

Online Student Conference for JENESYS2025 ASEAN-JAPAN Alumni Follow-up Project Report

1. Program Overview

【Objectives and Overview】

From February 16 to 20, ASEAN alumni gathered to learn about the themes of “Regional Revitalization and Community Development,” “Climate Change and Disaster Prevention,” and “Business and Economic Cooperation.” The program aimed to deepen their understanding of each topic and to strengthen networks among the alumni through lectures, workshops, and exchanges with relevant stakeholders.

【Participants】

Total: 44 JENESYS ASEAN alumni from ASEAN Member States (AMS) and Japan

(Breakdown)

Cambodia 3, Indonesia 6, Malaysia 6, Myanmar 6, the Philippines 7, Singapore 2, Thailand 1, Timor-Leste 7, Viet Nam 3 and Japan 3

【Participants per Group】 (1) Regional Revitalization and Community Development 5, (2) Climate Change and Disaster Prevention 16, (3) Business and Economic Cooperation 23

【Schedule】

■ Online Student Conference

Feb. 16 (Mon)

【Orientation】

【Theme Related Lecture】

1. Regional Revitalization and Community Development

“Sustainable Tourism: Regeneration Through Stewardship”

Lecturer: Ms. FUJIKAWA Naoko, Assistant Director, Tourism & Exchange Team, ASEAN-Japan Centre

2. Climate Change and Disaster Prevention

“Poverty reduction through climate adaptation in Monsoon Asia: Case in Myanmar and Thailand”

Lecturer: Dr. KAWASAKI Akiyuki, Professor, The University of Tokyo in the Institute for Future Initiatives and the Department of Civil Engineering

3. Business and Economic Cooperation

“Business and International Cooperation”

Lecturer: Mr. MURATA Hiroshi, The Japan International Cooperation Agency (JICA) Tokyo Center

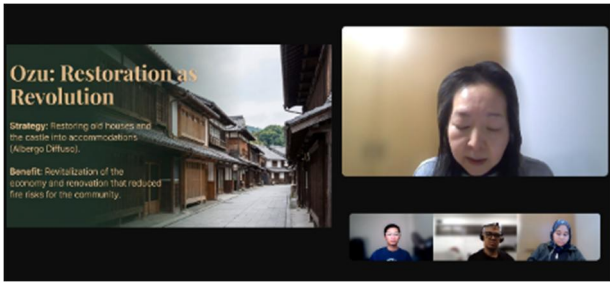
【Exchange among Participants】

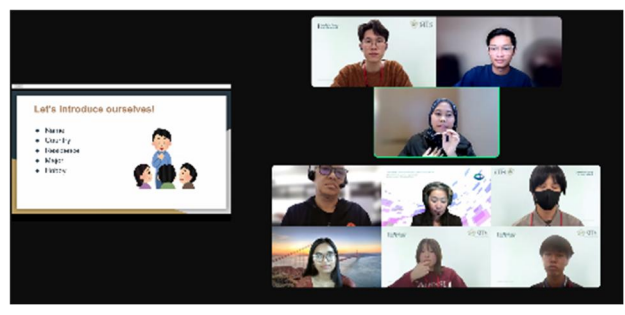
Programs in groups - self-introductions, opinion exchange

【Workshop】 Programs in groups - defining and analyzing problems

- Feb. 17 (Tue) **【Theme Related Lecture】**
 1. Regional Revitalization and Community Development
 “Sustainable Tourism Development in Southeast Asia”
 Lecturer: Professor Huong Thanh. Bui, Graduate School of Asia Pacific Studies, College of Sustainability and Tourism, Ritsumeikan Asia Pacific University (APU)
 2. Climate Change and Disaster Prevention
 “How Can Schools Reduce Disaster Risks? Enhancing Disaster Literacy through Geographic Understanding”
 Lecturer: Dr. ODA Takashi, Ph.D., Associate Professor, Department of Human Geography, Graduate School of Arts and Sciences, The University of Tokyo
 3. Business and Economic Cooperation
 “Japan - ASEAN Relations”
 Lecturer: Mr. Aero Aribowo, Genesia Ventures, Inc.
【Workshop】 Programs in groups - analyzing challenges and root causes
- Feb.18 (Wed) **【Culture Experience】** Shodo (Japanese Calligraphy)
 Lecturer: Ms. YAMAGUCHI Wakako, Master of Japanese Calligraphy, Vice President, NPO Institute for Japanese Culture Experience & Education (IJCEE)
【Workshop】 Programs in groups - proposing ideas for solutions
- Feb. 19 (Thu) **【Workshop】** Preparations for the Reporting Session (summarizing program findings, confirming social media posts, preparation of action plans)
- Feb. 20 (Fri) **【Reporting Session】** Presentation of program findings and action plans

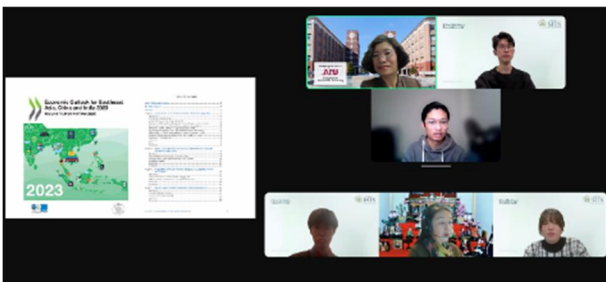
2. Program Photos

	
<p>February 16, 2026 【Theme Related Lecture】 1. Regional Revitalization and Community Development “Sustainable Tourism: Regeneration Through Stewardship”</p>	<p>February 16, 2026 【Theme Related Lecture】 2. Climate Change and Disaster Prevention “Poverty reduction through climate adaptation in Monsoon Asia: Case in Myanmar and Thailand”</p>



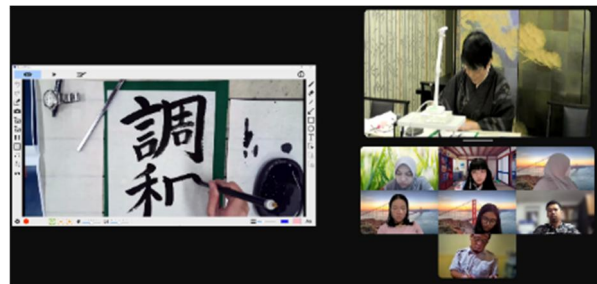
February 16, 2026 【Theme Related Lecture】
 3. Business and Economic Cooperation
 “Business and International Cooperation”

February 16, 2026
 【Exchange among Participants】



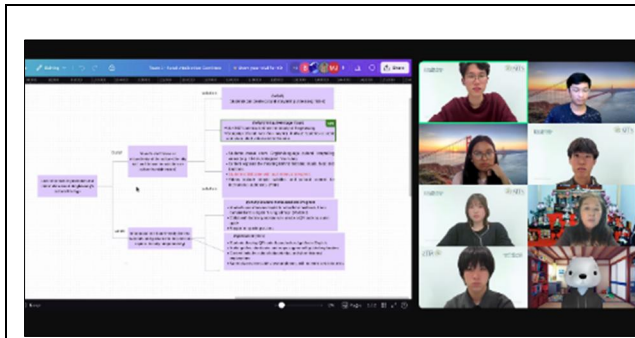
February 17, 2026 【Theme Related Lecture】
 1. Regional Revitalization and Community Development
 “Sustainable Tourism Development in Southeast Asia”

February 17, 2026 【Theme Related Lecture】
 2. Climate Change and Disaster Prevention
 “How Can Schools Reduce Disaster Risks?
 Enhancing Disaster Literacy through Geographic Understanding”

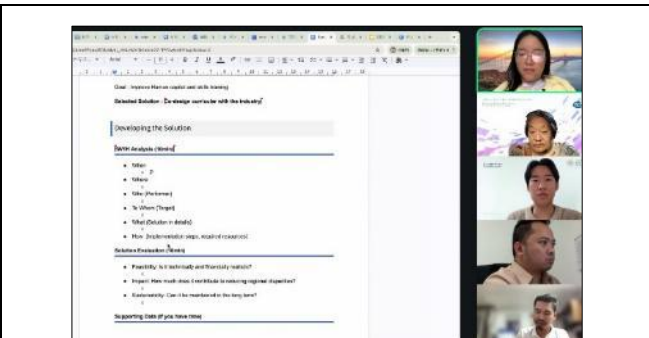


February 17, 2026 【Theme Related Lecture】
 3. Business and Economic Cooperation
 “Japan - ASEAN Relations”

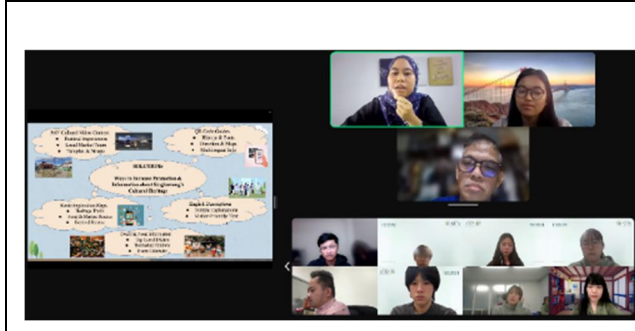
February 18, 2026 【Cultural Experience】
 Shodo (Japanese Calligraphy)



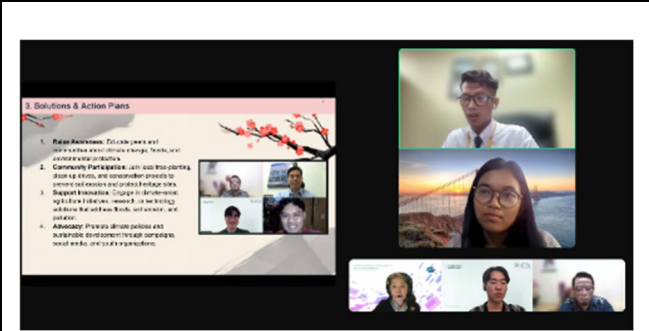
February 18, 2026 【Workshop】



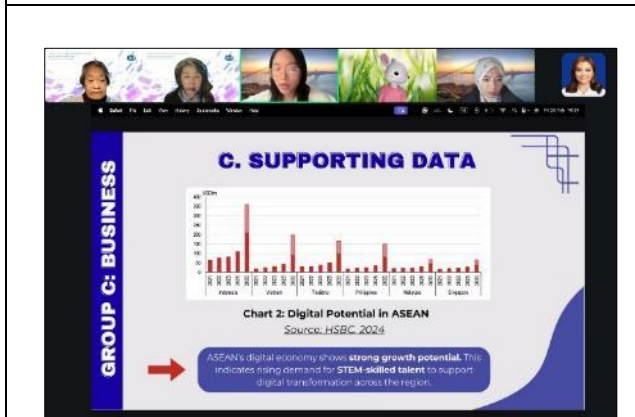
February 19, 2026 【Workshop】



February 20, 2026 【Reporting Session】
1. Regional Revitalization and Community Development



February 20, 2026 【Reporting Session】
2. Climate Change and Disaster Prevention



February 20, 2026 【Reporting Session】
3. Business and Economic Cooperation



February 20, 2026 【Reporting Session】
Commemorative photo

3. Participants' Inquiries and Interests (excerpt)

- ◆ 1. Regional Revitalization and Community Development – Regarding the lecture by Ms. FUJIKAWA Naoko of the ASEAN-Japan Centre: “Sustainable Tourism: Regeneration Through Stewardship”

- How does the government support the private sector regarding ecotourism?

◆ **2. Climate Change and Disaster Prevention – Regarding the lecture by Dr. ODA Takashi, Ph.D., Associate Professor, Department of Human Geography, Graduate School of Arts and Sciences, The University of Tokyo: “How Can Schools Reduce Disaster Risks? Enhancing Disaster Literacy through Geographic Understanding”**

- Is there an effective way to integrate WebGIS ^(note) into the education provided at universities in Cambodia?
- What are the educational models for implementing WebGIS in classes in Cambodia?
- What kinds of skillset should teachers have to introduce WebGIS into their classes?

(Note) WebGIS: A system that enables advanced analysis and sharing by overlaying map data with various types of information on the Internet (the Web).

◆ **Business and Economic Cooperation – Regarding the lecture by Mr. Aero Aribowo, Genesis Ventures, Inc.: “Japan - ASEAN Relations”**

- How do you provide necessary venture capital and strategic support for the start-up eco system in the ASEAN economy?

4. Voices from the Participants (excerpt)

◆ **Graduate Student (Malaysia)**

In the context of Regional Revitalization and Community Development, Ms. Fujikawa taught us how to protect the spirit of the destinations, while Dr. Huong showed us how to evolve the systems that support them. From the future envisioned by both of them, we learned that travel is not merely a transaction, but a means of healing and preserving heritage.

◆ **Working Youth (Viet Nam)**

Under the theme “Regional Revitalization and Community Development,” we learned so much about how Japan and ASEAN countries recover after disasters, especially reflecting on the lessons from the Great East Japan (Tohoku) Earthquake in 2011. What inspired me most was how recovery goes beyond rebuilding infrastructure; it includes restoring communities, strengthening local identity, and revitalizing tourism in sustainable and innovative ways. We were interested in how technology can be applied to preserve and promote local culture, making traditions more accessible while keeping their authenticity alive for future generations.

We also had the chance to practice Shodo (Japanese calligraphy), which was such a meaningful cultural experience

I hope to attend to more events in the near future, hopefully for the in-person program in Tokyo soon!

◆ **Undergraduate Student (Singapore)**

This program has been very insightful particularly in how Japan takes measures in introducing disaster prevention through their education system.

◆ **Undergraduate Student (Malaysia)**

The topic climate change really interests me. As someone who lives in Malaysia, which is prone to floods, our preparation and prevention of larger damage to disasters are different than Japan. So, through the program, I learned many things that I did not get from my country. I really want to know more about Japan's facilities, and other preparations and post-countermeasures against major disasters.

◆ **Undergraduate Student (Viet Nam)**

I don't have an economic background so I was quite nervous when participating in this program. However, the lectures were pretty easy to understand, and I had gained much insight about the theme topic. I am glad that I registered for this program.

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

Thank you very much for the insightful sessions during the JENESYS Program. I truly appreciated how the lectures combined academic knowledge with practical perspectives, especially in understanding regional cooperation, cultural exchange, and the future role of youth in strengthening ASEAN–Japan relations.

The program has broadened my perspective on collaboration, innovation, and mutual respect among countries. As a participant from Timor-Leste, I found the discussions particularly inspiring, as they highlighted how emerging members and young leaders can actively contribute to regional development and shared prosperity.

5. Voices from the Receiving Parties (excerpt)

◆ **Lecturer**

I was delighted to be blessed with such a precious opportunity to deliver a speech on Japan's efforts for such a bright audience from ASEAN. Reflecting on my lecture, it contained a lot of hard content, but I hope this event can assist them to understand further about our international cooperation.

◆ **Lecturer**

Thanks to everyone's support, I am relieved to say that the online Calligraphy Experience was a true success. I believe the Q&A session with the students also went smoother than last time.

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

	
<p>February 17, 2026 (Facebook) Graduate Student (Malaysia) Day 1 JENESYS ASEAN-Japan Alumni Lecture: Ms. Fujikawa Naoko (Japan-ASEAN Center)</p> <p>Feeling truly honoured to be part of this meaningful program. As a psychology student, I've always believed that community development is not only about infrastructure or economy, but also about people, mindset, identity, and collective well-being. That's why I am excited to explore how psychology can be applied in regional revitalization.</p> <p>Today's lecture was incredibly insightful, showing how Japan preserves its heritage while transforming regional areas into vibrant tourism destinations, all while keeping culture at the heart of development.</p> <p>Some inspiring examples include:</p> <p>Ozu castle (Japan)-beautifully restored, even offering overnight stays that bring visitors into the atmosphere of the samurai era.</p> <p>Kinosaki Onsen (Japan)-a town that functions like one giant ryokan, where the station becomes the entrance and the streets feel like hallways.</p> <p>Jatiluwih Rice Terrace (Indonesia)-tourism as a "financial bonus", with the true priority being the</p>	<p>February 20, 2026 (Instagram) Working Youth (Viet Nam)</p> <p>Under the theme "Revitalization and Community Development". I learned so much about how Japan and ASEAN countries recover after disasters, especially reflecting on the lessons from the Great East Japan (Tohoku) Earthquake in 2011.</p> <p>What inspired me most was how recovery goes beyond rebuilding infrastructure; it includes restoring communities, strengthening local identity, and revitalizing tourism in a sustainable and innovative way.</p> <p>I was interested in how technology can be applied to preserve and promote local culture, making traditions more accessible while keeping their authenticity alive for future generations.</p> <p>We also had the chance to practice Shodo (Japanese calligraphy), which was such a meaningful cultural experience.</p> <p>Guess my favorite kanji this year? 再生 "Rebirth" or "Revival", a word that truly reflects the spirit of resilience and renewal.</p>

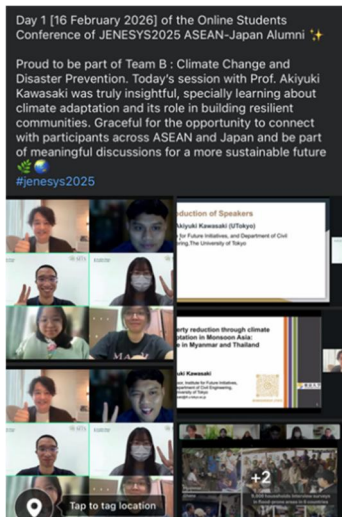
protection of Subak and ancestral traditions.

Tan Hoa (Viet Nam)-turning a flood-prone area into a destination through creative, climate-adaptive tourism.

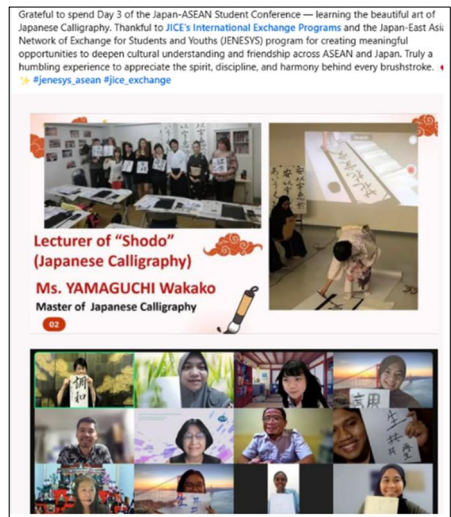
Of course, there are countless more examples worth exploring.

I also couldn't help but reflect on my own country, Malaysia. Places like Cameron Highlands, Melaka, Sabah, Sarawak, and so many others hold incredible potential. I hope we continue putting more effort into highlighting Malaysia's unique value, not only to attract tourists, but to help others truly appreciate our wonders.

Today reminded me that opportunities are always there, waiting to be discovered and shaped. With awareness, commitment and care from both governments and communities, revitalization can truly flourish. After all, every individual plays a role in moving a country forward. Can't wait to dive deeper into the topic on Day 2!



February 16, 2026 (Facebook)
 Undergraduate Student (Timor-Leste)
 Day1 of the Online Students Conference of JENESYS2025 ASEAN-JAPAN ALUMNI
 Proud to be part of Team B: Climate Change and Disaster Prevention. Today's session with Prof. Akiyuki Kawasaki was truly insightful, especially



February 18, 2026 (Facebook)
 Working Youth (the Philippines)
 Grateful to spend Day 3 of the Japan-ASEAN Student Conference – learning the beautiful art of Japanese Calligraphy. Thankful to JENESYS program for creating meaningful opportunities to deepen cultural understanding and friendship

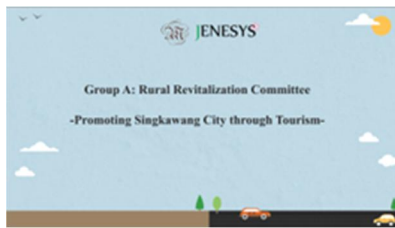
learning about climate adaptation and its role in building resilient communities. Grateful for the opportunity to connect with participants across ASEAN and Japan and be part of meaningful discussions for a more sustainable future.

across ASEAN and Japan. Truly a humbling experience to appreciate the spirit, discipline, and harmony behind every brushstroke.

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

Presentations by a total of 4 groups

1. Regional Revitalization and Community Development



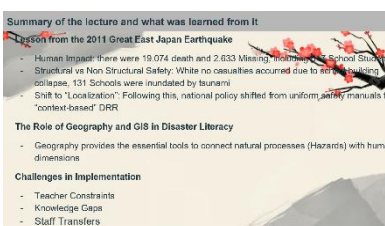
【Results of the Program】

We learned that tourism functions as a system in which local history, culture, nature, and people continuously interact. It is essential to prioritize the well-being and sustainability of the local community. Instead of creating new attractions, discovering and nurturing unique values already present in daily life and traditions is crucial. We also understand that tourism can contribute to post-disaster recovery and environmental education, while digital technologies can expand opportunities for diverse and accessible tourism experiences.

【Action Plan】

- Establish a Collaborative Foundation: Within 4 months, we will form a coordination body involving local authorities, residents, and tourism stakeholders, sharing key issues and collecting data on cultural resources to build a solid foundation for future tourism development.
- Develop Digital Tourism Resources: Within 5–6 months, we will create 360-degree videos, QR-code guides, route exploration maps, and multilingual descriptions, building an accessible digital tourism platform available to both domestic and international visitors.
- Implement and Improve Continuously: We will launch and promote the platform in the seventh month. After release, we will analyze user data and work with the community to refine the content, ensuring that the model evolves into a sustainable tourism system.

2-1. Climate Change and Disaster Prevention



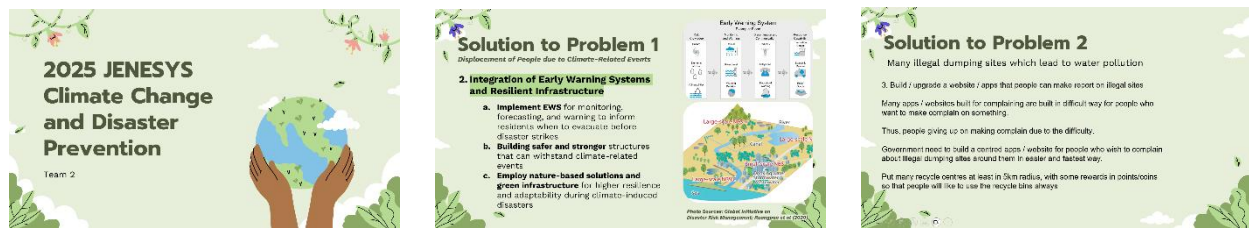
【Results of the Program】

The Great East Japan Earthquake prompted a shift in disaster management from uniform, top-down policies to systems grounded in local conditions. Geography and GIS have since played a vital role in enhancing disaster literacy. At the same time, challenges remain, including limitations faced by teachers and disparities in knowledge. Disasters disproportionately affect people living in poverty and require long periods for recovery. This underscores the need for integrated DRR (Disaster Risk Reduction) initiatives that emphasize equity and prioritize improving the living conditions of vulnerable populations. In Cambodia, heavy rainfall has caused damage to agriculture and cultural heritage, making it urgent to strengthen adaptation to climate change.

【Action Plan】

- Promote reforestation and community collaboration in areas affected by deforestation, encouraging local participation in nature conservation as well as the reconstruction and preservation of cultural heritage.
- Strengthen education on climate change and flooding, and expand participation in conservation activities such as tree planting and clean-up efforts.
- Support climate-adaptive agriculture and technological development, and advance climate policy and sustainable development through public campaigns and social media.

2-2. Climate Change and Disaster Prevention



【Results of the Program】

We learned that disaster risks differ across regions, and therefore national-level guidelines alone are not sufficient; integrating geography education and utilizing GIS are essential for strengthening disaster resilience. We also came to understand that schools play a central role in rebuilding local communities and that fostering a sense of risk awareness is indispensable. Furthermore, we learned that climate change and poverty are closely interconnected, as economic constraints can delay recovery and perpetuate cycles of poverty. This highlights the need for us to create positive cycles through investment in climate adaptation and transformative changes in social systems.

【Action Plan】

- To reduce displacement caused by climate-related disasters, it is necessary to develop risk-based land-use planning and to strengthen early warning systems and resilient infrastructure.
- To address illegal dumping, which leads to water pollution, we will work on tightening relevant laws, improving the efficiency of personnel deployment, developing reporting applications, and enhancing civic education.
- As measures against global warming, we will implement context-appropriate strategies such as a transition to renewable energy, sustainable transportation and consumption, forest restoration, and the introduction of CCS (Carbon Capture and Storage).

3. Business and Economic Cooperation

Theme: Foster Business Innovation in ASEAN

Goal: Improve Human capital and skills training

Selected Solution: Empower ASEAN Inclusive STEM Learning Network

A. 5W1H ANALYSIS

- Total Duration:** 1 year
 - Local Level: Months 1-6
 - National Level: Months 7-12 (after completion of the local phase)
- Delivery Mode:** Hybrid (Online + Home Coaches)
- Coverage Pathway:**
 - Start at the local level
 - Scale up to the national level
- Primary Facilitators:**
 - Group C participants (trained local youth facilitators)
 - Supporting Stakeholders (local authority representatives)
- Priority Groups:**
 - Undergraduate students from low-income or non-urban universities
 - General Beneficiaries (ASEAN youth)

【Results of the Program】

◆ Findings and discoveries gained during the lecture by Mr. Murata – JICA

He emphasized that ASEAN is not a single market; businesses must respect cultural differences and adapt to local needs. He also highlighted ASEAN's huge potential due to its young population and growing market but stressed the importance of creating jobs for sustainable development.

◆ Findings and discoveries gained during the lecture by Mr. Aero – Genesia Ventures

He explained how Japan and Southeast Asia have complementary ecosystems. He explained that ASEAN offers large market scale and demographic advantages, creating strong opportunities for Japanese investment through localization and strategic sector differentiation.

【Action plan】

Our project is named “Empower ASEAN Inclusive STEM Learning Network.”

Group C participants will begin with a hybrid delivery mode combining online and regional learning hubs, starting at the local level (Months 1-6) and progressing to the national level (Months 7-12) over a total duration of one year, gradually expanding to the national level.

It will provide structured training in STEM, entrepreneurship, digital literacy, and soft skills to undergraduate students from low-income or non-urban universities, who are the priority target group.

Cooperating Organization: MIS (Multilateral Interaction with Students)

Implementation Agency: Japan International Cooperation Center (JICE)