health disorders. PYs discussed the challenges of people living with mental health disorders are facing in their own country.
- b. Small group discussion on well-being welfare programs.

- c. Discussion on loneliness as a global epidemic and what youth can do to resolve this issue.
- d. Small group discussions. PYs were given case studies to discuss and present their solutions/programs to the group.
- e. Break-out session. Discussion of Harvard's research study on good close relationship and happiness and mental health.
- f. Discussion on pre-program assignment No. 2

#### **Outcomes**

- a. PYs understood and gained knowledge on the different mental health issues surrounding youth.
- b. PYs understood the essential role youth leaders play in solving mental health issues and loneliness.

### **Course Discussion Session 7**

#### **Goals and Objectives**

- e. PYs to understand the importance of social connection.
- f. PYs to understand social project design

#### **Activities**

- a. Discussion on the importance of social connection.
- b. Discussion on social isolation and its effects on well-being.
- c. Reflection and summary of project-based learning (PBL) activities, institutional visits, and social activities in Shimane.
- d. Presentation of each small group's evaluation of their mental health projects implemented on board.

#### **Outcomes**

- a. PYs understood the importance of social connection.
- b. PYs enhanced their project design and implementation skills.

### **(4) Summary Forum (Presentation of the Discussion Results)**

The PYs delivered comprehensive presentations on key concepts related to quality welfare services. They explored the definition of welfare and its relationship to well-being, emphasizing the importance of relationships and communication. Additionally, they addressed global mental health challenges faced by youth, youth

unemployment, and healthy aging.

The PYs also shared insights from their PBL learning experience in Shimane and reflected on the various activities conducted throughout each session. More importantly, they outlined post-program initiatives they plan to implement, including the establishment of community nursing centers in Brazil, Oman, and Djibouti. Furthermore, they intend to organize English camps in Sri Lanka and launch the SWY Café in Japan, providing a safe space for lonely and isolated individuals to connect and engage with others.

### **(5) Self-Evaluation (PYs' Feedback)**

It has been the best CD ever. Zenn was always mindful of how we were feeling. And the activities were really fun. I really am proud to be part of CD-8 family.

I really feel loved and had enjoyed every little moment in CD-8.

Thank you Zenn for organizing sessions. I'll never forget the word "relationships, relationships, relationships..." in my whole life. I'm grateful you were my facilitator.

### **(6) Facilitator's Comments**

Thank you to the Cabinet Office, Government of Japan for the opportunity to facilitate this course discussion. It has been an incredible experience, and I am truly excited to see the impactful social projects the PYs will implement post-SWY.

On board, I witnessed meaningful collaborations taking shape, and I have no doubt these partnerships will continue to flourish. I sincerely wish all PYs success in their initiatives and encourage them to maintain open channels of communication to foster long-term networks and connections.

The SWY program has profoundly shaped my life, and I firmly believe that PYs hold the power to determine how they utilize and maximize the vast potential of the SWY network. I hope they embrace this extraordinary community and leverage its opportunities beyond the program. I look forward to seeing PYs thrive, breaking barriers, and driving positive change through their social projects.

## 1.2. Project Based Learning Session

### Purpose of the Project Based Learning Session in Shimane

The PBL in Shimane aims to let PYs think about how to deal with social issues in the rural area in Japan in cooperation with people who are working on them onsite and plan practical improvement plans after PYs have discussed and deepen their understanding on respective themes at Course Discussion onboard. This approach

fosters both an "international and local sense," crucial for tackling real-world challenges.

Shimane Prefecture, a leader in addressing issues caused by population decline, hosted the program, which featured eight courses exploring different approaches to sustaining and passing on local communities. Despite weather-related port changes and heavy snowfall, the five-day program was successfully completed with minimal adjustments.

Date	Time	Program
February 8th (Saturday)	8:00 10:30 11:00-12:00 12:00-12:45 13:00-15:40 15:40-16:00 18:00	Departure from Hamada City Arrival at Tsuwano Town, Taiko performance Lunch Orientation Fieldwork in the castle town Closing Return to the ship
February 9th (Sunday)	8:30-9:30 AM-PM      17:30-19:30	Departure from Hamada City Institutional Visit and Activities by CD <ul style="list-style-type: none"> <li>CD-1 Gonokawa Tetsudo</li> <li>CD-2 Shimane Pref. University Maihama-shachu (Kagura gr.)</li> <li>CD-3 Shimane Chuo High School</li> <li>CD-4 Yasaka Joint Farm, Komatsu Farm</li> <li>CD-5 Japanese Language Circle Kodama</li> <li>CD-6 Iwami Ginzan Mirai Consortium</li> <li>CD-7 WATOWA</li> <li>CD-8 The Liaison Conference of Green and Water</li> </ul> Return to the Ship
February 10th (Monday)	8:30 AM-PM     16:30-17:00	Disembark at Sakaiminato port <ul style="list-style-type: none"> <li>NLs, SNL, YLs, and AYL had a courtesy call to the Governor of Shimane. After the courtesy call, they experienced Horikawa boat ride .</li> </ul> Others will be inspecting Shimane in three areas. <ul style="list-style-type: none"> <li>CD-1, 5, 8 Horikawa boat ride · Matsue Castle</li> <li>CD-2, 4, 6 Izumo Taisha Shrine</li> <li>CD-3, 7 Adachi Museum of Art, Yasugibushi Engeikan</li> </ul> Return to the Ship
February 11th (Tuesday)	8:30-9:00 AM-PM     16:30-18:00	Disembark at Sakaiminato port Institutional Visit and Activities by CD <ul style="list-style-type: none"> <li>CD-1 Tatara-no-sato</li> <li>CD-2 Abe Eishiro Memorial Museum</li> <li>CD-3 Agri. Corporate Ishihara Satoda</li> <li>CD-4 Eiko-maru</li> <li>CD-5 Cooking Park</li> <li>CD-6 Guesthouse Katae-an</li> <li>CD-7 Occhi Labo</li> <li>CD-8 CNC</li> </ul> Return to the Ship
February 12th (Wednesday)	9:30-11:00 11:30-13:00 13:00-14:30 14:30-16:00 16:40-17:00 17:00	Preparation for the presentation Lunch Presentation of the Results of PBL in Shimane Ship Tour Yasugibushi Performance Departure for Tokyo

(1) On the first day, all PYs visited Tsuwano Town, one of the first in Japan to tackle population decline, low birthrates, and an aging society. The program allowed them to explore local challenges firsthand while experiencing the town's rich culture and history. The PYs were warmly welcomed with a Japanese drum performance. After lunch, an orientation session was held, including a speech by the Mayor of Tsuwano. Later, local guides led a modernology-based town walk, where the PYs sketched, observed, and identified key challenges and values. The day concluded with interview video screenings featuring people of different generations and occupations. This experience gave the PYs valuable insights into rural Japan's issues and ongoing efforts to address them, broadening their perspectives on challenges they may not have previously considered.

(2) On the second day, each CD group visited related facilities in western Shimane and conducted various activities.

#### **CD-1**

CD-1 visited Gonokawa Tetsudo in Ohnan Town under the theme "Community Design Utilizing Local Resources." Guided by Mr. Ippei MORITA, a former newspaper reporter dedicated to revitalizing his hometown. PYs explored Asuna village, which faces challenges like depopulation, aging residents, vacant houses, and a discontinued railway line. Through Mr. MORITA's lecture and a town walk, PYs saw how local resources were repurposed and renovated, including a guesthouse and bookstore in vacant houses and a trolley train running on abandoned tracks. They were impressed by the community's warmth and how people naturally gathered in shared spaces. The bookstore's diverse selection, including books published with Mr. MORITA's involvement, also intrigued them.

#### **CD-2**

CD-2 explored the activities of Shimane Prefectural University Maihama-shachu (Kagura Group) under the theme of "Inheritance of Traditional Culture." They attended a lecture on the challenges of preserving traditional performing arts, an overview of Iwami Kagura, and its cultural significance, followed by a live Kagura performance. Afterwards, the PYs tried on costumes and masks, experiencing the giant snake, music, and dance movements firsthand. In the afternoon, they had a lively discussion with university students and Maihama-shachu members, sharing impressions, questions, and ideas. Topics included cultural preservation infrastructure, comparisons

with sports promotion, and proposals for future cultural preservation and inbound tourism. Through this program, the PYs gained valuable insights into the evolving nature of traditional cultural inheritance and the efforts needed to sustain it.

#### **CD-3**

CD-3 visited Shimane Chuo High School under the theme of "Quality Education." The school is known for its "Regional Future Study Abroad" initiative, designed in collaboration with teachers and administration. The program began with a homeroom-style roll call, and PYs had the option to wear Japanese high school uniforms. The PYs listened to presentations by three students who had transferred from out of Shimane, toured the dormitory, and experienced a school lunch. They were impressed by how revitalizing the high school contributes to the town's survival. In the afternoon, they visited Aso Lab, a youth facility, where they had discussions with high school students on topics like "What experiences should we have during high school?" and "What environment is necessary to support that?" The PYs highly praised the students for their dedication to school life, including national-level club activities.

#### **CD-4**

CD-4 visited Yasaka Cooperative Farm. and Komatsu Farm in Yasaka-cho, Hamada City, under the theme of "Environmental Conservation." At the Yasaka Branch Office, the PYs learned about the region's efforts and challenges in organic farming, as well as the history and mission of Yasaka Cooperative Farm. They then participated in hands-on experiences, including miso-making, a tour of a vinyl greenhouse, and biodiversity education through vegetable tasting and soil preparation. After learning about the challenges faced by Komatsu Farm, the PYs held discussions on the topic. They expressed their appreciation for the opportunity to interact with people who take great pride in their region and were particularly impressed by the community-wide efforts to promote sustainable farming. The local residents were also pleased to see PYs actively asking questions from various perspectives, making it a highly enriching and interactive experience for both sides.

#### **CD-5**

CD-5 visited the Japanese Language Circle Kodama in Oda City under the theme of "Social Inclusion of Migrants in Local Community." They were warmly welcomed with

a Kagura performance. A woman shared her experience of living in Japan as a foreigner and how her high school-aged son, of Philippine origin and with a developmental disorder, has grown through participating in Kagura. The PYs observed a Japanese language class and joined the locals for lunch, enjoying homemade dishes prepared by circle members and language learners. In the afternoon, Mr. HIRATA, the circle's representative, and Ms. AOKI, from the Association of Foreign Residents and Citizens for Coexistence, explained their survey on foreign residents and the multicultural coexistence plan. The PYs then split into groups to discuss multicultural coexistence with local residents. These discussions provided valuable insights into the current situation, ongoing initiatives, and challenges in fostering an inclusive community in Oda City.

#### CD-6

CD-6 visited the Iwami Ginzan Mirai Consortium in Omori Town under the theme of "Tourism Promotion Utilizing Local Resources." The PYs were divided into three groups—"Life," "Tourism," and "World Heritage"—and engaged in town walks, lectures, and discussions with local residents. They reflected on what they had learned in Omori Town and explored potential proposals to benefit the local area. The PYs were particularly impressed by how the local residents thoughtfully balance daily life with tourism and by their unique perspectives on sustainable tourism development. Through this program, the PYs gained a deeper understanding of the importance of community-led tourism development and the delicate balance between preserving local life and promoting tourism.

#### CD-7

CD-7 visited WATOWA under the theme of "Youth Empowerment in rural areas." The PYs first listened to talks by a key young figure who had relocated to Yunotsu Town and a migrant representative. They then visited the site of a vacant inn undergoing renovation, where they helped with cleaning work and had hands-on experience painting walls as part of an artistic renovation project to transform the space into a rental bookstore. The PYs were deeply inspired by the passion of these individuals, who were driven not by economic gain but by their desire to revitalize the town and continue experimenting with new initiatives. Even after the program ended, many PYs continued engaging in discussions and asking questions about the activities.

#### CD-8

CD-8 focused on "Quality Welfare Services." In the morning, PYs interacted with elementary school students from the Ota Athletics Class, fostering enthusiasm, mutual understanding, and appreciation for diversity. In the afternoon, they visited Salon de Yukimiru, a youth support space, for a lecture and discussion on school refusal and sports harassment. Officials provided an overview of these issues, followed by a director's lecture on challenges faced by children and efforts to create supportive environments. PYs exchanged ideas on tackling these problems, recognizing the complexity of local issues and the need for community-driven solutions integrating both global and local perspectives.

(3) On the third day, NLs, SNL, YLs, and AYL visited the Governor of Shimane, while other PYs split into three groups for inspection visits. CD-1, CD-5 and CD-8 explored the Horikawa Pleasure Boat and Matsue Castle, learning about the city's history and the castle's evolution. CD-2, CD-4 and CD-6 visited Izumo Taisha Shrine, where they formally worshiped at the main shrine and heard a priest explain its history and religious significance. PYs asked insightful questions about worshippers' prayers, deepening their understanding of Japanese beliefs. CD-3 and CD-7 visited the Adachi Museum of Art and Yasugibushi Engeikan, where they admired modern and contemporary paintings, a vast Japanese garden, and experienced traditional performing arts, including live Yasugibushi music and loach-catching.

(4) On the fourth day, each course discussion group visited related facilities in eastern Shimane and conducted various activities.

#### CD-1

CD-1 visited Yoshida Village in Unnan City, guided by Mr. Yuji INOUE of Tanabe Tatara no Sato, a company working to revitalize the area. As part of the Tanabe Group, which has roots in traditional tatara steelmaking, the company is committed to preserving local heritage and addressing population decline. PYs attended a lecture on the company's efforts to revitalize the village, followed by a tour of Yoshida. They operated a small tatara steelmaking furnace and visited Japan's only remaining Edo-period steelworks. Through these hands-on experiences, they gained insights into how businesses can drive regional revitalization and the importance of utilizing local resources.

## CD-2

CD-2 visited the Abe Eishiro Memorial Museum in Matsue City. PYs gained insights through hands-on experience in papermaking, a tour of the workplace, and discussions with washi artisans, craft artists, and museum staff. Ideas for passing down the tradition of washi paper to the next generation included proposals for products that integrate washi's unique texture into everyday life and special occasions, as well as leveraging social media and digital technology to broaden its appeal. Beyond washi paper, participants also reflected on different approaches to preserving traditional culture, such as national preservation strategies and variations in paper culture.

## CD-3

CD-3 visited Agri. Corporate Ishihara Satoda in Okuizumo Town, where they experienced rural agriculture through mochi-pounding and onigiri-making, immersing themselves in local food culture. They attended a lecture by Mr. WAKURI, who discussed depopulation, the lack of farming successors, and agricultural challenges. This was followed by a group discussion, where PYs exchanged agricultural issues and solutions from their countries, as well as ideas on bridging urban and rural areas and encouraging youth participation in farming. The PYs were deeply moved by the hospitality and dedication of local farmers. They realized agriculture is not just about production but also plays a vital role in preserving culture and communities. This experience inspired them to reflect on sustainable agriculture's future and explore global collaborations.

## CD-4

CD-4 visited Eiko-maru in Matsue City. The PYs visited Noi Fishing Port, had a fishing experience, and also had a lecture on Eiko-maru's initiatives and local environmental issues. Some PYs remarked that they were surprised by how people who had moved from urban areas had created their own unique lifestyles, work, and sense of fulfillment. The PYs learned about coastal erosion by peeling sea urchin shells and about ocean trash and waste problems by reusing old fishing nets. During discussions about changes and environmental issues affecting oceans worldwide, water pollution emerged as a major topic. The PYs exchanged opinions on common environmental challenges faced by different regions and had a meaningful discussion.

## CD-5

CD-5 participated in Cooking Park, a multicultural cooking class in Izumo City run by a registered dietitian promoting intercultural coexistence through food. The PYs were divided into six groups, each consisting of Japanese and foreign residents. They developed recipes, went grocery shopping, and cooked and shared meals. Each group, composed of PYs from diverse food cultures, struggled to make a meal together. In the afternoon, while enjoying the dishes they had prepared, the PYs engaged in discussions about food culture and multicultural coexistence. They reflected on the differences in food traditions and deepened their mutual respect and appreciation for cultural diversity through cooking.

## CD-6

CD-6 visited Katae-an, a guesthouse in Matsue City. The PYs participated in a bamboo craft workshop, joined a folk food event where they dined with local residents, attended a lecture on Katae-an, and engaged in a discussion on tourism strategies. The discussion centered on creating value in non-tourist areas and how to attract visitors. Through firsthand experiences and discussions, the PYs were able to formulate concrete ideas that they could take back to their own countries. By using Katae-an as a case study, they explored sustainable tourism models that harmonize local life and visitor engagement.

## CD-7

CD-7 visited Occhi Labo in Unnan City that supports local revitalization efforts. The group learned about Unnan City's challenges, its support for new community initiatives, and why many U-turn and I-turn migrants have chosen to settle in the region. In the afternoon, the PYs participated in five hands-on activities related to local entrepreneurship and community-building; Traditional seasonings, Rice flour utilization, Shopping rehabilitation, Makgeolli brewing, Town design using old houses. The PYs were deeply inspired by the energy and creativity of the local community, and they asked many questions. They appreciated learning about innovative regional projects and the passionate drive of the people working to revitalize not just Shimane but Japan as a whole.

## CD-8

CD-8 visited CNC, which has established community nursing to enhance the physical, mental, and social well-being of local residents. After receiving a lecture on the initiative, the PYs participated in a rice ball-making

experience with the local community. Later, they split into three activity groups: A relaxing tea party, A traveling Kumakko café, and Shimenawa making. Through these experiences, the PYs reflected on what it means to support one another and how community care can complement individual responsibility. In discussions, PYs exchanged ideas about ways to foster mutual support in their own countries, how to support other people, essence of supporting people and how to capture values which are difficult to be measured. Many expressed a desire to implement similar community-building initiatives in their home countries. Important point they learned was necessity of sifting care system from carried out by individuals to carried out by local communities.

(5) On the final day, the PYs presented the outcomes of PBL in Shimane before an audience from places they visited for their PBL activities. Each CD shared their insights, experiences, and key learnings from the four-day program. They also proposed solutions or ideas to the challenges and possible actions they could take moving forward. Through these experiences, the PYs gained a deeper understanding of the issues faced by the region, the historical and ongoing efforts to address them, and the complexities involved in solving these problems. After the presentation, an open ship event inviting people from the local communities was held.

### 1.3. Summary Forum

The Summary Forum held on February 20 represents one of the most significant events in the program. Each CD delivered creative presentations to show what they learnt in their course discussion courses.

Before the Summary Forum, the participants did not know what other Course Discussion members learn in detail. Therefore, it was a great opportunity to learn about other discussion topics. It became a chance for participants

to gain a wider perspective on what they have learnt. All participants also took this opportunity to reflect on their own Course Discussion learnings through preparing and rehearsing for the Summary Forum with course members.

Every one of PYs enjoyed spending the last time with discussion members and learned other CD. It was a memorable experience for all PYs.

## 2 Cultural Experience Session

PYs visited Shizuoka over two days from February 2nd to 3rd. Due to bad weather conditions, the port call in Shizuoka was changed from Omaezaki Port to Shimizu Port, but the program was not significantly changed. On the first day, all groups visited Kiwi Fruit Country Japan

and held the Welcome Reception on board. On the second day, PYs split into 7 groups, each consisting of two letter groups, and they visited seven schools in Shizuoka in the morning, and the Hamaoka Nuclear Exhibition Center in the afternoon.

Date	Time	Program
February 2nd (Sunday)	9:00-9:30	Orientation <ul style="list-style-type: none"> <li>• Introductory Video of Cultural Experience Session</li> <li>• About Shizuoka and Omaezaki</li> <li>• Program Outline</li> </ul>
	11:15-15:00	Kiwi Fruit Country Japan Visiting <ul style="list-style-type: none"> <li>• Greeting from the Mayor of Kakegawa City</li> <li>• Explanation of the Farm</li> <li>• Letter Group Challenge - Guess the Weight Game -</li> <li>• Barbecue Lunch</li> <li>• Group work (Mascot making, Cupcakes making, Tea tasting)</li> <li>• Walking tour</li> </ul>
	17:00	Return to the ship
	18:00	Ship Tour
	18:30-20:00	Welcome Reception onboard with Mr. Hiroshi MASUI, Vice Governor of Shizuoka Prefecture, Mr. Takashi KUBOTA, Mayor of Kakegawa City, Mr. Kikuo SUGIMOTO, Mayor of Makinohara City, and Mr. Masaru SHIMOMURA, Mayor of Omaezaki City <ul style="list-style-type: none"> <li>• Opening Remarks: Chairperson of the Shizuoka Organizing Committee</li> <li>• Welcome Speech: Mr. Hiroshi MASUI, Vice Governor of Shizuoka Prefecture</li> <li>• Speech by 2 Youth Leaders</li> <li>• Gift Presentation</li> <li>• Toast</li> <li>• Photo Taking</li> <li>• Closing speech: Mr. Kikuo SUGIMOTO, Mayor of Makinohara City</li> </ul>
February 3rd (Monday)	7:40-8:55	Disembarkation
	9:30-13:15	School Visiting <ul style="list-style-type: none"> <li>• Bus1(A/B) Tokoha Kikugawa Senior High School, (Kikugawa City)</li> <li>• Bus2(C/D) Kakegawa Nishi High School (Kakegawa City)</li> <li>• Bus3(E/F) Haibara High School (Makinohara City)</li> <li>• Bus4(G/H) Ikeshinden High School (Omaezaki City)</li> <li>• Bus5 (I/J) Omaezaki Elementary School (Omaezaki City)</li> <li>• Bus6(K/L) Omaezaki Junior High School (Omaezaki City)</li> <li>• Bus7(M/N) Sagara High School (Makinohara City)</li> </ul>
	12:20-15:20	Hamaoka Nuclear Exhibition Center Visiting <ul style="list-style-type: none"> <li>• Plenary Session</li> <li>• Center Tour</li> </ul>
	15:30-16:30	Return to the ship
	17:00-17:15	Closing Session
	17:30	Departure

On the first day, the Shizuoka Organizing Committee held an onboard orientation, introducing Shizuoka and Omaezaki, screening a program video, outlining objectives, and explaining the canceled beach clean-up activities due to a port change. PYs then visited Kiwi Fruit Country Japan. The program began with a greeting from the Mayor of Kakegawa, followed by an introduction to the structure of the farm implementing sustainable agriculture and the farm's origins, a weight-guessing game using rice, and a barbecue lunch featuring various kiwi fruit grown on-site. In the afternoon, PYs participated in hands-on activities such as making wool mascots, baking butter cakes, and tea tasting. They also explored the farm and learned about sustainable, eco-friendly farming practices. Upon returning to the ship, the welcome reception was held with the Vice Governor of Shizuoka and the Shizuoka Organizing Committee. They delivered welcoming speeches and received gifts. Fujippy, mascot of Shizuoka, also welcomed PYs.

On the second morning, PYs divided into seven groups visited seven schools. Some wore national costumes and introduced themselves and their countries in simple English, which was encouraging students to actively engage in conversation.

#### <Tokoha Kikugawa Senior High School>

About 50 students introduced their school, performed karate, and shared community projects. The director introduced Plaza Kikuru, and PYs presented the outline of SWY and their home countries before joining group self-introductions and lunch.

#### <Kakegawa Nishi High School>

About 40 students attended, listening to the outline of the program and their home countries presentations by PYs in the presence of Mayor of Kakegawa City. After those activities, participants enjoyed a talk folk dance that PYs and students talk to each other one on one. PYs had lunch designed by high school students with around 20 English club members and interacted with them for further enrich cultural exchange.

#### <Haibara High School>

About 85 students engaged in a lunch exchange, a school tour, and a Q&A session, learning about PYs' backgrounds.

#### <Ikeshinden High School>

About 95 students participated in PY's home countries and program presentations, exchanging in small groups, a quiz about Japan, and a Setsubun event showcasing traditional customs.

#### <Omaezaki Elementary School>

About 35 fifth graders interacted with PYs through PY's home countries and program presentations, followed by a student-led game on sea turtle conservation.

#### <Omaezaki Junior High School>

About 110 students joined for a school introduction, tour, and Q&A. PYs, divided into 16 groups, exchanged ideas in simple English about their home countries, capitals, and greetings.

#### <Sagara High School>

About 25 students participated in PY's home countries and program introductions, an ice-breaking game, simple physical activities, and a lunch gathering.

After the school visits, PYs toured the Hamaoka Nuclear Exhibition Center, where staffs of Chubu Electric Power explained nuclear power generation, safety measures, and the observation deck. Some PYs shared perspectives from their home countries, sparking in-depth discussions that continued after the session. Back on the ship, the Shizuoka Organizing Committee held a closing session featuring a video review of the two-day program. Many PYs mentioned that the visit provided valuable insights into Shizuoka, making it an enriching and educational experience.

### 3 National Presentation

National Presentation (NP) was conducted by delegations to present each participating countries' history, culture, tradition, politics, economies, and society to deepen the understanding toward each country. Also, it was a chance for many participants to re-recognize

and rediscover characteristics of their own country. The delegation decided the presentation format and NP Committee was in charge of operation, MC, and time management.

#### <Order of NP>

Date	Delegation
Feb. 5	Brazil
	Algeria
	Peru
	Sri Lanka
Feb. 6	Senegal
	Poland
	Djibouti
	Oman
Feb. 13	Sweden
Feb. 14	Egypt
	Panama
	Australia
Feb. 15	Japan

#### <Outline of NP>

Algeria
<p>Theme: Story Telling (History and culture of Algeria)</p> <p>Algerian youths introduce the history of Algeria, from the ancient Roman era through the French colonial period to the present day. It's a story-telling type of presentation. And every time we mentioned a part of Algeria, we do a dance about it. Basically, we had 3 dances, dance from the Sahara, and dance from Kabylie and a group dance at the end all this PY, has focused on the information we give because there was a game at the end where they have to answer a question about our presentation.</p>
Australia
<p>Theme: Australian History and Culture</p> <p>The Australian delegation national presentation is a summary about Australia and introduction to Australian's history and culture. We open by introducing all delegation members and sharing some facts about our diverse team. Then we provide an overview of the Indigenous history of Australia and the impacts of colonialism. We teach everyone the "nut bush" dance which is a famous Australian dance. Then we dive into the history of ANZACs and inventions in Australia. Then, representatives will play a classic game of pub trivia with everyone which shares fun facts about Australia. PY and NL will do a short skit about Australian slang. Representatives dive into a summary of multiculturalism in Australia. Finally, the Australian delegation will sing "We are Australian" which is a famous song well known across the world.</p>

Brazil
<p>Theme: This is Brazil</p> <p>Brazil's National Presentation at SWY 2025 was an engaging and dynamic showcase of our country's rich culture, history, and diversity. The presentation was structured in multiple parts, beginning with an informative slideshow that provided an overview of Brazil through key topics such as history, demographics, geography, economy, tourism, culture, cuisine, curiosities, sports, and celebrations. Each section aimed to give participants a deeper understanding of Brazil beyond common stereotypes, highlighting both its strengths and challenges.</p> <p>Following the slideshow, a special video was shown, introducing the hometowns of the Brazilian delegation members. This segment was designed to create a personal connection between our culture and the SWY community, allowing everyone to see the diversity within Brazil through the lens of its people.</p> <p>To conclude, the audience was immersed in the energy of Brazilian dance. The performance blended traditional and contemporary dance styles, representing the country's evolving cultural landscape. Rhythms from different regions of Brazil were incorporated, showcasing the influence of indigenous, African, and European heritage. The fusion of classic and modern dance elements symbolized Brazil's continuous transformation and adaptability.</p> <p>The presentation was not only a display of Brazil's cultural richness but also an invitation for deeper intercultural exchange. It was an opportunity to share our passion, traditions, and diversity while fostering meaningful connections among SWY 2025 participants.</p>
Djibouti
<p>Theme: Weddings from 3 different ethnicity</p> <p>The show was organized as follows: At the beginning, an introductory video from Djibouti. Then, the "Afar Culture" was orally introduced, followed directly by the Afar (practical) dance. After, "Arab Culture," was orally introduced, followed directly by the Arab (practical) dance. Finally, "Somali Culture," was orally introduced, followed directly by the Somali (practical) dance. At the end, some Japanese PYs were dressed in Djiboutian style. We sang a famous Djiboutian and everyone joined us on the stage, everyone was dancing happily.</p>
Egypt
<p>Theme: A journey through time and culture</p> <p>The Egyptian NP will showcase different aspects of Egypt's culture through a mix of music, dance, and performance. The presentation is divided into several segments, each highlighting a unique part of Egyptian heritage.</p> <p>It will begin with a segment on the Pharaohs, highlighting ancient Egypt's history through videos and a live dance performance featuring pharaonic costumes.</p> <p>Then, there will be performances of the stick dance, a traditional folk dance and martial art. This will be followed by a segment on a girls' dance performance and an introduction to Nubian culture from southern Egypt.</p> <p>Another part of the presentation will focus on Egypt's Golden Age, reviving the music and style of the 20th century. The team will present a live singing and dance performance to honor the artists who shaped Egypt's cultural identity.</p> <p>To conclude, the presentation will introduce the audience to the SWYAA Annual Assembly, which will take place in Egypt in November 2025, and souvenirs and gifts will be distributed to all PYs and NLs.</p> <p>The presentation will incorporate stage effects, lighting, and audio to enhance the experience.</p>

Japan
<p>Theme: Fushikaden</p> <ul style="list-style-type: none"> <li>• Overview</li> </ul> <p>Through multiple contemporary to traditional performances and MC, we expressed the “spirit of moving forward and cherishing tradition” of Fushikaden.</p> <ul style="list-style-type: none"> <li>• Performances</li> </ul> <p>Idol + wotagei  Japanese drums  Tankobushi (Bon dance), Japanese drums  Neputa, Japanese drumming  Kendo  Karate  Japanese instruments (Koto, Shamisen) and calligraphy  Soranbushi  Song “We are the world”</p> <p>-The MC included explanations of the traditional culture behind the performance, and tried to convey the background of the performance through the performance.  -For the Neputa, we made it a participatory event by handing out origami goldfish, and for the Soranbushi, all JPYs participated in the Soranbushi to make the most of the 80 JPYs in order to make it a powerful performance.  - Many JPYs took several months to prepare for NP by attending classes to practice NP, and made the most of the opportunity to deepen their understanding of Japanese culture as representatives of Japan.  -The performance was the final performance of the entire NP, so the video recording of the entire SWY so far was watched at the very end while singing “We are the world” to celebrate the differences and diversity of the 13 countries through each country's performance, and to bring the curtain down on the NP.</p>
Oman
<p>Theme: Cultural Heritage</p> <p>The National Presentation by the Omani delegation offered a captivating journey through the country's rich cultural heritage, traditional arts, and maritime legacy. The performance was structured into multiple acts, blending videos, live performances, traditional dances, poetry, and a fashion show to provide an immersive experience for the audience.</p> <p>The presentation began with a warm welcome and introductory video showcasing the beauty of Oman, produced by the Ministry of Heritage and Tourism. This set the stage for the following acts, which delved into various aspects of Omani culture. Act 2 introduced Barah, a renowned Omani traditional art from combining poetry, singing, and dance. Then it comes the fashion show, showcasing the elegance of traditional Omani attire. The presentation then explored Oman's maritime heritage, emphasizing its historical role in global trade. The event concluded with a final traditional performance, leaving the audience with a profound appreciation for Oman's deep-rooted tradition.</p> <p>Through a mix of visual storytelling, live performances, and interactive elements, the Omani delegation successfully conveyed the essence of their nation, ensuring an engaging and informative experience for all attendees.</p>
Panama
<p>Theme: History of Panamanian Diversity</p> <p>Panama's National Presentation is formatted in the style of a musical or a theater play. It includes various dances, dramatizations, and public interaction to keep the viewer engaged and showcase our delegation's diverse talents and personalities. The culture showcase is divided into 7 main scenes: Indigenous history, colonial era, the French canal, Afro-Antillean influence, American canal, Panamanian fight for sovereignty and modern Panama. Each of these scenes represent a crucial moment in Panama's history and culture. The dances included in our presentation are: El punto, which comes from Spanish influence; Otro trago, representing Panama's most famous music genre reggaeton; El Congo and La Socca, which represent Afro-Antillean influence and Viva Panama which is a symbol of national pride and patriotism.</p>
Peru
<p>Theme: Peru has it all</p> <p>During Peru's National Presentation, our main goal was to show that in Peru "we have it all". The presentation had a main character named "CHASQUI", a traveler sent by the "INTI GOD". His mission was to travel around Peru to see how Peruvians are doing nowadays.</p> <p>During the first part of the presentation, "CHASQUI" travels to the three regions of Peru, the coast, the highlands and the Amazon Rainforest. In each region he meets a local citizen that shows about their region. All these accompanied by dances (Valicha, Marinera, Anaconda, Festejo, Carnaval) After this, "CHASQUI" travels to a city named "Ayacucho" and the desert where he could learn about some hard times in Peru and saw resilient Peruvians are.</p> <p>Finally, “CHASQUI” travels to "Cajamarca" where he finds Peru's heart, its people. The show finishes with “CHASQUI” traveling back to the Inti God to report how Peruvians are doing.</p>

Poland
<p>Theme: Poland's National Presentation - "Polish Wedding"</p> <p>The Polish delegation, dressed in traditional folk national costumes, presented a vibrant performance showcasing the essence of Poland's culture, history, and traditions.</p> <p>The show featured Poland's national dances — the elegant Polonaise and the lively Krakowiak -along with three contemporary dances inspired by Polish folk traditions. The performance also featured Polish wedding traditions, including the symbolic welcoming of the newlyweds with bread and salt and Polish wedding games.</p> <p>Throughout the performance, the audience learned about Poland's diverse landscapes - from the Baltic Sea to the Tatra Mountains - as well as traditional cuisine like pierogi (dumplings) and zurek (sour rye soup). Key historical moments, including Poland's resilience during WWII, were also presented. The performance highlighted Poland's economic development and its contributions to science and innovation. The audience was also introduced to the Polish language, known for its challenging pronunciation and grammar.</p> <p>A special part of the show featured 5 performers dressed as Frédéric Chopin (pianist), Maria Skłodowska-Curie (scientist, two-time Nobel Prize winner), Nicolaus Copernicus (astronomer), Robert Lewandowski (football player), and Iga Swiatek (tennis player) - Polish figures who have made a lasting impact on the world.</p> <p>Additionally, the Polish delegation showcased what Poland shares with the 12 other countries participating in SWY 2025 - from historical connections to cultural influences and shared traditions.</p>
Senegal
<p>Theme: Senegalese Cultural Diversity</p> <p>Our presentation aimed to show a glimpse of the Senegalese Cultural Through our many ethics groups traditions. It was meant to show how all these people, despite their cultural appurtenance, get along in daily life. It was displayed as the following: A brief presentation of Senegal, Entry of the members of our delegation, A sketch about Senegalese Hospitality (Hence the name "The Country of Hospitality"), A broader presentation of Senegal (Geography, Economy..), Display of Cultural Dance by ethnic groups, Senegalese Traditional Wrestling, Teaching the crowd Senegalese dance moves.</p>
Sri Lanka
<p>Theme: The beauty of Sri Lanka</p> <p>Introduction speech: two members of Sri Lanka delegation started the National presentation.</p> <p>Introduction video: After they gave their introduction speech about Sri Lanka, the introduction video was played</p> <p>Traditional dancing 1: As the first performance, one girl (MC) and two boys performed kandiyan (upcountry) dance. Then the MC left, and the two boys performed low country dancing style.</p> <p>Intro to the performance 1: After the first dancing performance was finished, one girl gave a brief explanation about the first performance and the upcoming one.</p> <p>Traditional dancing 2: The group performed traditional martial art named “Angampora” by eight members time to time.</p> <p>Intro to the performance 2: After the “Angampora” performance, the MC gave an explanation about the next performance.</p> <p>Traditional dancing 3: Then, another performance was done by seven members to showcase the beauty of Sri Lanka folk dance.</p> <p>Final act: After the folk dance the MC came back. Then, two dancers came with Sri Lanka’s traditional Devil mask and traditional funny mask named “Aini Roksha” and “Nonchi”. During the performance, some FPYs joined at the last point, to dance with the group and had a performance. Finally, all Sri Lanka delegation members marked the end of the Nacional Presentation by giving an ending pose.</p>
Sweden
<p>Theme: Swedish culture and facts</p> <p>A journey through modern Sweden, guided by the help of a time - traveling Viking. The presentation focuses on shedding light on main cultural aspects of Sweden such as the monarchy, food, welfare policies, and tradition and innovation.</p> <p>The presentation takes the form of a skit, where different situation will be acted out by the Swedish delegation members. It all ends with a dance party with Swedish music.</p>

## 4 Peer-Learning Seminar

### ◆Summary

Peer-Learning Seminar (PLS) is a seminar of 60 minutes organized by PYs. There were a total of 6 slots for the PLS.

Every PY is involved in all the slots of the PLS either as an organizer or a participant. Each PY (except organizers) shall decide which PLS he/she would like to join. PLS shall be operated by the Peer-Learning Seminar Committee.

PLS focuses on sharing and discussing organizers' knowledge and experiences with a relatively small number of participants in the peer learning style, and are designed for the following purposes:

#### [Organizers]

- To develop presentation skills through telling own ideas and experiences to others
- To develop project management skills through experiencing a series of processes of project design, implementation, and feedback from participants

#### [Participants]

- To get to know the backgrounds of the organizers through sharing their knowledge and experiences with others
- To learn effective methodologies of workshops,

lectures, and discussions from how the organizers manage and organize their sessions

Additionally, in order to organize PLS, organizers should satisfy the following four requirements;

1. The seminars should be of social value
2. The content should be of international significance
3. The content should deepen cultural understanding and develop a broad perspective
4. The content should enhance leadership skills

### ◆Peer-Learning Seminar Committee

The Peer-Learning Seminar Committee (PLS Committee) is in charge of the entire PLS. This committee discusses how to manage the overall schedule and operation. Committee members made application requirements and application form for PYs who planned to organize PLS, managed materials that were needed, arranged venue and time allocation and other necessarily things for PLS. On the days of PLS, they assist preparation and support for PLS.

There were 35 PLS delivered during the program.

#### [List of PLS]

Name of PLS	Organizer	Purpose of the seminar	As organizers, what did you gain from this experience?
Embracing Nature for a Better Future		To encourage PYs to become leaders in their local communities by preserving knowledge of native plants their uses	<ul style="list-style-type: none"> <li>• The opportunity to lead a seminar</li> <li>• Learning about other cultures' approaches to medical plants</li> <li>• Public speaking, time management skills and simplifying language</li> <li>• Skills on making presentations on Canva</li> <li>• Organization skills to transport learning materials overseas</li> </ul>
Environmental Justice: the perspective of MINAMATA		<ul style="list-style-type: none"> <li>• For those who have heard about Minamata: to share the complex background and the division till continuing now</li> <li>• For those who have never heard about Minamata: to share what happened in Minamata and not to repeat it again in the world</li> </ul>	<ul style="list-style-type: none"> <li>• The discussion gave me an important point of view that thinking the balance of environment and economy, and we have to continue thinking where the balance is.</li> <li>• I could learn new cases around the world which parallels with Minamata disease case.</li> </ul>
Stop Wasting Food from SWY		To raise awareness about food waste and promote solutions from SWY!	<ul style="list-style-type: none"> <li>• Presentation skills</li> <li>• I could also further and broaden my understanding and perspective through the discussion.</li> </ul>

Name of PLS	Organizer	Purpose of the seminar	As organizers, what did you gain from this experience?
Act of Kindness		To recognize the importance of small acts of kindness and motivation to incorporate them into their life	<ul style="list-style-type: none"> <li>• How to organize a PLS</li> <li>• The importance of the feedback sheet</li> <li>• The skills of leadership</li> <li>• Making new friends</li> </ul>
What is your Ideal Education?		To get to know each other country's educational challenges	Through the seminar, we were able to discuss the education systems and issues of countries participating in our PLS. We could get to know information that we may not be able to get on the internet, such as the difficulty of learning caused by differences between the language spoken in daily life and the one used in education were raised.
Elucidation of Plastic and how to Make or Recycle Plastic Film		I wanted participants to understand basic knowledge plastic and think about how to make plastic products.	It was first time for me to organize an English seminar in one hour only by myself. I felt huge insecurity and anxiety before this day, but unexpectedly, participants often helped me when I was confused about how to express in English, for instance letting me know another simple expression. Lastly, from feedback papers, I noted that I could convey my enthusiasm and what I wanted to say despite still having challenges sometimes, so I want to get more opportunities to speak in front of audiences in English.
AI in Our Lives		The goal of the seminar was to show that AI is not terrifying technology. Introducing how to use generative AI and create own AI, helps participants feel confident using AI in their everyday lives.	Through this seminar, I was able to directly learn how participants perceive AI technology and what problems they think can be solved through AI.
The Magic of Folklore; Storytelling as a Tool for Teaching Morals and Connecting Culture		To motivate the participants to think about why folklores are important, and how to preserve them for the future	We learnt leadership skills, time management and effective presentation/communication.
War and Peace		To make a space we can talk about war and peace	Through reflection sheets, we was able to make the participants learn new things and understand the horror of war and the importance of peace. We would like to make such a space like that.
Models of Impact		To stretch your possibility with "uncertainty," random choice of factors	Preparation is a key and we should have taken more time for that. We were also happy to know that around 20ppl are very interested in this topic and eager to learn it.
Storytelling Your Own Life		<ul style="list-style-type: none"> <li>• Offering tools from the "arts and communication" processionary that I have</li> <li>• Telling stories helps me in my everyday life, I wanted them to have that tool.</li> </ul>	First of all, the ability to organize a session with 45 mins for people with no experience in storytelling and also in a different language. I had to make the content really clear and direct for them to digest it and actually learn it. The feedback was awesome!

Name of PLS	Organizer	Purpose of the seminar	As organizers, what did you gain from this experience?
Future of Fukushima		<ul style="list-style-type: none"> <li>To raise awareness toward revitalization of Fukushima by hearing voices directly from those who got affected</li> <li>To think about the revitalization of communities the participants belong to</li> </ul>	By organizing the seminar with PYs who experienced the disaster, we realized the importance and value of sharing the real stories. Also, the preparation and public speaking helped us look back on our unique experience and think about how these experience made us who we are.
Skill of Humor		Making people now that humor is more than just a way to make people laugh	<ul style="list-style-type: none"> <li>How to do some ice breaking activities</li> <li>How to make the audience 100% focus on the seminar</li> <li>Collaboration with others</li> </ul>
Between Brains and Bravery: The Power os Afro Hair		The goal was to talk about the influence of African culture throughout Latin America and how go far different types of discrimination against afro descendant people continue to be faced.	I understood better how the appreciation of waig hair is positive in other parts of the world as well as in other Latin American countries.
How to Present an idea (to Anyone)		To teach people in optional way of pitching an idea so they get convinced	Loved interacting with my peers and addressing their different challenges
Coloring SWY with Diversity and Inclusion		<ul style="list-style-type: none"> <li>To understand deeply about diversity &amp; inclusion (D&amp;I), and have ideas about it</li> <li>To understand the importance of inclusion through collaborating with diverse members</li> </ul>	<p>It was the first time for a leader of organizers to have personally conducted a workshop in English, so the experience itself was a learning experience.</p> <p>We realized that by gradually increasing the number of people who are interested in D&amp;I, they can take action through these workshop.</p>
Disaster Prevention Seminar		<ul style="list-style-type: none"> <li>To know about disaster</li> <li>To consider how to prepare and to learn differences of what you need to prepare depending on the countries</li> </ul>	Through the two hours seminar, I thought that it is essential to consider about different cultures and characteristics of regions for disaster prevention. In the second part of the session, the participants could share their opinions each other so that they could understand it by themselves, creating this opportunity made me be confident.
Mastering Creative Thinking: Inside & Outside the Box		<ul style="list-style-type: none"> <li>To teach people a new way to be creative</li> <li>To create suggestions of VA/ PLS for SWY40</li> </ul>	It was a great learning experience for me, to try to activate people. I learned how different people react when they are put under pressure. We had great ideas at the end.
The Power of Word, Speak & Inspire		<ul style="list-style-type: none"> <li>To help participants overcome stage fear, improve their ability to organize thoughts quickly and deliver clear and engaged speeches</li> <li>To encourage the participants to practice speaking consistently, stay confident</li> </ul>	This opportunity help to Improve my ability to guide and motivate others in public speaking. The experience strengthened my Leadership and coaching skills while reinforcing the importance of structured speech delivery.

Name of PLS	Organizer	Purpose of the seminar	As organizers, what did you gain from this experience?
What is a Life Choice?		The goal of this PY seminar was to create an opportunity for PYs to realize that what they consider “common sense” is influencing choices and may not be the same for other people from other countries. In addition, the seminar aimed to help PYs view themselves objectively, become aware of their own biases, and widen their perspectives by discovering their new values, thus expanding their range of choices.	<ul style="list-style-type: none"> <li>• We gained experience in planning and organizing a seminar in English.</li> <li>• By working closely with team members, we realized the importance of teamworks.</li> <li>• We created the questionnaire based on the showa values but we realized that the values in Japan have changed with the advent of the Reiwa era.</li> <li>• Since the answers from Senegal and Japan were almost completely opposite. We felt the differences in perspective between countries and recognized the significance of organizing the seminar.</li> <li>• In Sri Lanka, just like Japan, there is a belief that we should choose a stable job. However, we learned that there is no belief that men are suited for science and technology while women are suited for the humanities and social sciences. We also learned that the results varied for each question.</li> <li>• By listening to PYs’ presentation, we were able to learn new values and broaden our views.</li> </ul>
Let's Talk About our Well-Being		To raise awareness towards mental well-being and to create a safe environment to talk about their mental well-being in SWY and afterwards	By organizing the seminar about somewhat sensible but necessary topic, we as organizers realized the importance of having a safe environment to talk about our well-being. I also realized that it is necessary that raising awareness of mental well-being, talking casually and caring each other to make the safe spaces.
Change Makers		Help young SWYers to take action about issues in their countries by providing the proper steps	We were able to learn about different issues of each country and how they plan to resolve it by advocating.
Coffee Culture		<ul style="list-style-type: none"> <li>• To show how coffee unites people together</li> <li>• To spread coffee culture focusing on special coffee</li> <li>• To interact of discussion on coffee culture and traditions in other countries</li> </ul>	The things PY shared were interesting. After this seminar, I received hugs of positive feedback from the audience. Also, I learned from PY who shared their traditions and cultures, when it comes to coffee, how they make it, what occasion they drink, what ingredients are in.
Harmony with nature: Andean and Amazonian wisdom		Spark debate among participants due to the interest generated by the presentation. The participants commented on the realities in their countries.	<ul style="list-style-type: none"> <li>• Different perspectives of the assistant</li> <li>• Improve our skills to communicate ideas</li> <li>• Share the world view of Peruvian natives communities in a global scenery</li> </ul>

Name of PLS	Organizer	Purpose of the seminar	As organizers, what did you gain from this experience?
Kedab Henna		The goal is to raise awareness about what Kedab Henna is, its cultural signification, and the occasion it's used for. According to my noticed in the SWY, most people were interested about "Kedab Henna" because it's similar to tattoo, but they did not know the meaning it plays in different countries.	In fact, I struggled to express myself in English, but it's okay not bad. I had more courage to express myself in English and more experience about my seminar, especially how to draw Kedab Henna.
Do you think dogs live happily with us?		Hearing stories of dogs from other countries	I was able to learn how to manage a seminar (it was my first experience). It was very interesting to learn about how dogs are viewed in other countries, and I felt it would be useful for my future.
Immigration and Human Rights		Sharing with the JPYs and PYs from other countries about the situation in Panama and learning about other countries	<ul style="list-style-type: none"> <li>• I gained experience speaking in public in another language on a topic important to me.</li> <li>• I was also able to learn about situations in other countries.</li> </ul>
"The magic of local products" - how to help each other		<ul style="list-style-type: none"> <li>• To share with people the concept of local products and demonstrate that consumers' choices can be meaningful to the local businesses, and encourage the audience to be aware when shopping.</li> <li>• To share with the audience the situation in Poland.</li> </ul>	It was an interesting experience to share my views with other fellow PYs. I also enjoyed experiencing time management with flexibility and answering the needs of the audience based on their different backgrounds.
Building Resilience: Cope to be in the Top!		<ul style="list-style-type: none"> <li>• To help to reach your state emotional stage (emotionally stable)</li> <li>• To Understand the concept of resilience and its importance and why we should apply it in our lives</li> </ul>	I could experience the role of a leader who organize a lecture and point out some topics which help people to live their life in better way. I learned how to grab the attention, how voice and powerful words could effect the audience. What would make the seminar more clear and organized.
Healing Through Art: Symbolic Reparations in Peru's Post-Conflict Journey		The objective was to reflect about Preu's armed conflict victims and how they are healing through art. Drawing is a powerful tool for justice and healing that preserves tradition and creates memory.	I was able to prepare a topic which in Peru sometimes is difficult to talk about, so I reflected on the actions that Peruvians are taking to promote reconciliation in society. I shared Peru's history. The participants of the seminar were able to identify themselves on the topic. They were able to share and reflect through drawing a society that lives with more awareness and sympathy than indifference. We needed more sharing time, we felt that we needed to discuss more but I encouraged them to keep the reflection and to share ideas after seminar.

Name of PLS	Organizer	Purpose of the seminar	As organizers, what did you gain from this experience?
Sustainability Management		The objective of this seminar is to sympathize the ESG concept in daily life through introducing theoretical concepts on ESG and empirical corporate commitments and the discussion on two questions.	Through this PLS, I thought the concept on ESG do not still spread in ordinary people or there are few people who are interested in ESG. Especially, even PYs who really seem interested in social issues are not familiar with it, thus, I rerecognized lots of people do not understand it and have its consciousness. As our team could predict this truth, we focused on mainly explaining about ESG fundamental concepts and making slides. As a result, we could convey that ESG should be considered in daily life, especially making their careers in the future. Actually, we could gain the voice as we intended that. In addition, I could be determined to utilize the academic knowledge into my upcoming job related to ESG fields. I want to contribute to extending the dissemination of ESG as an expert through elevating my career.
History through the lens of textbook		<ul style="list-style-type: none"> <li>• Understanding the impact of History education</li> <li>- Analyze how textbooks shape national historical consciousness and identity</li> <li>• Enhancing Cross - Cultural Understanding</li> <li>- Learn about the diversity of historical perspectives and interpretations to foster mutual respect and intercultural understanding</li> <li>• Application for Peace Education</li> <li>- Explore approaches to utilizing history education for the next generation's peacebuilding efforts</li> </ul>	Importance of question
Understanding the Arabic Literature		To introduce Arabic literature for non-Arabic people and give them a glimpse of how Arabic poets write and think with explaining different aspects of Arabic	We had the chance to introduce our culture and give to other people the opportunity to know learn about Arabic literature and its features.
Social Investment		The goal was to raise awareness on social investment and its importance and to encourage the youth leaders to start thinking on social investment.	We gained more confidence to speak on social investment and discovered our abilities to organize and hold a seminar.

Name of PLS	Organizer	Purpose of the seminar	As organizers, what did you gain from this experience?
International Parental Child Abduction		The seminar was strategically designed to deconstruct the multifaceted legal and human rights implications of cross-border custodial disputes by examining the underlying mechanisms and challenges of international parental child abduction. It sought to explicate the modalities of such abductions and their doctrinal ramifications with treaty laws, offering participants a clear understanding of how international legal frameworks address these disputes. Additionally, the seminar provided a jurisprudential dissection of the Hague Convention, critically analyzing its operative mechanisms, doctrinal shortcomings, and enforcement gaps that often hinder the effective resolution of cases. Beyond legal technicalities, the discussion also engaged with broader theoretical questions, exploring the tension between legal formalism and child-centered adjudication.	Organizing this seminar deepened my understanding of the complexities of legal enforcement in parental child abduction while also exposing me to new perspectives on long-term psychological effects. One particularly thought-provoking insight came from a participant who raised the issue of future trauma, arguing that if a child later discovers they were abducted, their trust in the abducting parent could be irreparably damaged, leading to severe emotional consequences. This perspective challenged the conventional focus on immediate custody disputes, emphasizing the need for a long-term child-centered approach in both legal and psychological frameworks. The experience reinforced the importance of integrating legal, ethical and psychological considerations in international custody cases.
Dance and to beat a Tan Tam for Senegalese Wrestler		The goal of my PL Seminar is to make known another face of Senegalese Culture through our national wrestling.	This experience allows me to speak English more. And it was very amazing to see others youth from another country following my activity.
Social Investment		<ul style="list-style-type: none"> <li>• To show how coffee can unite people together.</li> <li>• To spread coffee culture focusing on specialty coffee.</li> <li>• To interact with discussion on coffee culture and traditions in other cultures.</li> </ul>	PY shared things were interesting for me after the PL seminars such how I delivered the facts also I received positive feedback from PYs. Also, PYs shared the traditions and cultures when it comes to coffee, how they make it, what occasion any of the ingredients.

## 5 Committee

During the program, PYs plan and conduct various events and activities spontaneously. This aims not only to nurture PY's independence but also to promote mutual understanding and build good relationships among

PY's from different cultures or backgrounds by creating activities. In order to conduct activities, PYs shall belong to one of the following six committees.

## 5.1. All-PY Seminar Committee

This committee takes the initiative in planning, preparing and organizing All-PY Seminar. All-PY Seminar is a seminar which all PYs join. While most activities are group-based, this All-PY Seminar is the only seminar with all PYs together. There were two All-PY Seminars onboard program. The first seminar is about readership. This seminar aims to get to know readership skills. The second seminar is about cross-cultural understanding. This seminar aims to get to know cross cultural understanding.

### Leadership Seminar

The leadership seminar was held with the goal of helping participants discover their own leadership style and apply it throughout the program. The seminar followed a workshop-style format that included activities and was structured into five parts: opening, lecture, activity, activity reflection, and closing.

During the lecture, participants were introduced to the diversity of leadership styles, learning about six types: visionary, coaching, affiliative, democratic, pacesetter, and commanding leadership.

For the activity, a hula hoop relay was conducted, providing participants with an opportunity to observe and reflect on their leadership approach in action. In the

reflection session, participants exchanged feedback and shared their insights on leadership.

### Cross-Cultural Understanding

The intercultural understanding seminar was held with two main objectives. The first was to deepen participants' understanding of both their own culture and others' cultures. The second was to encourage participants to reflect on future actions they could take to enhance their intercultural understanding.

The seminar followed a structured format, including an opening, icebreaker, activity, lecture, discussion, and closing.

For the activity, participants engaged in a group exercise using the board game Ito, exploring the definitions of "happiness" and "success." In the activity lecture, participants reflected on their experiences and were introduced to seven key elements essential for intercultural understanding.

During the discussion session, participants shared their surprises and impressions regarding cultural differences they encountered during their time onboard, discussed decision-making within teams, and explored the dynamics between group and individual perspectives.

## 5.2. Discussion Committee

This committee is facilitated Presentation of the Results of PBL in Shimane and expected to design Summary Forum.

The Results of PBL in Shimane is a place where PYs give presentations about what they learned through PBL in Shimane and solution for challenges local area facing to Shimane PBL Preparation Committee.

The Summary Forum is a place to present what PYs have learned thorough CD and PBL, what they will do after the program by each CD.

Since CD presentations were the main elements of the summary forum, the committee members were prepared

for the logistics of the day. The committee members especially paid special attention to both making PYs give a presentation about our fulfilled learning and precious experiences and running the event smoothly.

In the event organized by the Discussion Committee after the Summary Forum, the Discussion Committee led panel discussion which was held with facilitators, where participants heard opinions and reflections on the Course Discussions. Additionally, the panelists provided advice on how to apply the lessons learned and insights gained from the Course Discussions to Post-Program Activities.

### 5.3. Event Committee

Event Committee has responsible for Sports & Recreation and Farewell Festival onboard.

#### Sports & Recreation

Activities were conducted as an LG competition. All the games that were implemented onboard, at a very limited space, were originated and managed by Event Committee. All the participants enjoyed those creative games. In Sports & Recreation, two games were conducted: cardboard carrying (This is a game played in pairs, where two players hold a cardboard box between their backs and move without dropping it.) and spider net (This is a game where five jump ropes are used to create a web-like structure, and players must navigate through it without touching the ropes.). For both games, tactics for the team to win were shared and the team moved in unison to win those games.

Through the two games, they all had a common goal, to win the games, which made them bond stronger. Also, this was an opportunity for participants who were not comfortable speaking English to easily get involved since unlike seminars and discussions, simple words, facial expressions, and body languages were the main communication skill necessary for the event.

#### Farewell Festival

The concept of this festival is "Our Journey Has Just Begun." At the Farewell Festival, there was a quiz competition about Nippon Maru and the participating countries, the announcement of the SWY2025 awards, and presentations by each participating country sharing their experiences and reflections on the program. The participants joined the event after exchanging costumes. During the presentations by each participating country, representatives shared their personal reflections on the program, expressing their gratitude for the opportunity to participate, the friendships they built, and the unforgettable memories they created.

After the ceremony, many participants stayed at Dolphin Hall and they tried to maximize their time to deepen their friendship. Everyone wished this moment would last forever. Some participants probably felt that there are too many people to express their appreciation in too little time. However, this event made them think that although this voyage is coming to an end, it is the start of a new voyage everyone together.

### 5.4. National Presentation Committee

The National Presentation (NP) Committee is responsible for management of NP. This committee takes an initiative in the rehearsal of NP and operating and setting up equipment during NP. They established the rules for the NP, ensuring that PYs could conduct their presentations fairly and safely.

Each delegation managed to deliver their culture across to the audience using their own style and flavors. The effort and time that each delegation put into their NPs was evident and clear.

The delegations conducting the NP had a limited time of 30 minutes, providing a valuable opportunity to showcase and rediscover their own country's culture and history. PYs showed respect for each country's NP and gained a deeper understanding of their cultures and social backgrounds through them. Despite the changes in the scheduled dates for the NPs of Sweden, Egypt, Panama, Australia and Japan, the NP Committee and the NP representatives from each country worked together to successfully carry out all NPs.

### 5.5. Peer Learning Seminar Committee

The Peer-Learning Seminar Committee (PLS Committee) is in charge of the entire PLS. This committee discusses how to manage the overall schedule and operation.

The PLS Committee set the application guidelines,

coordination of the location and time of the event. They also discussed beforehand with the organizers if it's necessary. On the date of PLS, the committee members participated in each PLS as supporters.

## 5.6. Press Committee

The Press Committee devised guidelines for the dissemination of information regarding PY-sponsored activities during the onboard program to ensure smooth and accurate information sharing among PYs.

In the initial stages between the Pre-Program Training Session for JPYs on September 11th and the start of SWY 2025 on January 24th, JPYs in the Press Committee formulated guidelines for information dissemination on

onboard activities to be held. The committee members began brainstorming details for the onboard program, such as methods of advertising PLS and VA to be held on board, standards for postings on the bulletin board, guidelines for the use of the bulletin board, and information regarding how to check postings by the Press Committee.

In addition, the committee members take a photo of activities for official report.

## 6 Voluntary Activity

Voluntary Activity (VA) is an activity which a PY or a group of PYs can freely organize, call for participation and carry out. Through organizing voluntary activities, PYs can develop ability to transmit their own thoughts and ideas, to plan and implement activities. Furthermore, they can actively exchange each other beyond the delegations, Letter Groups or Course Discussions.

The following voluntary activities were organized during SWY 2025:

- SWY Got Talent
- Emergency Food
- Musical
- Swedish Games
- Juggling
- Marcial Arts Trial Session
- Omani Corner
- Algerian SAHARA Night
- Henna Workshop
- Karaoke Night
- SWY Challenge
- Japan Mythology
- Business Pitch Contest
- Japanese Calligraphy
- Japanese Class
- Peruvian Dance
- Egyptian Night
- SWY Quiz Show
- SWY Fashion Show
- Panamanian Night
- Sado (Japanese Tea Ceremony)
- Language Expo

## 7 Post-Program Activity

For nine days, from February 12th to 20th, after the completion of the Project-Based Learning Session in Shimane, three representatives from IYEO were dispatched. Their role was to lead three post-program activity sessions and engage in other voluntary activities aimed at promoting post-program activities.

### **Purpose of the post-program activity sessions**

The sessions and activities aimed:

- To help PY deepen their understanding of the Cabinet Office's international youth exchange programs, IYEO, and SWYAA.
- To introduce post-program activities through examples from former SWY participants who are administrative staffs, facilitators, or national leaders, demonstrating ways to contribute to society through IYEOs, SWYAAs, and other organizations after the program.
- To highlight the importance of utilizing and collaborating with the SWYAA network and affiliated organizations to develop meaningful activities.
- To provide insights into various roles and ways to engage in post-program activities, making participation more accessible.
- To enable PYs to envision and articulate their post-

program goals based on shared examples.

- As a representative of the IYEOs and ex-PYs, exchange opinions with PYs regarding post-program activities.

### Contents of the post-program activity session

In Session 1, former PYs, including the dispatched representatives, shared examples of post-program activities from their countries. The session encouraged PYs to take the first step in post-program engagement. A facilitator, also a former PY, led a reflection session to help participants connect their past experiences to future aspirations.

In Session 2, participants were divided into small groups to freely brainstorm ideas for post-program activities they would like to undertake. Following this, each participant worked individually to refine their ideas into concrete plans. The ideas were then categorized into 11 thematic areas (e.g., education, environment, international cooperation), and participants shared their thoughts within these groups. Finally, each group presented their ideas to the entire cohort and recruited members to help launch the projects.

In Session 3, participants formed groups based on the proposed projects. Using the 5W1H framework, they developed specific plans for project implementation

and post-launch management. At the end of the session, they presented their project details and created video presentations.

Throughout the sessions, project ideas were displayed, allowing participants to view each other's concepts. During lunch and dinner breaks, they engaged in discussions with former PYs at these displays, providing opportunities for further idea exchange. A consultation booth for former PYs was also set up during dinner breaks. Additionally, after boarding the ship, participants actively interacted with PYs and exchanged ideas on post-program activities.

### Effects of the post-project activities session

In various situations, PYs expressed more concrete intentions to engage in post-program activities, with a clearer vision of their plans. In Session 2, 25 project ideas were presented, and in Session 3, 15. Some groups even filmed videos on the ship as part of their post-project activities. Additionally, there were discussions on topics such as conducting follow-up activities using their own ideas that were not presented during the session, obtaining support from SWYAA to implement their ideas after the program, revitalizing SWYAA, and identifying the necessary steps to sustain their projects.

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

On February 19, 2025, Courtesy Call on H.E. Mr. Shigeru ISHIBA, Prime Minister of Japan was held from 18:00 at the great hall in Prime Minister's Office.

At the beginning, Mr. Shigeru ISHIBA, Prime Minister, guided by Mr. Masakazu NAKADA, Administrator, preceded to the front of NLs, SNL, YLs and AYL from

each country and shook hands with them accordingly.

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

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

On February 20, Audience with H.I.H. Princess Kako of Akishino was held from 11:00 at Akasaka Imperial Residence.

On behalf of PYs, YL of Egypt, delivered her speech. After the speech, representatives of PYs were divided into three groups, each representing four or five countries, and

had a conversation with H.I.H. Princess Kako of Akishino.

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

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

## 10 Administrator's Report

Masakazu NAKADA

Coordinator for International Affairs, Cabinet Office, Government of Japan

For the Ship for World Youth 2025, participating youth from 13 countries, including Japan, gathered together in Tokyo, after which they then spent their days living together onboard the Nippon Maru while engaging in exchanges and visiting local regions of Japan. The ports of call for this year were in the two prefectures of Shizuoka and Shimane, where Cultural Experience session (CES) were conducted in Shizuoka and Project Based Learning (PBL) sessions were held in Shimane.

As young leaders who shoulder the future, or who are already playing key roles today, the participating youth actively took part in the program with the awareness that their activities in SWY 2025 would connect to the next 100 years,

Onboard the ship, in a unique environment isolated from the outside, participants inspired each other while deepening communication through Course Discussions and group activities, all while carrying the awareness of the many differences between each other, such as that of cultural backgrounds, or ways of thinking. Further, creatively designed national presentations by each delegation and various voluntary activities leveraging the expertise of the individual participants were actively conducted.

For the port of call activities in Shizuoka, the ship was unable to enter Omaezaki Port due to strong winds and had to change to Shimizu Port on short notice, but except for a certain portion of the schedule, the activities were largely carried out as planned. During the onboard welcome reception, participating youth also had the opportunity to engage in discussions with many stakeholders, including the vice governor of Shizuoka and the mayors of the cities visited. In addition, participating youths were divided into groups to visit schools in the cities of Omaezaki, Makinohara, Kakegawa, and Kikugawa, where they were able to engage in warm exchanges with local students. Through these activities, I believe the participating youth were able to fully experience the charm of Shizuoka and the hospitality of the local residents.

Also in Shimane, where the PBL sessions were held, the ship was unable to enter the originally planned port of Hamada due to strong winds and rough seas, and instead made an early entry into Sakaiminato Port. As a result, the

participating youth and staff were urgently transported by bus from Sakaiminato Port to Hamada City, and by using the newly arranged hotels in Hamada City as a base of operations, the planned activities in western Shimane were able to be mostly conducted according to plan. Afterward, they returned to Sakaiminato Port by bus again and carried out the activities in eastern Shimane as planned with the ship as their base.

Below, I would like to note some particularly memorable points.

First is the importance of cooperation among all parties involved in responding to sudden changes. A large number of people contributed to making the program possible on this scale, and even when sudden changes arose, the program was able to be carried out almost exactly as planned due to the coordination between the Tokyo and ship teams, cooperation with ship/port stakeholders, and above all, collaboration with the hosting parties who had spent long hours preparing. In the process of explaining the schedule changes, the participating youth were also once again made keenly aware of the many people involved in supporting this program.

And second, exchanges with local students and direct dialogues with those tackling regional issues linked to the theme of Course Discussion seemed to provide great encouragement to the participating youth who are expected to play active roles in various fields in the future. As mentioned by the governor of Shimane during the courtesy call, there are many challenges in rural area far from big cities. The opportunity to interact with the fascinating people living in regions facing various challenges has likely become a valuable asset for both participating youth and local people in considering their futures. It was mentioned on several occasions that each person was mutually blessed with good “connections,” in Japanese “GO-EN” making this what I believe to be a highly educational experience.

Also, activities in each of the areas visited in Shimane, including Tsuru, took place amidst deep snow. It was the first time experiencing snow for some of the participating youth, and it seemed to become a memorable experience for them.

In addition, during the port of call activities this

time, among the people at the visited sites and those accompanying the participants, there were not only ex-participating youth from relatively recent years, but also individuals now living in these regions who had participated during the earlier era of the program several decades ago. Some participating youth had the opportunity to hear stories and lessons from those earlier times, as well as the current activities of the previous participants, surely making this a valuable opportunity for the participating youth to reflect on their own futures.

In closing, I would like to once again express my gratitude to all those who supported this program, including the parties involved from each participating country, the national leaders, the facilitators who led the course discussions, and everyone who cooperated in hosting the port of call activities, and for the participating youth I also hope that they will build upon this experience and go on to achieve even greater success.

# Appendices

# 1 Composition of the Participating Youths

## (1) The Number of PYs by Delegation and Age

Delegation \ Age	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
Algeria	0	0	0	1	0	1	1	3	1	0	1	0	0	8
Australia	0	1	0	0	0	1	3	0	1	0	0	0	1	7
Brazil	0	0	2	1	1	2	1	0	0	1	0	0	0	8
Djibouti	0	0	1	0	2	1	3	0	1	0	0	0	0	8
Egypt	1	2	0	1	0	2	0	0	0	1	0	0	1	8
Japan	3	10	11	19	15	1	4	1	6	1	2	4	0	77
Oman	0	0	1	0	0	1	1	0	3	1	1	0	0	8
Panama	0	0	0	0	2	1	2	1	0	1	1	0	0	8
Peru	0	0	1	1	1	1	0	1	2	1	0	0	0	8
Poland	0	0	0	0	0	1	2	0	1	1	1	1	1	8
Senegal	0	0	0	1	2	2	1	1	1	0	0	0	0	8
Sri Lanka	0	0	1	0	0	2	1	2	1	0	1	0	0	8
Sweden	0	1	0	0	0	1	1	2	1	0	1	1	0	8
Total	4	14	17	24	23	17	20	11	18	7	8	6	3	172

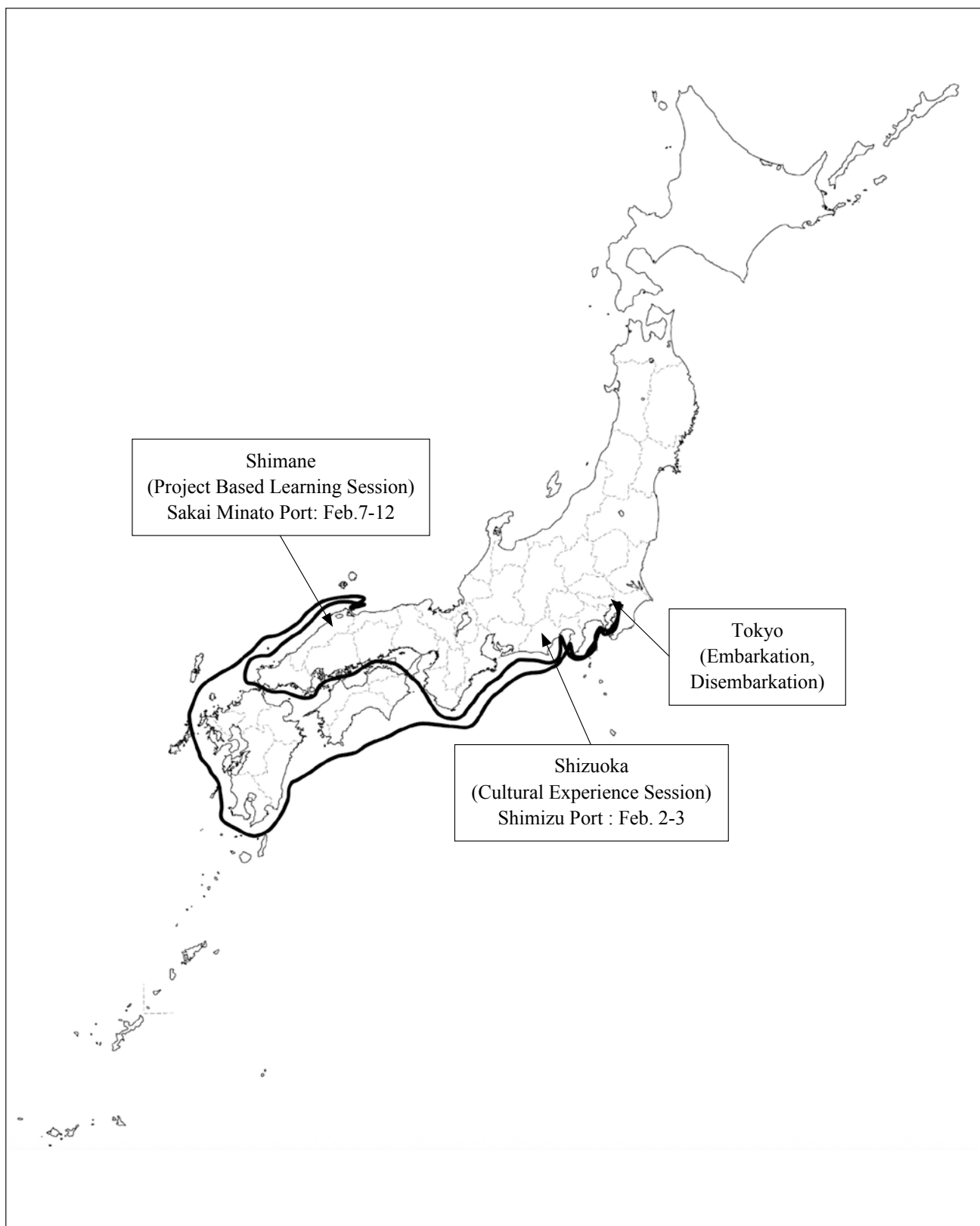
\* As of April 1, 2024

## (2) The Number of PYs by Delegation and Occupation

Delegation \ Occupation	Government Official	Employee	Teacher	Student	Others	Total
Algeria	4	0	0	2	2	8
Australia	1	2	1	3	0	7
Brazil	0	1	0	6	1	8
Djibouti	2	2	0	2	2	8
Egypt	1	2	0	4	1	8
Japan	1	13	2	57	4	77
Oman	1	2	0	1	4	8
Panama	1	2	0	4	1	8
Peru	0	4	0	3	1	8
Poland	1	3	0	3	1	8
Senegal	0	3	0	4	1	8
Sri Lanka	1	4	0	2	1	8
Sweden	0	4	0	4	0	8
Total	13	42	3	95	20	172

\* As of April 1, 2024

## 2 Sailing Route



## 4 Post-Program Activities

After returning to their countries, PYs are expected to take active participation in post-program activities by making the most out of their precious experiences gained through joining the international youth exchange programs by the Cabinet Office. Continuous contributions to the post-program activities rather than temporary participations in some activities are necessary.

### (1) Activities of the International Youth Exchange Organization of Japan (IYEO)

The International Youth Exchange Organization of Japan (IYEO) is the association of the mainly former participants of the international youth exchange programs started in 1959, which are sponsored by the Cabinet Office (formerly the Management and Coordination Agency, the Prime Minister's Office). Their purpose is to deepen international understanding, to promote international friendship, to contribute to society, and to enhance friendship and enlightenment among the members based on achievements of international youth exchange programs.

This organization currently has approximately 10,000 members and carries out various activities such as prefectural-based activities, contributions to the local communities, and volunteer activities at the headquarter office, etc.

After returning to Japan, the participants of these programs are expected to become the members of IYEO and actively participate in post-program activities.

### (2) Activities of Organizations

Many PYs already belong to youth organizations or groups. In such circumstances, it is important for them to contribute to the activities within those organizations by using their experiences that they have gained through their participation in different exchange programs. The same is also expected in regional or vocational activities.

### (3) Other Activities

The following activities are an essential part of the post-program activities, which are encouraged by youth-related organizations and IYEO.

- a. Information exchange among participating youth at the batch members' meetings.
- b. Participation in the national meeting and each regional conference hosted by the Cabinet Office and any related organizations.
- c. Cooperation in welcoming foreign youth who are invited to Japan to participate in the foreign youth invitation programs hosted by the Cabinet Office, local public organizations, and other youth-related organizations. In some cases when someone from the visited country finally travels to Japan as a participating youth, it is a good opportunity for everyone to have a reunion.
- d. Regular meetings with foreign youth who live in the local community.

## 5 Movement to Establish a SWYAA and Its History

### (1) Building an International Network of Ship for World Youth Ex-Participating Youth

The Ship for World Youth (SWY) program began in 1988. It is hoped that all the ex-participating youths (ex-PYs) will make use of the valuable experience they gain through the program, to engage in international exchange activities and youth development in their community, workplace and school. It is hoped that by participating in youth activities, they will build bridges of friendship and goodwill between Japan and their respective countries.

At first, the structure, capital and know-how to provide

the foundation for alumni post-program activity in each country were scarce. However, with each subsequent SWY program, the depth and breadth of the alumni have increased, and as more information has been gathered and the effects of the Internet spread, slow but sure progress could be seen towards inspiring social contribution activities in each country, and building a global network.

Since the ports of call and the participating countries are not fixed, the capacity to build the foundation necessary for real activism on a global scale is difficult. It is nevertheless thought that it is important to proceed towards a structure of international networks.

## **(2) The Beginning: Greece**

The fundamental first step towards this vision took place at a gathering in February 1994, during the 6th SWY program in Piraeus, Greece, a port of call. Through correspondence with Japanese alumni from the 4th program, ex-PYs from Hungary and Sweden converged at the docked Nippon Maru. Because of lack of preparation, funds, limited correspondence etc., ultimately, only a few people were able to assemble, making it impossible to even plan a meeting. Nonetheless, the experience proved invaluable for planning in the future.

## **(3) The Ship for World Youth International Reunion**

Building on our past experience, the first official Ship for World Youth International Reunion (eastern route) was held over two days in Acapulco, Mexico from March 2nd to 3rd, 1995, on board the 7th SWY program. At this gathering, a total of 56 people, including the Mexican ex-PYs and ex-PYs from the 3rd, 5th and 7th programs participated and deepened their friendships with one another. During the meetings, each country discussed the development of their Alumni Association and the various activities that could be organized through this association. This was followed by a dialogue about how to develop multiple and holistic ties between each country and Japan, and to build an international network. As a result, it was agreed to submit a proposal for future activities, which was made as the draft policy of Alumni Association by the ex-PYs from the 7th program afterward, symbolizing the first step in the development of the Alumni Associations. Based on this proposal, it resulted in the selection of three Key Persons per participating country, and decisions regarding the establishment of SWYAA in their respective countries, and their positions on networking and maintaining ties. Consequently, Ecuador demonstrated their decision to launch SWYAA Ecuador, and several other countries followed suit. After this first reunion in Mexico, the International Reunions have taken place at one of the ports of call of during subsequent SWY programs until 2006.

It started as a 2-day program that was held on board the ship, the International Reunions have been held six times in total, which included three times in Acapulco, Mexico (1995, 1997, 1999), once in Dubai, United Arab Emirates (1996), once in Muscat, Oman (1998), once in Cape Town, South Africa (1999). Afterward, it has become an event that spans 5 days and 4 nights, and includes discussions on board and activities in the port of call, which have been held once in Auckland, New Zealand (2000), once

in Vancouver, Canada (2002), once in Dar es Salaam, Tanzania (2004), once in Sydney, Australia (2005), and once in Port Louis, Mauritius (2006). For 2001, a reunion was planned in Kenya, and for 2007 in Fiji, but due to a change in the sailing routes for the SWY programs, the events were cancelled.

Starting from 2007, International Reunion changed its name to the SWYAA Global Assembly (GA), and became an event that includes the Conference for Post-Program Activities. Thereafter, location for GA is not associated with the port of call countries.

## **(4) The Commencement of the SWYAA Tokyo Conference (Eastern Route)**

The 1st Tokyo Conference for the Ex-Participating Youth of SWY Program (hereafter, Tokyo Conference – later changed its naming to Ex-PY Conference) was held from January 16th to 21st, 1996, with the purpose of not just promoting activities within each country, but also to build a concrete international network among the ex-PYs. In this Conference, the predecessor of the SWYAA Charter was compiled as a SWYAA Agreement (East) signed by 13 countries of the eastern route of the SWY program.

## **(5) Organizing the Ex-PYs (Western Route)**

Up to this point, the activities of the ex-PYs from the eastern route had been progressing. On March 1 and 2, 1996, onboard the 8th SWY program in Dubai, a conference was held for the ex-PYs of the western route, during which time, the activities of the eastern route participants were explained. Furthermore, from January 16 to 21, 1997, the 2nd Tokyo Conference (western route) was held. In this Conference, SWYAA Agreement (West) was signed by 14 countries of the western route of the SWY program.

## **(6) The Institutionalization of the SWYAA Network**

With a continuing flow of the institutionalization of the SWYAA network, seeking to have a common mission for all the SWYAA member countries, a SWYAA Charter was formed in 2005, revising and merging the two existing SWYAA Agreements from the East and the West, then SWYAA International was established.

The SWYAA Charter was then amended into the SWYAA International Charter in 2013 signed by 28 countries attending the Tokyo Conference for the Ex Participating Youth of the Ship for World Youth Program and this new charter came into effect on January 1, 2014. (Refer to the website for the SWYAA International Charter.)

## 6 Ship for World Youth Alumni Association International

### (1) Ship for World Youth Alumni Association International (SWYAA International)

Each country has an association for alumni members, founded for the purpose of continuing the spirit that was fostered through the SWY program, Global Leaders Development Program (GLDP), and Ship for World Youth Leaders (SWY) – hereinafter, SWY program and its succeeding programs. SWYAA International promotes and supports the spirit of leadership towards achieving cross-cultural understanding, international cooperation and world peace developed during the SWY and its succeeding programs.

### (2) Participating Countries

As of March 2025, 27 countries are registered as full members, 8 countries as associate members, and including those who have not yet officially registered, there is a network of a total of 67 countries around the world that are involved in various social contribution activities.

### (3) Our Common Missions and Goals

- a. Maintain the network of the former participants of the SWY program and its succeeding programs;
- b. Sustain international friendship and strengthen cooperation among the member countries;
- c. Engage in activities that contribute to the home country and the international society;
- d. Support and develop leaders in the home country and member countries who will contribute to society;
- e. Strengthen ties with the local government in charge of youth affairs;
- f. Strengthen ties with the embassies of the member countries and especially the Embassy of Japan; and,
- g. Strengthen ties with the Japanese community.

### (4) Our Common Tasks

- a. Organize activities, locally and internationally, which would lead to social contribution, volunteer initiatives, and development initiatives;
- b. Strengthen the network of members in the home country;
- c. Enhance information exchange among members in the home country and the SWYAA International member countries;
- d. Communicate with, and make periodic reports to, the Embassy of Japan;

- e. Provide a means of communication for the former participating youth (ex-PYs) and present participating youth (PYs) of the SWY program;
- f. Support future participants of the SWY program; and,
- g. Keep and maintain up-to-date information of alumni members.

### (5) Details of Activities

#### a. SWY News

This is an in-house paper/digital newsletter published in English, focusing specifically on the post-program activities of the SWY program and its succeeding programs. SWY News is filled with articles on details of post-program activities in various countries, a report of the SWYAA Ex-PY Conference proceedings, and the latest news of ex-PYs from all over the world. Thus far, 27 issues have been published.

#### b. SWYAA Global Assembly (GA)

International Reunion, which was held at a port of call on the SWY program route, was reformed into SWYAA Global Assembly from 2007. Any active SWYAA is given an opportunity to hold an annual Global Assembly, which is not merely an international reunion for the ex-PYs, but also a forum to discuss about post-program activities and how to promote social contribution activities locally and internationally. Conference for Post-Program Activities is an opportunity for the participants to understand about the activities taking place in different countries, and also to share the outcomes.

- The 1st GA – Athens, Greece (September 5 to 9, 2007)
- The 2nd GA – Tokyo, Japan (August 21 to 24, 2008)
- The 3rd GA – Brisbane, Australia (September 2 to 6, 2009)
- The 4th GA – Cairo, Egypt (October 9 to 12, 2010)
- The 5th GA – Mexico City, Mexico (September 28 to October 2, 2011)
- The 6th GA – Bahrain (October 4 to 8, 2012)
- The 7th GA – Lima, Peru (August 29 to September 2, 2013)
- The 8th GA – Istanbul, Turkey (August 30 to September 3, 2014)
- The 9th GA – Nadi, Fiji (August 12 to 16, 2015)
- The 10th GA – Delhi, India (September 20 to 24, 2016)
- The 11th GA – Dubai, UAE (November 5 to 8, 2017)

- The 12th GA– Tonga (November 19 to 23, 2018)
- The 13th GA– Russia (August 31 to September 5, 2019)
- GAs from 2020 to 2022 were postponed because of COVID-19.
- The 14th GA- Oman (November 4 to 9, 2023)
- The 15th GA- Sweden (August 3 to 7, 2024)

111 members from 21 countries including Japan and 2 officers from Cabinet Office (headed by Keiya ITO, Deputy Director, Office for International Youth Exchange) attended the 15th GA.



The Cabinet Office presented the outcomes of SWY2024.



The Cabinet Office and the Swedish government held a dialogue on the occasion of the GA.

### c. SWY Forest

The SWY Forest project was launched as one of the post-program activities to commemorate the 20th SWY program, and the original logo was solicited from ex-PYs, T-shirts were produced and sold, and all proceeds except for production costs were allocated to reforestation activities around the world. So far, SWY Forest has been implemented in Bali, Indonesia (2008), Iwate Prefecture, Japan (2013), and Guadalajara, Spain (2023).

### d. Ship for World Youth Alumni Association Tokyo Conference (Ex-PY Conference)

This conference is sponsored by the Cabinet Office, the Government of Japan, and is attended by SWYAA representatives. The purpose of this conference is to exchange information on the development of post-program activities, as well as the structure and depth of each country's SWYAA, which provide the foundation for such activities. An additional objective of the conference is to have discussions to develop an international network of holistic ties between each country and the IYEO in Japan. Basically, participants discuss how the SWYAA network can be used in activities for the betterment of society, future directions of post program activities, and how ex-PYs can contribute to the programs.

To date, the results of past conferences include: the development of a homestay network; recommendation to have ex-PYs as advisors on the SWY program; development of a preparatory manual for PYs prior to the program or the handbook for National Leaders; development of a promotional kit to introduce the SWY program; setting up rules for the use of mailing list; and writing down a guideline which SWYAA members can use to conduct pre-departure orientation session for the new participants of the coming SWY program. The “Global Photo Contests” were organized four times starting from 2004 to promote cultural exchange and to strengthen the alumni network locally and globally. In 2005, a logo contest was launched to decide the common logo for SWYAA. In 2006, Handbook for Cultural Understanding was revised into a digital form to be uploaded on the website, and an official video of SWY program (10 minutes version) was created which can be used for promotion of the program. In 2007, in order to commemorate the 20th anniversary of SWY in 2008, it was agreed to work on collecting history of each SWY batch on the website (SWY History on Website), SWY Calendar, implement Charity Lunch, and contribute to the environment by planting “SWY Forest” in various countries. In 2008, as part of the international relief activities, IYEO began its cooperation with the project in Kenya (humanitarian support to the Internally Displaced Persons) and the educational assistance project in Sri Lanka (One More Child Goes to School Project). From 2009 to 2010, it was agreed to compile a material for cross-cultural understanding education, and to jointly work on a project under the name “Homestay + 1” where homestay recipients are encouraged to organize volunteer activity so that the visitor can experience something extra (“plus one” experience). Also, movement to collect information

on former participants with prominent background or to collect testimonials about the meaning of the SWY program started.

In 2016, a Joint Statement was issued by the 32 member countries representatives, concluding with their determination to pursue the following common projects:

- (a) “SWYAA Natural Disaster Relief” - to offer immediate and ongoing relief to areas affected by natural disaster.
- (b) “Educate for Tomorrow” - to facilitate local projects that will deliver quality education and increase opportunities for children in challenging environments.
- (c) “SWY Forest” - an environmental initiative to support the sustainable development of SWY Forests.
- (d) “Blood Donation Week”- to promote awareness and encourage organization of an annual SWYAA blood donation week.
- (e) “Opportunities Without Discrimination” - to take

part in an international social media campaign to promote social inclusion and diversity on SWY Day.

- (f) “Homestay + 1” - to accommodate ex-PYs who wish to perform social contribution activities when they visit other SWY countries.

Participants from 11 countries gathered at the 2019 meeting to discuss the creation of an official SWY logo, revision of the procedure for selecting the host country of the SWYAA Global Assembly, and ways to increase engagement of the participating youth immediately after their participation in the program.

## **(6) Conferment of Decorations**

The following people received decorations representing their Alumni Associations in recognition of their long-standing commitment and achievements.

- Mr. Ravi Chopra, President of Ship for World Youth Alumni Association India (SWYAA), received the Decoration of the Order of the Rising Sun, Gold and

## 7 Past Programs

### Ship for World Youth Program

Fiscal Year (Batch)	Participating Countries		Total Period		Boarding Members					
	Countries Visited (Ports of Call) <Water and Fuel Supply>	Participating Countries except Countries Visited	Activities in Japan	Period	Japanese Participants	Foreign Participants	Director & Advisors	Administrative Staff	Other Staff	Total
1988 (1)	USA (Honolulu for both ways) Mexico (Acapulco) Venezuela (La Guaira) Ecuador (Guayaquil) <Panama-Cristbal>	Australia, Colombia, Costa Rica, Fiji, Honduras, New Zealand, Panama	Jan. 9 - 18, 1989 10 days	Jan. 18 - Mar. 29, 1989 71 days	103 (1)	173 (11)	11 (2)	17	5	309
			Total period 80 days							
1989 (2)	India (Bombay) Egypt (Alexandria) Greece (Piraeus) Oman (Muscat) <Singapore>	West Germany, Italy, Kuwait, Morocco, Pakistan, Sri Lanka, Tunisia, UAE	Jan. 8 - 17, 1990 10 days	Jan. 17 - Mar. 28, 1990 71 days	100 (1)	168 (12)	12 (3)	17	5	302
			Total period 80 days							
1990 (3)	Mexico (Acapulco) USA (New Orleans) Venezuela (La Guaira) Costa Rica (Puntarenas) <Honolulu>	Argentina, Australia, Brazil, Canada, Dominican Rep., Fiji, Peru, Tonga	Jan. 8 - 18, 1991 11 days	Jan. 18 - Mar. 20, 1991 62 days	103 (1)	171 (12)	12 (3)	17	5	308
			Total period 72 days							
1991 (4)	Sri Lanka (Colombo) Egypt (Alexandria) Spain (Barcelona) Oman (Muscat) <Singapore>	Algeria, Bangladesh, Hungary, India, Kenya, Sweden, Turkey, UAE	Jan. 9 - 17, 1992 9 days	Jan. 17 - Mar. 18, 1991 62 days	101 (1)	167 (12)	9 (1)	17	6	300
			Total period 70 days							
1992 (5)	Costa Rica (Puntarenas) Dominican Rep. (Santo Domingo) USA (San Francisco) Venezuela (La Guaira) <Honolulu>	Australia, Chile, Ecuador, Mexico, New Zealand, Papua New Guinea, Western Samoa, Uruguay	Jan. 11 - 20, 1993 10 days	Jan. 20 - Mar. 22, 1993 62 days	103 (1)	175 (12)	11 (3)	17	6	312
			Total period 71 days							
1993 (6)	Greece (Piraeus) India (Bombay) Kenya (Mombasa) Sri Lanka (Colombo) <Singapore>	Egypt, Finland, Jordan, Nepal, Oman, Senegal, UAE, U.K.	Jan. 12 - 21, 1994 10 days	Jan. 21 - Mar. 22, 1994 61 days	114 (1)	161 (12)	9 (2)	17	7	308
			Total period 70 days							
1994 (7)	Australia (Brisbane) Ecuador (Guayaquil) Fiji (Suva) Mexico (Acapulco) <Honolulu>	Brazil, Canada, Colombia, Jamaica, New Zealand, Solomon, USA, Venezuela	Jan. 10 - 19, 1995 10 days	Jan. 19 - Mar. 21, 1995 62 days	112 (2)	179 (12)	9 (3)	17	8	325
			Total period 71 days							
1995 (8)	Sri Lanka (Colombo) South Africa (Cape Town) Tanzania (Dar es Salaam) UAE (Dubai) <Singapore>	Bangladesh, Belgium, Egypt, Kenya, Norway, Poland, Qatar, Yemen	Jan. 10 - 19, 1996 10 days	Jan. 19 - Mar. 19, 1996 61 days	114 (2)	164 (12)	10 (4)	17	7	312
			Total period 70 days							
1996 (9)	New Zealand (Auckland) Chile (Valparaiso) Costa Rica (Caldera) Mexico (Acapulco) <Honolulu>	Australia, Canada, Ecuador, Fiji, Peru, Tonga, USA, Venezuela	Jan. 11 - 20, 1997 10 days	Jan. 20 - Mar. 21, 1997 61 days	118 (2)	185 (12)	8 (2)	17	7	335
			Total period 70 days							
1997 (10)	Seychelles (Victoria) Kenya (Mombasa) Jordan (Aqaba) Oman (Muscat) <Singapore>	Bahrain, Egypt, Greece, India, South Africa, Sri Lanka, Sweden, UAE, U.K., Tanzania	Jan. 11 - 20, 1998 10 days	Jan. 20 - Mar. 19, 1998 59 days	116 (2)	178 (13)	10 (3)	17	8	329
			Total period 68 days							
1998 (11)	Solomon (Honiara) Tonga (Nuku'alofa) Ecuador (Guayaquil) Mexico (Acapulco) <Tahiti, Honolulu>	Australia, Canada, Fiji, New Zealand, Peru, USA, Uruguay, Venezuela	Jan. 11 - 19, 1999 9 days	Jan. 19 - Mar. 16, 1999 57 days	116 (2)	155 (12)	8 (4)	17	9	305
			Total period 65 days							

Fiscal Year (Batch)	Participating Countries		Total Period		Boarding Members					
	Countries Visited (Ports of Call) <Water and Fuel Supply>	Participating Countries except Countries Visited	Activities in Japan	Period	Japanese Participants	Foreign Participants	Director & Advisors	Administrative Staff	Other Staff	Total
1999 (12)	Seychelles (Victoria) South Africa (Cape Town) Tanzania (Dar es Salaam) UAE (Dubai) <Singapore>	Australia, Bahrain, Belgium, Canada, Egypt, India, Mexico, Norway, Peru, Qatar, Spain, Turkey	Aug. 31 - Sept. 9, 1999 10 days	Sept. 9 - Oct. 28, 1999 50 days	122 (2)	141 (17)	9 (3)	17	10	299
			Total period 59 days							
2000 (13)	Russia (Vladivostok) USA (Honolulu) Tonga (Nuku'alofa) New Zealand (Auckland) <Tahiti, Singapore>	Canada, Chile, Costa Rica, Ecuador, Fiji, Mexico, Netherlands, Paraguay, Spain, Tanzania, Venezuela	Aug. 28 - Sept. 5, 2000 9 days	Sept. 5 - Oct. 23, 2000 49 days	117 (2)	135 (15)	10 (3)	16	12	290
			Total period 57 days							
2001 (14)	Fiji (Suva) New Zealand (Auckland) Singapore (Singapore) Thailand (Bangkok) <Saipan> *No participants joined from the countries visited	Australia, Bahrain, Brazil, Egypt, Finland, Greece, India, Kenya, Mauritius, South Africa, Sri Lanka, UAE, U.K., USA	Oct. 17 - 25, 2001 9 days	Oct. 25 - Dec. 13, 2001 50 days	119 (2)	139 (14)	7 (3)	14	11	290
			Total period 58 days							
2002 (15)	Australia (Cairnes) USA (Honolulu) Canada (Vancouver)	Cameroon, Chile, Fiji, Mexico, New Zealand, Spain, Sri Lanka, Tonga, Venezuela	Oct. 22 - 31, 2002 10 days	Oct. 31 - Dec. 13, 2002 44 days	117 (2)	130 (12)	9 (3)	15	10	281
			Total period 53 days							
2003 (16)	India (Mumbai) Tanzania (Dar es Salaam) Seychelles (Victoria) <Singapore>	Bahrain, Egypt, New Zealand, Norway, Peru, Russia, Solomon, UAE, USA	Jan. 13 - 21, 2004 9 days	Jan. 21 - Mar. 3, 2004 43 days	124 (2)	134 (12)	11 (4)	14	10	293
			Total period 51 days							
2004 (17)	Australia (Sydney) New Zealand (Wellington) Fiji (Suva) <Saipan>	Canada, Costa Rica, Kenya, Mauritius, Mexico, Poland, Turkey, USA, Venezuela	Jan. 11 - 19, 2005 9 days	Jan. 19 - Mar. 2, 2005 43 days	120 (2)	140 (12)	9 (6)	13	13	295
			Total period 51 days							
2005 (18)	India (Chennai) Kenya (Mombasa) Mauritius (Port Louis) <Singapore>	Australia, Bahrain, Brazil, Canada, Greece, Morocco, Sweden, Tonga, UAE	Jan. 10 - 19, 2006 10 days	Jan. 19 - Mar. 2, 2006 43 days	118 (2)	132 (12)	10 (5)	13	13	286
			Total period 52 days							
2006 (19)	Australia (Brisbane, Sydney) New Zealand (Wellington) <Vanuatu>	Canada, Chile, Egypt, Fiji, Mexico, Oman, Russia, Seychelles, Solomon, Tonga, U.K., Yemen	Jan. 16 - 25, 2007 10 days	Jan. 25 - Mar. 8, 2007 43 days	117 (2)	135 (13)	8 (5)	14	13	287
			Total period 52 days							
2007 (20)	Oman (Muscat) India (Chennai) <Singapore>	Bahrain, Brazil, Costa Rica, Finland, New Zealand, Solomon, South Africa, Spain, Tanzania, USA, Vanuatu	Jan. 15 - 24, 2008 10 days	Jan. 24 - Mar. 5, 2008 42 days	116 (2)	134 (13)	8 (4)	27		285
			Total period 51 days							
2008 (21)	Tonga (Nuku'alofa) New Zealand (Auckland) <Vanuatu>	Canada, Egypt, Fiji, Mauritius, Norway, Peru, UAE, Vanuatu, Venezuela, Yemen	Jan. 14 - 23, 2009 10 days	Jan. 23 - Mar. 3, 2009 40 days	108 (2)	138 (13)	7 (2)	28		281
			Total period 49 days							
2009 (22)	UAE (Dubai) India (Chennai) <Singapore, Japan (Naha)>	Australia, Bahrain, Ecuador, Egypt, Greece, Kenya, Oman, Sri Lanka, Turkey, Yemen	Jan. 12 - 22, 2010 11 days	Jan. 22 - Mar. 5, 2010 43 days	130 (2)	138 (12)	9 (3)	31		308
			Total period 53 days							
2010 (23)	Fiji (Suva) Australia (Brisbane) <Solomon, Vanuatu, Japan (Naha)>	Bahrain, Brazil, Chile, Mexico, Micronesia, Oman, Solomon, Sweden, Tanzania, Vanuatu	Jan. 11 - 21, 2011 11 days	Jan. 21 - Mar. 2, 2011 41 days	126 (2)	136 (12)	8 (4)	30		300
			Total period 51 days							

Notes: The number of the date includes the period of traveling to Singapore. (SWY15, 2002)

Fiscal Year (Batch)	Participating Countries		Total Period		Boarding Members						
	Countries Visited (Ports of Call) <Water and Fuel Supply>	Participating Countries except Countries Visited	Activities in Japan	Period	Japanese Participants	Foreign Participants	Advisors	Administrative Staff	Other Staff	Total	
2011 (24)	India (Chennai) Sri Lanka (Colombo) <Singapore, Japan (Naha)>	Bahrain, Brazil, Canada, Egypt, New Zealand, Peru, Russia, Spain, Turkey, Venezuela	Jan. 18 - 31, 2012 14 days	Jan. 31 - Mar. 5, 2012 35 days	129 (2)	131 (12)	8 (4)	29		297	
			Total period 48 days								
Fiscal Year (Batch)	Participating Countries		Total Period			Boarding Members					
	Ports of Call Prefectures in Japan (Ports)	Participating Countries	Activities in Japan	Activities Onboard	Japanese Mission Abroad	Japanese Participants	Foreign Participants	Advisors	Administrative Staff	Other Staff	Total
2012 (25)	Okinawa (Naha) Hyogo (Kobe) Iwate (Ofunato)	Bahrain, Chile, Costa Rica, Fiji, Kenya, Mexico, New Zealand, Sri Lanka, Turkey, UAE	Jan. 23 - Feb. 4, 2013 13 days	Feb. 4 - 22, 2013 19 days	Feb. 22 - Mar. 1, 2013 8 days	116 (2)	95 (10)	5 (2)	28		244
			Total period 38 days								
Total						2,879 (44)	3,734 (311)	227 (81)	641		7,481

### Global Leaders Development Program

Fiscal Year	Participating Countries		Total Period				Boarding Members					
	Port of Call Prefecture in Japan (Port)	Participating Countries from Overseas	Activities in Japan (OPYs only)	Onshore Training Session (all PYs)	Onboard Training Session (all PYs)	Overseas Training Session (JPYs only)	Japanese Participants	Foreign Participants	Training Advisor	Administrative Staff	Other Staff	Total
2013	Miyagi (Ishinomaki)	Bahrain, Brazil, Fiji, India, Mexico, Sweden, Tanzania, Turkey	Jan. 22 - 26, 2014 5 days	Jan. 27 - Feb. 3, 2014 8 days	Feb. 4 - 12, 2014 9 days	Feb. 12 - 20, 2014 9 days	87 (2)	71 (8)	1	23		182
			Total period 30 days									

### Global Youth Leaders Development Program “Ship for World Youth Leaders”

Fiscal Year	Participating Countries		Total Period				Boarding Members					
	Ports of Call Prefectures in Japan (Ports)	Participating Countries from Overseas	Activities in Japan (OPYs only)	Onshore Training Session (all PYs)	Onboard Training Session (all PYs)	Overseas Training Session (JPYs only)	Japanese Participants	Foreign Participants	Training Advisor	Administrative Staff	Other Staff	Total
2014	Okinawa (Naha) Iwate (Ofunato)	<u>Bahrain</u> , Brazil, India, Kenya, <u>New Zealand</u> , Oman, <u>Peru</u> , <u>Sri Lanka</u> , <u>Turkey</u> , U.K.	Jan. 21 - 25, 2015 5 days	Jan. 26 - Feb. 1, 2015 7 days	Feb. 2 - 13, 2015 12 days	Feb. 13 - 21, 2015 9 days	108 (2)	96 (10)	2	26		232
			Total period 32 days									

## Next Generation Global Leaders Program “Ship for World Youth”

Fiscal Year	Participating Countries		Total Period			Boarding Members					
	Coutries Visited (Port of Call) <Water and Fuel Supply>	Participating Countries from Overseas Excluding the Countries Visited	Activities in Japan (OPYs only)	Onshore Training Session (all PYs)	Onboard Training Session (all PYs)	Japanese Participants	Foreign Participants	Director / Advisor	Admini- strative Staff	Other Staff	Total
2015	India (Chennai) Sri Lanka (Colombo) <Singapore>	Australia, Bahrain, Chile, Mexico, New Zealand, Russia, Tanzania, UAE	Jan. 14 - 19, 2016 6 days	Jan. 20 - 26, 2016 7 days	Jan. 27 - Feb. 29, 2016 34 days	121 (2)	112 (10)	5 (1)	25		263
			Total 47 days								
2016	New Zealand (Auckland) Fiji (Suva) <Vanuatu, Solomon Islands>	Brazil, Canada, Costa Rica, Egypt, India, Kenya, Tonga, Ukraine	Jan. 17 - 22, 2017 6 days	Jan. 23 - 28, 2017 6 days	Jan. 29 - Mar. 3, 2017 34 days	118 (2)	116 (10)	5 (1)	25		264
			Total 46 days								

## Ship for World Youth Program

Fiscal Year	Participating Countries		Total Period			Boarding Members					
	Countries Visited (Port of Call) <Water and Fuel Supply>	Participating Countries from Overseas Excluding the Countries Visited	Activities in Japan (OPYs only)	Onshore Training Session (all PYs)	Onboard Training Session (all PYs)	Japanese Participants	Foreign Participants	Advisor	Administrative Staff	Other Staff	Total
2017	India (Kochi) Sri Lanka (Colombo) <Singapore>	Australia, Mexico, Mozambique, Oman, Peru, Poland, South Africa, Spain	Jan. 16 - 21, 2018 6 days	Jan. 22 - 27, 2018 6 days	Jan. 28 - Mar. 2, 2018 34 days	125 (2)	117 (10)	3	30		275
			Total 46 days								

## Ship for World Youth Program -MEIJI 150th-

Fiscal Year	Participating Countries		Total Period			Boarding Members				Total
	Countries Visited (Port of Call) <Water and Fuel Supply>	Participating Countries from Overseas Excluding the Countries Visited	Activities in Japan (OPYs only)	Onshore Training Session (all PYs)	Onboard Training Session (all PYs)	Japanese Participants	Foreign Participants	Admini- strative Staff	Other Staff	
2018	Okinawa (Naha) Australia (Darwin) Australia (Brisbane) <Palau> <Solom Islands>	Chile, Ecuador, Greece, Solomon Islands, Sweden, Tanzania, Turkey, UAE, Vanuatu	Jan. 15 - 20, 2019 6 days	Jan. 21 - 26, 2019 6 days	Jan. 27 - Mar. 1, 2019 34 days	124 (2)	116 (10)	34		274
			Total 46 days							

## Ship for World Youth Program

Fiscal Year	Participating Countries		Total Period			Boarding Members				Total
	Countries Visited (Port of Call) <Water and Fuel Supply>	Participating Countries from Overseas Excluding the Countries Visited	Activities in Japan (OPYs only)	Onshore Training Session (All PYs)	Onboard Training Session (All PYs)	Japanese Participants	Foreign Participants	Admini- strative Staff	Other Staff	
2019	Mexico (Ensenada) <Hawaii>	Bahrain, Brazil, Egypt, France, U.K., Kenya, New Zealand, Peru, Sri Lanka	Jan. 10, 11, Feb. 21-24, 2020 6 days	Jan. 12-14, Feb.18-20, 2020 6 days	Jan. 15- Feb. 18, 2020 35 days	115 (2)	112 (10)	34		261
			Total 47 days							

### Ship for World Youth Program (SWY Online)

FY	Participating Countries from Overseas	Online Exchange	Japanese Participants	Foreign Participants	Administrative Staff and Other Staff	Total
2021	Australia, New Zealand, Oman, Poland, Russia, South Africa, Sri Lanka, Sweden	Jan. 15, 22, 29, Feb. 12, 2022 4 days	39	37	5	81

### Ship for World Youth Program (SWY Hybrid)

FY	Participating Countries from Overseas	Online Exchange	Exchange in a Virtual Space	Program in Japan	Japanese Participants	Foreign Participants	Administrative Staff and Other Staff	Total
2022	Australia, Bahrain, Brazil, Canada, Mexico, Oman, Peru, Poland, South Africa, Sweden	Nov. 26, 27, Dec. 3, 4, 10, 11, 2022 6 days	Nov. 19 – Dec. 28, 2022 40 days	Feb. 7-20, 2023 14 days	53 (2)	90 (10)	34	177

### Ship for World Youth Program

FY	Participating Countries from Overseas	Online Exchange	Exchange in Online tool	Program in Japan	Japanese Participants	Foreign Participants	Administrative Staff and Other Staff	Total
2023	Argentina, Ethiopia, France, India, Ireland, Jordan, Kenya, Mexico, New Zealand, Solomon Islands, Türkiye, UAE, Zambia	Nov. 4, 5, 11, 12, 25, 26, 2023 6 days	Nov. 4, 2023 – Feb. 29, 2024 118 days	Jan. 24-Feb. 21, 2024 29 days	91 (2)	117 (13)	47	255

### Ship for World Youth Program

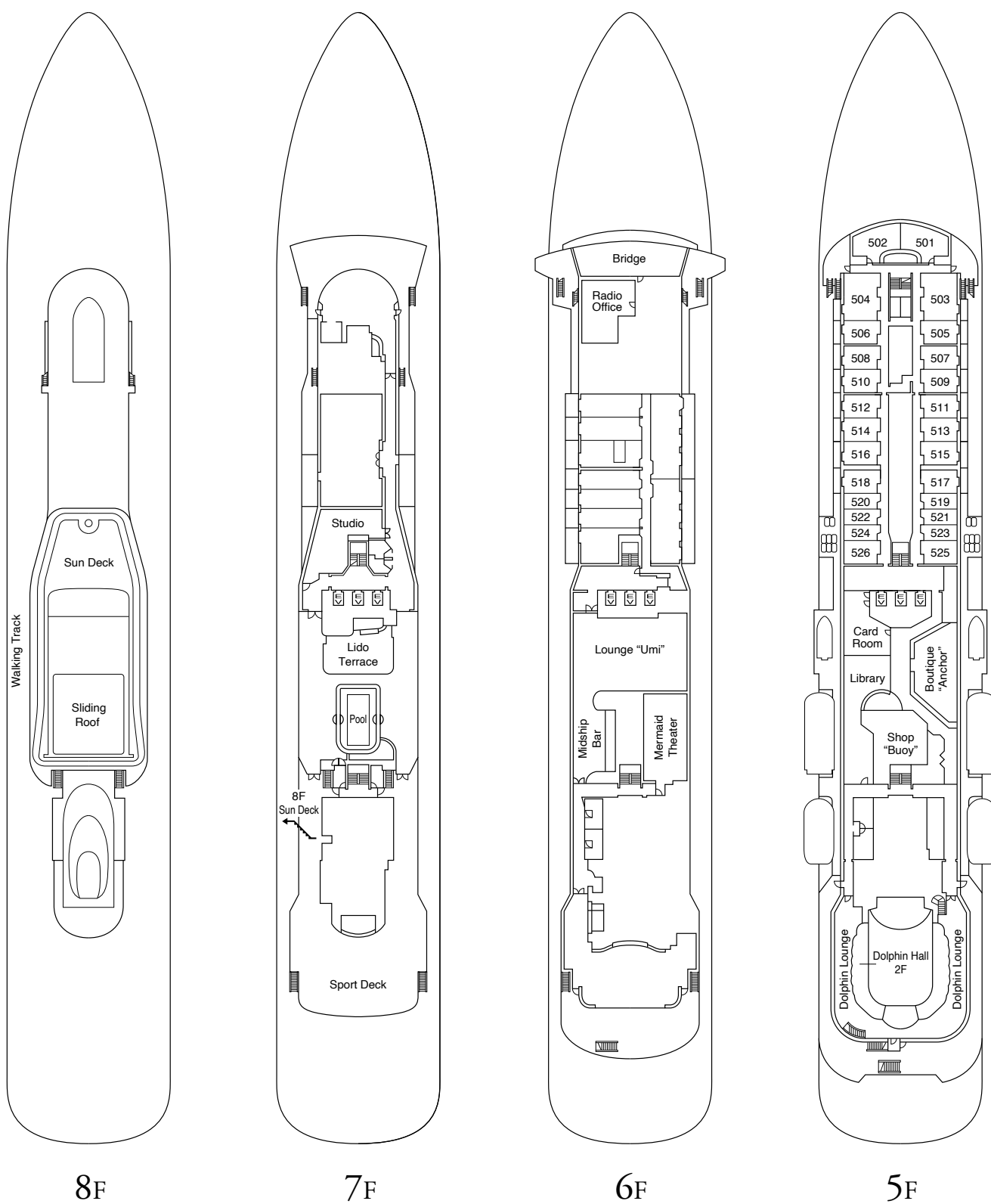
FY	Participating Countries from Overseas	Online Pre-Meeting	Exchange in Online tool	Program in Japan	Japanese Participants	Foreign Participants	IYEO	Administrative Staff and Other Staff	Total
2024	Algeria, Australia, Brazil, Djibouti, Egypt, Oman, Panama, Peru, Poland, Senegal, Sri Lanka, Sweden	Dec. 7, 2024	Dec. 9, 2024 – Jan. 23, 2025 81 days	Jan. 24-Feb. 21, 2025 29 days	77 (2)	95 (12)	3	39	214

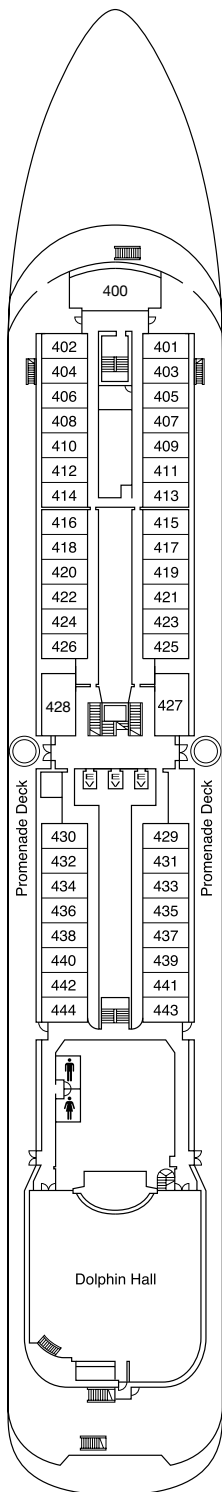
	Japanese Participants	Foreign Participants	Directors, Advisors, etc.	Administrative Staff and Other Staff	Total
Total number of people involved in all the programs	3,937 (64)	4,813 (414)	246 (83)	963	9,959

Notes:

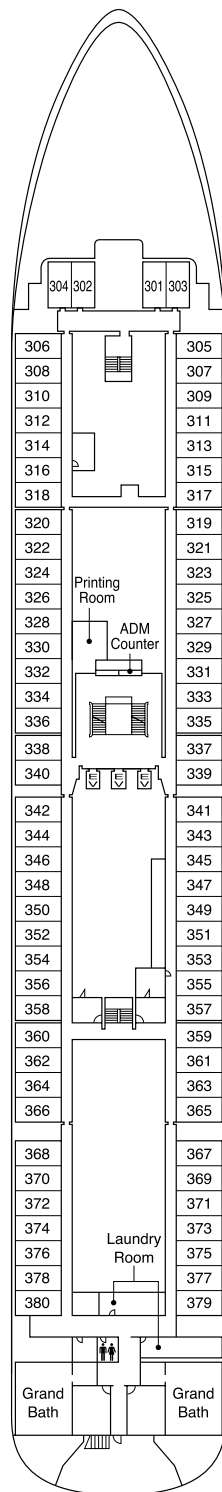
- Figures in ( ) in Japanese and Foreign Participants columns indicate the number NLS.
- Figures in ( ) in Director & Advisors columns indicate the number of non-Japanese people.
- Names in < > indicate the ports for refueling and water supply.
- The number of the date includes the period of travelling to Singapore (SWY15, 2002).
- Countries listed with underline are the visited countries for the Japanese Mission Abroad.
- The number of the PYs who were absent from some parts and haven't complete the program are included. (SWY Online, FY2021)
- The number of the Administrative Staff and Other Staff includes four facilitators and one advisor for Japanese PYs. (SWY Online, FY2021)
- The period does not include the number of days for the Pre-Departure Training Session and Post-Program Training Session for Japanese PYs.

## 8 Deck Plan of Nippon Maru

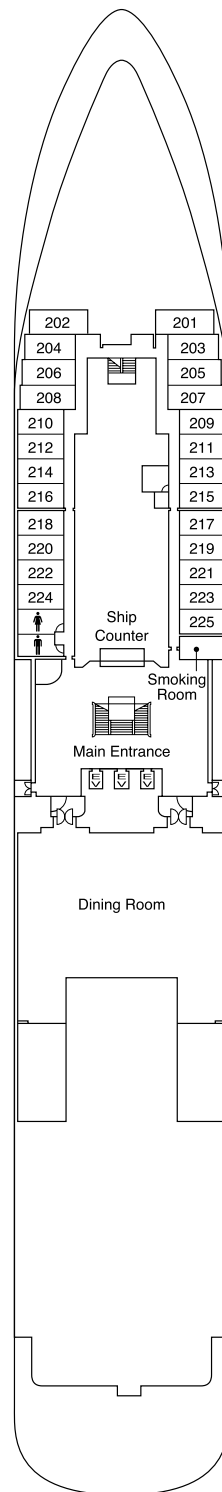




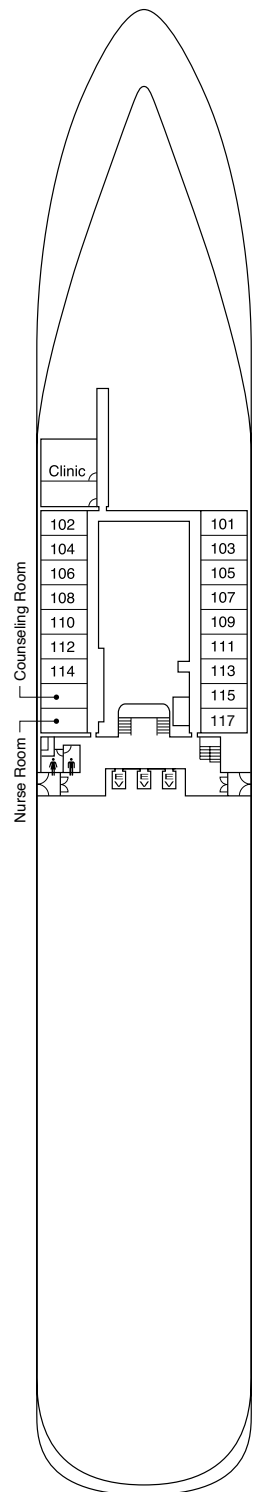
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