

JENESYS2025 ASEAN - Japan Students Conference Report (Invitation Program)

1. Program Overview

【Objective】 This program was implemented with the aim of enabling youths from ASEAN Member States (AMS) ^(Note) and Japan to learn about ASEAN-Japan relations, share awareness of common issues in the Asian region, and exchange opinions on how to overcome them. The specific objectives were: (1) to help participants realize their own abilities and potential, fostering a sense of social contribution; (2) to promote mutual understanding while recognizing cultural diversity; and (3) to strengthen the friendship and cooperation network among the youth of participating countries.

(Note) ASEAN Member States (AMS): Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste, Viet Nam

【Overview】 From January 13 to 20, 2026, 76 university students from AMS visited Japan to attend the "ASEAN-Japan Students Conference" (held from January 17 to 19 in Tokyo). Prior to the conference, the group was divided into three smaller thematic groups, each visiting different prefectures: "Climate Change and Disaster Prevention" visited Hiroshima, "Education and Digital Technology" visited Mie, and "Startups and International Collaboration" visited Tochigi. Through lectures and observations related to their themes, participants learned about various case studies in Japan. Additionally, they were given the opportunity to experience homestays and local cultures and share the attractions of Japan they encountered with many other youths over social media. Seven Japanese university students also participated in the "Students Conference," discussing each theme and considering what they as youths can do to solve various issues. On the final day, the groups presented their action plans at the reporting session.

【Participants】 Total: 83 university students from ASEAN Member States (AMS) and Japan
(Breakdown) Brunei 7, Cambodia 7, Indonesia 7, Lao PDR 7, Malaysia 7, Myanmar 7, the Philippines 7, Singapore 7, Thailand 7, Timor-Leste 7, Viet Nam 6, and Japan 7

【Locations】 Tokyo 76, Hiroshima 24, Mie 26, Tochigi 26

【Schedule】

■ Online Pre-study Program :

Jan. 6 (Tue) **【Pre-departure Orientation】 【Exchange among Participants】**
Set Period Prior to Arrival **【Task-based Learning (VOD)】** "Overview/Mission", "Message from
Minamisanriku", "Learning Japanese"

■ Invitation Program :

- Jan. 13 (Tue) Arrival at Narita International Airport and Haneda Airport
【Post-arrival Orientation】
【Courtesy Call】
 Mr. ONISHI Yohei, Parliamentary Vice-Minister for Foreign Affairs
- Jan. 14 (Wed) **【Keynote Lecture】** “ASEAN-Japan Co-Creation in an Uncertain World ”
 Lecturer : Dr. HIRABAYASHI Kunihiro, Secretary General, ASEAN-JAPAN
 CENTRE (AJC)

Participants were separated into 3 groups. After observation visits around Tokyo, all groups moved to different local areas.

- “Climate Change and Disaster Prevention” Group
【Observation】 Japan Meteorological Agency
 - “Education and Digital Technology” Group
【Observation】 Data Science Course, Shotoku Gakuen Senior High School
 - “Startups and International Collaboration” Group
【Observation】 Tokyo Innovation Base (TIB)
- Jan. 15 (Thu) – Jan. 16 (Fri)
- “Climate Change and Disaster Prevention” Group (Hiroshima)
【Courtesy Call】 Mr. SHIOTANI Norio, Director General of Crisis Management Office, Hiroshima City
【Observation】 Hiroshima City Torrential Rain Disaster Memorial Center
【Observation】 Hiroshima Peace Memorial Museum
【Homestay】 Akiota Town, Yamagata-gun
 - “Education and Digital Technology” Group (Mie)
【Observation】
 “Mie Prefecture”
 Lecturer: Mr. MAEDA Yasutomo, Staff Leader, International Strategy and Promotion Division,
 Department of Policy Planning, Mie Prefectural Government
 “Mie Prefecture's ICT education initiatives – Changes”
 Lecturer: Mr. NAKAMURA Keigo, Assistant Supervisor for Education, Senior High School Education
 Division, Mie Prefectural Board of Education
【Theme Related Observation】 National Institute of Technology, Toba College
【Homestay】 Taiki Town, Watarai-gun
 - “Startups and International Collaboration” Group (Tochigi)
【Courtesy Call】 Industrial Policy Division, Economic Department, Utsunomiya City
【Courtesy Call】 Management Support Division, Department of Industry, Labor and Tourism, Tochigi
 Prefecture Government
【Theme Related Observation】 Tochigi Youth Supporters Network (NPO)
【Homestay】 Ohtawara City
- Jan. 17 (Sat) Travel from local locations to Tokyo

Students Conference: D1【Orientation】【Theme-based Lectures, Discussions】

- “Climate Change and Disaster Prevention” Group
 【Lecture】 “Climate Actions and Development”
 Lecturer: Mr. MATSUO Naoki, Principal Policy Researcher, Strategic Management Office, Institute for Global Environmental Strategies (IGES)
- “Education and Digital Technology” Group
 【Lecture】 “Conference Current State and Challenges of Education × Digital Technology”
 Lecturer: Ms. DRAGO Erika, Shotoku Gakuen Junior & Senior High School, Assistant Principal, Director of Data Science Affairs
- “Startups and International Collaboration” Group
 【Lecture】 “A Bridge between Asia and Japan Through creative and socially meaningful business”
 Lecturer: Mr. YONEKURA Seiichiro, Professor Emeritus, Institute of Innovation Research, Hitotsubashi University

Jan. 18 (Sun) **Students Conference: D2 【Group Discussions】**

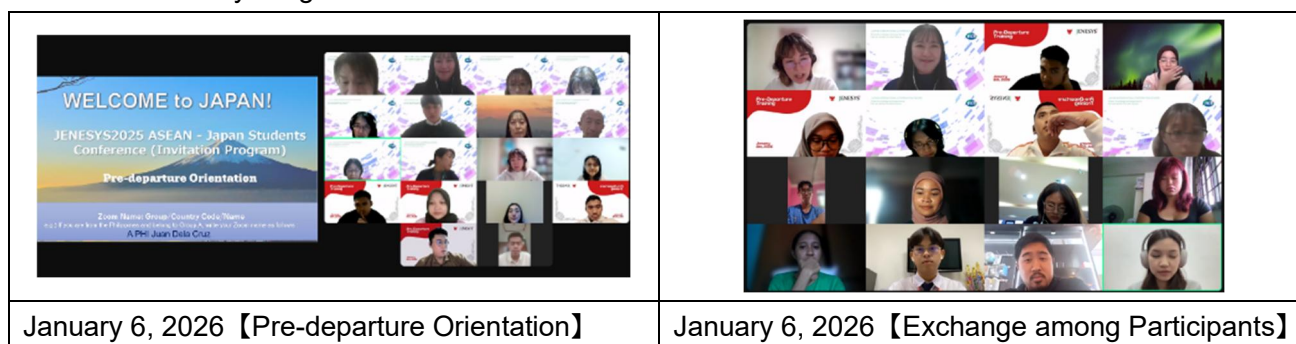
Jan. 19 (Mon) **Students Conference: D3 【Group Discussions】**

【Workshop】 Summarizing program findings, preparation of action plans,
 【Reporting Session】

Jan. 20 (Tue) Departure from Narita International Airport and Haneda Airport

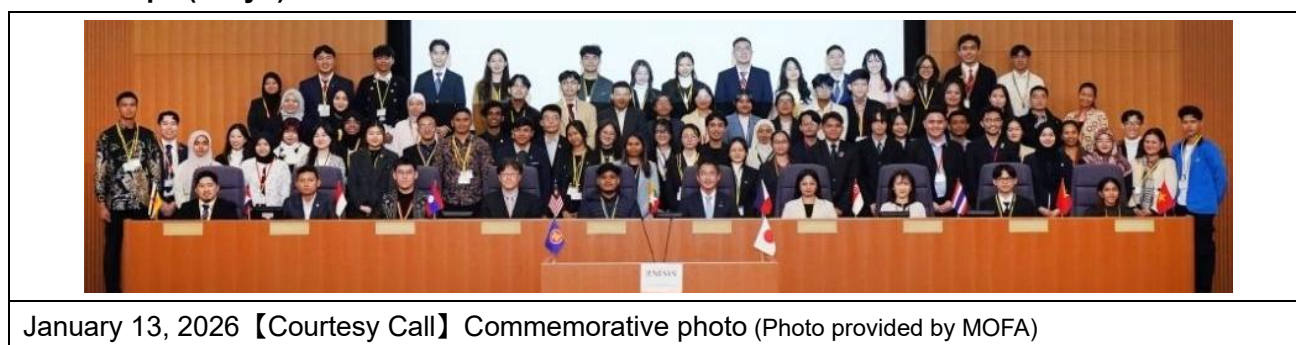
2. Program Photos

■ Online Pre-study Program



■ Invitation Program

• All Groups (Tokyo)



https://www.mofa.go.jp/press/release/pressite_000001_01995.html



January 13, 2026 【Courtesy Call】
Mr. ONISHI Yohei, Parliamentary Vice-Minister for Foreign Affairs (Photo provided by MOFA)



January 14, 2026 【Keynote Lecture】
“ASEAN-Japan Co-Creation in an Uncertain World -JENESYS2025 ASEAN-Japan Students Conference-”

• “Climate Change and Disaster Prevention” Group (Hiroshima)



January 14, 2026 【Observation】
International Section, Planning and Coordination Division, General Affairs Department



January 15, 2026 【Courtesy Call】
Mr. SHIOTANI Norio, Director General of Crisis Management Office, Hiroshima City





January 15, 2026 【Observation】 Hiroshima City
Torrential Rain Disaster Memorial Center







January 16, 2026 【Observation】
Hiroshima Peace Memorial Museum

• “Education and Digital Technology” Group (Mie)





<p>January 14, 2026 【Observation】 Data Science Course, Seito Gakuen Senior High School</p>	<p>January 14, 2026 【Observation】 Data Science Course, Seito Gakuen Senior High School</p>
	
<p>January 15, 2026 【Lecture】 Mie Prefecture International Strategy and Promotion Division & Mie Prefectural Education Committee</p>	<p>January 15, 2026 【Theme Related Observation】 National Institute of Technology, Toba College</p>

• “Startups and International Collaboration” Group (Tochigi)

	
<p>January 14, 2026 【Observation】 Tokyo Innovation Base (TIB)</p>	<p>January 15, 2026 【Courtesy Call】 Industrial Policy Division, Economic Department, Utsunomiya City</p>
	
<p>January 15, 2026 【Courtesy Call】 Management Support Division, Department of Industry, Labor and Tourism, Tochigi Prefecture Government</p>	<p>January 15, 2026 【Theme Related Observation】 Tochigi Youth Supporters Network (NPO)</p>

• Homestay

	
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<p>January 16, 2026 【Homestay】 Akiota Town, Yamagata-gun, Hiroshima</p>	<p>January 16, 2026 【Homestay】 Taiki Town, Watarai-gun, Mie</p>
	
<p>January 16, 2026 【Homestay】 Ohtawara City, Tochigi</p>	<p>January 16, 2026 【Farewell Party with the Host Families】 Taiki Town, Watarai-gun, Mie</p>
<p>• ASEAN - Japan Students Conference (Tokyo)</p>	
	
<p>January 17, 2026 【Lecture】 “Climate Actions and Development”</p>	<p>January 17, 2026 【Lecture】 “Conference Current State and Challenges of Education × Digital Technology”</p>
	
<p>January 17, 2026 【Lecture】 “A Bridge between Asia and Japan Through creative and socially meaningful business”</p>	<p>January 18, 2026 【Group Discussions】</p>
	
<p>January 19, 2026 【Workshop】</p>	<p>January 19, 2026 【Reporting Session】</p>

3. Voices from the Participants (excerpt)

◆ **University Student (Brunei)**

I am most impressed by Tokyo Innovation Base (TIB) as the concept intrigues me where startups or people--both locals and foreigners—can utilize the space in the building for networking, pitching, product display, working, meet-ups, and hold events among others. Not only that, TIB also provides free raw materials for the use of startups, reducing their financial expenses for product development and research. Other services the company offers include membership access to certain facilities such as 3D printing and laser printing. This would be a great opportunity if similar concepts were introduced in my country Brunei to reduce the fear of failure in starting a business by reducing the financial risk in research and development.

◆ **University Student (Cambodia)**

During the exchange programs, I was most impressed by the opportunities for cultural exchange, academic growth, professional insight, and networking. Meeting peers from diverse backgrounds broadened my worldview and deepened my appreciation for different perspectives. Experiencing new teaching styles and collaborative projects enriched my academic development and helped me connect theory with real-world issues.

◆ **University Student (Indonesia)**

The homestay and host family program was a truly remarkable and eye-opening experience that left a lasting impression on me. Being able to immerse myself in the local culture and daily life firsthand was incredibly rewarding, and the warmth and hospitality of my host family made the trip feel like a home away from home. Every moment, from sharing traditional meals to learning about local customs, added a layer of depth to my journey that I wouldn't have found elsewhere. This experience has only deepened my appreciation for the country, and I already find myself looking forward to visiting Japan many more times in the future to explore even further.

◆ **University Student (Lao PDR)**

The most impressive aspect of my exchange experience was learning how Japan integrates innovation, education, and social inclusion in a very practical and coordinated way. Through company visits and lectures, I saw that innovation is not only about technology, but also about creating new value by combining knowledge, experience, and collaboration across sectors. The programs demonstrated how strong ecosystems—supported by government, universities, and communities—can turn social challenges into opportunities, which gave me valuable insights that I can apply in my own country.

◆ **University Student (Malaysia)**

The most impressive aspect of my exchange experience was the opportunity to gain first-hand exposure to different academic and professional environments through school exchanges and company visits. Interacting directly with students, educators, and industry professionals allowed me to better understand how theory is applied in real-world contexts, particularly through innovative teaching methods, teamwork culture, and problem-solving approaches. The company visits were

especially impactful, as they showcased how organizations integrate technology, efficiency, and discipline into their daily operations. Overall, the experience broadened my global perspective, strengthened my communication skills, and inspired me to think more critically about my future academic and career goals.

◆ **University Student (Myanmar)**

The most impressive aspect of my experience during the exchange program was the opportunity to visit Japanese schools and colleges to directly observe their working and learning environments. I was particularly impressed by the strong sense of discipline, teamwork, and mutual respect shown by students and teachers. These visits provided valuable insights into Japan's education system and inspired me to apply similar values and practices in my own academic and professional life.

In addition to implementing my Action Plan, I plan to stay actively connected with fellow participants through alumni networks and online communication platforms. I would like to organize small alumni reunions or online meetings to share updates, exchange ideas, and discuss possible collaborative activities related to education and digital technology.

◆ **University Student (the Philippines)**

The life on the countryside was very different from the city, since it was very peaceful and quiet at night and some cars can only be seen on the road while in the city there were very busy streets, and a lot of people are on their way to work or going home. I have enjoyed my host family and they treated us like their own, it was a lifetime experience that I will cherish and keep the memories that we've had always.

◆ **University Student (Singapore)**

At the Hiroshima City Torrential Rain Disaster Memorial Centre, we learned about what happened in the town, the repercussions that followed and the solutions that they came up with to mitigate the damage caused by the disaster. As a civil engineering undergraduate, I was able to apply my knowledge to real-life retaining wall structures and other erosion-control facilities such as Sabo dams, allowing me to connect what I have learned so far with actual structures in the field.

◆ **University Student (Thailand)**

The most impressive aspects of my experience during this program are how we connect with other delegates from across ASEAN and Japan who have the same interests. I would say that I am impressed with the way that I have a lot of knowledge sharing kind of session with both youth delegates and lecturers since one problem can be viewed in many ways.

◆ **University Student (Timor-Leste)**

Visiting Hiroshima allowed me to gain a profound understanding of the historical impact of the atomic bombing and its long-term consequences on humanity. Through visits to the Peace Memorial Museum and related sites, I was deeply moved by the strong message of peace, resilience, and the importance of remembering history to prevent similar tragedies in the future. This experience encouraged me to reflect on global responsibility, peacebuilding, and the value of international cooperation.

In addition, the lectures provided valuable perspectives on Japan's post-war development, culture,

and role in promoting peace and innovation in the international community. The speakers shared not only historical knowledge but also contemporary insights, which helped me connect past events with present global challenges. The combination of the Hiroshima visit and the lectures greatly enhanced my understanding of Japan's values and strengthened my motivation to contribute positively to cross-cultural exchange and global society.

4. Voices from the Receiving Parties (excerpt)

◆ Host Family

The participants helped me rediscover the charms of Akiota—such as its clean air, delicious water, and the beauty found in everyday scenery. This experience has inspired me to continue exploring and appreciating the unique culture of Japan and the many wonderful qualities of Akiota.

◆ Observation Destination Representative

I read the comments from the delegation, and I am grateful that they recognized the importance of confronting natural disasters and were able to deepen their understanding of disaster prevention and mitigation. Although each country has its own approach to emergency response, I hope they can take home even a little bit of the ideas and perspectives on disaster preparedness that we shared. I was truly impressed by their thoughtful and insightful questions, as well as their eagerness to absorb as much as possible during their visit.

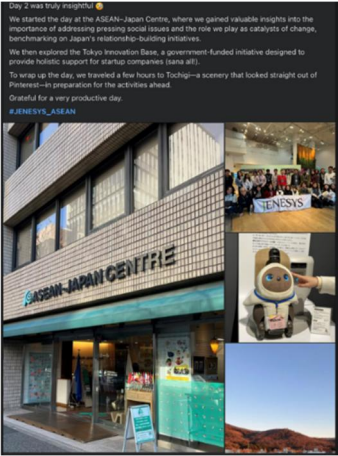



◆ Lecturer

It was a great honor for me to engage with the selected students who represent the next generation of ASEAN.

What impressed me most was the remarkable sense of purpose demonstrated by all the participants. During the lectures and exchanges with Japanese students, they actively raised questions and engaged in sincere, in-depth discussions. Their focus was truly inspiring. Despite coming from diverse backgrounds, they respected each other's cultures and encouraged one another to grow, which strengthened my belief in the bright future that Japan and ASEAN can build together.

The insights gained through this program, as well as the bonds formed across borders, will surely become invaluable assets for every participant. I sincerely hope that they will bring the outcomes of this experience back to their home countries and make full use of them in their respective fields—whether in science, culture, social contribution, or education. I look forward to the day when these participants become even sturdier bridges connecting the world, and when we can meet again in the future, seeing how much each of them has grown.

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

 <p>Day 2 was truly insightful! 🙌 We started the day at the ASEAN-Japan Centre, where we gained valuable insights into the importance of addressing pressing social issues and the role we play as catalysts of change, benchmarking on Japan's relationship-building initiatives. We then explored the Tokyo Innovation Base, a government-funded initiative designed to provide holistic support for startup companies (same as!). To wrap up the day, we traveled a few hours to Tochigi—a scenery that looked straight out of Pinterest—in preparation for the activities ahead. Grateful for a very productive day. #JENESYS_ASEAN</p>	 <p>The dialogue session with Charisma AJC covered issues youths from the 11 ASEAN countries were concerned about and role of ASEAN's unity in our communities 🙌 ASEAN JAPAN CENTRE This included job insecurity and fragility of peace in ASEAN #JENESYS #Jenesys_asean</p>
<p>January 14, 2026 (Instagram) University Student (the Philippines) Day 2 was truly insightful. We started the day at ASEAN Japan Center where we gained valuable insights into the importance of addressing pressing issues and the role we play as catalysts of change; benchmarking on Japan's relationship building initiatives. We then explored the Tokyo Innovation Base, a government funded initiative designed to provide holistic support to startup companies. To wrap up the day, we traveled a few hours to Tochigi -a scenery that looked straight out of Pinterest- in preparation for the activities ahead. Grateful for a very productive day.</p>	<p>January 15, 2026 (Facebook) University Student (Singapore) The dialogue session from AJC covered issues youths from the 11 ASEAN countries were concerned about and role of ASEAN's unity in our communities. This included job security and fragility of peace in ASEAN</p>
 <p>Travelling from Tsu → Nagoya → Tokyo 🇯🇵 Smooth and comfortable Journey by train, enjoying the speed of Japan's railway system and the beautiful views along the way, An amazing travel experience in Japan! 🇯🇵🌟 #Jenesys2025 #JENESYS_ASEAN</p>	 <p>Japan, my dream country to know the culture, to meet the people and feeling cold in winter. The people, the culture that makes me feel like I'm in another world. I hope to visit Japan with you for all these reasons. I wish you Japan #Jenesys2025</p>
<p>January 17, 2026 (Facebook) University Student (Myanmar)</p>	<p>January 19, 2026 (Facebook) University Student (Malaysia)</p>

Travelling from Tsu→Nagoya→Tokyo. Smooth and Comfortable journey by train, enjoying the speed of Japan's railway system and the beautiful views along the way. An amazing travel experience in Japan.

Japan, my dream country to know the culture, to meet the people and feeling cold in winter. The people that always make me more realize why make this country so special. Me from Malaysia always have a good impression with Japan. Thank you for all these memories. I will miss Japan.

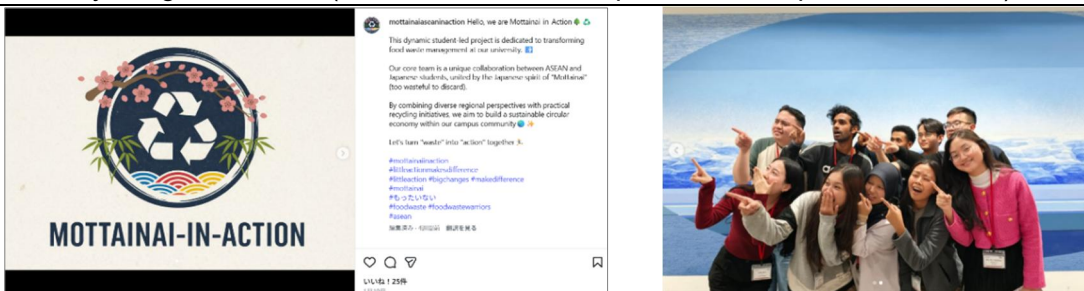


January 24, 2026 (Instagram) Undergraduate Student (Indonesia)

Being selected as one of the 7 Indonesian delegates under KEMENPORA (Ministry of Youth and Sports of the Republic of Indonesia) to attend the JENESYS (Japan-East Asia Network of Exchange for Students and Youths) ASEAN-Japan Students Conference Invitation Program is a true honor. It meant meeting 83 delegates across 12 countries for 7 days, moving around two cities, receiving numerous lectures and insights, finding new friends and mentors, and learning how to be impactful to the community.

Never did I imagine that the country I once dreamed of visiting would be achieved at 23 years old while representing my country in a multinational conference as Head of Delegate at the same time.

I thank you for all the experiences. Thank you to my Indonesian delegates for always supporting each other and staying solid until the end. Thank you KEMENPORA and JICE for the opportunity to attend JENESYS. I look forward to the program implementation. Parting ways is hard, but the memories live forever. See you again, friends. (Below are short descriptions of each place we visited.)



January 19, 2026 (A shared Instagram account created under "Climate Change and Disaster Prevention" Group 1's action plan)

Hello, we are Mottainai-in-Action

This dynamic student-led project is dedicated to transforming food waste management at our university.

Our core team is a unique collaboration between ASEAN and Japanese students, united by the Japanese spirit of "Mottainai" (too wasteful to discard).

By combining diverse regional perspectives with practical recycling initiatives, we aim to build a sustainable circular economy within our campus community.

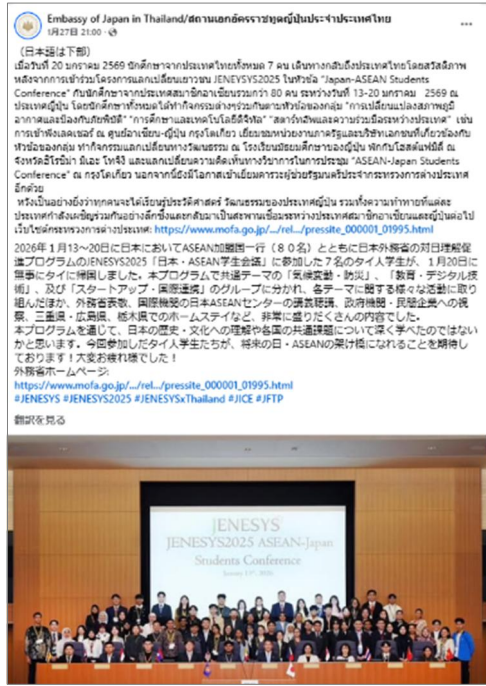
Let's turn "waste" into "action" together



January 29, 2026 (National Institute of Technology, Toba College's website)

“Participants of the JENESYS2025 ASEAN - Japan Students Conference Visit Our School”

A delegation participating in the JENESYS 2025 ASEAN-Japan Students Conference visited our school as part of their program. The group focused on the theme of “Education and Digital Technology” and observed our institution as a leading example of Japan’s innovative practices in this field. Their visit included a briefing on our school’s ongoing digital transformation initiatives, as well as a tour of the *Toba-maru*, our state-of-the-art training vessel equipped with cutting-edge technologies.



January 27, 2026 (The Embassy of Japan in Thailand's Facebook)

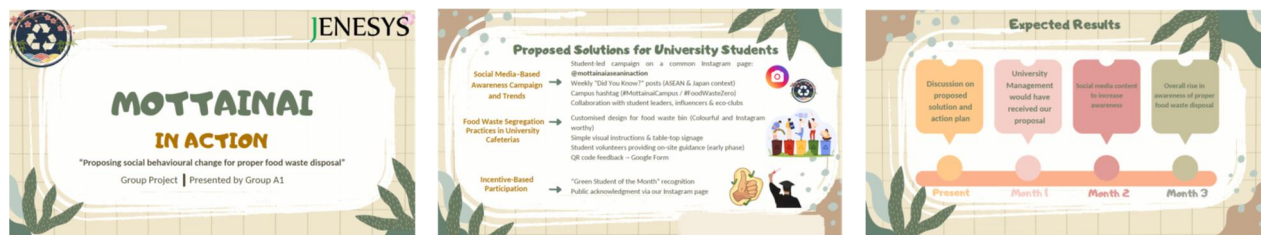
A group of seven Thai students who took part in the JENESYS2025 ASEAN - Japan Students Conference, held in Japan from 13 to 20 January 2026 together with approximately 80 participants from ASEAN Member States, safely returned to Thailand on 20 January.

“JENESYS 2025 ASEAN-Japan Students Conference” is a Japan’s Friendship Ties Program commissioned by the Ministry of Foreign Affairs as part of its. Participants were divided into three thematic groups: “Climate Change and Disaster Prevention,” “Education and Digital Technology,” and “Startups and International Collaboration.”

Each group engaged in a wide range of thematic activities, including courtesy visits to the Ministry of Foreign Affairs, lectures at the ASEAN–Japan Centre, study tours to governmental agencies and private-sector organizations, as well as homestay programs in Hiroshima, Mie, and Tochigi Prefectures. The program offered a rich and comprehensive learning experience for all participants.

6. Presentations of Program Findings and Action Plan at the Reporting Session (excerpt)

“Climate Change and Disaster Prevention” Group 1



【Results of the Program】

Inspired by the Japanese concept of mottainai, we focused on everyday habits—especially food waste. In our home countries, it is still common for people to dispose of trash that contains leftover food. Here, we highlight action plans centered on university management and student awareness.

1) University Management

We call on university management to (i) develop the logistical infrastructure necessary for proper waste segregation, (ii) implement a professional plan for the disposal of organic waste, and—most importantly—(iii) introduce a mandatory, pass/fail, one semester course for all students to educate them on food waste management and its link to climate change. This aims to promote long-term behavior change. With support across infrastructure, operations, and education, universities can effectively reduce food waste and advance sustainability.

2) Student Awareness

We will strengthen the student union. We will roll out a campus-wide information campaign that simplifies the segregation process so that every student understands exactly how to sort their waste and why their contribution matters. Through improved logistics and clear communication, we can turn a waste challenge into a sustainable future. The university should also ensure regular collection and proper management of food waste. This will help reduce landfill volume and enable the production of organic fertilizer for use on campus.

We propose three simple approaches to drive behavior change among students:

i. Student-led social media campaign:

Use short videos, infographics, and campus hashtags (including the university’s name) to raise awareness of food waste, methane emissions, and climate change.

ii. Clear food waste segregation in cafeterias:

Introduce customized food waste bins designed to be shareable online; accompany this with concise signage and brief on-site guidance. Provide a QR code feedback form to collect suggestions from users.

iii. Incentive-based recognition:

Establish awards such as “Green Student of the Month” to encourage active participation and sustained engagement.

【Challenges and Solutions】

1) Financing

The greatest challenge is securing a sufficient budget. High-tech electric composters are expensive and require substantial energy to operate.

As a solution, we propose a low-cost, easy-to-adopt pilot: a simple natural composting area managed by a student group. This will serve as a proof of concept, generate visible results, and align with realistic financial constraints.

2) Resistance to Behavior Change

While many students are willing to participate, a portion may be less aware and slower to change their habits. Such resistance often stems from entrenched cultural practices, perceived inconvenience, lack of knowledge, or peer influence.

To address this, we propose three strategies:

- i. Systematic implementation by a committee: Work with the student union under a detailed plan that ensures accountability.
- ii. Targeted educational outreach: Use platforms such as Instagram to explain objectives and the rationale in accessible terms, deepening understanding.
- iii. Cultural normalization: Cultivate the mindset needed to make appropriate disposal decisions and embed these habits as part of campus culture.

These approaches directly address behavioral barriers and enable a practical, budget-conscious start to our sustainability efforts.

【Action Plan】

Three-month timeline

Month 1: Submit a formal proposal to university management.

Month 2: Launch a social media campaign to raise awareness of food waste.

By Month 3: Aim to achieve the final objectives: full implementation of the proposed solutions and a measurable shift in student behavior regarding food waste.

●Two key recommendations for the future

1) Scalability

We view on-campus implementation as a testbed for this action plan. Once its effectiveness is confirmed—through collaboration with the student union and the use of gamification—we recommend expanding to larger institutions, and ultimately to city-level deployment across the ASEAN region.

2) Early intervention

While current efforts target adults, a lasting solution requires interventions beginning in primary education. By integrating waste segregation habits into the elementary curriculum, we can eliminate the need for later “re-training” and foster a generation for whom responsible consumption is the norm.

“Climate Change and Disaster Prevention” Group 2



【Results of the Program】

In light of the common risks posed by natural disasters and rapid urbanization, we propose a student-led initiative aimed at raising awareness of effective waste management as a means to address these risks.

【Learnings about the Theme “Climate Change and Disaster Prevention”】

We observed that Japan manages climate risks with strong systems and forward-looking strategies. At the Japan Meteorological Agency, advanced monitoring and early warning systems demonstrated how science plays a vital role in protecting human lives. Hiroshima City’s crisis management system reaffirmed the importance of preparedness, evacuation planning, and clear risk communication. The Hiroshima Torrential Rain Disaster Memorial showed us that preserving the memory of past tragedies strengthens society’s collective sense of responsibility and enhances community resilience. A lecture on climate change further reinforced that effective climate action requires international cooperation and continuous improvement through the PDCA cycle, which is essential for both Japan and ASEAN countries. The East Asia and Pacific region is currently the world’s largest generator of waste, producing 468 million tons in 2016, with projections reaching 714 million tons by 2050. Despite global efforts toward sustainability, many urban areas still face increased disaster risks due to inefficient waste disposal. Non-biodegradable waste accumulating in waterways creates artificial blockages, significantly increasing the severity and frequency of flooding. To address these issues, we propose an approach centered on integrated waste management combined with strategic information, education, and communication campaigns to shift public behavior, reduce disaster impacts, and build long-term climate resilience.

【Action Plan】

We aim to disseminate knowledge to both international society and local communities through digital communication, dialogue-based engagement, and community-based physical activities.

1) Digital Communication for Awareness Raising

We will develop communication materials—including content planning, short-form videos, and infographics—and amplify them through social media platforms to increase public awareness.

2) Dialogue-Based Engagement and Knowledge Sharing

We will organize speaker sessions, interactive webinars, and public lectures with Q&A to create

opportunities for participants to deepen their understanding.

3) Community-Based Physical Engagement

We will conduct community collaborations and door-to-door outreach to translate awareness into concrete actions. Delivering messages directly to residents strengthens trust and supports locally rooted behavioral change.

In Malaysia and Indonesia, we will host hyper-local public forums to engage more deeply with local residents. These events aim to provide a safe and accessible space for all community members to participate.

Examples of Activities Across Countries

Japan:

The Ministry of the Environment’s Spo-Gomi initiative has transformed trash collection—traditionally seen as a dull task—into a competitive team sport, successfully attracting younger generations.

Cambodia:

The national “Today, I Do Not Use Plastic Bags” campaign achieved substantial results, engaging more than 11 million students and citizens across the country.

Singapore:

The National Voluntary Partnership Program has collected more than 34,000 tons of electronic waste between 2016 and 2020.

Philippines:

Philippine National Oil Company (PNOC) -led coastal clean-up activities have produced significant outcomes. In a recent effort, 158 volunteers collected over 1,300 kilograms of waste, demonstrating society’s shared responsibility for environmental protection.

“Climate Change and Disaster Prevention” Group 3



Action Plan			Date	Phase	Remarks
Date	Phase	Remarks			
01/01-01/02			01/01-22/01	1	Implementation Module 1
02/01-02/02			23/01-26/01		Implementation Module 2
03/01-03/02	1	Preparation Period	01/02-02/02		Implementation Module 3
04/01-04/02			03/02-12/02		Implementation Module 4
05/01-05/02					
06/01-06/02	2	Selection Period: Presidential Campaign, National Council, County Leader Selection, Government	13/02-17/02	2	Evaluation & Reporting Stage
08/01-08/02					

【Results of the Program】

The First 72

<Background>

In Southeast Asia and Japan, climate change is accelerating the frequency of natural disasters at an unprecedented pace. Floods, heat waves, landslides, and air pollution threaten the lives and health of millions each year. In many vulnerable communities, insufficient disaster preparedness and early warning systems exacerbate the impacts. Under these circumstances, the first 72 hours after a disaster are recognized as the most critical period for saving lives and enabling communities to recover.

<Five-Pillar Framework>

Recognizing the crucial importance of the first 72 hours, we will implement the action plan “The First 72”

based on the following five pillars:

1. Raising Environmental Awareness
2. Understanding and Promoting Early Warning Systems
3. Sharing the Importance of Resilient Infrastructure
4. Understanding the Role of Policy and Law Enforcement
5. International Cooperation and Mutual Support among Youth

When disasters strip away “certainty,” preparedness creates “hope.” This action plan primarily targets youth in ASEAN and Japan, while also engaging digital creators involved in public outreach as a secondary audience. Ultimately, it aims to benefit local communities and schools by turning awareness of the climate crisis into concrete action.

【Action Plan】

The project will proceed in four phases: Preparation, Selection, Learning and Implementation, and Evaluation.

Phase 0 (Preparation):

Staff recruitment; development of learning materials; project design; and establishing the social media foundation.

Phase 1 (Selection):

Recruitment of participants; selection and announcement of leaders in each country based on national applications.

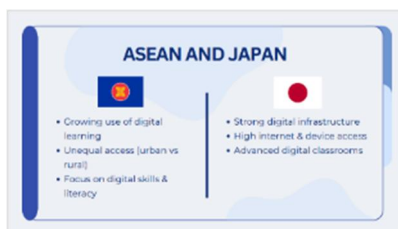
Phase 2 (Learning and Implementation):

We will deliver four modules: (1) Orientation, (2) Human Library (talks by practitioners with field experience), (3) Planning and Producing an Online Social Campaign, and (4) Presentations and Feedback.

Phase 3 (Evaluation):

Measurement of outcomes and impact, and identification of areas for improvement for the following year.

“Education and Digital Technology” Group 1



【Results of the Program】

i. Current Status of Digital Education

- Rapid expansion of digital learning
- Access gaps between urban and rural areas
- Differences in teachers’ digital skills and literacy

(e.g., around 40% of teachers in Southeast Asia lack sufficient digital skills)

- Importance of strengthening digital infrastructure
- High rates of internet connectivity and device access
- Availability of advanced digital classroom environments

ii. Why Is Digital Technology Important in Education?

- Digital tools effectively support learning and enrich the learning process.
- Blended learning, combining online and face-to-face instruction, broadens learning opportunities.
- Digital tools improve the quality of learning and enable personalized instruction tailored to each learner.

【Action Plan】

With the rapid advancement of AI technologies, knowledge and skills for effectively using digital tools in educational settings are becoming increasingly essential. This action plan aims to provide learning opportunities for educators and aspiring educators to strengthen their ability to integrate digital tools into classroom teaching.

The plan focuses on two main objectives, firstly to enhance teachers' confidence and practical skills in using digital tools during lessons. Secondly, to enable the creation of interactive, learner-centered lessons through the effective use of digital tools.

The planned sessions will cover

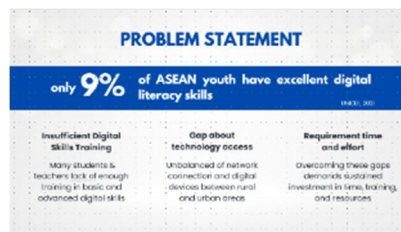
1. How to use Artificial Intelligence (AI) for research purposes
2. Assessment methods using quiz creation tools such as Quizzit and Kahoot
3. Introduction to collaborative learning tools such as Canva Whiteboard and Padlet

The overall schedule consists of three phases:

- January (Preparation): Development of learning materials, skills assessment, and outreach
- February (Implementation): Training sessions and technical support
- March (Evaluation): Surveys, effectiveness measurement, and development of improvements

Through these initiatives, we aim to enhance the quality of digital technology use in schools and cultivate learning environments suited to the age of AI.

“Education and Digital Technology” Group 2



【Results of the Program】

i. Definition and Significance of Digital Literacy

- Digital literacy refers to the ability to safely and appropriately access, manage, understand, integrate, communicate, evaluate, and create information through digital technologies. It is an overarching

framework that includes multiple competencies such as computer literacy, ICT literacy, information literacy, and media literacy (as defined by UNESCO).

- Digital literacy contributes to better learning and skill development, a safer digital environment, and improved future employment opportunities.
- It is noted that 61% of ASEAN youth do not learn digital skills at school, while up to 80% of jobs in Southeast Asia are expected to require basic digital or ICT skills by 2030.

ii. Challenges

- Insufficient training in digital skills: Many students and teachers lack adequate training, from basic to advanced levels.
- Access gaps: Significant disparities exist in internet access and device availability based on location (urban vs. rural), income, and age.
- Low proficiency levels: Only 9% of ASEAN youth possess advanced digital literacy.
- Addressing these challenges requires sustained time, training, and investment in resources.

iii. Data Analysis (Examples from Various Regions)

• Viet Nam:

60% of teachers report insufficient knowledge and skills to teach using digital tools, and while 72% of students reach basic proficiency in mathematics and reading, only 1–5% attain the highest performance levels.

• Japan (Prefectural Comparison):

ICT training participation rates are at 59% in Aichi and 95% in Wakayama, while teachers' ability to use ICT in lessons is 96.7% in Ehime and 69.1% in Shimane.

• Indonesia:

The country's digital literacy index stands at 3.54 out of 5 (as of 2022), indicating a medium level of proficiency.

• Timor-Leste:

Internet usage is approximately 51% with significant disparities by age, region, and income, and around 65.5% of the population is expected to lack digital literacy by 2025.

• Cambodia:

Basic digital skills are observed in 32% of the population, with 5% at the intermediate level and 1% at the advanced level, and the average student score remains around 49.2 out of 100.

【Action Plan】

“Digital Literacy Awareness Campaign”

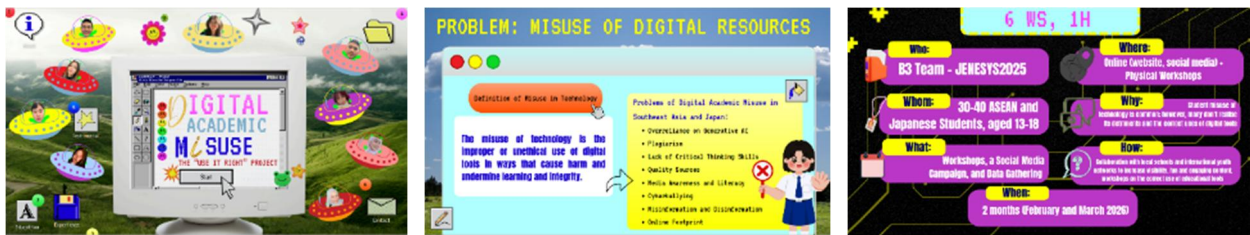
Our action plan aims to promote understanding of the importance of digital literacy among students, teachers, and lifelong learners, and to support the development of skills and the ability to make critical judgments when using digital tools.

To achieve this, we will create posters and pamphlets explaining digital literacy and share them across social media platforms such as Instagram, TikTok, and Facebook.

Through these outreach activities, we aim to help ensure that everyone can acquire basic digital literacy

skills.

“Education and Digital Technology” Group 3



【Results of the Program】

i. Misuse of Digital Resources

- Misuse of technology refers to the improper or unethical use of digital tools in ways that harm others and undermine learning and integrity.
- Examples of academic misuse involving digital technologies in Southeast Asia and Japan:
 1. Over-reliance on generative AI
 2. Lagiarism
 3. Lack of critical thinking skills
 4. Poor quality of information sources
 5. Inadequate media awareness and media literacy
 6. Cyberbullying
 7. Misinformation and disinformation
 8. Leaving a digital footprint online

ii. Key Learnings Related to the Theme “Education and Digital Technology”

- Using technology as a “tool”
 - Teachers are delivering lessons with iPads and large monitors.
 - Boards of education are proactively promoting the introduction of technology into education (e.g., systems that allow teachers to view and manage student responses in real time).
 - Digital technologies are being used to address local, context-specific challenges (e.g., harvesting/agriculture, fisheries).
- Innovative learning
 - Learning that combines digital and physical (hands-on) experiences to solve problems.
 - As part of Japan’s DX education, schools are implementing applied learning.
- Hands-on learning
 - Students generate new design ideas every minute, cultivating critical thinking while enhancing creativity and expression.
 - Students are encouraged to use their own devices as appropriate to the situation.
 - There is active investment in educational facilities and equipment, and students are encouraged to develop solutions to issues facing their local communities.

【Action Plan】

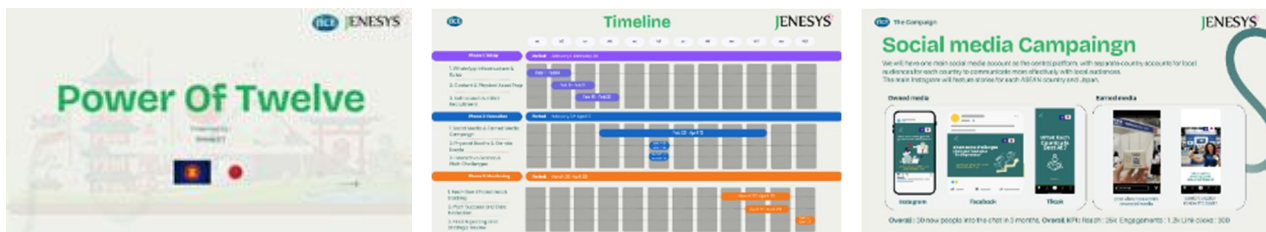
Misuse of technology among students is common, and a key cause is insufficient understanding of proper usage of educational digital tools. To address this, we will implement workshops, a social media campaign, and a website to help students learn how to use educational digital tools correctly.

We will target 30–40 students aged 13–18 from ASEAN and Japan and conduct the workshops over a two-month period from February to March 2026. The workshops will be held both online and in person, with the in-person sessions incorporating role-play activities. In addition, each workshop will include a “mini project” to help participants apply what they have learned to real educational challenges.

The social media campaign will announce the workshops, share information related to digital technologies, and post reflections from participating students. The website will function as an archive, consolidating workshop information, supplementary learning materials and resources, and interview videos with students to boost motivation.

To increase visibility, we will collaborate with local schools and international youth networks, placing emphasis on creating participatory and engaging content.

“Startups and International Collaboration” Group 1



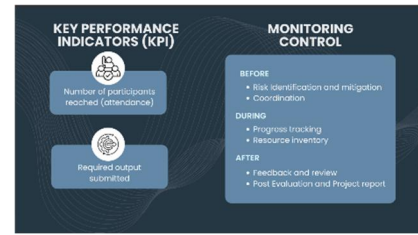
【Results of the Program】

- Tochigi Youth Supporter network focuses on real-life challenges and creates their own market by observing unmet needs.
- From the topic related lecture, we learned that when two people, teams, or organizations work together, the result is often more than just addition.

【Action Plan】

- We will create International Entrepreneurship Network, the one-stop channel for all aspiring and budding young entrepreneurs to find resources, support and connections for the ASEAN and Japan BIG IDEA amongst youths.
- We will have one main social media account as the central platform, with separate country accounts for local audiences for each country to communicate more effectively with local audiences.
- We will hold a promotion event for joining the network. We plan and operate physical booths at universities and similar venues to expand the entrepreneurship network.

“Startups and International Collaboration” Group 2



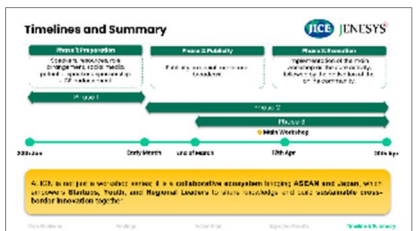
【Results of the Program】

- We learned that government policy support and the creation of a favorable environment greatly contribute to the success of startups, and that strong public–private collaboration reinforces the entire startup ecosystem and generates greater social value.
- We also learned that “discipline, innovation, and long-term planning” are essential for startups, and that knowledge of supply chain management and the effective use of digital technologies are indispensable elements for modern startups.
- Furthermore, through studying social businesses that aim to address social issues, as well as the possibilities of collaboration between ASEAN and Japan, we came to better understand how regional cooperation can further promote innovation.

【Action Plan】

We will implement Market Expansion Strategies for MSMEs among countries in order to host a knowledge-sharing workshop to increase awareness of cooperation, teamwork, and global perspective. (Since goals, specific activities, methods, and required resources differ, each country will carry out its own initiatives.)

“Startups and International Collaboration” Group 3



【Results of the Program】

- In Tochigi, we learned that a social business aims to solve social or community problems while remaining financially sustainable.
- In Tokyo Innovation Base, we found that TIB is designed to bridge the gap between ideas and the market through a shared ecosystem.

【Action Plan】

- We will establish ALIGN (ASEAN-Japan Linkage for Innovation & Growth Network), a collaborative platform that connects stakeholders from ASEAN and Japan to foster communication, knowledge exchange, and cross-border collaboration in innovation, startups, and sustainable development.
- We will take different approaches in each country to raise local awareness of the efforts for ASEAN and Japanese startups.

Implementation Agency: Japan International Cooperation Center (JICE)