

JENESYS2024 ASEAN-Japan Online Exchange for High School Student (Theme: Climate Change, Energy, Environment)

1. Program Overview

【Objective and Overview】 203 high school students from ASEAN Member States (AMS) and Timor-Leste participated in an online visit to Japan program from August 20 to August 24, 2024, with the aim of deepening their understanding of Japanese policies and efforts regarding “climate change, energy, and the environment”. Participants attended lectures, visited theme related sites and exchanged opinions on Japan's next-generation energy development, environmental conservation activities, etc. They also experienced Japanese culture through exchanges with Japanese students and home visits.

【Participants】 Total: 203 high school students from ASEAN Member States (AMS) and Timor-Leste (Breakdown) AMS (Brunei 19, Cambodia 16, Indonesia 20, Lao PDR 20, Malaysia 20, Myanmar 20, the Philippines 20, Singapore 12, Thailand 19, Viet Nam 19), Timor-Leste 18

【Themes / Online visiting Locations】

Group Details: Group A “Climate Change” / Miyagi and Akita

Group B “Energy” / Hokkaido

Group C “Environment” / Hokkaido

All Groups: Common programs / Tokyo

【Schedule】

■ Online Pre-study Program (Set Period Prior to Arrival) : 【Task-based Learning (VOD)】
“Virtual Home Visit”, “Message from Minamisanriku”, Allure Aichi -Industry / Cutting-edge technology -,
“Learning Japanese”

■ Online Exchange Program: August 20 - 24, 2024

Aug. 20 (Tue) 【Lecture on Japan】 “Japanese Society and Culture”

Lecturer: Ms. ANDRADE Hisami, Lecturer of the Lecture on Japan, JICE

【Group interaction, Confirmation of assignments】

Aug. 21 (Wed) ~ Aug. 22 (Thu)

Participants were separated into 3 groups: A visited Miyagi and Akita, and B and C visited Hokkaido.

(1) Group A “Climate Change”

【Lecture, Q&A】 “Impact of Climate Change on Oceans”

Lecturer: Mr. HIRAI Kazuya, Manager, Minamisanriku Marine Visitor Center

【Discussions】 , 【School Exchange】 Akita Prefectural Yuri Senior High School

【Home Visit】 Minamisanriku Town, Miyagi

(2) Group B “Energy”

【Lecture, Q&A】 “Overview of Energy Market in Japan”

Lecturer : Mr. YASUDA Munehiro, Deputy General Manager, Public Relations Department,
The Federation of Electric Power Companies

【School Exchange】 Sapporo Kiyota High School, Hokkaido Takikawa High School, Sapporo Kaisei
Secondary School

(3) Group C “Environment”

【Theme Related Lecture, Opinion Exchange】 “Links Between the Region and the World”～
Thinking through Environmental Issues in Hokkaido～

Lecturer : Ms. ARISAKA Miki, Co. DESIGN

【School Exchange】 Hokkaido Takikawa Nishi High School, Hokusei Gakuen Univ. High School

Aug. 23 (Fri) 【Lecture on ASEAN-Japan Relationships】 “ASEAN-Japan relationships”

Lecturer : Mr. KODO Takeshi, Deputy Director, Regional Policy Division,
Asian and Oceanian Affairs Bureau, Ministry of Foreign Affairs of Japan

【Workshop】 Learning through the program, sharing via SNS, planning activities after
returning home (action plan)

Aug. 24 (Sat) 【Cultural Experience】 Japanese “Furoshiki” culture and various wrapping methods



Instructor : Ms. KIKUCHI Kuniko, True Japan Tour Co., Ltd.

【Reporting Session】 Presentation of program findings and action plans

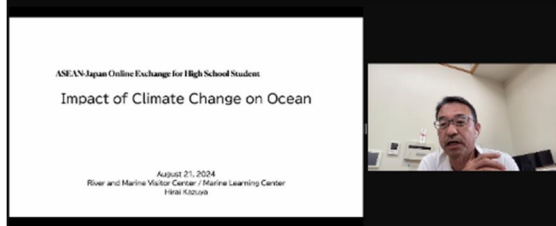



2. Program photos

Online Exchange Program

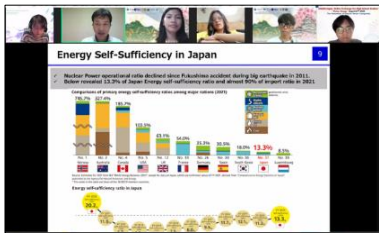

All Groups

	
August 20, 2024 【Orientation】	August 20, 2024 【Lecture on Japan】 “Japanese Society and Culture”

Group A “Climate Change” (Locations: Miyagi, Akita)

	
<p>August 21, 2024 【Lecture】 “Impact of Climate Change on Oceans”</p>	<p>August 22, 2024 【School Exchange】 Akita Prefectural Yuri Senior High School</p>
	
<p>August 22, 2024 【Home Visit】 Minamisanriku Town, Miyagi</p>	<p>August 22, 2024 【Home Visit】 Commemorative photo</p>

Group B: “Energy” (Location: Hokkaido)

	
<p>August 21, 2024 【Lecture】 “Overview of Energy Market in Japan”</p>	<p>August 22, 2024 【School Exchange】 Sapporo Kiyota High School, Hokkaido Takikawa High School, Sapporo Kaisei Secondary School</p>

Group C: “Environment” (Location: Hokkaido)

	
<p>August 21, 2024 【Lecture】 “Links Between the Region and the World”</p>	<p>August 22, 2024 【School Exchange】 Hokkaido Takikawa Nishi High School, Hokusei Gakuen Univ High School</p>

All Groups (Location: Tokyo)

	
<p>August 23, 2024 【Lecture】“ASEAN-Japan relationships”</p>	<p>August 23, 2024 【Workshop】</p>
	
<p>August 24, 2024 【Cultural Experience】“Furoshiki”</p>	<p>August 24, 2024 【Reporting Session】</p>

3. Participants' Inquiries (excerpt)

◆ Lecture on Japan

- Why do Japanese people sleep on the floor?
- When is the best season to visit Japan?

◆ Theme Related Lectures

Group A “Climate Change”

- Are there coral reefs in Japan like there are in the AMS?
- What are some of the impacts of climate change on the Japanese economy?

Group B “Energy”

- Why are so many countries focusing more on renewable energy than on nuclear energy?
- If technology like CCUS^(Note) exists, why are we facing an energy crisis?

(Note) CCUS: “Carbon dioxide Capture, Utilization and Storage”

Group C “Environment”

- Microplastics are a major issue, but plastics are used in supermarkets as wrappers for candy and such. How can we reduce the use of plastic?
- What kind of measures does the Japanese government have to combat climate change?

4. Voices from the Participants (excerpt)

Group A “Climate Change”

◆ High School Student (Indonesia)

The presentations on climate change and action plans were particularly impactful, as they not only provided practical strategies for environmental action but also inspired me to implement similar

initiatives in my own community. The furoshiki cloth wrapping activity showcased an eco-friendly Japanese practice that blends cultural tradition with sustainability.

◆ **High School Student (Myanmar)**

One of the most memorable experiences for me was the virtual homestay with the host family. I was particularly fascinated by their work in coloring silk using natural dyes. It was incredible to see the level of craftsmanship and dedication that goes into this traditional art form.

Group B “Energy”

◆ **High School Student (Myanmar)**

It's impressive that Japanese students and their innovative ideas on generating electricity. And I realized how Japan values the relationship with other countries. Japanese people cherish their cultural and traditional things and also use them in daily life.

◆ **High School Student (Timor-Leste)**

During the school exchange I got to interact with Japanese high school students. We talked about our school, our daily life and ourselves. Hearing how they talk about Japan was so interesting. It makes me really want to go to Japan and experience it myself.

Group C “Environment”

◆ **High School Student (Myanmar)**

The most impressive part of the exchange program for me was the school exchange, particularly with Hokkaido Takikawa Nishi High School and Hokusei Gakuen University High School. I was struck by how deeply Japanese culture is intertwined with respect for the environment, as seen in practices like cleaning classes where students take responsibility for maintaining their school. This cultural approach fosters a strong sense of community and discipline. Additionally, learning about the various school clubs dedicated to environmental conservation highlighted how young people in Japan are actively involved in sustainability from an early age. In addition, I hadn't known about the United Nations Sustainable Development Goals (SDGs) before. Understanding how these goals guide global efforts in sustainability and seeing how they are integrated into school activities was eye-opening. The exchange with Japanese students also allowed me to share ideas and gain new perspectives on both culture and environmental issues. These experiences have inspired me to think about how similar practices and awareness of the SDGs could be introduced in schools in Myanmar to promote cultural respect for the environment and active youth participation in sustainability.

◆ **High School Student (Lao PDR)**

I am impressed by Japanese culture and people. They are very disciplined and have good manners, especially Japanese students. They are friendly and make me want to learn more about Japanese culture. In addition, international friendship makes me learn about different cultures. I am very enthusiastic to learn new things.

5. Voices from the Receiving Parties (excerpt)

◆ **Lecturer (Energy)**

Thank you for this opportunity to explain the electric power situation in Japan to high school students from other countries. I was amazed at the proactive attitude of the high school students and the number of questions they had. I hope this lecture can help foreign nationals to understand Japan a little better.

◆ **Lecturer (Environment)**

I was thrilled to receive so many questions during the lecture. It showed how interested the participants were in the content.

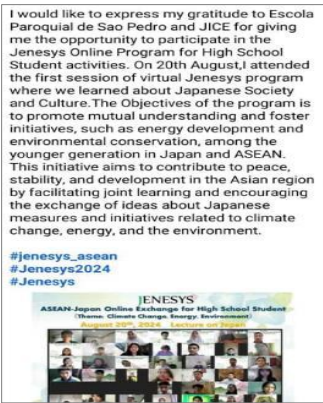

◆ **Exchange School Student**

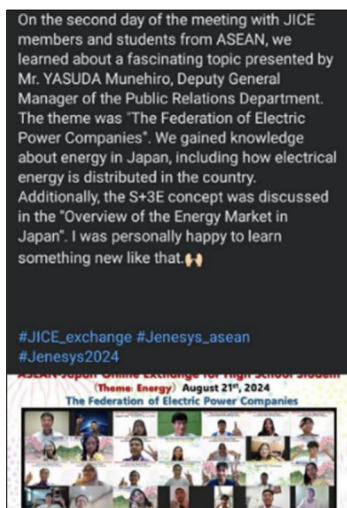
Through this experience, I feel I made a connection with the world, and I now want to visit and become more involved with other countries. I enjoyed communicating with everyone, so I want to study English more and become able to use it even better someday.

◆ **Exchange School Staff**

I think it was a good opportunity for students to learn English in a real-life situation, which is different from using English in an everyday English class.

6. Disseminations by the Participants (excerpt), Articles, etc.

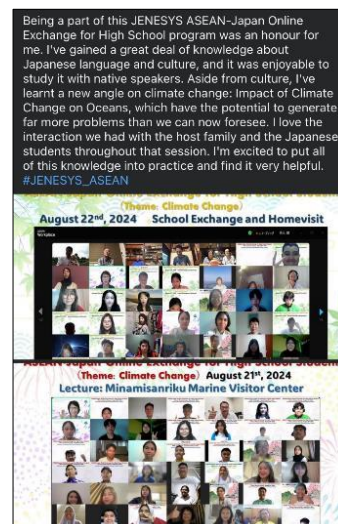
 <p>I would like to express my gratitude to Escola Paroquial de Sao Pedro and JICE for giving me the opportunity to participate in the Jenesys Online Program for High School Student activities. On 20th August, I attended the first session of virtual Jenesys program where we learned about Japanese Society and Culture. The Objectives of the program is to promote mutual understanding and foster initiatives, such as energy development and environmental conservation, among the younger generation in Japan and ASEAN. This initiative aims to contribute to peace, stability, and development in the Asian region by facilitating joint learning and encouraging the exchange of ideas about Japanese measures and initiatives related to climate change, energy, and the environment.</p> <p>#jenesys_asean #Jenesys2024 #Jenesys</p>	 <p>JENESYS ASEAN-Japan Online Exchange for High School Student (Theme: Energy) August 21st, 2024 The Federation of Electric Power Companies</p> <p>What a great encounter I had today! Discussions regarding energy used in different countries give more exposure to each participant. Today I learned about climate change, energy and environment in Japan. Japan lacks of natural resources when it comes to energy. Hence they imported those resources from other country. For instance, uranium from Canada. One interesting effort that has been done is CCS/CCUS in which, instead of releasing CO₂, they capture it or use it. They also separate the CO₂ and inject it into the ground. Thus, reducing CO₂ emission.</p> <p>#jenesys_asean</p>
<p>August 20, 2024 (Facebook) Timor-Leste Student</p> <p>The objectives of the program are to promote mutual understanding and foster initiatives, such as energy development and environmental conservation, among the younger generation in Japan and ASEAN. This initiative aims to contribute to peace, stability, and development in the Asian region by facilitating joint learning and encouraging the exchange of ideas about Japanese measures and initiatives related to climate change, energy, and the environment.</p>	<p>August 21, 2024 (Instagram) Lao PDR Student</p> <p>I learned about climate change, energy and environment. In Japan, Japan lacks natural resources in terms of energy. Hence they import resources from other countries, for instance, uranium from Canada. What I was interested in was the effort that has been done- CCS and CCUS in which instead of releasing CO₂, they capture and also use it. They also separate CO₂ and inject it into the ground, thus reducing CO₂ emission.</p>



August 21, 2024 (Facebook) Timor-Leste Student

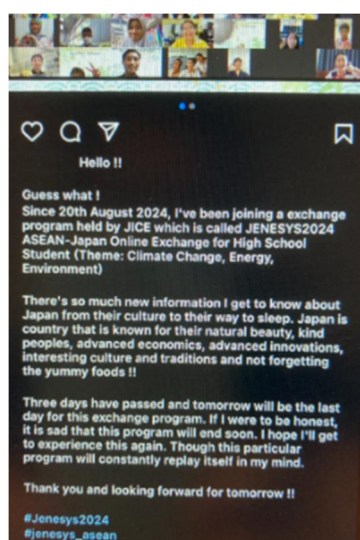
On the 2nd day of the meeting with JICE members and students from ASEAN, we learned about the fascinating topic presented by Mr. Yasuda Munehiro from the Federation of Electrical Power Companies. We gained knowledge about energy in Japan including how electrical energy is distributed and additionally the S + 3E^(Note) concept was discussed in the lecture. I am personally happy to learn about something new like that.


(Note) S+3E: An important energy policy concept in Japan to simultaneously achieve **S**afety, **E**nergy Security, **E**conomic Efficiency, and **E**nvironment (compatibility).



August 23, 2024 (Facebook) Thai Student

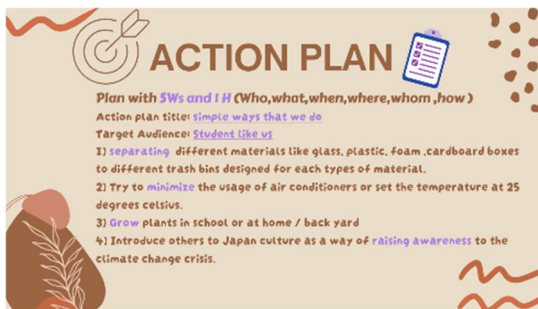
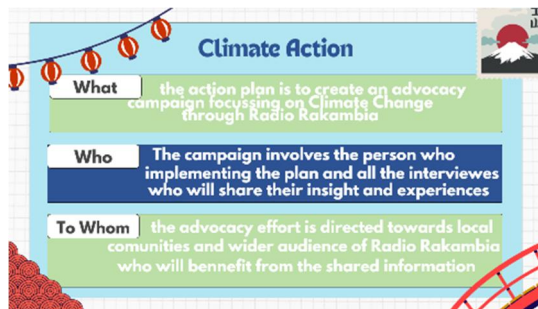
Being a part of this JENESYS ASEAN-Japan Online Exchange for High School program was an honor for me. I've gained a great deal of knowledge about Japanese language and culture, and it was enjoyable to study it with native speakers. Aside from culture, I've learnt a new angle on climate change: Impact on Climate Change on Oceans, which has the potential to generate far more problems than we can now foresee. I love the interaction we had with the host family and the Japanese students throughout that session. I'm excited to put all of this knowledge into practice and find it very helpful.



<p>August 23, 2024 (Instagram) Malaysia Student</p> <p>Since 20th August 2024, I've been joining an exchange program which is called "JENESYS2024 ASEAN-Japan Online Exchange". There's so much new information I get to know about Japan from their culture to their way to sleep. Japan is a country that is known for its natural beauty, kind people, advanced economics, advanced innovations, interesting culture and traditions and not forgetting the yummy foods! I hope I'll get to experience this (program) again.</p>	<p>August 24, 2024 (Facebook) Myanmar Student</p> <p>Today is the last day of the online exchange program. Over the course of the program, I've learned a lot, developed valuable skills, grown and connected with my group members in meaningful ways. A big thank you to everyone who made this experience possible. The knowledge and relationship gained through this program will be cherished forever.</p>
 <p>日本・ASEAN諸国・東ティモール高校生オンライン交流を行いました【2024年8月22日】</p> <p>「対日理解促進交流プログラム」に参加しました！</p> <p>29名(29カ国)の高校生が、8月22日の16時から18時まで、JENESYSの主催する「対日理解促進交流プログラム」に参加し、ASEAN諸国と東ティモールの高校生約60人とオンライン交流しました。本プログラムは、アジアの平和と地域の安全・発展、そして相互理解の促進を目的としています。初対面の外国の高校生と集まる交流の場であったため最初は緊張しましたが、ディスカッションやアイスブレイク後は笑顔で楽しく交流することができました。東ティモールは7月の海外フェアトレードショッパーと協定したユーザーの母国であり、また、ASEANに加盟するカンボジアは毎年1月に海外フェアトレードショッパーと協定するため、生徒はとて1週間の準備で交流に参加することができました。あっという間の充実した2時間のオンライン交流となりました。</p>	
<p>August 26, 2024 (Sapporo Kiyota High School's website)</p> <p>“Online Exchange between Japan, ASEAN Member States, and Timor-Leste 【August 22, 2024】 ”</p> <p>Students participated in one of the online “Japan's Friendship Ties Programs (JENESYS)” and interacted with approximately 60 high school students from AMS and Timor-Leste.</p>	

6. Results and Action Plans Presented at the Reporting Session (excerpt)

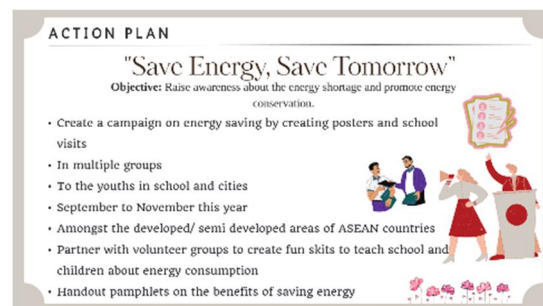
Group A “Climate Change” (Locations: Miyagi, Akita, Tokyo) Presentations by a total of 6 groups

 <p>ACTION PLAN</p> <p>Plan with 5Ws and 1 H (Who, what, when, where, whom, how)</p> <p>Action plan title: <u>simple ways that we do</u></p> <p>Target Audience: <u>Student like us</u></p> <ol style="list-style-type: none"> 1) separating different materials like glass, plastic, foam, cardboard boxes to different trash bins designed for each types of material. 2) Try to <u>minimize</u> the usage of air conditioners or set the temperature at 25 degrees celsius. 3) <u>Grow</u> plants in school or at home / back yard 4) Introduce others to Japan culture as a way of <u>raising awareness</u> to the climate change crisis. 	 <p>Climate Action</p> <p>What the action plan is to create an advocacy campaign focussing on Climate Change through Radio Rakambia</p> <p>Who The campaign involves the person who implementing the plan and all the interviewes who will share their insight and experiences</p> <p>To Whom the advocacy effort is directed towards local communities and wider audience of Radio Rakambia who will bennefit from the shared information</p>
<p>■ Group: A2</p> <p>【Summary of Findings】</p> <p>1. Learnings about Japan</p> <p>We knew Japan for good public transportation,</p>	<p>■ Group: A5</p> <p>【Summary of Findings】</p> <p>1. Learnings about Japan</p> <p>We knew Japan as a country of technology and</p>

<p>hygiene, and hardworking people. We now know a bit about its culture, climate, people and society.</p> <p>1. Learnings about the theme: "Climate Change"</p> <p>Its general definition was familiar, but now we know in detail its impact on Japan's marine life and their countermeasures.</p> <p>【Action Plan】</p> <p>"Simple ways that we do"</p> <p>All of us will work together with other students to separate waste materials, minimize the use of air conditioners, and grow plants in school or at home and introduce what we know about Japan.</p>	<p>innovation, natural beauty, economy and industry, etc. We know now about its geographical features, people and society, culture and daily life such as food and houses.</p> <p>2. Learnings about the theme: "Climate Change"</p> <p>Some causes of climate change and its negative impacts were vaguely known.</p> <p>Now we know the main cause and negative effects on the marine life in Japan.</p> <p>【Action Plan】</p> <p>"Climate Action"</p> <p>We will create an advocacy campaign focusing on climate change through Radio Rakambia. Each member will make contributions in terms of plans and interviews via online platforms such as WhatsApp, Instagram, etc.</p>
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Group B “Energy” (Locations: Hokkaido, Tokyo)

Presentations by a total of 6 groups



■ Group: B3

【Summary of Findings】

1) Learnings about Japan

Before: Japanese people are generally quiet and do not talk loudly on trains out of consideration for others around them.

After: Sorting trash for recycling is a widespread practice in Japan. Japanese people are very punctual.

2) Learnings about “Energy”

We knew about the Fukushima Daiichi Nuclear Power Plant accident, but through this program we learned that after the accident, Japan shifted to renewable energy sources, such as wind power, as the amount of nuclear power generation decreased. The guiding principle of Japan's energy policy is to safely promote the 3Es (Energy, Environment, Economic Efficiency). We also learned that 40% of Japan's CO2 emissions come from the energy industry and that the total amount of electricity generated is about 1.11 trillion kw.

【Action Plan】

We will carry out recycling activities by sorting garbage. We will place six color-coded garbage bins (red: metals, green: recyclable materials, yellow: plastics, brown: organic waste, blue: paper, black: general waste). A project team of students will be in charge of this project, but we are also

■ Group: B4

【Summary of Findings】

1) Learnings about Japan

Before: Anime, Japanese food, celebrities, politeness, and popular tourist destinations

After: People in Japan respect tradition, but at the same time they embrace new technology, bridging the old with the new. Also, Japanese people often use the word “Ganbaru! (I'll do my best!)”.

Due to Japan being a long country stretching from north to south, the climate varies from region to region, and the four seasons are distinctly different.

2) Learnings about “Energy”

Coal-based thermal power used to be the main source of electricity in Japan, but now Japan also uses nuclear power, which before the Fukushima Daiichi nuclear power plant accident accounted for 30% of total power generation. What we learned in this program is that Japan's energy mix is complex, and that Japan generates electricity not only from thermal and nuclear power, but also from other sources such as hydroelectric, wind, geothermal, and solar power. Considerations for the environment have led to particularly significant changes in recent years.


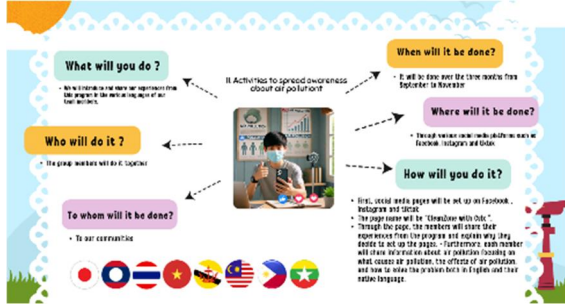
【Action Plan】

With “Save Energy, Save Tomorrow” as our motto, we will raise awareness about energy deficiency

<p>planning to obtain cooperation from local recycling companies. First, we will secure garbage bins and place them in the hallways, cafeteria, and outdoor areas of the school to communicate the significance of sorting garbage. The target audience will be students, teachers, etc., but we also intend to share this information with our families and the general public who visit the school. We will carry out and monitor this project continuously for three months. Expected results are reduced waste, energy savings, increased environmental awareness, and a resulting change in people's behavior.</p>	<p>and promote energy conservation. We will form several groups in ASEAN and promote the benefits of energy conservation using posters and pamphlets from September to November of this year. The target audience is youth and children. In cooperation with volunteer groups, we will also visit schools and try to convey the importance of energy conservation to children through skits and other fun activities.</p>
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Group C "Environment" (Locations: Hokkaido, Tokyo)

Presentations by a total of 6 groups

	
<p>■Group: C2</p> <p>【Summary of Findings】</p> <p>1. Learnings about Japan</p> <p>Japanese people are very polite in their actions, words, and expressions. Japanese people work very hard and place great importance on punctuality. Japan has come up with more ways to eat than expected, such as soybeans: Shoyu, Natto, Miso.</p> <p>2. Learnings about "Environment"</p> <p>SDGs, primarily those related to ecological sustainability, and we realized how these goals act as a roadmap for the global community to achieve set objectives. Through this program, we learned about numerous activities in Japan, such as school</p>	<p>■Group: C6</p> <p>【Summary of Findings】</p> <p>1. Learnings about Japan</p> <p>Japanese culture (landmarks, festivals, religion), environmental and social issues in Japan, and the real Japan from a Japanese perspective, not from a foreigners.</p> <p>2. Learnings about "Environment"</p> <p>Even a country like Japan which is known for cleanliness, faces environmental issues. We learned how important and serious environmental issues are to our society and how we can work together to improve them.</p> <p>【Action Plan】</p> <p>We will carry out activities to introduce and share</p>

<p>cleanups and environmental clubs, and the role that daily practices and community involvement play.</p> <p>【Action Plan】</p> <p>Educational events will be organized in schools and community centers to promote the concept of a 'healthy environmental life'. Themes include the state of our environment, how we can protect it and what results can be expected from the program, with the aim of raising awareness among students and local residents about the impact that humans have on the environment.</p> <p>Each participant will also become more aware of environmental conservation issues and conduct campaigns to promote sustainable practices.</p>	<p>our experiences from participating in this program, including activities to spread awareness about air pollution. We will first set up social media pages on Facebook, Instagram and TikTok. The page names will all be "Clean Zone with Csix". Through these pages, each member will share their experiences from the program and explain why we decided to set up the pages. Furthermore, each member will share what they learned from the program, and how they can apply it in their lives within two months after completing the program. We will also share what impressed us the most about the program in English and our native languages. This will be done over the three months from September to November.</p>
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Implementation Agency: Japan International Cooperation Center (JICE)