

15 high school students and supervisors from Papua State, Indonesia visited Japan from February 5th to February 13th, 2019 under the scheme of “Japan's Friendship Ties Program JENESYS2018” and participated in the program with the theme of “Japanese Language Communication and Culture Exchange”.

**【Participating Countries and Numbers of Participants】** Indonesia, 15

## 2. Program Schedule

Feb.5 (Tue) Arrival in Japan, 【Orientation】

### 【Cultural Observation】 Imperial Palace

Feb.6 (Wed) 【Observation】 Observation Lounge in Bunkyo Civic Center

【Lecture on Japanese Culture】 Mr. Takayuki SAHARA, Professor,  
Faculty of International Studies, Takushoku University

【Observation of Cutting-Edge Technology】 The National Museum of Emerging Science and Innovation “Mirai”

Feb.7 (Thurs) Move to Hokkaido from Tokyo

**【Cultural Observation】 Sapporo Snow Festival**

Feb.8 (Fri) 【School Exchange】 Hokkaido Takigawa High School

【Lecture on the Region】 Takigawa city

【Cultural Exchange】 Making Kazaguruma (Paper craft), 【Homestay】  
Takigawa city

Feb.9 (Sat) 【Homestay】

Feb.10 (Sun) 【Homestay】 , 【Farewell Party with Local Residents and relevant Officials】 , 【Workshop】

Feb.11 (Mon) 【Observation of Regional Industry】 "Sake no Furusato" Chitose

Aquarium, Return to Tokyo

Feb.12 (Tue) 【Reporting Session】 , 【Cultural Observation】 Sensoji temple,  
Asakusa, Fukagawa Edo Museum

Feb.13 (Wed) Departure

### 3. Program Photos

	
<p>Feb.5 【Cultural Observation】 Imperial Palace</p>	<p>Feb.6 【Lecture on Japanese Culture】</p>
	
<p>Feb.7 【Cultural Observation】 Sapporo Snow Festival</p>	<p>Feb.8 【School Exchange】 Hokkaido Takigawa High School</p>
	
<p>Feb.8 【Lecture on the Region】 Takigawa city</p>	<p>Feb.8 【Cultural Exchange】 Making Kazaguruma (Paper craft)</p>
	
<p>Feb.10 【Farewell Party with Local Residents and relevant Officials</p>	<p>Feb.11 【Observation of Regional Industry】 "Sake no Furusato" Chitose Aquarium</p>

#### **4. Voice from Participants**

##### **High school student (Indonesia)**

The Lecture about Japan at Takushoku University starts with a quiz on Japan and Indonesia, and it worked well with fun, and I was able to enjoy it very much. I also enjoyed cultural exchange with Takigawa high school. Since I was able to see the life of high school students in Japan, I was able to feel like I became a high school student in Japan. Teachers here were great. It was impressive that there were interesting classes that attracted the students' interest. In the school, I could see the exhibition of various works made by the students. I think Japanese high school is very cool. In the lecture of Takikawa City, I learned that the city particularly takes into consideration the local people, especially the elderly. It was impressive that a lot of great things were happening here in this city so that the local people can live in peace. For instance, there was a chair in the elevator for the elderly. My host family was very kind to us and I had a wonderful time with them. We enjoyed playing games, singing a song, making Origami. I was very happy in this homestay. I think I will miss my host family.

##### **High school student (Indonesia)**

At the Lecture about Japan, I learned a lot about the cooperative relationship between Japan and Indonesia. And I was able to know specifically what kind of country, Japan is. In Takigawa high school, I observed real Japanese classes. Most impressive thing was that the way of studying of Japanese high school students. It was different from ours. Moreover, it became a wonderful memory for me to be able to practice the Japanese Calligraphy. I strongly wanted to study in Japan in the future. I also learnt a lot about Takigawa city's effort for local residents, it was so impressive. Shaking hands with the Mayor of Takigawa city was honorable and made me happy. I had a great time with my host family and I am really grateful to have my new family here in Japan. I would like to value the relationship with Japan that I have established this time from now on.

#### **5. Voice from Japanese Locals**


##### **University Staff (Takushoku University)**

I received various questions from the participants during my lecture session on Japan, and was impressed in particular by the excellent summary of the questions by the group's spokesperson. I assume that the participants understood the points of my lecture, and I believe that the lecture would be a great help for their future.


It is because my lecture includes the following topics which would be rather difficult for the participants to follow— the founders of Takushoku University achieved the amendment of the Inequality Treaty and protected Japan's independence, graduates risked their lives for Indonesia's independence, Japan had the idea of the Asian ethnic groups to coexist with other Asian countries, along with the theory of leaving Asian and entering the West. Someday in the future, I am expecting that some of this delegate will join in the development of local officials and administrators in our Graduate school, which

is a Double Degree Program of the Master's Program with the collaboration of University in Indonesia, and look forward to being able to connect with Papua state.

6. Dissemination by the participants



I love this “Shodo (Japanese Calligraphy)” time.



This year's cherry blossoms bloom faster than usual, and finally I was able to see it.

7. Action Plan Presented by Participants at the Reporting Session

ACTION PLAN					
Program	Kegiatan	TUJUAN KEGIATAN	JENIS KEGIATAN	VOLUME KEGIATAN waktu Kegiatan	HASIL YG INGIN DICAPAI
1. Mengubah pola pandang Penduduk di Kabupaten Jayapura tentang Jepang	1. Menyebarkan informasi peranan Jepang dalam Pembangunan	1. Memperkenalkan Peranan Jepang dalam Pembangunan	Seminar, Penyebaran Informasi lewat Media Sosial	6	Orang Tua Siswa, Warga masyarakat Sekitar lingkungan Sekolah, Siswa GKI dan Dinas Pendidikan Kab. Jayapura (Masukan Jumlah Orang Tua Siswa dan jumlah siswa
	2. Menubah persepsi masyarakat tentang masa lalu Jepang di Papua	2. Memperkenalkan Pemerintah Jepang dan peranannya dalam Pembangunan Berkelanjutan	Seminar, Penyebaran Informasi lewat Media Sosial	6	Orang Tua Siswa, Warga masyarakat Sekitar lingkungan Sekolah, Siswa GKI dan Dinas Pendidikan Kab. Jayapura (Masukan Jumlah Orang Tua Siswa dan jumlah siswa
	3. Memperkenalkan Pemerintah Jepang dan peranannya dalam Pembangunan Berkelanjutan	3. Menyampaikan informasi tentang pencapaian di Jepang	Seminar, Penyebaran Informasi lewat Media Sosial	6	Orang Tua Siswa, Warga masyarakat Sekitar lingkungan Sekolah, Siswa GKI dan Dinas Pendidikan Kab. Jayapura (Masukan Jumlah Orang Tua Siswa dan jumlah siswa
2. Memperkenalkan Rencana Penanaman Rantai Berbasis Lahan ( Our Rumah Rata ) Kabupaten Jayapura dengan pendekatan Ecologi Tradisional	3. Menyebarkan informasi Perang Gek samah Kaca dan Strategi daerah mengatasi permasalahan tersebut	1. Meningkatkan Pemahaman Siswa dan Masyarakat tentang perubahan iklim dan Dampak Yang ditimbulkannya. 2. Memberikan pengetahuan Perilaku kepada masyarakat di 5 Kampung tentang Perilaku yang Baik 3. Membangun Komitmen antara Masyarakat dengan Sekolah Untuk Kegiatan reboisasi Bersama	penyutaran video, Diskusi ( FGD ) penyutaran video, Diskusi ( FGD ) Nota Kesepahaman/ MOU	3 8 5	Siswa dapat Mensosialisasikan Informasi Perubahan Iklim kepada Komunitas 3 komunitas di luar Sekolah ( Sekolah Minggu, PAM, PKK dan PW ) Penerapan di 5 Kampung dapat Memasukan rencana Penanaman ( reboisasi ) lahan berbasis keadilan Rencana Pembangunan Kampung ( RPJMK ) Adanya Kesepakatan antara Kampung dan Sekolah tentang lahan yang akan ditanami, Luas lahan dan Keterlibatan stakeholder di Tingkat Kampung ( Pemerintah Kampung, Adat, Agama, Kelompok Pemuda ) Implementasi MOU dalam bentuk kegiatan reboisasi yang dilakukan bersama Masyarakat dan Sekolah
	2. Reboisasi lahan seluas 5 Ha Penanaman 1000 Pohon Pada lahan kritis dan tepian Sungai	2. Menengah banjir dan menjaga debit air	Penanaman Pohon	3	

1. We will introduce the importance of Japan's role in the development of Papua Province, in order to change the way in which local residents in Jayapura district are thinking about Japan.

2. To introduce the greenhouse gas reduction plan by the traditional ecosystem approach, we will introduce both the impact of greenhouse gases and the regional strategies for solving the problem, and then, we will carry out 1,000 tree planting activities on 5 hectares of high danger areas of flat land and riverbanks.

We will do those two activities for parents of school students, local residents, Christian church members, and the members of district education department by holding seminars, disseminating the information via social media, showing videos, having a group discussion, signing MOU, etc..