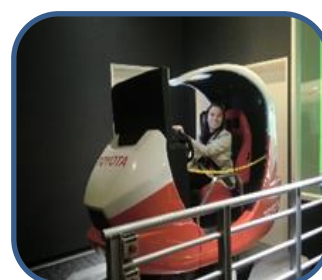


# Annual Report 2014



*Training A New Generation of Leaders  
in International Cooperation  
for the Development of the ASEAN Region*

**Annual Report 2014**

**Campus ASEAN Steering Committee**

Graduate School of International Development  
School of Law/ Graduate School of Law  
School of Economics/ Graduate School of Economics  
Center for Asian Legal Exchange  
International Cooperation Center for Agricultural Education  
  
Nagoya University

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# Forward

## Message from President of Nagoya University

Re-Inventing Japan Project as one step for making “名古屋大学” “Nagoya University”



President, Nagoya University  
Prof. Michinari Hamaguchi

In recent decades, we have witnessed enormous changes in the world order which have led to instability and crises across the globe. Throughout Asia we see not only unprecedented opportunities for development, but also the unpredictable results of these crises. As a university, this is a time of great challenge for us. How can we, as a higher education institute, continue to foster the human resources of the next generation? It is no exaggeration to say that this is a question that touches on the very reason for the university's existence. In facing the rapid transformation of the world we live in, defining an international and regional role for Nagoya University has become the core of our mission. In 2009, Nagoya University launched “The Hamaguchi Plan” for transforming the university into an institution that plays a significant role on the world stage. This plan sets out our aims: to cultivate globally effective leaders; to conduct world-class research; to implement organizational reform; to expand our work with local and regional communities; and to raise the funds necessary to allow us to achieve our goals.

The “Re-inventing Japan Project”, which fosters the development of future leaders through the ASEAN-Japan University Partnership, is one part of the strategy for the internationalization of Nagoya University. In the light of major changes in the economic environment and with international cooperation, this project aims to collaborate with industries in the Tokai region of Japan and resources more widely in the ASEAN region to foster a new generation of leaders in international cooperation. Potential young leaders will be equipped with the perspective necessary to create a connection between business and development assistance, and given a broad appreciation of ways in which Japan and the ASEAN region are closely interlinked. The collaboration between Nagoya University and a consortium of seven leading universities in the ASEAN region will build a training base to help reduce poverty, promote industry, develop legal frameworks in the ASEAN region and ensure the supply of robust talent that will become the future bridge between the ASEAN region and Japan. At the same time, this project provides an opportunity for students from ASEAN and Japan to improve their intercultural understanding as a necessary skill for future leaders in international cooperation. It also provides a platform for internal reform to promote the internationalization of our university.

This project was launched in 2012 and we are already seeing progress towards fostering future leaders for ASEAN and Japan. As of 2014, the number of participating students in the program has already exceeded our target. We are encouraged to see how successfully the program has gained momentum. The students' awareness is changing, and they now come to see that diversity is a key driver of creativity and to appreciate that the ability to work in a team, while being sensitive to the interests of students from different backgrounds, is of critical importance. We have, furthermore, provided students with the opportunity to discover their full capabilities. Five faculties of Nagoya University had a thoroughgoing preparation to open common education courses in 2014 for students in interdisciplinary academic fields such as International Development and Cooperation, Economics and Business, Law and Politics, and Agricultural Development.

At the same time we have initiated the SEND (Student Exchange Nippon Discovery) program, led by the Graduate School of Law/ School of Law (GSL) and the Center for Asian Legal Exchange (CALE) at Nagoya University. Since the 1990s, GSL has been engaged in programs to assist legislative development in Asian countries, while in 2002, CALE was established to serve as a hub for promoting international cooperation in the field of law. Since 2005, both GSL and CALE have established Research and Education Centers for Japanese Law in seven countries, including Vietnam, Cambodia and Indonesia. These serve as bases for operations which provide education in Japanese Law, taught in the Japanese language, and allow the sharing of research results. The success of the SEND program is the result of developing strong relationships and mutual trust with the affiliated universities through the years in which GSL and CALE have worked on this initiative.

Lastly, I would like to stress the importance of strengthening the relationship between the corporations and universities who are participating in the program. At the beginning of the program, corporations agreed to help and support the activities of Nagoya University by offering internship opportunities. Over time, however, the corporations have noticed several benefits to their participation, since the fresh eyes of students with varied backgrounds and skills have been able to suggest new ideas which proved to be very practical and beneficial. Some corporations are already pressing us to increase the opportunities for this kind of involvement. And they are planning for regular recruitment of foreign students from ASEAN countries. This is a real sign that the program is beginning to have its intended effect.

I am immensely encouraged by the progress that the project has made since its inception. The prospects for its future development are exciting and I look forward to continued cooperation with our partner universities and corporations to fulfill our regional and global goals for a prosperous and peaceful future in the ASEAN region and Japan.

# Message from the Director of Re-Inventing Japan Project (Campus ASEAN)

Creating a better future for the ASEAN-Japan relationship



Program Director  
Dean, Graduate School of International  
Development

The Graduate School of International Development (GSID) of Nagoya University has been implementing the Campus ASEAN project since 2012 along with four other graduate schools and centers of Nagoya University; the Graduate School of Economics, the Graduate School of Law, the Center for Asian Legal Exchange, and the International Cooperation Center for Agricultural Education. The project aims to foster future leaders for international cooperation through forming an ASEAN-Japan university partnership. The project also collaborates with the private sector in the Tokai region of Japan and in ASEAN countries so that the participating students can gain opportunities to apply what they learn at university to real-life situations on the ground. To this end, seven leading universities in the ASEAN region and Nagoya University have formed a consortium intended to serve as a regional training base where young talents can learn how to take leadership in international cooperation that aims to reduce poverty, promote industrial development, and to strengthen the rule of law. These young talents are expected to become a bridge between the ASEAN region and Japan in the future. It goes without saying that all these goals will only be realized if students from both sides develop a deep appreciation for different cultures. Hence we also encourage students to engage in cultural exchanges and language learning.

We are into the third year of operation and are proud to share our achievements made during the academic year 2014. Notable among them is a significant increase in the number of participating students that has exceeded our initial targets. Also notable is the development of common academic courses for undergraduate and postgraduate students participating in the project that are designed to impart multi-disciplinary training in the fields related to international development, economics, accounting, business management, law, politics, and agricultural development. This is a truly remarkable achievement given the fact that conventional disciplinary boundaries are kept rather high in Japan. We are hoping to sustain this success into the next academic year and to continue to strive for a better future for the ASEAN-Japan relationship.

# Acknowledgements

The accomplishments of 2014 were made possible through the generous and continuous cooperation of the participating universities in this project, listed below.

Chulalongkorn University (Thailand)  
Gadjah Mada University (Indonesia)  
Hanoi University of Law (Vietnam)  
Ho Chi Minh City University of Law (Vietnam)  
The National University of Singapore (Singapore)  
The Royal University of Law and Economics (Cambodia)  
The University of the Philippines Los Baños (the Philippines)

Also, our appreciation goes to our partners from globally well-known corporations and NGOs in the central Japan area, including

Asian Health Institute (AHI)  
BROTHER INDUSTRIES, LTD.  
DENSO CORPORATION  
DMG MORI SEIKI CO., LTD.  
Japan International Cooperation Agency (JICA)  
JTB Corp.  
Mitsui & Co., Ltd.  
SINTOKOGIO, LTD  
TOYOTA MOTOR CORPORATION  
United Nations Centre for Regional Development (UNCRD), etc.

Finally, we would like to express our sincere gratitude to the students who participated in this project of 2014. We hope this project will change their life.

# **1. Overview of Re-Inventing Japan Project of Nagoya University (Support for the Formation of Collaborative Programs with ASEAN Universities)**

## **1.1 Basic Concept**

As globalization rewrites the economic map of the world, major changes are occurring in development assistance and international cooperation. Specifically, with rapid economic development in East Asia and the ASEAN countries, countries in the region have begun to advocate an “Asian-style” aid model. What characterizes this Asian-style aid model is the increasingly explicit link between development assistance and the economic and diplomatic benefits to the donor countries.

The rapid changes in the region’s economic and diplomatic dynamics and the emergence of new Asian donors demand aid policy radically different from that pursued in the 1990s when Japan was the world’s leading donor nation. In other words, the traditional pattern of international cooperation whereby Japan tried to save its poor Asian neighbors is about to be radically transformed. The new breed of Asian donors engaged in the changing world of international cooperation will need a broader outlook and diplomatic sense that can bridge the two worlds of aid and business. Further, as the role of development organizations such as governments, NGOs, and international organizations is being redefined, the role played by private enterprises in international cooperation is attracting new attention, as they embody efficiency, innovation, and sustainability. The private enterprises themselves are increasingly aware of the fact that the poor in developing countries who have long been seen as recipients of aid, in fact, represent a four-billion-strong market, forming “the Base of the Pyramid (BoP)”. Private enterprises in developing and developed countries could potentially gain a huge profit by selling the poor goods and services hitherto denied to them. In light of this major shift in international cooperation, the project intends to train a new generation of leaders in international cooperation, equipping them with the perspectives necessary to bridge the worlds of aid and business and with specialized knowledge in the fields of economics, law, politics, sociology, and culture.

## **1.2 Project Framework**

Following the basic concept above, we have established a consortium of eight universities—Nagoya University, the National University of Singapore, Chulalongkorn University, the University of the Philippines Los Baños, Gadjah Mada University, the Cambodia Royal University of Law and Economics, Hanoi University of Law, and Ho Chi Minh City University of Law—to implement the program entitled “Training a New Generation of Leaders in International Cooperation for the Development of the ASEAN Region.” We have developed a curriculum that combines English-language coursework with fieldwork and internships, including visits to corporate and government agencies as well as international organizations, within a quality-assured framework that permits credit transfer and grade management. This consortium has enabled us to build a regional collaborative training base to help reduce poverty, promote industry, develop legislation in the ASEAN region and ensure a supply of robust talent that will become the future bridge between Japan and the ASEAN region. Japanese students participating in the program will take part in

Japanese language teaching and activities to introduce Japan's economic and political systems and its culture at local schools, which will inspire them to want to become a future bridge between Japan and the ASEAN region. During that experience, they will improve their intercultural understanding, a necessary skill for future leaders in international cooperation.



### 1.3 Output

Those completing the project are expected to contribute to international cooperation as:

- Policymakers / legal experts at governments or international organizations
- Business persons who promote corporate social responsibility (CSR) or initiate BoP business at private enterprises
- NGO staff who promote income generation schemes and fair trade
- Social entrepreneurs who contribute to poverty reduction in the ASEAN region

## 2. The 2<sup>nd</sup> Annual Meetings & the 1<sup>st</sup> Students' Forum

We held the 2<sup>nd</sup> annual meetings (steering committee meeting and quality assurance committee meeting) on 13<sup>th</sup> of March 2014. All partner universities participated in both meetings. The aim of the steering committee meeting is to reconfirm the purpose and framework of the project among the participating universities and to report an overview of each program exchanged during the 2014 FY, thereby further developing the contents for the future. The quality assurance committee meeting aimed to evaluate the quality of each activity conducted during the 2014 FY as well as to share information about all the different practices among the partner universities. What we discussed in both meetings is described in 2.1 and 2.2.

Participants of the 2nd Annual Meetings	
ASEAN Universities	Nagoya University
National University of Singapore: Prof. Hum Sin Hoon Chulalongkorn University: Dean and Prof. Chayadom Sabhasri Dr. Chantal Herberholz Dr. Nipit Wongpunya Mr. Arianto Dwi Nugroho Dr. Hoan Xuan Chao Dr. Phalthy Hap Dr. Oscar B. Zamora	Prof. Shogo Kimura Prof. Akihiro Noguchi Prof. Kiyoshi Fujikawa Prof. Akiyoshi Yonezawa Prof. Akira Yamauchi Prof. Hideo Yamagata Prof. Sanae Ito Prof. Makoto Nishimura Prof. Mamoru Sadakata Associate Prof. Taeko Nakano Assistant Prof. Ryoko Miyajima Assistant Prof. Chie Yorozu Assistant Prof. Jing Liu
External Committee Members	
Ms. Chikako Takase, Director of United Nations Center for Regional Development (UNCRD) Dr. Yasushi Hirosato, Principle Evaluation Specialist (Asian Development Bank)	
Distinguished Guests	
Mr. Kuniaki Sato (Ministry of Education, Culture, Sports, Science and Technology)	

### 2.1 The 2<sup>nd</sup> Steering Committee Meeting

We overviewed all short-term and long-term programs exchanged between the ASEAN Universities and Nagoya University during the 2014 FY. We agreed that the program has been successfully proceeding with the strong cooperation and support of all partner universities.

The programs at Nagoya University were reviewed and its unique content was highlighted. Given the collaboration with the manufacturing industry, many company visits to Toyota, Denso, Brother and DMG Mori Seiki were arranged for short-term programs, while internship

opportunities at Shintokogio were also provided for long-term students who had been in Nagoya University. Pragmatic exercises and meeting for exchanges of ideas with companies' staff were endorsed by academic practices at lectures provided by Nagoya professors. The program, at the manufacturing-based area of Nagoya, can show students the strengths of the Japanese economy, which is definitely valuable experience for ASEAN students. Prof. Nishimura, who coordinated all internship opportunities for the Nagoya program, emphasized the special characteristics of the Nagoya region. Those firms have now recognized some advantages from a marketing perspective, as they can share various ideas with students as well as get their feedback on their products.

All of the participants from the partner universities highly valued the program at Nagoya. Prof. Hum Sin Hoon from the National University of Singapore (hereafter, NUS) requested to increase the number of accepted students from NUS from the next year as even Singapore does not provide NUS students with a manufacturing-based program. He also would like to invite more Nagoya students from the School of Economics. Dr. Nipit Wongpunya also agreed with his opinion and suggested further collaboration with other Japanese firms for students from Chulalongkorn University. Given Nagoya's program, NUS arranged the same quality program, including many company visits and factory tours, for Nagoya students in February 2014. We confirmed mutual cooperation to improve the quality of an exchange program and agreed continued efforts in developing the project.

There were further requests from the partner universities about the contents of the short-term program. The current program is focused on business management in large Japanese firms. They suggested Nagoya University could add another focus from the perspective of international development, Japanese SMEs, and service industry in Japan, to the existing program. Nagoya University promised to reflect their requests onto its short-term program.

(As another characteristic of the Nagoya program, the SEND program was reviewed. It aims to send Japanese students to introduce Japanese culture to ASEAN students while seeing different cultures and establishing networks with the young generation in the ASEAN region.)

We have now more requests from participating universities such as UPLB and Cambodia Royal University of Law and Economics to send their students to Nagoya University. Our budget, however, has been cut by the Japanese government and will be further reduced every year. We had a 10% budget cut for the 2014 FY. The importance of JASSO scholarship in sustaining the project was emphasized by Nagoya University. Delegates from the partner universities reached an agreement to establish an equal partnership, in collaboration, to advance this project.

## **2.2 The 2<sup>nd</sup> Quality Assurance Committee Meeting**

Prof. Akiyoshi Yonezawa, who is a higher education specialist, led the meeting in order to review a process to ensure the quality assurance for this project. We stressed the important processes of exchanging information, developing curricula and evaluation. We introduced our new courses that are going to open for 2014 FY; the Campus ASEAN Joint Education Course and Common Education Courses were under construction. We simultaneously exchanged

information on the academic calendar, credit system and grading system and for reciprocal credit recognition.

Transcript of academic record is still an issue between Nagoya and the ASEAN Universities as ASEAN universities use ECTS. Prof. Yonezawa further raised a question about 'How good is good?' For now we evaluate scores with the instructor's explanation. We also discussed the credit transfer issue that is still under development. We need bilateral discussion to solve the issue.

Dr. Yasushi Hirosato indicated that all evaluation processes will be completed by all participating universities within three years. The process of harmonization is crucial. He expects more opportunities to discuss how to harmonize different structures and systems.

The details of our plans for quality assurance of the project were also explained. Based on our original project proposal, we established assessment standards for the comprehensive generic skills of students, consisting of: English proficiency; communication and presentation capacity; intercultural knowledge competence; and fundamental competencies for working persons. These standards are still under construction and will be developed with the partner universities.

### **2.3 The 1<sup>st</sup> Students' Forum**

Students' communication and presentation capacity, one of the students' comprehensive generic skills, was assessed in the 1<sup>st</sup> Students' Forum, held after the 2<sup>nd</sup> Annual Meetings. The forum was entirely organized by the students, who had joined the 2013 short-term and long-term programs in Japan and the ASEAN region. They made their presentation in English concerning the program contents, what they learned and how they want programs to be improved. We introduced video presentations by the ASEAN students who couldn't join the forum. Their English proficiency was highly valued by the delegates from the ASEAN universities as well as the external committee members. This forum was a great success and will occur again next year.

### 3. Overview of Students' Exchange Programs 2014 FY

This section explains the overview of the students' exchange program implemented during 2014 FY. We have two types of programs: Fostering a New Generation of Leaders in International Cooperation Program and SEND (Student Exchange Nippon Discovery) Program. The schedule and purpose of those programs were also discussed. In 3.3 feedback from the students who joined programs in the 2014 FY is introduced.

#### 3.1 Overview

We sent 77 Nagoya students (70 students for short-term and 7 students for long-term) and accepted 70 ASEAN students (63 students for short-term and 7 students for long-term) during the 2014 FY. The planned number of students was 48 for inbound and 52 for outbound according to the original project proposal. We have developed our programs under strong cooperation from our partner universities, which eventually resulted in a dramatic increase in the number of student exchanges (see the table below).

<b>Actual Number of Exchanged Students during 2012-2014FY*</b> (planned number of students)			
	2012 FY	2013FY	2014FY
Inbound	0 (0)	26 (48)	70 (48)
Outbound	22 (12)	62 (52)	77 (52)

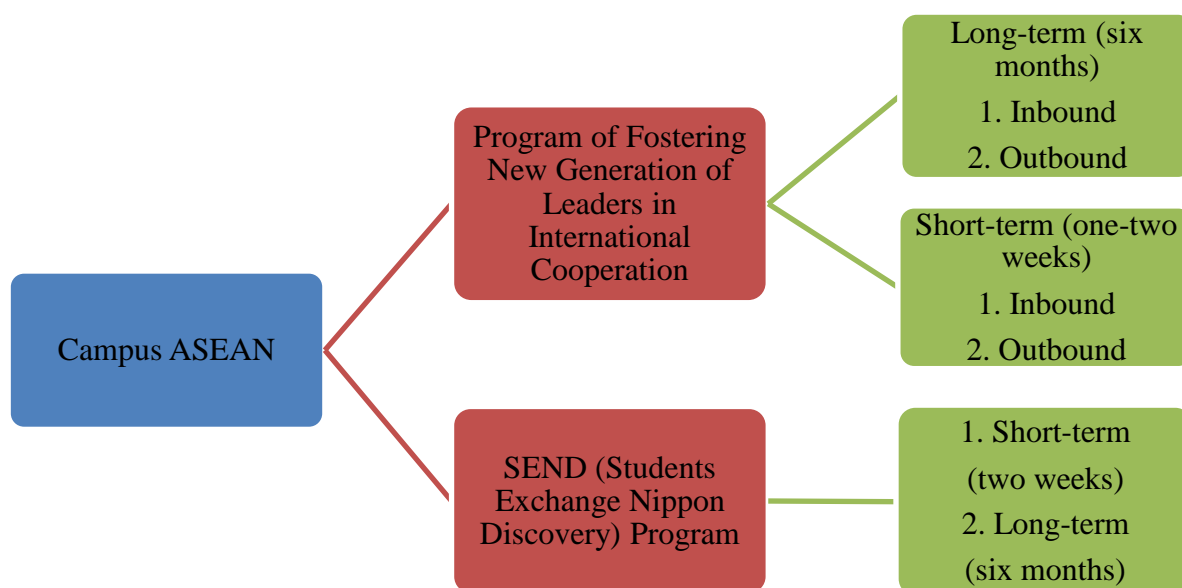
\*In the outbound program we calculate the number of students based not on each program but each university (e.g. the number of students is two if a student visits two universities during a program.)

There are several reasons for the significant increase of exchanged students. We originally created a more pragmatic program to apply what students learned in their universities to actual practices, which has attracted ASEAN students, leading to more requests from ASEAN universities to send their students. Furthermore, we have improved the contents of the programs since the 2<sup>nd</sup> annual meeting, where there were some requests from the partner universities to expand our programs. We have also taken on board feedback from students and firms which offer internship opportunities, collected in questionnaires. For the 2014 FY, we have additionally arranged lectures and seminars covering perspectives of poverty reduction and international development, both of which were not provided in the 2013 FY. Our short-term program, implemented in 2014 at GSID, Nagoya University, included lectures by NGOs and the United Nations Centre for Regional Development, and workshops organized by the Japan Travel Agency and Japanese General Trading Company. We have also arranged visits to not only large Japanese firms but also Japanese SMEs, while including more visits to the service sector as well as the manufacturing sector. The inbound short-term program between the School of Economics, Nagoya University and NUS in 2014 included an additional pre-session workshop at both Singapore and Nagoya, which was also requested by NUS.

### 3.2 Purposes of Students Exchange Programs conducted in the 2014 FY

#### 3.2.1 Program of Fostering a New Generation of Leaders in International Cooperation

This program aims to foster a new generation of leaders in international development. It provides students from ASEAN universities and Nagoya University opportunities to advance not only knowledge related to their majors, but also inter-disciplinary knowledge linking with social, economic, cultural, historical, legal and political developments between ASEAN and Japan. It aims at equipping the participants with perspectives necessary to create a connection between business and development assistance and a common understanding of various fields linking the ASEAN region and Japan, such as economics, law, politics, and diplomacy.



Short-term program (one-two weeks):

Aims and themes: an “eye opener” for Japanese and ASEAN students. The short-term programs have various themes, such as:

- Japanese business and manufacturing
- The Japanese legal system
- Business in ASEAN
- Japanese enterprises in ASEAN
- Development issues in ASEAN
- Cultural and social diversity in ASEAN and Japan

Long-term program (six months):

In the long-term program, participants are expected to advance their own specialized knowledge for research, to broaden their knowledge in inter-disciplinary fields including aid, economics, business, law, politics, sociology, and culture, as well as to improve language proficiency and establish social networks through culture exchange.

### 3.2.2 SEND Program (including activities of the Program of Fostering a New Generation of Leaders in International Cooperation)

One feature of Campus ASEAN program is the “Students Exchange Nippon Discovery” (SEND) in which Japanese exchange students are required to share with students at the host university some knowledge about Japanese language, culture, society and institutions.

The SEND program was launched in 2012 jointly by the Graduate School of Law, School of Law, and CALE of Nagoya University. Five-university consortium has subsequently been formed by Nagoya University and four other prominent universities in Cambodia, Indonesia, and Vietnam, to implement this program. All these universities together also develop a curriculum that combines English-medium coursework with fieldwork or internships at private enterprises, government agencies or international organizations. Short-term and long-term exchanges of students among the four partner universities are organized regularly to nurture intercultural communication skills of the students.

School of Law, Graduate school of Law, and CALE, Nagoya University, with the assistance of Ministry of Education, Culture, Sports, Science and Technology, has established Research and Education Centers for Japanese Law. These centers aim to provide students with an education in Japanese Law in the Japanese language, in cooperation with universities in transitional countries. The mission of Centers for Japanese Law (hereafter, CJL) is to nurture specialists with an understanding in Japan’s society, culture, language and law, in an organized and sustained environment.

SEND students have a chance to assist in teaching Japanese language, Japanese history and participate in a group discussion on Japanese social science in CJL. SEND students bring CJL students more dynamic and authentic ideas about Japanese society than they can get from just reading a textbook. The Japanese history class in CJL is a good opportunity to learn how difficult it is to teach something to learners of Japanese. At the same time, this lets SEND students reflect deeply on and reconsider their own country.

SEND students provide a presentation on Japanese culture or society in not only the CJL, but also all students of the partner universities in English. The contents of presentation can be diverse. It does not have to be only academic topics but also Japanese traditional or modern culture. In addition, they have many opportunity of presentation for not only University students, but also high school students.

Through this set of experiences, cultural competence can be obtained. Introducing Japan will not only bring information to ASEAN people, but also allow the Japanese participants to rediscover their own country.

### 3.3 Actual Number of Exchange Students in the 2014 FY, Fund Source & Credit Transfers

As described in 3.1, the number of exchanged students has significantly increased since the project started. This section describes actual number of exchanged students and credit transfers, and provides information on financial support.

#### 3.3.1 Actual Number of Exchange Students in 2014 FY (compared to 2013 FY)

Here is the two years' progress with the number of students exchanged between Nagoya University and each ASEAN partner university.

		2013FY				2014FY			
		1QT	2QT	3QT	4QT	1QT	2QT	3QT	4QT
The National University of Singapore	Inbound (Plan)		2	15			2	15	
	Inbound (Actual)		7				9		
	Outbound (Plan)		2	10			2	10	
	Outbound (Actual)				5		1		6
Chulalongkorn University	Inbound (Plan)		2	15			2	15	
	Inbound (Actual)			5	1			17	10
	Outbound (Plan)			2				2	
	Outbound (Actual)			1			9	1	6
The University of the Philippines Los Banos	Inbound (Plan)		2				2		
	Inbound (Actual)			1				5	1
	Outbound (Plan)			2				2	
	Outbound (Actual)			1			1	2	
Gadjah Mada University	Inbound (Plan)		1	2			1	2	
	Inbound (Actual)			2	1			2	1
	Outbound (Plan)			1	3			1	3
	Outbound (Actual)			1	3			1	3
Ho Chi Minh City University of Law	Inbound (Plan)		1	2			1	2	
	Inbound (Actual)			2	1			2	9
	Outbound (Plan)			1	3			1	3
	Outbound (Actual)			1	6				8
Hanoi Law University	Inbound (Plan)		1	2	3		1	2	
	Inbound (Actual)			2	1			2	1
	Outbound (Plan)			1	3			1	3
	Outbound (Actual)			1	6				8
The Royal University of Law and Economics	Inbound (Plan)		1	2			1	2	
	Inbound (Actual)			2	1			2	2
	Outbound (Plan)			20	1			20	5
	Outbound (Actual)			33	1			25	2

○ refers to short-term program  
□ refers to long-term program

### 3.3.2 Fund Sources and Credit Transfers

We depended on the Campus ASEAN program as a funding source (e.g. Type A shown below) to organize our programs, but we now have more funding sources as more universities would like to send their students to us, even at their own expense. Ho Chi Minh City University of Law, for example, sent eight students and a supervisor to GSID's short-term program in November 2014 without any financial support from Nagoya University. Chulalongkorn University also sent five students to the same program at their expense. One long-term student was sent with support from the Royal University of Law and Economics to study at GSID. NUS, furthermore, offered to send two more students and an advisor to the program organized by the School of Economics in July 2014 as NUS covered the costs for them. As we were informed of a budget-cut at the end of the annual meetings in the 2013 FY, the member universities have now shown their cooperation to sustain and further develop our programs.

There are three types of fund sources as follows;

Type A: Campus ASEAN Program Funded (e.g. Airfare/Accommodation/JASSO Scholarship)

Type B: JASSO Scholarship only

Type C: Self-Funded

		(Breakdown-1)			(Breakdown-2)	
(Inbound)	Total Number of Students	Fund Source*			with credits	
		A	B	C	With Credit	Without Credit
2013FY	26	26 L12/ E7/ G7	0 L0/ E0/ G0	0 L0/ E0/ G0	14 L12/ E0/ G2	12 L0/ E7/ G5
2014FY	70	26 L12/ E7/ G7	16 L0/ E0/ G16	28 L0/ E2/ G26	61 L12/ E0/ G49	9 L0/ E9/ G0
		(Breakdown-1)			(Breakdown-2)	
(Outbound)	Total Number of Students	Fund Source*			with credits	
		A	B	C	With Credit	Without Credit
2013FY	62	62 L22 E5 G35	0 L0 E0 G0	0 L0 E0 G0	29 L22 E5 G2	33 L0 E0 G33
2014FY	77	62 L26/ E13/ G23	2 L0/ E0/ G1/ A1	13 L0/ E9/ G4	77 L26/ E22/ G28 A1	0 L0/ E0/ G0

L: The School of Law

E: The School of Economics

G: GSID

A: The School of Agricultural Science

The details on each program are going to be introduced by respective students in 3.4.

### 3.4 Feedback from Participants in the 2014 Long-term Program

This section introduces feedbacks from fourteen students who had joined long-term programs during 2014 FY.

#### 3.4.1 Outbound Program at the National University of Singapore, NUS Business School

Name of Student: Takahiro Kuramoto (3<sup>rd</sup> year undergraduate)

Affiliation: The School of Economics, Nagoya University



#### What made me go to Singapore?

I was deeply frustrated with myself because I had not applied for the Campus ASEAN short-term program in Singapore in FY2103. I had always regretted missing out when I saw my friend who joined on Facebook. Then I considered what was most important for me in university life. I had a lot of tasks, study, part-time jobs and club activity at that time. Finally I reached the answer. I needed to study with foreign students to survive in the global society.

I would like to change myself. I am conservative person. I really love Japan. I have been to U.S, Spain, Australia and Singapore before this program. Compared to the quality of hotels and the hospitality of clerks, I preferred the Japanese style. But I joined the Campus ASEAN short-term program in Nagoya in FY2013 and FY2014. It had a big influence on me. I would like to study abroad with foreign students and to participate in business in ASEAN countries. I want to love foreign countries more and more through this program, especially Singapore.

My pioneering spirit made me go to Singapore. Three years ago, I also made a decision to come to Nagoya from my home town, Yamaguchi. Most of classmates and friends chose to stay Yamaguchi or to go to the Kanto or Kansai areas. I have no predecessors in Nagoya. I cannot help but be a pioneer. Joining this program reminded me of the same feeling as when I came to Nagoya. This long-term program in NUS was the start in my case. I have to set a precedent for this program. This challenge motivated me a lot.

#### What modules did I take?

- Marketing

I did the group project about Air Asia with two Singaporeans and one Indian. I could contribute to researching the market performance and brand image of Air Asia. I also did an

individual assignment about IOI group, one of Malaysia's biggest conglomerates, to research its marketing strategy.

- **Finance**

I studied the basics of finance with a financial calculator. The module has two exams (mid-term exam and final exam) and three quizzes. This module focused on calculation when we compare projects.

- **Asian Business Environment**

This was the most difficult module to take. It was open only to business school students. I had to deal with many reading assignments every week. I made a little contribution to group discussions in the tutorial. It focuses on transitions of TFP in the world.

As a result, I got eight credits, Marketing and Finance. Fortunately, I can exchange all credits in Nagoya University.

### **What did I experience in Singapore?**

The way of thinking to "stay positive" was given to me by my friend in NUS. On the first day of NUS, I accompanied my friend to join the module which focused on cell phones. The module continued till 10:30 pm. It was the first time for me to be in university at night. I was there again the next morning to take another lecture. My friend said that this was usual because many students coped with sleeping for only four hours. Positive power can make them survive in such a life. He often told me to survive here with joy during this program. It was difficult to do that in every situation, but I have managed to do even now.

I was moved by the hospitality of my friends. I had joined the Campus ASEAN short-term program as a student coordinator in Nagoya in FY2014. I had helped a professor with management of the whole program except the one-day internship. I felt I was doing my best at that time. But I really appreciated the kindness of the students in Singapore. Some students brought me dinner every week to motivate me, others helped me with different things in my life in Singapore. Thanks to them, I could contact them by cell phone, get accommodation, acquire eight credits, and live in Singapore with positive thinking. I got to love Singaporeans' hospitality through this program.

Japan has a great relationship with Singapore. I have also become a member of Albirex Niigata Family as an internship student during this program. I saw many Japanese business people in Singapore through selling the rice balls of the sponsor, taking pictures of the cheerleading club, distributing our tickets, operating the Japanese summer festival and planning sports events. Each of these activities taught me what is most important in operating a business in a foreign country. That kind of relationship has had a good influence on their business. Certainly, I was welcomed by the Albirex family and other stakeholders with their warm hospitality. I got to know the kindness for Japanese by Japanese who live abroad.

### **3.4.2 Outbound Program at RULE: SEND**

Name of Student: Yoshimi Kurata (2nd year undergraduate)

Affiliation: The School of Law, Nagoya University

### **Why I joined Campus ASEAN Long-term Program?**

The biggest reason why I joined was that my major seminar in the Bachelor of Law of Nagoya University is Development of Developing Countries in ASEAN. In addition to a great interest in ASEAN countries, I really sought a chance to try something actively. At Nagoya University, we can join intellectual lectures by great professors. However, I couldn't be an active student, I was passive.



The reason why I chose long-term not short-term is that I felt short-term is so well-organized. To achieve my purposes, to experience the real ASEAN and to be active, I had to choose the program requiring us to organize our plan by ourselves. So, I chose long-term, not the short one.

### **What I experienced and how I felt**

At first, what I could do was just study at university, which is required by this program. Of course I could enjoy being with students who have a different background than me, and to learn what is done at university in Cambodia was beneficial for my research. However, I disappointed to find that I couldn't do anything other than the requirements.

One month after I arrived in Phnom Penh and adjusted to daily life here, I decided to work at an NGO that supports disabled women by giving them chances to learn social life and to work as a volunteer. This was the first time for me to apply to something without recruiting or invitation. After I was accepted as a volunteer, I spend most of my time there. My main activities were to make products and to teach language and songs. I was very good at making products but the problem was teaching. I had never taught language to others and I couldn't communicate with women here because of my lack of skill in the Khmer language. This situation made me consider how to communicate and try hard to be an attractive person. I believe that my way to communicate with others changed well, becoming expressive and cheerful.

Sometimes I had a chance to propose new products to the manager. I designed key chains and neckless and both of them were accepted and became products to be sold. I was really happy to see members of the NGO look happy to have new products. By designing them in the style of traditional Japanese culture, *kumihimo*, I had the chance not only to propose my idea but also to introduce one of the cultures of my country. This not only let members know about Japan, but I could also learn the Khmer language and daily manners by having lunch, joining some parties and daily conversation. All of the activities here became my treasures.

Other than studying at university and doing volunteer work, I did a homestay in Pursat province. This was only one week but it had a strong impact on me. Daily life in the rural area was so simple, but I could remember some important thing, such as the relationship with neighbors, killing livestock and harvesting vegetables, drawing water from a well, burning trash and so on, that I had completely forgotten in the busy daily life of a convenient city.

This term of six months in Cambodia was not only beneficial to my research but also to my future life itself. From next term, I will start to research about developing human resources in Cambodia in seminar class on the basis of the experiences I got during this program. In

addition to such academic matters, the way to think about some issues in daily life, to communicate with others and to express myself will be affected by this experience.

At last, I really want to express my appreciation to everyone supporting this program and us.

### 3.4.3 Outbound Program at RULE: SEND

Name of Student: Satomi Tanaka (2<sup>nd</sup> year undergraduate)

Affiliation: The School of Law, Nagoya University

I had two reason for joining this program. Firstly, I would like to study the legal assistance by JICA in Cambodia. Second, I want to establish my “forte” through this program, which is the biggest reason for joining. In fact, I had been really concerned that I didn’t have any advantages compared to others, so I wanted to do something to raise my own value.



In this program, I have mainly done four tasks; study law at the Royal University of Law and Economics (RULE), learn the Cambodian language, introduce Japanese culture to the Center of Japanese Law students and intern at a Japanese trading company.

First, I studied contract law, international commercial arbitration, legal writing and analysis, and secured transaction at RULE. For example, in the international commercial arbitration class, I learned the arbitration mechanism in global business. There are some institutions and rules about commercial arbitration. People can settle a dispute faster or less expensively with arbitration than if they are governed by the courts. The classes were interesting because I often had discussions with other students. It was difficult for me to express what I wanted to say in English and understand the English of others immediately. However, I tried to convey my ideas many times. They kindly tried to understand me and I really appreciate that. Communication was not easy, but I have had a good time with the students.

Second, I studied the Cambodian language as well. It was totally new for me and very challenging. However, I wanted to use it in daily life so I tried very hard. I was glad when I could speak it in restaurant or supermarket.

Third, I gave a presentation on Mt.Fuji and labor problems in Japan to CJL students. They were interested in labor law and the problem of working too much, which has been increasing in Japanese society, and I wanted to let them know about Japanese natural and cultural wonders, so I chose these topics. I couldn’t explain Japanese words even in Japanese well. I realized the difficulty of bringing words to foreigners and I found that I had to study and recognize matters in detail.

Fourth, in the internship, I experienced the work of a trading company in this country. I went to some garment factories, tried unifying the IT security rules between the branches, and so on. The staff kindly let me experience work in many kinds of fields because I haven’t decided what I want to be in the future. I found that Cambodian and Japanese businesses have many connections and the necessity of trading companies. The staff was really familiar with many

kinds of things and I was ashamed that I knew so little. I feel I have to not only study law a lot but also study to expand my view. Moreover, I became interested in the garment industry through this internship. These days, the ASEAN countries have become important for the industry. I would like to work in the garment industry in the future.

In addition, I feel that life in Phnom Penh made me improve myself. The city is not so developed nor automated. Therefore, I had to speak English or Cambodian every time I traveled around or shopped. I couldn't let others understand my intention without speaking to them. I felt it necessary to explain what I wanted to do or what I wanted to say. I shouldn't be shy to express myself to others because I am a foreigner there. I don't have the same cultural or social context as them. Therefore, I sometimes feel frustrated with others, but I think the experience surely has improved me. I could improve my ability to understand the culture or society in foreign countries.

From now, I want to improve my English skill, especially speaking, and to broaden my view. I would like to experience many kinds of things while I am a student because I have much free time at the university.

#### 3.4.4 Outbound Program at UGM: SEND

Name of Student: Makoto Shimaguchi (2<sup>nd</sup> year undergraduate)  
Affiliation: The School of Law, Nagoya University

I have studied at Gadjah Mada University in Indonesia for one semester. ASEAN countries are still not so familiar with Japanese students and vice versa. There are some reasons why I applied to Campus ASEAN. First of all, a personal reason: to get to know the real situation of ASEAN region countries and to broaden my perspectives outside of Japan. The second point is that Indonesia plays a central role in ASEAN. Moreover, nowadays Indonesia is becoming a more and more notable country due to its high economic growth.



I have lived in Nagoya for whole my life, so it was the first time for me to live by myself. The biggest barrier in my stay was language. I had to join class activities using English, but at the same I had to communicate with local people using the Indonesian language. I have no choice but to learn Indonesian very seriously. These six months made my language skill both in English and Indonesian much better. As a foreign student, I had many troubles with studying for my courses because there are not so many references written in English, even in the library of Gadjah Mada University. Therefore, I tried to contact with lecturers and managed to obtain some articles very useful for my study. The method of class in UGM is also totally different from Nagoya. Lecturers always try hard and ask students many questions; students also ask lecturers questions as soon as they have any, even while the lecturer is speaking. UGM also adopts more flexible style for class, such as group discussion, presentation, etc. Through these kinds of lecture, students gain the ability to analyze legal problems by themselves, or express their own idea. At first, it was very tough for me because it means I was asked to use totally different skill than I need in a Japanese university. However, after several months, I got so used to these styles that I could ask questions in the

middle of the lecture, give some presentations, and be active in the group discussion. I think these abilities can hardly be gained in a Japanese university. I realize I should not wait for somebody's help. To gain the information or to utilize limited time, I must act more quickly than other students.

Regarding Indonesian cultures or society, I think these aspects are better to experience directly than to read about in books or to watch about on TV. Six months of life in Indonesia was full of many new discoveries. In my opinion, Indonesian people are basically friendly even to strangers such as me, but I do not like really that they are not so punctual. I have waited for my friends who come late many times. At first, I could not cope with their nature and culture well, but once I realized that Indonesian society puts high values on forgiving others, I became able to avoid serious conflicts caused by such cultural differences.

In academic life, or in private life, I learned one important lesson; be positive and don't hesitate to make a mistake. The Campus ASEAN program, Indonesia and even I are still all young, and there are many points to be improved, but also have a future as well.

#### 3.4.5 Outbound Program at UPLB (2months)

Name of Student:Kohei Ito (2<sup>nd</sup> year postgraduate)

Affiliation: GSID, Nagoya University

I joined the Campus ASEAN short-term program and stayed two months in the University of the Philippines Los Baños (UPLB). In this program, which was to conduct fieldwork for writing my Master's thesis, unlike long-term program, it was not possible to take any classes to the end. However, the program was a valuable experience for me because I was able to conduct my fieldwork and interact with many UPLB students during the two months. If I had not participated in the program, I would not have had these experiences.

During my stay in UPLB, I was able to meet up again with my classmate who came to Nagoya University under this program last year. Thanks to this reunion, I interacted with many Filipino students and international students who are from ASEAN countries. I was able to finish my fieldwork through their cooperation. In addition, I joined some parties and a sports festival, stayed on the UP Diliman Campus, and experienced many other things with my friends. We understood about different cultures and development in each country and areas through experiencing various things with the students who will become leaders of ASEAN countries in the future. I think these things will influence my future plans and behavior.

After finishing the program, I would like to think about Asian development and work toward it. I had already experienced fieldwork before the program, but the program was the first time for me to conduct fieldwork by myself over the two months. I have been interested in development in the ASEAN countries since I was an undergraduate student. I had stayed in foreign countries for only about two weeks. Thus, I felt unsure of my understanding about my research field. I think I can understand now the lives and problems of people who live in different countries and the thinking of people of my generation more than before.

I realized that even when a person cannot stay in foreign countries for a long term because of some constraints, a short stay of one or two months in which a person can conduct activities makes a big difference in thinking about and understanding other cultures. I feel that Japan and ASEAN countries might need to offer chances to stay in foreign countries to many more students in the future than is done now. If it is possible in the future, I would like to stay in foreign countries for a long period.

Through participation in the Campus ASEAN short-term program, I have a growing feeling that I would like to be a person who can contribute to the development of various countries and regions in the future. I would like to be active all over the world, using the cross-cultural understanding which I fostered through my field work and the program.

#### 3.4.6 Outbound Program at UPLB

Name of Student: Kosuke Ueda (2<sup>nd</sup> year postgraduate)

Affiliation: GSID, Nagoya University

Studying abroad was very fruitful for me. I attended the University of the Philippines Los Banos (UPLB) from September 2014 to February 2015 through the Campus ASEAN long-term program. Staying in the Philippines for six months brought and taught me many things. Not all of the things have proceeded well, but everything I faced and experienced taught me some lessons.

What I have done in these six months can be broadly divided in two: participation in classes for one semester and the acquisition of credits, and doing field research for my master's thesis. For the coursework, I took three courses related to education and development studies, and I noticed some differences in coursework between Japan and the Philippines. First, the class time for each course is three hours a week, which is double that of Japan. Then, because most of the students in the graduate school at UPLB work, many classes are held on Friday and Saturday. Therefore, since I had classes both in the morning and in the afternoon on Saturday, I spent most of the time on coursework and less time hanging out with Filipino friends on weekends during the first semester. Also, students are required to do many things for the coursework. I was not only listening to the lectures and writing some reports like in Japan, but I was also required to do individual presentations and group projects in most of the courses I took. Since many courses in UPLB have mid-term evaluation, mid-term exams or reports are also one of the important coursework components for the assessment. It was very difficult for me to perform at my best in every course because of these many requirements, but I could feel like I participated in and contributed to the class much more than in Japan.

After the semester ended in December, I conducted field research for my master's thesis during the rest of my stay in the Philippines. Since the initial plan for my research was to carry out questionnaire surveys and interviews only in Japan due to my research theme, I did not plan to conduct research in the Philippines. However, my advising professor in UPLB counselled me to modify my research content and plan so that I could conduct my research in the Philippines as well, which would make my thesis much more solid. Having discussions with my advising professor and receiving advice several times, I could develop my study to include fieldwork in the Philippines targeting NGOs and residents in the project sites of

NGOs. I carried out interviews with them, and I could gather a great deal of information useful to my study since everyone who cooperated with my interviews politely answered my questions. What surprised me while conducting interviews was that all of the people I was involved with in my research locations warmly and willingly welcomed my visits and interviews. They treated me like one who has been in the community for a long time. I was very impressed by their warmhearted hospitality.

Other than what I mentioned above, I also experienced many things which I cannot write in this one page, but all of them are equally important to me. I would like to thank every person whom I met during these six months, and who supported my stay in the Philippines and gave me this opportunity to study abroad.

### 3.4.7 Outbound Program at Chulalongkorn University

Name of Student: Koichi Ohata (1<sup>st</sup> year postgraduate)

Affiliation: GSID, Nagoya University

There are two reasons why I participated in the Long-term Campus ASEAN program. First, I study international development in GSID, especially educational development in the Asia region. However, I have never been to Asia for study. I thought it would be a good opportunity to learn the process of development in Thailand. Also, I think it is important to study society, economics and culture with students who are from different countries and have different backgrounds. In addition, Chulalongkorn University is one of the most famous universities in Thailand. Therefore, I believed that I could get knowledge and improve my capacity through the class in Chulalongkorn University. Second, I would like to advance my research in Thailand. My research topic is inequality of educational opportunity in Thailand. Actually, I learned at the Faculty of Economics and there is no opportunity for me to learn educational development formally in class. However, my professor in charge gave me advice and I can gather materials which will help my research.



During my stay in Thailand, I took three courses in Chulalongkorn University. All classes are related to business and economics. In the class, most of students were Thai and I discussed not only business issues with them. It was valuable experience for me to learn how Thai students think about economic conditions in Thailand. Also, many friends were interested in Japanese culture and the economy and asked me about them. Then, I realized that I have to understand Japanese economy, culture and history deeply and have a new look at Japan from the perspective of Asian countries. Moreover, in a class of economics of human resource management, our group visited a Japanese company in Bangkok and interviewed the staff. Then, I learned the importance of understanding theory and reality in business studies.

When I had a time, I found a Thai language school by myself and attended sometimes. Then I made an effort to learn Thai, since I thought it was essential to understand people in Thailand and it helped me to communicate with my friends. In my research I got some advice from professors and could find materials at the library. Actually, my research did not always go

well because of the regulations in the university. However, I understood the reality of education in Thailand deeply.

In the end, I could have a precious experience through the Campus ASEAN program. In fact, I could not always do as well as I expected and faced many challenges. However, I believed that these experiences will lead me to develop as a person on the whole. Moreover, I made many friends and had precious experiences with them. I really appreciate everyone who always supports me, and I am grateful that Campus ASEAN has given me the opportunity to study abroad in Thailand.

#### 3.4.8 Inbound Program at the School of Law, Nagoya University

Name of Student: Vuong Hong Ngoc (4th year undergraduate)

Affiliation: Ho Chi Minh City University of Law

In my university in Vietnam, I am a student in the Research and Education Center for Japanese Law (CJL), which was established in January 2012 based on the relationship between Nagoya University and my university. The purpose of this center is to train a new generation of lawyers/legal assistants who are proficient not only in Vietnamese laws but also in Japanese laws, language and culture. That is the reason why studying in Japan was my dream, particularly in Nagoya University. Additionally, joining the Campus ASEAN Long-term Program was an unexpected opportunity. I happened to meet all the conditions of the program and decided to take a shot. Hence, I honestly did not think I would be chosen over other students from the English Course because I had only studied Japanese during the time in university. As a result, I was luckily chosen and my dream of studying in Japan came true.



At first, I thought that joining the Campus ASEAN Long-term Program would be a great opportunity for me to experience student life and daily life in Japan. However, at the moment I am writing these lines, what I have experienced is much more than that. The knowledge I have acquired, the friends I have made, and the internships I have been through are precious experiences and have been unexpectedly successful. I also have learned many new things outside my major which have opened my eyes and captured my interest. In addition, Campus ASEAN Joint Education is the most useful course that I took. I have received a broad range of knowledge in a short time. It was not too much for one topic but was a good base for students to have a wiser view of the world. Plus, the international atmosphere in the course was ideal for sharing and discussing information as well as making friends.

Besides, life in Japan helps me grow up physically and mentally. Since I have to walk almost every day, which I rarely do when in Vietnam, or do things all by myself, I somehow feel stronger and more mature. Moreover, unlike other students of this program, I had been to Japan once before and have studied about Japanese culture, so the “culture shock” did not bother me at all. In contrast, I had the chance to experience what I learned and made the most out of it. From those experiences, I had a closer look at Japanese society and figured out some new things about Japan which are different from what I thought before. I partly understand

why Japan is a developed country and strongly admire the discipline and punctuality of Japanese people. However, Japan has its own issues. From my point of view, what makes Japan strong also makes it a tough country to live in.

Another great benefit of joining this program is both of my English and Japanese have improved, especially in academic skills. Furthermore, I have realized the importance of language fluency in the international environment and will continue to cultivate it more.

The Campus ASEAN Long-term Program is the first time I have been away from home and standing on my feet as an adult. I used to worry about if I could do everything well without making big mistakes or if I failed to make a good impression. Nevertheless, I have found out that those things do not matter anymore. I do not regret anything because I have tried my best and achieved what I want. This six-month journey has given me many wonderful lessons and unforgettable memories. I gained new knowledge, lived a new lifestyle and met new people who are all very nice. My new friends have taught me a lot, not only about their countries but also their perspectives about some problems. Some of the professors are quite strict but always kindly explain and share their wisdom. From the people I met outside the university I learned to respect them and their contributions to make my stay in Japan so convenient. Last but not least, after joining this program, I learned a little bit more about myself which I had never known before.

#### 3.4.9 Inbound Program at the School of Law, Nagoya University

Name of Student: Nguyen Quang Anh (3<sup>rd</sup> year undergraduate)  
Affiliation: Hanoi Law University

For me, six months of studying in Japan passes very fast. It is so fast that sometimes I think that the whole six months is just like a dream. But it is a very sweet dream.



Six months before now, the idea of going to Japan for me was not that sweet. Back at that time, I was facing a tough choice : going to Japan or continuing my studies in Vietnam. Before knowing about the Campus ASEAN program in Nagoya University, I had already set up a plan for my future: after my graduation from Hanoi Law University, I would go to England for my master's degree. I had prepared myself for this plan from my first year at university. Now, everything just suddenly changed. On the one hand, if I chose to join this program, I had to delay my graduation date for one year, and hence delay the whole determined plan. On the other hand, the idea of going to Japan – a mysterious country – and studying at Nagoya University – one of the top universities in Asia – seemed very attractive to me. After much careful consideration, I decided to take this chance. However, until the night before I set out on this trip, I was still wondering : “Did I make the right decision ?”

Now, after six months of staying and studying in this country, I can answer this question with 100% confidence : “Yes, I did !”. Not only did I have the chance to accumulate new academic knowledge, but I also vastly improve my soft skills. During these six months, I took a total of seven courses, mostly in Japanese law. All the courses were indeed very interesting, and I really enjoyed them. I also had the chance to learn the Japanese language and directly put this knowledge into practice. Though learning Japanese is not easy at all, I had a lot of fun with

my classmates and enjoyed the class. Perhaps the class which left the strongest impression on me was “Career and Life Development”, taught by Professor Go Yoshida. During this course, I learnt how to control my attitude, make accurate decisions and set up a plan for my future. Although I couldn’t earn any credit from this course, the things Go sensei taught me really changed my point of view on life.

During this trip, I could visit many places that I only knew through TV before. Three trips to Tokyo, the Lunar New Year celebration in Yokohama’s Chinatown, travelling by the tram in Kyoto, the snow village in Gifu, seeing sakura in Nabana no Sato,... they are all very memorable experiences for me.

Another precious experience from this stay is the understanding of the characteristics of the Japanese people. My first impression is that they are humble, subtle and polite. After having further interactions with these people, I found that they are also very kind-hearted. When I got lost in the area near Nagoya University, I asked a Japanese worker who was working on the road for help. To my surprise, he took his car and drove me back to the school. I was strongly moved by his action, as he trusted me and spent his time helping me, though I am a stranger and a foreigner. I was also deeply impressed by the working attitude of Japanese people during my two-week internship at Shobu law firm. According to the general rule of the firm, all the employees are supposed to start working at 9.30 a.m and stop at 5.30 p.m. However, the staff often come to the office at around 9.00 a.m and leave the office at around 10 or 11 p.m ! It took me the whole first week just to get used to this working style.

In short, I feel completely satisfied with the decision to join this Campus ASEAN Program. This program gave me not only the opportunity to study in a professional environment and experience many different cultures, but also the chance to change my future.

#### 3.4.10 Inbound Program at the School of Law, Nagoya University

Name of Student: Cindy Rachel Jessica (3<sup>rd</sup> year undergraduate)

Affiliation: Universitas Gadjah Mada

I always wanted to go abroad to find out how I would feel to be away from my comfort zone and to challenge myself to new things. Moreover, I realized that a study abroad experience would help me as a student, one of the future leaders, to set myself up to be open to wiping away misconceptions, to get used to international society, and most importantly, to be a global-minded person. Meanwhile, I happened to realize that the rapidly growing ASEAN region, with its upcoming ASEAN Economic Community in 2015, was an important fact that students in South East Asia’s nations had to encounter in the near future. Then, fortunately, I found this Campus ASEAN Long-term Program, along with the attractive facilities that it offered, which seemed to fit my desire to go abroad whilst preparing myself as a student to face the ASEAN Economic Community 2015. Therefore, I decided to join this program.



During my study in Japan, I took many courses which my home university did not offer. I found them so interesting and felt excited to be able to attend those courses. Being taught by

international and Japanese professors and studying together with the other international and Japanese students allowed me to feel the environment of world-class courses. Further, as a part of the course, I also had the chance to participate in internship programs in Japanese manufacturers, companies, and a law office, which gave me an opportunity to experience the work of Japanese workers, employees, and lawyers. Moreover, I also had the chance to participate in international seminars and conferences, which helped my studies here in Japan. On top of it all, I had the chance to join the Campus ASEAN Joint course, an interdisciplinary course which covered issues in ASEAN countries that helped me to achieve a deeper knowledge about ASEAN and prepared myself to face the ASEAN Economic Community 2015.

For the past six months, I also gained valuable experiences in Japanese society. I had the chance to take a Japanese intensive course which gradually allowed me to speak Japanese in daily life. I also got to know more about Japanese society from a home stay program with a Japanese family and by travelling around Nagoya and cities nearby with international friends. At first, I had to struggle with the new environment, local language, courses in a foreign language, finding directions, making new friends with different cultural backgrounds using a foreign language, even eating with chopsticks or the cold temperature compared to my home country. However, as the time passed by, I got used to those things and gradually improved myself to be more adaptive to new things.

I felt really lucky to be able to participate in this program. This program opened my eyes to see different perspectives and developed me a lot. I personally believed that it was a life-changing and worthwhile experience for me. I hope this will be my first step to taking further challenges abroad.

#### 3.4.11 Inbound Program at the School of Law, Nagoya University

Name of Student: Houtchhay Ngov (2<sup>nd</sup> year postgraduate)

Affiliation: Royal University of Law and Economics

A great success always originates from a simple start. Hearing an announcement about a long-term scholarship through the Campus ASEAN Exchanged program at my home university, the Royal University of Law and Economics (Cambodia), to train a new generation leaders in International Corporation for the development of the ASEAN region at Nagoya University, I enthusiastically and wholeheartedly rushed to apply and took the exam for that program. Serendipitously, I was selected for the program as graduate student at Nagoya University Graduate School of Law. This program made me motivated to apply, since I wish to explore new experiences by studying abroad and challenging myself to improve and diversify my knowledge in a developed country like Japan. Also, I wanted to familiarize myself with the education system of Japanese universities and see how it is different from the Cambodian education system.



Studying abroad at Nagoya University has given me precious academic experiences that I

have never had before. However, after arrival in Japan on the JASSO scholarship of the Campus ASEAN program, I had to confront both obstacles in living and academic challenges at Nagoya University and return to my home university with a fruitful outcome for my academic record. Learning as an international student in a cosmopolitan environment amid other Western, international and Japanese students was quite a competitive and diversified atmosphere for absorbing knowledge, sharing experiences, learning social culture from various international students' perspectives, daily lifestyle, critical thinking, collaborative dialogue, leadership skills and so forth. At any rate, I enrolled in a variety of legal courses that the home university does not provide in order to sharpen my legal knowledge and gain profound insights from professors and students here.

Aside from studying, I have visited a number of Japanese judicial institutions: the Nagoya District Court, the Public Prosecutor's office, Aichi Prefectural Police, the Supreme Court, and the House of Councilors, for instance. These tours provided me with priceless experience in both theories and the actual practice of legal knowledge besides merely reading law books. In this sense, this program has provided me with a real taste of working life experiences. So far I have interned in a number of companies, such as Mitsui Company, Shinto Company, Nomura Security Company, and Ishihara Law Firm. This internship program has contributed to both sharpening my future career and working experiences.

In conclusion, if you ask me how Nagoya University is, I would unhesitatingly respond that it is a great place that offers you profound knowledge and helps your dream come true. It is not just a well-known university of Japan, but also a gateway to let you feel and touch Japanese culture apart from getting a degree from a university. Finally, I would like to express my sincere thanks to the Campus ASEAN program and Nagoya University Graduate School of Law for providing me with precious experiences. I am honored and proud to be selected as an exchange student of Nagoya University. If possible I will come back to pursue another Master or Doctoral Degree in Nagoya University Graduate School of Law.

#### 3.4.12 Inbound Program at GSID, Nagoya University

Name of Student: Hanna Dimayuga Miranda (2<sup>nd</sup> year posrgraduate)

Affiliation: University of the Philippines Los Baños, Philippines

When I heard about the exchange student program of Nagoya University from our department chair, I immediately said I would join even though I didn't have any details about it. I didn't even know the name of the program and what it was all about. I was just excited to join because it would be the first time to go out of the country. Also, at that time, I was also in the middle of making a decision that would definitely change my life. I asked for signs of what I should do, and if I was accepted as one of the participants in this program that would be the end of all my searching for answers. In fact, after a few days, I heard the decision that I would be representing our university in the Campus ASEAN Long-Term Exchange Program of Nagoya University. I thought being accepted in the program was easy, but doing the paperwork made it difficult. I thought my application would not get through because we experienced one of the biggest typhoons that



hit our town. There was no electricity, no water supply and no internet connection for more than a week. I had a hard time completing all the documentary requirements, but fortunately I was able to finish everything in the nick of time.

At first I was enthusiastic to go. However, as my departure date came closer, I felt hesitant and nervous because I didn't know what my life in Japan would be like. I didn't know how to communicate with the people here because I didn't know how to speak and read Japanese; how serious the studies here were; and most of all, how to live independently, because all my life I lived with my parents. I didn't know how to survive the life here in Japan. I felt I was a backpacker wandering in a foreign land who went to an unfamiliar country and lived a unique life for six months. Fortunately, I met fellow Filipinos, new Japanese friends and people of other nationalities that took care of me during my stay here and made my wonderful experience more exciting.

The Campus ASEAN program is a remarkable program for its diversity in courses and the enormous experiences and exposures it gave me. I was able to take six courses which were fresh to my understanding due to the international context. In addition, I had a chance to attend various management-related internships that showed us the real competencies of Japanese companies, and an agriculture-related field work that gave us a breathtaking hands-on experience in the farm. In the beginning, I had a hard time adjusting to the system. I thought the courses here were easy to handle, but afterwards the challenge of completing reports and requirements almost every week came. My perseverance and dedication was tested, but with the help of my supportive classmates and approachable professors I succeeded in finishing my course work. Moreover, I was able to juggle it with first-time valuable experiences like *arubaito* and travelling around the beautiful places of Japan. To name a few, I had my first shinkansen ride, which was awesome; went to see Mt. Fuji with my own eyes; was charmed with the autumn leaves; had a chance to play in the snow; bear the fall and winter weather; and embrace the culture of Japan through homestay and everyday interaction with humble Japanese people I met. All these events enriched my knowledge, character, and personality. Moreover, it ignited me to be hungry for new ideas, experiences and explorations that can shape me to be a better person and help me fulfill my future endeavors in life.

Indeed, joining the Campus ASEAN program was one of the best experiences I have ever had. I not only learned about international development, but I also had a chance to gain intercultural knowledge of different nations. Furthermore, I am deeply grateful because it enhanced my cross-cultural communication with other people whom I met and went along with during my stay here in Japan. Hence, I was able to build networks from different parts of the world. I am thankful to Nagoya University, to the Graduate School of International Development and to the coordinators of the Campus ASEAN program for this wonderful experience. I hope that this program will continue to foster true leaders in international cooperation.

#### 3.4.13 Inbound Program at GSID, Nagoya University

Name of Student: Yorn Sambath (2<sup>nd</sup> year postgraduate)

Affiliation: Royal University of Law and Economics

Joining the Campus ASEAN Exchange Program is a great opportunity for me to have a chance to study in Japan, even though it is only a six-month program. Before coming to Japan, I was not sure if I had made the right decision or not because the tradeoff was resigning from my job and having to pay for some things (insurance, air ticket, and so on). So far, thanks to my classmates and professor who encouraged and supported me, I am confident that I have made the right decision for my future academic training and career. *Hard skill* and *soft skill* improvement are two reasons why I feel I have made a great decision.



First is hard skill improvement within the period of study at Nagoya University. Studying at Nagoya University has motivated me to learn and improve my language ability both English and Japanese. It is not easy to communicate in Japan if you cannot speak Japanese. Through many presentations is one of the other ways to improving my English ability and build up confidence in class. Moreover, nine subjects, including Japanese, kept me in busy so I didn't have enough time to sleep for the first months. Japan is the first foreign country for my experiences living abroad and it's so exciting, with different lifestyle, infrastructure, people, culture and public transportation. However I felt homesick and used to think about how I could live in Japan. Perhaps fortunately the many assignments in those nine classes didn't let me worry about anything besides reading, reporting and commenting on papers instead of feeling homesick. I realized that Nagoya University is the best university due to curriculum, regulations, student discipline, and professors' qualification. Poverty reduction strategies is one of other classes that I enrolled in which was taught by Professor Sanae Ito. It applied not only theories but also case studies of development projects such as the One Village One Product project, ecotourism community base, milk projects, and so on. After eight classes, including one outside the Graduate School of International Development (GSID), I gained much more than I expected even though some of the courses were not relevant to my major, business management. The last components of hard skills are the benefit to my research topic and study behavior. Because of the extensive library system, I had more accessibility to many relevant documents, books and journals to my research topic. On the other hand, my advisor, Professor Shinkai, advised me and made time to arrange for consultation on both on academic life and living in Japan. To sum up, language improvement and building academic capacity and promoting my research topic and study life style are the three components of hard skill that I have improved so far through Campus ASEAN program.

This program provided a golden chance to me for improve not only hard skills but also soft skills, that is, self-development that didn't figure in the curriculum. Homesickness and some concerns about living in Japan were alleviated by daily activities, such as making new friends from differences countries, doing assignments, getting advice from professors, facilitators, advisors and tutors, and warm support from the Cambodian Students Association in Nagoya (CSAN). Adaptation to a new environment was the first thing, and then I started to build up a network and healthy connection among Japanese students and other students, such as ASEAN students, through communication, making friends, sharing ideas and participating in events or development programs. So far I have joined the Global Super High School Project as a teaching assistant twice at Ogaki Kita Senior High School, for example. This project let me share my resources and get some ideas from students who are going to Cambodia to pursue their research topic. Cross-cultural understanding, not only of Japanese culture but also other

cultures, is what I learned from this opportunity. A green tea party was the first traditional Japanese party that I attended with my tutor at Nanzan University. Moreover, I have developed myself by participating in an internship program, visiting companies and NPOs institutions, and tour trips with foreign student teams. Those were ways to learn and share our ideas and culture. Visiting companies or going on study tours, I had opportunities to learn the business concepts of Japanese people and some part of the working system and culture. Brother Company is one example that grouped students to share our ideas regarding innovation and creation of products that feature on the global market. In brief, soft skill is very important for self-development and training to be a good leader in the future.

Finally I would like to thanks the facilitators, professors, advisor, JASSO, governments and other stakeholders who are involved in this program. Also thanks to Professor Makoto Nishimura, General Secretariat of Campus ASEAN, who advised and spent time with my team even though he was busy. I realized that I have benefitted more than I expected. I will share what I have learned through this program to my friends and the younger generation after returning to Cambodia. I strongly support this useful program and would like to suggest that the Japanese government increase both the budget and the number of students.

#### 3.4.14 Inbound Program at GSID, Nagoya University

Name of Student: Jukkrapun Rattanakool (Kwan) (2<sup>nd</sup> year postgraduate)  
Affiliation: Chulalongkorn University

Many opportunities have come into my life but the opportunity given by the long-term Campus ASEAN was the best in my whole life. This exchange program gave me much more money and a new place to live. It gave me a new place for learning new things. Before coming I expected to explore a new culture, a new learning environment, new business ideas and as many other new things as possible.



During six months in Japan, I have learnt many things from Japanese culture, society and people. Japanese people really have discipline in their life. Whether crossing the road, parking a car or a bicycle, walking, ordering food or other activities, I rarely see such order like this in my country. They are also very kind and really respect people, even if they come from developing countries. I felt warm and comfortable, like living in my home country. Moreover, they really are crazy about time in a way that I was not familiar with. I missed a bus for the first time in my life there and I had to buy a new ticket; in total, it cost me 10 000 yen. That month, I had to eat noodles for half a month. Thanks to Japan for giving me the unforgettable lesson that changed me into a punctual man.

Besides learning about Japanese culture, I have also learnt about other cultures from many international students, especially ASEAN students from Cambodia, Philippines, Vietnam and Indonesia. I can say that this program not only gave us academic knowledge but also friendship, and has helped us to learn how we can move forward together. That will be the key driver of successful ASEAN integration in the future.

This was the first time in my life to study abroad and attend classes among international

students. In some courses there were students from more than 10 nations. The diversity of cultures really amazed me. I attended six courses in very different fields, such as law, politics, economics, development, leadership, and also Japanese language. Even though my major is economics, learning in many areas opened my eyes to new things, new trends, new ideas and new perspectives that will be beneficial in my working life in the future.

I also had the great opportunity of doing an internship with an internationally renowned Japanese company. I played many roles during the internship, such as worker, office worker, pilot and farmer. I gained real practical experience and knowledge about the Japanese system, ideas, innovation and vision, which was the most valuable experience ever for me. I discovered that Japanese companies have high global competitiveness because they are really good at adding value to products and services, and every manufacturing process was based on technology. One more thing that I really admired about the Japanese company is its global vision. That is one thing I have not seen so much in my country, even though AEC is coming.

After living in Japan for six months, I could say that everything was new for me. I have learnt about a different culture, innovative ideas and talented people that have enriched my ways of seeing things from different perspectives. I have enjoyed a very precious experience, and acquired new knowledge that enhances my ability to be a great leader in the future. I have made real friends who never deny me or leave me when I have trouble. Finally, I would like to say many thanks to Campus ASEAN and its related organizations for giving me the most precious opportunities in my life. Japan was not just another place to visit, but a place for learning which has become my second home.

### 3.5 Overview of the 2014 Short-term Program

#### 3.5.1 Inbound Program at School of Economics, Nagoya University

Participants: 9 students from National University of Singapore, NUS Business School  
Period: 7th-11th July, 2014

##### Overview:

Nine undergraduate students and an accompanying supervisor from the National University of Singapore, NUS Business School joined in a short-term study program at the School of Economics, Nagoya University. It was a week-long program from 7th-11th July 2014.



The program consisted of lectures, student interaction, and many great company visits to places such as Toyota Motor Corporation, Denso, DMG Mori Seiki and Brother Precision Industry. As there were many requests from the students last year to learn more from company staff, we arranged pre-training sessions at Brother's headquarters in both Nagoya and Singapore. Skills they learned from the lectures about Japanese manufacturing were put to good use when they had discussions with company staff at Denso and Brother. Through the program they gained many insights into the different ways Japanese companies function. The details of the internship at Brother were reported in the largest national daily newspaper, the Asahi Shinbun.

##### Company visits

- Brother  
Preliminary Internship & one-day internship
- Denso  
One-day internship
- DMG MORI SEIKI  
Special lecture and factory tour
- Toyota Factory tour

##### Lectures

Overview of the Manufacturing Industry in the Nagoya Area  
by Prof. Makoto Nishimura

Challenges of Japanese Firms :  
Organizational Restructuring  
by Assistant Prof. Chie Yorozu



NUS students and accompanying supervisor gave us their feedback on each internship as follows;

As we had visited Brother company in Singapore, we had a good understanding of

the Brother company before we visited them in Nagoya. I thoroughly enjoyed the mini case competition which Brother had prepared for us. It was challenging for us to evaluate the case, and to come up with marketing strategies within a short time span. After the visit, we had a clearer understanding of the challenges that Brother faces.

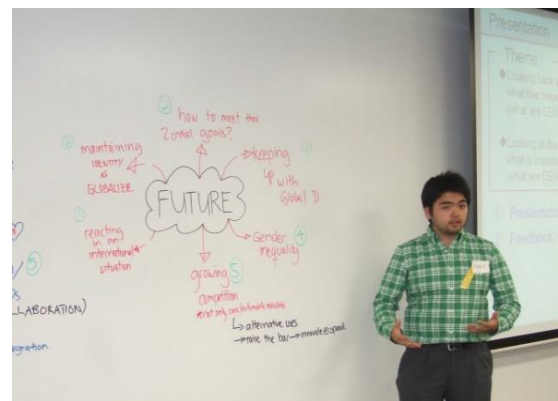


presentation.

We were very impressed by the innovativeness of Denso, with many new invention ideas and prototypes in the pipeline. I was impressed by the new air-con which was much smaller than the older version. I was impressed by the auto-braking technology. I was grateful that the HR department could dedicate time for us to educate our students, and gave us very helpful comments on their

#### Remarks:

This was the second visit by NUS students, since we started the program last year. It was an opportunity to see how students have improved their capabilities. Although last year was a very challenging experience due to the language barrier and need to present in English, they have tried to improve their English and academic skills since then. Their strenuous efforts resulted in some improvement; this time they actively joined and led group discussions during the internship. Some of them have already decided to join another exchange program to visit Singapore and Thailand to reconfirm their abilities. This program has opened their eyes to things they never knew and provided them with rewarding experiences.



Schedule:

**Schedule for Campus ASEAN Short-term Study Programme 2014 between  
Nagoya University, School of Economics (NUSE) & National University of Singapore, NUS Business School (NUS)**

Date		Morning		Afternoon		Evening	
6/7	Sun	[Arrival] Singapore (22:35)- Nagoya (10:55)					
7/7	Mon	09:00-09:45 Welcome Session : Greeting by Dean, Prof. Jiro Nemoto : Introduction to Campus ASEAN Programme	10:00-11:30 [Lecture] Overview of Manufacturing Industry in Nagoya Area Prof. Makoto Nishimura	Students Interaction		17:00-19:00 Welcome Party @ Nagoya University	
				13:00-14:30 Campus Tour	14:45-16:15 Introduction to NUSE & Introduction to NUS		
8/7	Tue	09:30~11:30 [Factory Tour] Toyota Plant			14:45-16:15 [Lecture] Introduction to Japanese firms Assistant Prof. Chie Yorozu	16:30-18:00 Students Group Discussion Assistant Prof. Chie Yorozu	
9/7	Wed	Nagoya Cultural studies : @Nagoya		12:45- [One-day Internship] Brother  ※only for the students who joined the preliminary internship session held on 27 <sup>th</sup> June 2014		17:30-19:00 Social event @ Brother	
10/7	Thu	09:00-11:30 [factory tour & Lecture] DMG MORI SEIKI		14:30-16:00 TOYOTA Commemorative Museum of Industry and Technology			
11/7	Fri	10:00-16:00 [One-day Internship] Denso					18:00-20:00 Evening Party @ Nagoya University

### 3.5.2 Inbound Program at the School of Law, Nagoya University

Participants: 40 students from Hanoi Law University, Ho Chi Minh City University of Law, Royal University of Law and Economics & Gadjah Mada University  
Period: 5th-28<sup>th</sup> August, 2014

From August 5th to August 28th, 2014, Nagoya University School of Law and Graduate School of Law launched the “International Summer Seminar 2014 (ISS)” in close cooperation with universities affiliated with Campus ASEAN, CAMPUS Asia and with other individual universities. Two undergraduate students from each university, including Hanoi Law University (Vietnam), Ho Chi Minh City University of Law (Vietnam), Royal University of Law and Economics (Cambodia), and Gadjah Mada University (Indonesia), joined the program as participants from the Campus ASEAN Project.

2014

## August

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	31	01	02	03
04 Arrival →	05 Orientation	06 Opening Ceremony	07	08 Welcome Party & Culture Exchange (SOLV)	09	10
11	12	13	14	15 Independent Research	16	17
18 Independent Research	19	20	21	22	23	24
25 Research Visit ①	26 Research Visit ②	27 Research Visit ③	28 Completion Ceremony & Farewell Party	29 Departure from Nagoya →	30	31

This program provides the students with the opportunity to learn Japanese law and the political system through lectures, internships and research visits. ISS also offers to the participants the opportunity to widen their perspectives in terms of comparative law and politics through understanding the different systems of each participating country. All of the students, about 40 in total, deepened their global awareness by learning from others, and successfully established world-wide student networks.

From August 11th to August 14th, I was lectured by Pro. Shigeru Kagayama about “Introduction to Contract Law in Japan”. It was a challenging subject for almost all of ISS students because this was the first time we got access to Japanese contract law in particular and Japanese law in general. However, I still found lecture 1 so interesting and informative because of Prof.’s teaching style and the lecture’s contents itself. Teacher created a wonderful and friendly study environment for all of us. I could feel his substantial enthusiasm through the way he taught. (Comment from a student from Vietnam)

The research visits have opened my mind a lot more. Now, I have brand new knowledge to be transfer to the people of Indonesia. In regards to the field of law, I widen my perspective on how law is exercised differently in every country because law should suit to the society. I believe that the research visits are the best way to sum up all the days during International Summer Seminar. This is a very precious opportunity to be remembered for the rest of my life. (Comment from a student from Indonesia)



Surely, taking the participation in this program as the starting point, these students will feel strong and confident and become motivated to be global leaders in the future.

### 3.5.3 Inbound Program at GSID, Nagoya University

Participants: 25 students from the Master of Arts in Business and Managerial Economics (MABE) program, the Faculty of Economics, Chulalongkorn University  
Period: 28<sup>th</sup>-31<sup>st</sup> October, 2014

From October 28 to 31, 2014, GSID welcomed 25 Master's students and two accompanying supervisors from the MABE program of the Faculty of Economics, Chulalongkorn University. The program started with lectures given by the faculty members of GSID on the first day, followed by tours of the factories of manufacturing enterprises in the Tokai region on the other days.

The MABE program of Chulalongkorn University and GSID have a long history of collaboration. MABE has had its own short-term overseas field trip program, which provides opportunities for students to observe traditional but modernized production systems in developed countries like Japan or the EU. While the site of the field trip hasn't been fixed, MABE decided to do it in the central region of Japan for the next couple of years, making use of the fact that GSID was awarded the Campus ASEAN program from the Japan Society for the Promotion of Science (JSPS). This year, the group of MABE students and professors visited the following three manufacturing enterprises which have modernized the traditional technologies to meet advanced market demands: Harada Seicha (tea manufacturing), Suzuki Motor Corporation, and Mikimoto Pearl.

The program was conducted according to the following schedule:

Oct 28 Lecture on economic development in Japan at GSID  
Oct 29 Harada Seicha in Shimada City, Shizuoka prefecture  
Oct 30 Suzuki Motor Corporation, Hamamatsu City, Shizuoka prefecture  
Oct 31 Mikimoto Pearl, Toba City, Mie prefecture

Oct 28 Lecture on economic development in Japan  
Professor Fujikawa, former chairperson of Campus ASEAN program, gave a lecture on economic development in Japan. He explained that, in the countries which are at the early

stage of economic development, including Japan in the late 19<sup>th</sup> century, development processes start with the introduction or imitation of advanced technologies. He emphasized, however, that although the imitation of advanced foreign technology is important, what is more important is localization of imitated advanced foreign technologies and enhanced efficiency of localized technologies. He concluded that the most important factor is the education system which cultivates the labor forces to realize localization and technology improvement. Taking the Japanese case as an example, he argued that the modernization of education in the Meiji era has a root in the Edo period, when a peaceful and stable society continued for more than two hundred years.

#### Oct 29 Harada Seicha

Harada Seicha was founded in 1918 with the founder's name as the company name. Now Harada Seicha is one of the major green tea leaf and green tea drink manufacturing companies, famous for the "Yabukita blend" of tea leaves. "Yabukita" is the most popular variety, which makes up two-thirds of tea leaves grown in Japan. Harada Seicha is also famous for OEM green tea drink producer, which supplies major Japanese green tea bottling companies.

Participants visited the World Tea Museum in Harada Seicha's headquarters and received a lecture on the tea business and the drying process of tea leaves where they learned the importance of the quality control both of the tea leaves and the drying process in order to keep the stable taste and flavor of green tea. Participants also enjoyed the Japanese tea ceremony in the guest house of the tea museum. On the way back to Nagoya, participants visited a computer-managed tea leaf warehouse where tea leaves are stocked in low temperatures to keep them fresh.

#### Oct 30 Suzuki Motor Corporation

Suzuki Motor is the largest automobile manufacturing company of light motor vehicles. The words "Light motor vehicle" are not only a general name but also a legal name indicating one of the categories of automobiles. The light motor vehicle, whose engine displacement is smaller than 660cc, is the smallest category of automobiles. This category of motor vehicle occupies approximately 40% of the share of the automobile market in Japan, which is increasing especially after the East Japan Great Earthquake. It is gaining popularity because of the inexpensive price, the low tax rate, the low insurance premium and so on.

Suzuki Motor was founded in 1907 as a cotton weaving machine manufacturing company. Suzuki is the family name of the founder. Suzuki Motor expanded its business to two-wheel motor bikes in 1952 and four-wheel automobiles in 1955. Now Suzuki is the 10th largest automobile company in the global sales ranking. Suzuki automobile has many overseas production bases, starting in Thailand in 1967. Suzuki cars are especially popular in India, where approximately 50% of all the automobiles are Suzuki products.

The participants visited the Suzuki History Museum at the headquarters where they received a lecture about the company. The participants were impressed with the success of Suzuki Motor backed by the three product policies of Suzuki: 1) to realize top-level environmental performance; 2) to provide affordable automobiles for customers; and 3) to offer vehicles that bring delight and happiness to their owners.



Source: <https://www.suzuki-rekishikan.jp/facility/>

Participants left the museum for the Kosai factory. The Kosai factory is the largest Suzuki automobile assembling factory, while the Hamamatsu factory at the headquarters is mainly for two-wheel motor bikes. They enjoyed a guided tour of the Kosai factory and went back to Nagoya

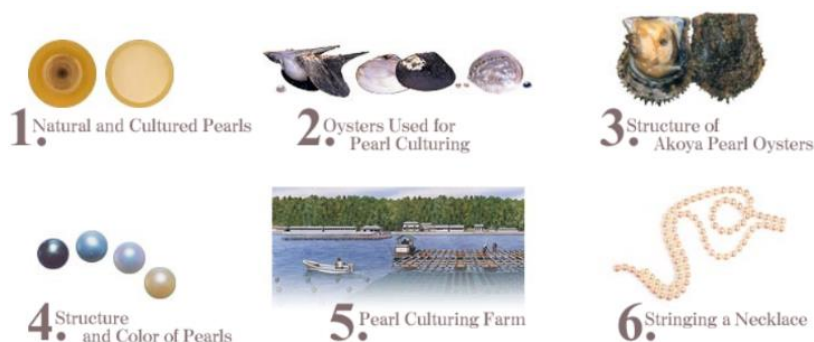


Source: <http://www.suzuki.co.jp/about/producingbase/domestic/kosai.html>

Oct 31 Mikimoto Pearl

Mikimoto is the founder's family name of Mikimoto Pearl. Kokichi Mikimoto is known as the pioneer of pearl cultivation after the trials and errors in the Ise-Shima region of Mie prefecture. Ago Bay in the Ise-Shima region is now known as the pearl production base in Japan.

The participants visited Mikimoto Pearl Island and joined a lecture on the cultivation and processing of pearls to make ornaments like rings and necklaces. The lecture included content about the difference between natural and cultured pearl, oysters used for culturing pearls, the structure of an Akoya pearl oyster, the structure and color of pearls, pearl culturing farms, stringing a necklace, and so on.



Source: <http://www.mikimoto-pearl-museum.co.jp/eng/shikumi/index.html>

The participants observed a show of women divers. The success of pearl cultivation would not have been possible without their contribution. The current pearl cultivation technique does not require the work of women divers any more. Now this show is held to commemorate their important role in the history of pearl cultivation. The participants also enjoyed sightseeing and shopping on Mikimoto Pearl Island.



Source <http://www.mikimoto-pearl-museum.co.jp/eng/ama/index.html>

### 3.5.4 Inbound Program at GSID, Nagoya University

Participants: Chulalongkorn University, Ho Chi Minh City University of Law, The Royal University of Law and Economics, The University of the Philippines Los Banos  
Period: 17th-27th November, 2014

From November 17 to 27, 2014, GSID welcomed and hosted a total of 29 students and two accompanying supervisors from the following universities; Chulalongkorn University (the Faculty of Economics), Ho Chi Minh City University of Law (the Faculty of Law and Business Administration), The Royal University of Law and Economics (the Faculty of Business in Management), and The University of the Philippines Los Banos (the Faculty of Economics and Management). They joined the Campus ASEAN Short-term Program with students and faculty members of GSID. The program included lectures, seminars held by not only by the faculty members of GSID, but enterprises, governmental and non-governmental organizations located in central Japan, factory tours and cultural excursions.

The Campus ASEAN Program (officially called the Re-Inventing Japan Project) aims at fostering a new generation of leaders in international cooperation who can act as a bridge

between the ASEAN region and Japan in the future. In the short-term program this year, we collaborated with not only world-famous manufacturing companies, such as Toyota Motors, Denso, DMG Moriseiki, and Brother Industries to implement workshops and factory tours, but governmental and non-governmental organizations such as JICA, and UNCRD (United Nations Center for Regional Development), and service companies such as JTB, complying with the requests raised by the delegates of the universities participating in the program at the 2nd Annual Meetings, held on the 13 March 2014.

The above mentioned manufacturing companies represent *monozukuri*, the production philosophy of the central Japan area. In order to have the students understand it well, a lecture on the development of capitalism in Japan was made prior to the visits to those companies. We expected that participants in this program could broaden and deepen their knowledge and understanding of the current situation of Japanese business, particularly management strategies, history, culture, quality control and the inter-enterprise supply chain of Japanese companies. For instance, DMG Moriseiki's biggest customer is Denso, and Denso's biggest customer is Toyota Motors, so by visiting and learning the business of those companies the students could easily understand the mechanism of SCM (Supply Chain Management) of the automobile industry. On the other hand, by having lectures by NGOs, JICA, UNCRD and AHI (Asia Health Institute), the students could see the other side of the capitalist economy and deepen their thoughts and learn the importance of looking the world from various angles. Lastly, we also put emphasis on the students' contact with and appreciation for the real culture of Japan, so we organized a lecture on *karakuri ningyo* and a tour to Iga Ueno, where there are many places of historical interest. The schedule is described on page 41. The following is a brief description of each part of the program.



In the introduction to “Cool Japan” Strategy and Power of Anime, Yuki Shimazu, a doctoral student of GSID, briefly introduced the strategy of Japan's government to promote *anime* and *manga* as part of Japanese culture to the world. This session was very popular among students of the same program last year, so we requested that she make the same presentation. She stressed the importance of the so-called “soft power” of Japan subculture, which attracts foreign tourists to Japan.

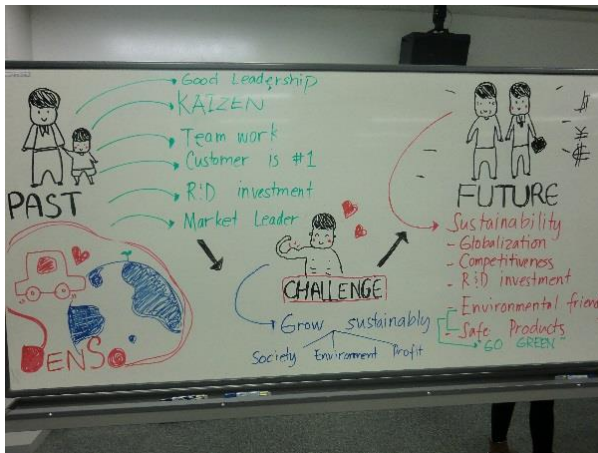
Prior to the activities at the corporations and factories, Professor Nishimura of GSID made two introductory lectures. The first one was to explain the objective of Campus ASEAN

Program, namely to foster the next generation leaders bridging ASEAN and Japan. He stressed the appearance of a “five-dimensional world” soon after the end of Cold War, namely space gives three dimensions, time gives one, and cyber space or the internet space adds the other dimension. He also encouraged students to learn many different fields besides their own, including politics, economics, law, international development, science, technology and others so that they can acquire various kinds of knowledge and eventually “accessibility” to the world, which is essential for working with others who have different views and expertise.



The second lecture was related to the development of *monozukuri*, namely the manufacturing industries in central Japan. Referring to Max Weber's *The Protestant Sects and the Spirit of Capitalism*, he first illustrated how the spirit of capitalism came from the concept of concentration in Zen discipline in Japan. Then he outlined how the manufacturing industries were developed from the progress of mechatronics started from production of *karakuri ningyo*. At the same time, he pointed out how the punctuality of Japanese people contributed to the development of a capitalist economy in Japan, and the connection between punctuality and the monsoon climate in temperate areas. Professor Nishimura explained that farmers in Japan had to work very punctually to get the maximum harvest of rice in the context of the Japanese climate, and the punctuality infused into DNA of Japanese people promoted the development of manufacturing industries, such as the “Just-in-Time” discipline of the Toyota group companies.

The reaction of students was more than expected, since this was the first occasion that they learnt the real reasons for the incredible economic development and successful modernization of Japan. According to the outcome of the questionnaire taken after the completion of the program, most students considered these two lectures to be good guidance to the broader program.



The lecture and workshop organized by Japan Travel Bureau (JTB) was a new session, complying with the requests from several universities participating in the program. First the profile of JTB was introduced and the students were requested to form groups of four to five people to make out a travel plan for the guests from each country of ASEAN. Many unique ideas came out of the group discussion which surprised JTB staff, and the students recognized the fact that “diversity is a resource”.



During the tour to the Toyota Commemorative Museum of Industry and Technology, students heard a short lecture on the history and technological development of the Toyota Group. They also had chance to touch the machines and tools, to experience *monozukuri* themselves.

A DVD entitled “75 Years of Toyota” was shown to the students in the lecture before the factory tour at the Toyota Motomachi Plant. The DVD introduced the history, development and corporate spirit of Toyota, such as producing automobiles which always aim to make consumers happy with superb energy efficiency. This made students’ understand the total operation at the factory very clearly. During the factory tour, students listened to an explanation about the Toyota Production System, including Just-in-Time discipline, *kaizen* campaign, and management concepts. They also observed the dynamic process of welding and assembly by both human beings and industrial robots on the assembly lines.

The workshop at Denso started with the profile and technological development of the

company, followed by a brief tour to Denso Gallery where the parts, components, systems and products which Denso developed in the past and is producing now and in the future are displayed. Then the students were assigned two topics on the past and the future of Denso to discuss in groups. The topics included “What has helped Denso to become what it is today?” and “What is important for Denso to grow even further, and in what manner?” After the presentation of each group, the workshops ended with a Q&A session, comments from the Denso side and faculty side, and interactions between participants.

Participants explored the idea of “machine tool” or “mother machine”, namely a machine which produces other machines, through the special introduction session at DMG Moriseiki. During the factory tour, the guide elaborately illustrated the operations and characteristics of machine tool production. Students learned the business model of DMG Moriseiki covers not only the production but maintenance and service of the products.

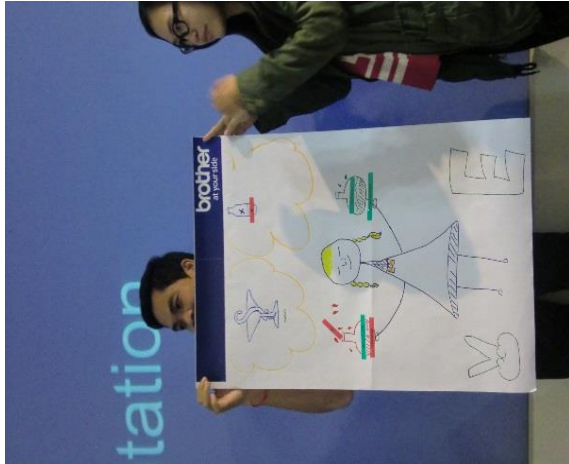
Professor Ito made a lecture on poverty reduction, and here is a message from participants:



Attending the poverty reduction activity gave us a clearer picture about poverty-related issues. First, the in-depth meaning of poverty was discussed and we learnt that poverty is not only a lack of money, but also lack of good healthcare, low living standards, and an underdeveloped education system. Poverty leading to crimes and social disasters occur both in developed and developing countries. Secondly, to reduce poverty, help and support from all sectors are needed. Policy implementation from government should cover all following areas [...].

The Asia Health Institute (AHI), a famous NGO located in a suburb of Nagoya, conducted a lecture and group discussion entitled “What is an NGO from your perspective?” as part of the Campus ASEAN Short-Term Program. It is a Japanese non-governmental voluntary organization committed to supporting the improvement of the well-being of marginalized people in Asia. An AHI staff member named Hayashi Kazumi presented the history and programs of AHI. AHI was founded by Dr. Hiromi Kawahara and other medical leaders who saw the importance of promoting community-based action for health and development. After Ms. Hayashi’s presentation, participants from Thailand, Cambodia, Philippines, and Vietnam were put into groups to talk about NGOs in their respective countries. Each group shared ideas and cited some examples of their country’s NGO. Through this discussion, participants

learnt about different types of NGO operation and the current situation in their own country. We can say that NGOs are not only important in one country but in all, because they make a difference and address issues around the world.



The workshop at Brother Industries started with an introduction to the history and outlook of the company, followed by a group discussion on the marketing of “P-Touch”, one of the company’s newest products. P-touch is a label printer which creates adhesive-backed labels. Since it is the real product, all the students were committed to the group work and had heated debates on the topic. After the presentation of each group, the real person in charge of marketing of the company made evaluation. He was very interested in and appreciated the various ideas especially from ASEAN students. He said all the ideas were unique, which Japanese people cannot have, and useful for the future marketing in ASEAN countries. Therefore, it can be said that Campus ASEAN program have successfully built a “give-and-take” relationship with Brother Industries.

Inviting Dr. Takase, the director of the United Nations Center for Regional Development (UNCRD), we held a session introducing UNCRD and its activities. Here is a message from the participants:

The UNCRD lecture provided us the great opportunity to understand about sustainable development. It is an action plan consisting of activities that properly use resources to meet human needs without exploiting the resources of future generations. The plan is concerned not only about human issues, such as poverty, but also the environment; for example, climate change and energy. World problems are not the sole responsibility of developed countries, but rather the cooperation from all countries is needed to deal with them. The action plans to reduce poverty and increase equality should generate knowledge, skill improvements, and production technologies. Cooperation leads to transformational change, which brings about real improvements in people’s lives, nature, and the atmosphere. [...]



The Japan International Cooperation Agency (JICA) held a seminar, and here is a reflection from one of the participants:

JICA is one example of non-profit organizations which aims to reduce poverty, increase human security, and support the education system. The kindness of Japan is presented through this NGO, which is concerned with questions relating to inequality. We found the JICA activities to be interesting. [...]

Schedule:

Schedule for Campus ASEAN Short-term Study Programme 2014 (As of 20141023)  
Between Nagoya University, Graduate School of International Development (GSID) & Chula/UPLB/RULE/HCM

Date		Morning		Afternoon		Evening	
Nov. 16	Sun			● Chula-B (1) TG646 15:40pm (Stay at Hotel)		● UPLB (5) 5J-5038 20:25pm Check-in	
Nov. 17	Mon	[Arrival] ● Chula-A (5) KE757 10:50am ● Chula-B (2) JL141 9:05am ● Chula-B (2) TG644 7:30am ● RULE (5) MU529 12:35pm ● HCM (9 + 1) VN346 6:55am	Registration & Check-in (Reception Room) ● UPLB (5) PM ● Chula-B (1) PM (D7546 8:20am Nov. 12)	16:30-18:00 (Auditorium) [Opening remarks] Prof. Makoto Nishimura [Lecture] Cool Japan/Japanese Animation: Ms. Shimazu		18:00-20:00 (Friendly-Nambu) Dinner Reception Welcoming address Dean/Prof. Sanze Ito	
Nov. 18	Tue	09:00-09:45 (Auditorium) [Welcome Session] Introduction to GSID Prof. Umemura	10:00-11:30 (Auditorium) [Lecture] Introduction to Campus ASEAN Prof. Makoto Nishimura	13:00-14:30 (Auditorium) [Lecture] Introduction to Japanese manufacturing Prof. Makoto Nishimura	15:00-16:30 (Auditorium) [Lecture] By JTB		
Nov. 19	Wed	09:30-11:15 Toyota Commemorative Museum of Industry and Technology		11:15-12:30 Lunch	13:30-15:40 [Factory Tour] Toyota Motor Corporation		
Nov. 20	Thu	10:00-16:00 [Company Visit] DENSO in KARIYA					
Nov. 21	Fri	10:00-16:00 [Company Visit] DMG Moriseiki in IGA + Ninja Museum					
Nov. 22	Sat	10:00-11:30 (Lecture Room 3, #613) [Lecture] Poverty Reduction by Prof. Sanze Ito		14:00-16:00 [NGO visit] Asia Health Institute			
Nov. 23	Sun	Free time					
Nov. 24	Mon	National Holiday, Free time					
Nov. 25	Tue	10:00-16:00 [Company Visit] Brother Industries					
Nov. 26	Wed	9:30-11:00 (Auditorium) [Lecture] Sustainable Development by UNCRD		13:00-14:30 [Lecture & Tour] JICA Chubu	16:30-17:00 (Auditorium) Completion Ceremony Prof. Fujikawa	17:00-20:00 (Auditorium) Farewell Party	
Nov. 27	Thu	[Departure-1] ● Chula-A (5) KE757 10:50am ● HCM (9 + 1) VN341 10:30am ● UPLB (5) 5J-3039 21:10pm		[Departure-2] ● Nov. 29 (Sat) 9:35am D7547 Chula-B (1) ● Nov. 30 (Sun) 16:45pm TG643 Chula-B (3) ● Nov. 30 (Sun) 17:05pm JL727 Chula-B (1) Osaka – BKK ● Nov. 30 (Sun) 16:00pm MU720 RULE (5)			

### 3.5.5 Outbound Program at Kampong Speu, Cambodia (Overseas Fieldwork)

Participants: 25 students from GSID, Nagoya University

Period: 17th-31st August, Kampong Speu, Cambodia

During August 17 to 31, 2014, 25 graduate students and four faculty members from the Graduate School of International Development (GSID) conducted overseas fieldwork (OFW) in Kampong Speu Province, Cambodia, with the collaboration from the Royal University of Phnom Penh (RUPP) and the Royal University of Law and Economics (RULE).

In OFW 2014, participants were divided into the following four working groups with their preliminary preparation.

Working Group 1: Microfinance (6 students)

Working Group 2: Local Governance (8 students)

Working Group 3: Language Education (6 students)

Working Group 4: Community Development (5 students)

With guidance from group advisors from GSID and RUPP, help and support from the recruited student interpreters from RUPP, participants conducted their fieldwork in municipalities, educational facilities, NGOs, and rural area during day and had discussions till late at night every day based on their findings. Participants acquired knowledge and experience from the process of team building and working together with group members of another culture in different specialized field.

The last day of the program, on August 28, 2014, international joint seminar entitled “NU-RUPP-RULE-Ewha Joint Seminar” was held in RUPP with collaboration from RUPP, RULE and Ewha Womans University. Participants include 25 students from GSID, faculty members and students from RULE, RUPP and Ewha Womans University. In the seminar, the four GSID working groups made presentations to report their findings based on their field work and analysis. After the four presentations by GSID from four working groups, two November 2104 Campus ASEAN short-term inbound participants made presentations, followed by presentation of undergraduate students from Ewha Woman’s University.



Questions and comments were actively raised from the floor. The seminar provided a good

opportunity for faculty members and students among the four universities to communicate for mutual understanding. After listening to speeches from faculties from each university, 25 OFW participants received certificates from Dr. Phalthy Hap and Dr. Chan Savary of RULE.

### 3.5.6 Outbound Program at Chulalongkorn University & Companies in Thailand: Global Human Resources Development Program

Participants: 9 students from the School of Economics, Nagoya University  
Period: 11<sup>th</sup>-13<sup>th</sup> September, 2014

We reached an agreement in the summer of 2014 between the School of Economics, Nagoya University and the Department of Economics, Chulalongkorn University, for the further development of the Global Human Resources Development Program as part of the Campus ASEAN project. Since then, we have started a study trip to Chulalongkorn University. The School of Economics, Nagoya University, started the “Global Human Resources Development Program” in 2009, which consists of three subjects: Manufacturing, Finance and Logistics. Classes are conducted by lecturers sent from renowned manufacturing companies such as Toyota and Denso, financial institutions, including the Bank of Japan and SMBC, and companies in the global trading and logistics businesses.



Nine high-performing students were selected, and together with an accompanying professor they visited Chulalongkorn University and several companies in Thailand in September 2014.

Students made a presentation at Chulalongkorn on the “Promotion of Tourism for Thai Students to Japan”. They received a special lecture on “ASEAN Connectivity” from Dr. Piti. Then students from the both universities mingled and talked about various issues. The occasion was very fruitful to get to know each other and it will lead to further collaboration between the two universities.

The visit was supplemented by the visits to Toyota Motor Thailand, Toyota Tsusho, and Shintokogio and Daido PDM.



### 3.5.7 Outbound Program at Chulalongkorn University & the National University of Singapore, NUS Business School (NUS)

Participants: 6 students from the School of Economics, Nagoya University  
Period: 18<sup>th</sup>-28<sup>th</sup> February, 2015

#### Overview:

Six students and two accompanying supervisors from the School of Economics, Nagoya University, joined the short-term program at Chulalongkorn University and the National University of Singapore between 18<sup>th</sup> and 28<sup>th</sup> February 2015. We had a three-day program in Bangkok as well as a five-day programme in Singapore. This outbound program with NUS began in 2014, although our visit to Chulalongkorn University was the first trip as the program was cancelled because of political instability in 2014.



The program contents were students' presentations, lectures, company visits, factory tours and student interactions at respective universities.

The content was arranged based on what we offered in Nagoya University last year, when students from the National University of Singapore had enriching experiences, especially through internship opportunities at Brother, Denso, DMG Mori Seiki, as well as factory tours at Toyota (see page 28 for more details). NUS organized four Japanese company visits so that Nagoya students could see how their original business strategies work in Singapore. We then set up a research theme about Japanese business systems in the ASEAN region, which became a driver for the students to try to gather and absorb

relevant knowledge and discover possible research questions through the programs.

They chose to research Japanese firms' traditional HR practices in the ASEAN region and then made a presentation in Chulalongkorn University. They applied their academic knowledge, gained through the pre-lecture, the title of which was 'ASEAN Business and Economy,' to actual case studies. The four company visits in both countries were a very impressive opportunity for the students to see new angles and reduce the gap between theoretical argument and actual practices.

#### Chulalongkorn University:

##### [Lectures]

Lecture 'Japanese Firms' Investment in Thailand' by Dr. Piti Srisangnam

Lecture 'Thailand's Economic Situation and Key Development Policies' by Dr. Nipit Wongpunya

##### [Presentations]

Nagoya University: 'Prospects of Japanese HR Practices in Global Economy'

Chulalongkorn University: 'The Household at Risk in Thailand: the Quantile Regression Analysis over Average Propensity to Consume and Debt Servicing Burden'

##### [Public Offices Visits]

NESDB (National Economic and Social Development Board)

PDMO (Public Debt Management Office)

##### [Japanese Company Visit]

Shinto Kogio



#### NUS:

##### [Lectures]

Lecture 'Singapore Law' by Prof. Ravi Chandran

Lecture 'Singapore as Financial Centre' by Prof. Yeo WY

##### [Companies Visits]

Toshiba

Yamato

NEC

SafeHouse

[Factory Tours]  
Newater  
Tiger Brewery

Remarks:

Our visits to companies, which included presentations containing a condensed version of information, were very informative, and we had rigorous and sincere discussion in each firm. It became a challenging yet very fruitful experience for the students to see their abilities as well as possibilities in the future. Although all of them had challenging times in the inbound program at the School of Economics, Nagoya University in July 2014, they took a step to move forward and opened their eyes to further explore what they want to be, can do and need to develop in the future. Their study trip will help them to continue to find themselves.

Schedule:

Chulalongkorn University

Joint Student Symposium 2015	
Faculty of Economics, Chulalongkorn University School of Economics, Nagoya University	
18 - 19 February 2015, Room 209 Faculty of Economics, Chulalongkorn University	
*****	
<b>18 February 2015</b>	
09.30 – 10.00	Welcome remarks Associate Professor Chayodom Sabhasri, Ph.D. Dean, Faculty of Economics, Chulalongkorn University
10.00 – 11.00	Special lecture I "Japanese Firms' Investment in Thailand" by Piti Srisangnam, Ph.D.
11.00 – 12.00	Special lecture II "Thailand's Economic Situation and Key Development Policies" by Nipit Wongpunya, Ph.D.
12.00 – 13.30	Lunch
<b>Session I</b> Chairperson: Student representative from Nagoya University Session format: 35 min. for presentation and 25 min. for Q & A	
13.30 – 14.30	Presentation by students from Nagoya University Topic: tba
14.30 – 15.00	Coffee Break
<b>Session II</b> Chairperson: Student representative from Chulalongkorn University Session format: 35 min. for presentation and 25 min. for Q & A	
15.00 – 16.00	Presentation by student from Chulalongkorn University Topic: "The Household at Risk in Thailand: the Quantile Regression Analysis over Average Propensity to Consume and Debt Servicing Burden" by Ms. Apinya Eravadeekul
16.00 – 16.30	Closing remarks Associate Professor Yasuhiro Doi, Ph.D. International Coordinator Graduate School of Economics, Nagoya University
17.00 – 18.00	Campus walking tour
18.00 – 20.30	Welcome dinner
<b>19 February 2015</b>	
09.00 – 11.00	Visit the Office of National Economic and Social Development Board (NESDB)
12.00 – 13.00	Local lunch nearby
13.30 – 16.00	Visit the Public Debt Management Office (PDMO)
*****	

Year 2015	21-Feb	22-Feb	23-Feb	24-Feb	25-Feb	26-Feb	27-Feb
Date/Time	Sat	Sun	Mon	Tue	Wed	Thu	Fri
9.00 - 9.30am	TG403 BKK/SIN 08:00/11:15	Free and Easy Suggested visits Universal Studios RWS	Travel to Biz1	Travel to Toshiba (Blk 20 West, Mapletree BizCtr)	Travel to Biz 1	Travel to NEC @Hyflux bldg (Boon Keng)	Travel to Biz1
9.30 - 10am			Opening address by Prof Chng				Closing and Certificate
10 - 10.30am			Tour of NUS	Toshiba	Singapore as Financial Centre - Prof Yeo WY	NEC	Presentation - Prof Chng
10.30 - 11am			Travel to Chinatown				Tea Refreshments
11 - 11.30am			Cultural visit @Chinatown + Lunch	Back to NUS and Lunch	Lunct at NUS	Lunch @Boon Keng	Check out
11.30 - 12pm			Walk to URA	Singapore Law - Prof Ravi	Travel to Newater	Travel (ChaiChee)	Free and Easy
12 - 12.30pm			URA Gallery, City/Business Planning of Singapore	Travel to Yamato (Ubi)	Newater Visit	SafeHouse	
12.30 - 1pm			Travel back to NUS				
1 - 1.30pm			Sports @Kent Ridge	Yamato	Travel to APB	Travel to MFBS	
1.30 - 2pm				Travel to Arab Street	APB Tour	Stroll around Financial District / MBS	
2 - 2.30pm				Dinner and stroll around Arab Street		Dinner @Gluttons Bay	
2.30 - 3pm					Dinner at West		
3 - 3.30pm							
3.30 - 4pm							
4 - 4.30pm							
4.30 - 5pm	Recommend River / Night Safari						Departure Check- in
5 - 5.30pm							
5.30 - 6pm							
6 - 6.30pm							
6.30 - 7pm							
7 - 7.30pm							TG410 SIN/BKK 11:00/12:30
7.30 - 8pm							
8 - 8.30pm							
8.30 - 9pm							

Draft copy updated on 14 Jan 2014

3.5.8 Outbound Program at Hanoi Law University, Ho Chi Minh City University of Law, Royal University of Law and Economics & Gadjah Mada University: SEND Program

Participants: 9 students from School of Law, Nagoya University

Period: 16<sup>th</sup> February- 13<sup>th</sup> March, 2015

SEND Short Program

SEND2014 (Indonesia): From 15<sup>th</sup> February to 3<sup>rd</sup> March 2015 (3 students)

SEND2014 (Vietnam): From 28<sup>th</sup> February to 14<sup>th</sup> March 2015 (8 students)

SEND2014 (Cambodia): From 28<sup>th</sup> February to 16<sup>th</sup> March 2015 (4 students)

Fifteen students from the School of Law and Graduate School of Law participated in the SEND Short Program from February to March, 2015. The program was conducted in Indonesia with the collaboration of Gadjah Mada University (UGM), in Vietnam with the collaboration of Hanoi Law University (HLU) and Ho Chi Minh City University of Law (HCMCUL), and in Cambodia with the collaboration of the Royal University of Law and Economics (RULE).

The participating students joined a series of preparatory sessions from November until their departure arranged by the SEND coordinator to learn the basic legal and political systems and languages of each destination country. In addition, the students also had several workshops to prepare for their SEND presentations about Japanese culture, social problems, and the legal system with the support of exchange students from ASEAN countries under the Campus ASEAN program. The SEND students also had a number of sessions with the graduate students in the School of Comparative Studies of Language and Culture to develop their skills of introducing Japan with basic Japanese.

The SEND program consists mainly of three pillars: visiting judicial institutions, having lectures in English at each host university, and communication with local students, which includes the SEND presentation sessions.

For the first part, visiting judicial institutions, the students visited constitutional court, religious court, the Ministry of Justice, the Extraordinary Chambers in the Courts of Cambodia, and so on. In addition, they also visited the legal assistance project office of JICA to learn about the legal assistance Japan has implemented. Through the visits to each institution, the students broadened their knowledge about the law system in host countries and developed a comparative way of thinking. The students not only visited judicial institutions but also other governmental institutions.

As the second pillar of the program, each student experienced “study abroad” during their stay. The students were given the opportunities to take some classes in English at the host universities. They experienced how to study with local students in English as if they were long-term exchange students. Hopefully it motivated them to face the challenge of the Campus ASEAN long-term program.

The final aspect is the activities with native students. This consisted of SEND presentations, daily life, and cultural study tours with the local students. The SEND presentations were

given to the students in Center for Japanese Law (CJL), students in a high school, university students in English courses, etc. Inside the classroom and out, Japanese students and local students communicated to promote mutual understanding. All of the students formed their own international network which will last into the future.

#### <Indonesia>



Religious Court



Japanese Embassy in Indonesia



SEND Activity

#### <Vietnam>



Supreme Court



Experience of Lecturer



SEND Presentation

#### <Cambodia>



Visiting Farmers



With the Students at CJL



Special Lecture

#### Indonesia

Date	day	Place	Time	Schedule
15-Feb	Sun		11:50	Depart from Nagoya(KE762)
			14:05	Arrival at Incheon
			15:30	Depart from Incheon(KE627)
			20:40	Arrival at Jakarta
				Meeting with Mas Oce and Shinchi san at the airport
				(Waiting for us at the international arrival gate)

16-Feb	Mon	Constitutional Court	9.00	Constitutional Court
		Religious Court	13.00	Central Jakarta Religious Court
17-Feb	Tue	JICA Indonesia	9:00	JICA Indonesia Office
		Japanese Embassy	14:00	Japanese Embassy
18-Feb	Wed	National Museum	10.00	National Museum
			14:00	Meeting with Dr. Mochtan (Deputy Secretary-General) at ASEAN Secretariat
			18:30	Dinner with Mr. Hiraishi(Lawyer at JILO)
19-Feb	Thu		19:35	Depart from Jakarta
			20:50	Arrival at Yogyakarta
20-Feb	Fri	UGM	9.00	Meeting with Dean and Vice Dean of UGM
			10.00	UGM Campus Tour
			13.00	Lecture 1 "Indonesian Legal System"
21-Feb	Sat	Borobudur temple	7.00	Tour to Borobudur temple
			13.00	Visiting Malioboro
22-Feb	Sun	Sultan Palace	11:00	Visitin Sultan Palece
23-Feb	Mon	UGM	9:00	Lecture 2 "Islamic Law in Indonesia"
			13.00	Lecture 3 "Customary (adat) Law in Indonesia"
24-Feb	Tue	UGM	9.00	Attending International Undergraduate Program (IUP) Class, "International Economic Law"
		Ulen Sentalu Museum	11.00	Visiting Ulen Sentalu Museum
25-Feb	Wed	UGM	8.45	SEND Activity in Faculty of Cultural Science
		Batik Factory	13.00	Visiting Batik Factory Winotosastro
26-Feb	Thu	UGM	13.00	SEND presentation session with IUP students
27-Feb	Fri		10:05	Depart from Yogyakarta(GA205)
			11:25	Arrival at Jakarta
			13:45	Depart from Jakarta (VN630)
			16:50	Arrival at Ho Chi Minh
			19:10	Depart from Ho Chi Minh(VN815)

			20:00	Arrival at Siem Reap
28-Feb	Sat	Siem Reap	9:00	Society, history and cultural understanding activities ( Angkor Wat and so on)
1-Mar	Sun	Siem Reap		Society, history and cultural understanding activities ( Angkor Wat and so on)
2-Mar	Mon	Siem Reap		Society, history and cultural understanding activities ( Angkor Wat and so on)
				Visiting Institute For Khmer Traditional Textiles
			23:15	Depart from Siem Reap (KE688)
3-Mar	Tue		6:10	Arrival at Seoul, Incheon
			8:55	Depart from Seoul, Incheon (KE757)
			10:50	Arrival at Centrair airport

#### Vietnam

Date	day	Place	Time	Schedule
28-Feb	Sat		8:30	Meeting at Centrair
			10:30	Departure from Nagoya VN347
			14:10	Arrival at Hanoi
1-Mar	Sun		7:30	Trip to Ninh Bình with CJL students
2-Mar	Mon	HLU	9:00 - 9:30	Courtesy visit to Rector of Hanoi Law University
		HLU	9:45	Attending the class on “Introduction to legal system in Vietnam” by Prof. Lan Huong
			11:30	Welcome Lunch hosted by HLU
		Hanoi	16:00	Meeting with Mr. Muto Shiro, Counsel of Nishimura& Asahi Law Office
3-Mar	Tue		9:30	Visiting National Assembly
			14:00	Attending the class of Hanoi Law University
			17:00	Visiting JICA Legal Assistance project Office
4-Mar	Wed	Hanoi	10:00	Visiting JICA Vietnam Office
			14:00	Visiting Long Bien District Court
			15:30	Visiting Bat Trang ceramic village
5-Mar	Thu		9:30	Visiting Supreme Court
			14:00	Visiting Ministry of Justice
6-Mar	Fri	CJL	8:45	Experience of lecturer in Japanese History class, Participating Japanese Class
			14:00	Meeting with Vice Rector, Completion

				Ceremony
7-Mar	Sat		12:20	Depart from Hanoi VN239
			14:20	Arrival at Ho Chi Minh city
				Homestay
8-Mar	Sun			Homestay
9-Mar	Mon			Trip to My Tho and Cu Chi Society, history and cultural understanding activities
10-Mar	Tue		7:30	SEND presentations in English at HCM City University of Teacher Training
11-Mar	Wed		13:00	Meeting with Mr. Ito, Chief Representative of Ho Chi Minh City Representative Office, The Ogaki Kyoritsu Bank, LTD.
			15:00	SEND presentations in Japanese at Nguyen Tat Thanh University
12-Mar	Thu		7:10	Attending the lecture in HCMCUL “Comparative Law”
			13:00	Activities with CJL students
		CJL	15:00	Experience of lecturer in Japanese History class
		Trung Nguyen Cafe	18:30	Japanese salon with Vietnamese
13-Mar	Fri	HCMCUL	9:00	Attending CJL class
			10:00	Completion Ceremony
			20:00	Depart from Ho Chi Minh VN270
			22:05	Arrival at Hanoi
14-Mar	Sat		0:15	Depart from Hanoi VN346
			6:30	Arrival at Centrair airport

#### Cambodia

Date	day	Place	Time	Schedule
28-Feb	Sat		8:30	Meeting at the airport
			10:30	Depart from Nagoya VN347 ( 14:10 Hanoi)
			14:10	Arrival at Hanoi
			15:30	Depart from Hanoi V N837
			17:10	Arrival at Siem Reap VN837

				Meeting with local coordinator, Ms. Sreang Sim →move to hotel
1-Mar	Sun	Siem Reap		Society, history and cultural understanding activities ( Angkor Wat and so on)
2-Mar	Mon	Siem Reap		Society, history and cultural understanding activities ( Angkor Wat and so on)
		Siem Reap	14:00	Visiting Institute For Khmer Traditional Textiles
3-Mar	Tue	Siem Reap	8:00	Visiting Madam Sachiko Angkor Cookies
		Siem Reap	15:00	Visiting Snadai Khmer Orphanage
4-Mar	Wed		11:55	Depart from Siem Reap K6104
			12:40	Arrival at Phnom Penh
5-Mar	Thu	Phnom Penh	10:00	Visiting AEON Mall Phnom Penh
		RUE	14:30	Royal University of Law and Economics(RUE)
6-Mar	Fri	Takeo Province	8:00	Visiting Takeo Province (Research visit to farmers)
		RUA		Visiting Royal University of Agriculture
7-Mar	Sat	Phnom Penh		Homestay
8-Mar	Sun	Phnom Penh		Homestay
9-Mar	Mon		8:30	Visiting Extraordinary Chambers in the Courts of Cambodia
		RUE	14:30	Special Lecture by Professor Hap Phalthy “Introduction to Cambodian legal system”
		ELBBL	16:15	SEND presentations in English at ELBBL(English course)
		ELBBL	17:30	Attending the lecture at ELBBL “Civil Code”
10-Mar	Tue		8:30	Visiting Parliament (Radhspea ney Preah Recheanachakr Kampuchea)
			11:00	Visiting AnnaCam Partners Co.,Ltd
			14:30	Visiting TMI Law Office
11-Mar	Wed	RUE	8:00	Join JICA-RUE working group Session
			10:00	Visiting JICA Legal Assistance project office

			14:00	Visiting District Court in Phnom Penh
12-Mar	Thu		10:00	Visiting Japanese Embassy
			14:00	Visiting Cambodian Handicraft Association
13-Mar	Fri		10:00	Visiting Toul Sleng Genocide Museum
			12:00	Meeting with Ms. Yamazaki, Managing Director of NyoNyum
			14:00	SEND presentations in Japanese at CJL
14-Mar	Sat	CJL	9:30-11:30	Experience of lecturer in Japanese History class
			PM	Visiting the Killing Fields
			19:00	Meeting with Mr. Nishikawa, General Manager of ITOCHU corporation Phnom Penh Office
15-Mar	Sun		18:00	Depart from Phnom Penh VN920
			21:10	Arrival at Hanoi
16-Mar	Mon		0:15	Depart from Hanoi VN346
			6:30	Arrival at Centrair, Nagoya

Schedule  
Preparatory Course

Style	Lecturer	Topic	Participants
Lecture	Prof. Masanori AIKYO, Trustee, Vice President	To global leaders in the future, how you should see the current world	All students
Lecture	Prof. Makoto NISHIMURA, GSID	Overview of Campus ASEAN / To become a global leader	All students
Lecture	Assistant Prof. Ryoko MIYAJIMA, School of Law	Overview of the Center for Japanese Law (CJL)	All students
Lecture	Associate Prof. Suguru SHIMADA	Legal System and Society in Indonesia	Indonesia group
Lecture	Associate Prof. Teilee KUONG	Legal System and Society in Vietnam	Vietnam group
Lecture	Associate Prof. Teilee KUONG	Legal System and Society in Cambodia	Cambodia group
Lecture	Graduate students from each country	Intensive Survival language class (Indonesian, Vietnamese, Khmer)	All students
Group work	Goal setting through this program		All students (each group)

Group work	Presentations and discussions based on reading materials regarding history and legal system in each dispatching country	All students (each group)
Group work	Presentations regarding the visiting institutions in each country	All students (each group)
Group work	Discussion regarding SEND activities and rehearsals	All students (each group)
Others	Meeting Campus ASEAN long-term students from ASEAN countries / Meeting SEND students last year	All students
Others	-Listing necessary preparations -Mental health /Understanding different culture -Information of visiting institutions	All students

### **3.6 Internship & Fieldwork at Nagoya University & ASEAN University**

#### **3.6.1 Overview of Internship in Industries**

The secretariat office organized internships and fieldwork matching the requests of the students as much as possible toward the end of the coursework and arranged them at Sintokogio Ltd. as representative of manufacturing industry, Mitsui & Co., Ltd for a trading house, Nomura Holdings Inc. for the financial sector, Japan Air Line as representative of the logistics industry, and OISKA as an agricultural institute. With the wide variety of content they learned and experienced at each corporation and institute, the internship and fieldwork in 2014 were very informative and provided good opportunities for them to look at matters from various perspectives.

#### **3.6.2 Internship Opportunity in Japanese Manufacturing Industry: Sintokogio, Ltd.**

##### **A. Overview**

The Short Term Internship at Sintokogio Ltd was a valuable two-day internship program for Campus ASEAN students during Fall Semester 2014, held on February 9th and 10th, 2015. Students from both the Graduate School of International Development (GSID) and the Graduate School of Law (GSL) of Nagoya University participated. This internship was a great experience for all of us.

Arriving at Sintokogio Ltd in Toyokawa, we were warmly welcomed by the employees. We received an introduction relating to Sintokogio Ltd and the history of the company. From the session, we saw briefly how the company was established and maintained its existence. After that, we had a chance to change clothes into the factory's outfit for our safety. Then we had safety education and understood deeply about the importance of being safe while working in a factory. In particular, following the rules, even simple ones like not putting hands into pockets while walking or crossing the road in the right section also keep us safe. We then were taken for a short tour around the factory and had lunch at the cafeteria inside the factory with all the workers.

After the factory tour, we had a lecture about the production system in the factory which is called the New Production System (NPS). During the lecture, we gained new knowledge about the NPS. We also had a chance to compare the NPS with the old production system by doing a simulation for both systems. We had a fun time doing the simulation and have a deeper understanding of the differences between both systems and how the NPS is more efficient than the old one.

On the second day of the internship, we visited the factory to directly observe how the workers use the NPS. We were separated into three groups to observe the process and to give suggestions to improve the work in the factory by doing presentations at the end of the day.

During this two-day internship program, we learned a lot of new things within a very short period of time. Also, it was a great opportunity for us to broaden our knowledge. We are really grateful to have had such an experience and hope that this program can be continued for next year's Campus ASEAN students.

#### B. Feedback from the students

Name of Participants: Yorn Sambath, Jakkrapun Rattanakool, Hanna Dimayuga Miranda



Internship programs deepen knowledge and give a real picture of the working environment. Students will experience the actual working situation in a certain company. Part of the Campus ASEAN program is to provide internship opportunities to the participants. One of those was the internship with Sintokogio, Ltd. Sintokogio, Ltd. is one of the largest and best-known manufacturing companies in Japan. A two-day internship (February 9-10, 2015) with Sintokogio exposed the participants to the real competence of Japanese factories.

Upon arrival, the participants were welcomed by the human resource director and his staff. Orientation about the schedule and the content of the program were presented. Moreover, the company's profile and the safety measures implemented in the company were also discussed. After that, a lecture on the New Production System or NPS was given by Mr. Hishino. Mr. Hishino talked about the concept and production mechanism behind the New Production System. The lecture on NPS showed why Sintokogio changed their production system. In the old production system, known as production-based system, waste occurred due to overproduction. However, with NPS, waste, costs, and time were eliminated, resulting in increased efficiency. A hidden message lies in this concept, that is, respect for people, which is one of the core competencies of Japanese companies. In order for the participants to fully understand this principle, a system simulation was done. The participants were put into two groups; the first group was in charge in simulating the traditional systems (product-out) while the other group simulated the NPS. From there, the benefits of having NPS were



demonstrated. Such a simulation made the participants understand more why NPS is better than the old system.

On the second day, the participants were given a chance to experience the real working atmosphere at Sintokogio. Before working, a five-minute exercise was done to make them ready and active for work. After that the participants were grouped into three teams. Each team was given different tasks to investigate the waste from different activities. Such activities include inventories, moving lines, and production time. After the investigation, the students made presentations to the managers and staff of Sintokogio. The presentations included what they had learned from the two-day internship, their observations and suggestions on how the company can improve its process.

The internship at Sintokogio was not all about lectures on production systems; it let the participants experience how a normal Japanese employee works, and made them understand one of the core competencies of Japanese companies, that is, respecting people.

### 3.6.3 Other Fieldworks Organized by Nagoya University

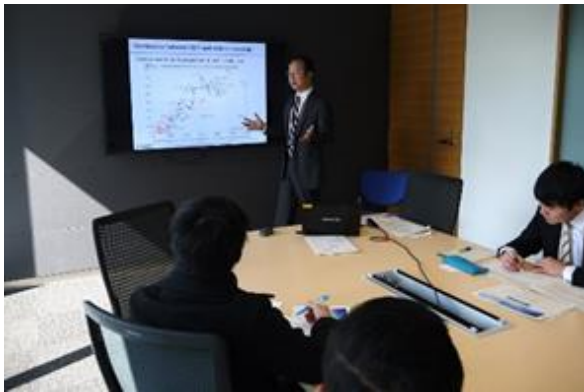
#### A. Student's Feedback on visiting Mitsui & Co., Ltd

Participants: Ngov Hout Chhay & Hanna Dimayuga Miranda

It was a privilege to visit one of the most well-known companies in Japan, Mitsui & Co., Ltd. last February 16, 2015. We were warmly welcomed by Mr. Yoshinobu Nagasawa and his staff. The program was divided into three parts; first was an introduction of Mitsui and Co. and the Mitsui Global Strategic Studies Institute by Mr. Nagasawa; second was a discussion about the Japanese economy by Mr. Suzuki; and last was the presentation of Mr. Shinino about the automotive industry in the world and ASEAN. Mr Nagasawa introduced the general overview of Mitsui Company business unit operation. It was surprising that Mitsui Company has been expanding operation to the global market, in which it has 147 offices in over 67 countries. The company generates revenues up to US\$ 55.7 billion, with its total assets of US\$106.8 billion dollars, from its different business units, including iron and steel products, infrastructure projects, transportation, chemicals, energy, the food industry, consumer service, corporate development, and mineral & metal resources business. The second part of the program was about the Japanese economy, wherein the current situation and its mid-to-long-term perspective were discussed. Also, the demographic and fiscal issues of the Japanese government that affect its economy were tackled. The third lecture was about the automotive industry in the world and ASEAN. The world market as well as the automotive demand and manufacturing capacity of the ASEAN regional market was presented to us. According to that lecture, the Asian region would be the half of global market by 2022 as per the projection of Mitsui Global Strategic Studies Institute (MGSSI). In the ASEAN region, however, Thailand and Indonesia would be two major markets.

After each presentation, questions were raised for further discussion. Two hours of lecture seemed insufficient to explain the current situation of Mitsui & Co.'s business operation and the economy of Japan. All of the lectures were very informative, and that is why we took much pleasure in gaining all of these precious experiences to develop and sharpen our perception of this kind of business entity. Even though this one-day internship was likely too

short to comprehend the whole operation of the company, we are still indebted to Mitsui & Co.'s staff for teaching and spending their priceless time with us. We are also beholden to Nagoya University for providing us with an opportunity to realize the world of a working career. Looking forward, we hope Nagoya University and Mitsui & Co. will continue to conduct such a kind of internship for the next fellows of the Campus ASEAN Long-Term Exchanged Program to seize this precious opportunity just as we did.



#### B. Student's Feedback on visiting Nomura Holdings, Inc, Participants: Jukkapun Rattanakool, Yorn Sambath

The internship with a leading international security company such as Nomura Holdings, Inc was a precious opportunity that we could not ever have gained otherwise. We not only had the chance to intern with a reputable company, but also the chance to meet the honorable person who is the managing director of Nomura, Koichi Ikegami. We felt really honored that he devoted time to welcome us warmly and give us a special lecture.



Before the lecture, we had the special privilege to visit a big trading room which normally is not open to outsiders. We saw the real trading room while brokers were working and trading



with clients around the world. We explored a new exciting experience during the tour of the trading room. We were really surprised that one broker worked with more than four screens, and that the staff is divided into two groups, one for Japanese customers and another for non-Japanese customers. They looked very engaged in taking care of and serving customers. We also saw that the financial market never sleeps, because investors around the world trade the whole day, starting from East to West markets, 24 hours. We learned that there are

many financial products traded every day, many more than we expected, such as equities, bonds, derivatives, currencies, oil, agricultural products, gold, silver, and others.

After visiting the trading room, the managing director gave a lecture about Nomura's journey, vision and goal. We were really surprised that Nomura is the only Asian security company that has consolidated holdings and branches around the world. Due to the global vision of the founder from the beginning, Nomura has operations in every major region and understands and experiences deeply East-West financial market flows. Over decades, the long experience in the global market is a strength of this company, because nowadays financial markets around the world are closely connected.

Mr. Koichi also mentioned that a key to Nomura becoming a successful global financial service firm in the world is accepting a diversity of cultures, religions, and regulations in other countries. Nomura includes diversity as a common goal. More than half of the employees are foreigners, nearly 50% are women, and there is one female director. To be honest, it is rare to see women directors in Japanese companies. Furthermore, Nomura always strives to stay one step ahead by adapting systemic reforms, technological and social developments. Nomura stays prepared to make a new culture, history and a better company.

Through this internship program, we gained more than we expected. It was not only a lecture, but also a chance to see the real trading room and learn from a wise person like Koichi Ikegami. Nomura has the corporate culture and motivation to achieve goals. We also received some good advice from Mr. Ikegami that opportunity will come if we study hard. He encouraged the young generation like us to study hard and have a global perspective to be a successful person in the future.

### C. Overview of visiting Japan Airlines Sky Museum



On February 17<sup>th</sup> 2015, students of the Campus ASEAN Long-term Program (GSID and GSL) had the remarkable opportunity to visit Japan Airlines Sky Museum in Tokyo. Although it was only a short time, we all agreed that the experience was very interesting and worthwhile.

At first, together with the other participants from different places, we had an orientation session about Japan Airlines (JAL), which started with a short introduction video. Since the orientation was presented all in Japanese, we did not fully

understand the content. However, the presentation was clear enough to inform us about the large size of JAL. It gave us further clarity about the safety and security for passengers during every JAL flight.

The presenter also introduced us to basic information about JAL, such as its history, types of aircrafts, flight procedures, etc. From the orientation, we got an overview about JAL from both technical and service perspectives. Then, we



had the opportunities to go around the museum, tried on the flying attendants' and pilots' outfits, and sat in the pilot's and co-pilot's seats, which were all so enjoyable.

An even more wonderful part was the observation tour inside the hangar. We were separated from the other participants in the orientation into small groups. Our group consisted of only us, the Campus ASEAN participants. For most of us, it was the first time to witness such a huge workshop with a real aircraft maintenance process. The guide kindly showed us around and explained more details about JAL during the tour. When we got near the aircraft, we felt so small, but also delighted at the same time. Additionally, we could clearly see the taking-off and landing of aircrafts every two minutes from the hangar, which was incredibly amazing.

Although we went there on a very cold day, the excitement of real close observation warmed us up, and eventually we obtained lots of useful knowledge which is not taught anywhere on our campus. Besides, we believed that it was a thoughtful opportunity and felt really lucky that we participated in it. We enjoyed our time so much during this short-term internship. Moreover, through this program, we could spend time together and created unforgettable memories while studying in Japan.

It was a truly great opportunity for us to have such a wonderful time in Tokyo. We sincerely hope that this short-term internship will continue for the next Campus ASEAN group so that they might experience what we did.

#### D. Students' Feedback on Agricultural Training at OISCA Chubu Training Center Participants: Hanna Dimayuga Miranda, Jakkrapun Rattanakool & Yorn Sambath

Last February 23, 2015, we had an opportunity to experience agriculture life at OISCA Chubu Training Center for three days (23<sup>rd</sup>-25<sup>th</sup> February 2015). OISCA, which stands for Organization for Industrial, Spiritual, and Cultural Advancement, contributes to human capacity building and preservation of the environment through nature-oriented agricultural development and sustainable community enhancement.



Our three-day training was composed of lectures, fieldwork, a company visit, and actual OISCA trainee routines. Upon arrival, a video presentation about what the training was all about was presented by Mr. Morita, followed by a tour at the center for us to become familiar with the place. In the afternoon, we had our first experience in the field. We prepared the land to be used for planting eggplant, okra, bell pepper and cucumber. It was really tough putting heavy pipes as trellis in the area. We were very thankful that there was a tea break to have a rest. Tea breaks were a good chance to talk and know the trainees and other volunteers at the center. After the field work we went back to the center to have some rest and get ready for dinner. At that time we experienced going to for a bath the Japanese way. We bathed together with other trainees. It was really hard at first because we were not used to it but it was a one-of-a-kind experience for us. After taking a bath, we had our first dinner in the center. Every evening at six o'clock a bell would rang,

signaling that it was dinner time. There, we ate together and witnessed their usual routine. After dinner, a group of trainees were assigned to wash the dishes as part of their training.



We started our second day with a 5:45 morning bell for roll call that started at 6:05, followed by the morning routine of flag raising, *rajio taiso*, and cleaning. It now became part of our routine as we stayed in the center. The activities scheduled that day were a company visit with one of OISCA's members and field work again. During the company visit, we were welcomed by the President of HOUAN Industry. They presented their CSR activities in Thailand. They were very generous, extending their time to accommodate us and

treat us for a sumptuous Japanese lunch. Later, we went back to the farm to finish the land preparation, and in the evening, we had an opportunity to listen to the special lecture of the director of the center, Mr. Muramatsu. His lecture was about the history of OISCA and the OISCA spirit. OISCA spirit means that we are living in one world and have one sky above us, therefore we should create one family in our one world.

On our last day, we did something different. We went to the vegetable farm to clean and cultivate land for the next planting. It was really hard and tiring but it was an exceptional experience for us. We realized the hardship that each farmer felt just to supply us the food that we need. Moreover, we also visited their poultry farm and greenhouses for seedlings and plantlets. Afterwards, we went back to the farm, and later in the afternoon, trainees from the Philippines and Fiji presented OISCA projects in their respective countries. Following their presentation was the discussion review of the three-day training.



Over all the training was incomparable. The fieldwork taught us not only the fundamentals of farming but it trained us to be disciplined in our daily lives. We are not used to wake up early in the morning, but during the training we had to follow their rules. Also, we discovered that all these routines are based on their belief in Shinto. Indeed this internship was hard, but we are very happy that we experienced it and learned a lot from it.

### 3.6.4 Internship Opportunities at Japanese Law Firms

The Graduate School of Law/ School of Law has promoted its internship program to support students' understanding how the law and politics they study are applied to our society. The program has been developed to be implemented both in Japanese and English, and the four long-term inbound students in the Graduate School of Law/ School of Law participated in a law firm internship within this framework. It was designed to give students the opportunities to learn not only about the Japanese judicial system, but also the Japanese way of working.

The internship program was held from 2 to 13 March, 2015. One of the four students was accepted by a law firm in Tokyo, and the other three students were dispatched to different law firms in Nagoya. The students attended the preparatory lecture about the importance of confidentiality, business etiquette and other necessary subjects before the program began.

During the internship, students were allowed to observe client counseling, preparatory proceedings, and trials. Sometimes students got tasks as researches, or even taught their mother tongue to Japanese lawyers. Each law firm kindly gave students chances to have experiences as close as possible to an actual lawyer's daily work. This two-week internship is a registered subject, earning two credits in the Graduate School of Law/ School of Law.

### 3.6.5 Internship Opportunities in SEND Program

The internship of the SEND2014 long-term program reflected the future goal of each student, and the program was held in different fields of work. The three students tried to look for an institution to accept them as an intern, and an NGO, a law firm, and a trading house warmly welcomed one person each.

A new internship institution for the Campus ASEAN students in the School of Law is an NGO. This year, one student had the precious opportunity to work for a domestic NGO in Cambodia.



The NGO assists women with disabilities from polio or landmines in training for new skills such as sewing and some foreign languages. The student joined their activities as an intern and learned how difficult teaching one's own language is, especially to learners who need to take a certain amount of time to understand new things. However, she tried various ways to make them enjoy her lessons, and this experience definitely strengthened her communication skill and patience. She also introduced a Japanese traditional craft to the NGO and it was used as a commercial product.



Two other students had productive experiences in a law firm and a trading house during their internship period as well. Year by year, this internship program in ASEAN countries has been enriched by the cooperation of all support institutions and the contribution of the alumni of the Campus ASEAN program who have enlisted new supporters.

## **4. Quality Assurance System 2014 FY**

### **4.1 Overview of Quality Assurance System 2014 FY (Associate Prof of GSID, Akiyoshi Yonezawa)**

Firstly, the quality assurance system of the program aims to ensure reciprocal credit recognition and grade management for student exchange between universities in the ASEAN region and Japan. It provides a platform for participating universities to exchange information, such as curriculum, syllabus, academic calendars, credit systems and so forth, for credit transfer. Through the discussion at the Quality Assurance Committee held on 13 March and also through a daily communication between supervisors involved in the student exchange, the program made substantial efforts to assure the high quality instruction and credit and grade recognition.

Secondly, the system is designed to ensure curriculum development which is appropriate for fostering a new generation of leaders who can bridge the future development of the ASEAN Region and Japan. At the discussion of the intermediate assessment of the program by the government, this topic attracted a great deal of attention, partly because this is one of the main challenges of Japanese higher education in seeking collaboration with ASEAN countries. The program continuously seeks this goal through the sincere reflection of our program.

Thirdly, the quality assurance system aims to develop a good model for assessing the learning outcomes of the acquired competence necessary for fostering the future leaders of this region. Based on the original matrix founded on rubrics of learning outcomes developed together with participating students in 2013, the program implemented a self-assessment of learning outcomes to 29 students who participated in a short term visit to Nagoya University. Comparing the ex-ante and ex-post self-assessment, the program got a positive assessment in general in the improvement of intercultural knowledge and competencies, fundamental competencies for working persons, and international communication skills.

### **4.2 Credit Recognition Procedures**

The procedures of credit recognition are going to be described in 4.2 based on our programs in 2014FY.

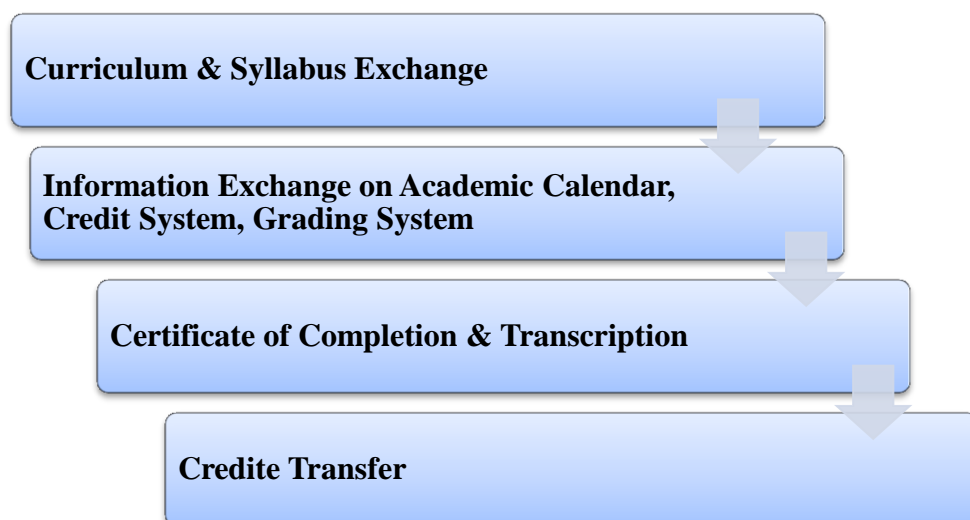
We exchange curriculum and syllabus information before students are sent to host universities. Simultaneously, information of academic calendar, credit system, and grading system are also shared within partner universities. After the program finishes, a host university give students certificates of completion as well as transcripts of academic records. Given all of the information, a counterpart university starts the process of credit transfer. All of the information are attached from 4.2.1.

❖ **Framework**

Our framework of the quality assurance is as follows;



❖ **Credit Recognition Procedures**



#### 4.2.1 Academic Calendar

University	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Nagoya University	Break	Fall Semester	Spring Break	Spring Semester				Summer Break	Fall Semester			Break
Chulalongkorun University(Trisemesters)	Trimester 2			Trimester 3				Trimester 1			Trimester 2	
Chulalongkorun University (2014, Semester system)	Break	The 2nd Semester				Summer Session		The 1st Semester			Break	
National University of Singapore		The 2nd Semester				Break		The 1st Semester			Break	
University of the Philippines Los Banos	The 2nd Semester			Summer Term		The 1st Semester				Break	The 2nd Semester	
University of the Philippines Los Banos (2014)	Break	The 2nd Semester				SummerTerm		The 1st Semester				Break
Gadjah Mada University		Spring Break	Spring Term			Summer Break		Fall Term				
Hanoi University of Law	The 2nd Semester				Break		The 1st Semester					
Ho Chi Minh City University of Law		Break	The 2nd Semester				Break		The 1st Semester			
Camboida Royal University of Law and Economics (Master Program)	The 1st Semester			The 2nd Semester						The 1st Semester		
Cambodia Royal University of Law and Economics (English Language Based Bachelor of Law)	Break	Winter Term			Break	SummerTerm		Break	Fall Term			

#### 4.2.2 Credit System

University	Undergraduate Level (For a course)				Postgraduate Level (For a course)			
	Study hour/ week	Weeks /semester	Study hours/ semester	Credits	Study hour/ week	Weeks/ semester	Study hours/ semester	Credits
Nagoya University	2	15	30	2	2	15	30	1-2
Chulalongkorn University	3	16	48	3	12	4	48	3
National University of Singapore	3	13	39	4	3	13	39	4
University of the Philippines Los Baños	3	16	48	3	3	16	48	3
Gadjah Mada University	1.667  *Courses worth 2 credit units will be taught in class once a week, 100 min each week; Courses worth 3 credit units will be taught in class twice a week, 150 min each week; Courses worth 4 credit units will be taught in class twice a week.	12	20	2	2.5  *A credit Unit is worth 50 min of class meeting, 100 min of practical works, 200 min of field work, each of which is added with 200 min per week for assignments or other structured or independent activities within one semester.	12	30	3
Hanoi University of Law	6	5	30	2	15	2	30	2
Ho Chi Minh City University of Law	2	15	30	2	2	15	30	2
Cambodia Royal University of Law and Economics	2.5-4	14	35-56	3-5	2.5	18	45	3

### 4.2.3 Grading System

Nagoya University			Chulalongkorn University			National University of Singapore			University of the Philippines Los Banos			Gadjah Mada University			Hanoi University of Law			Ho Chi Minh City University of Law			Cambodia Royal University of Law and Economics		
Grade	Definition	Score(%)	Grade	Definition	Score(%)	Grade	Definition	Score(%)	Grade	Definition	Score(%)	Grade	Definition	Score(%)	Grade	Definition	Score(%)	Grade	Definition	Score(%)	Grade	Definition	Score(%)
Undergraduate Level			Undergraduate Level			Undergraduate Level			Undergraduate Level			Undergraduate Level			Undergraduate Level			Undergraduate Level			Undergraduate Level		
S		90-100	A		80-100	A+		85-100	1	Excellent		A	Excellent	75-100	A+		9.0-10.0	A		9.5-10.0	A	Excellent	93-100
A		80-89	B+		75-79	A		80-84	1.5	Very Good		B	Good	65-74	A		8.5-8.9	B+		8.5-9.0	A-		90-92
B		70-79	B		70-74	A-		75-79	2	Good		C	Fair	55-64	B+		8.0-8.4	B		7.5-8.0	B+	Good	88-89
C		60-69	C+		65-69	B+		70-74	2.5	Satisfactory		D	Pass	45-54	B		7.0-7.9	C+		6.5-7.0	B		83-87
F		59 & below	C		60-64	B		65-69	3	Passed		E	Fail	<44	C+		6.5-6.9	C		5.5-6.0	B-		80-82
			D+		55-59	B-		60-64	4	Conditional Failure					C		5.5-6.4	D+		5.0	C+	Fairly good	78-79
			D		50-54	C+		55-59	5	Failed					D+		5.0-5.4	D		4.0-4.5	C		73-77
			F		49 & below	C		50-54	Inc	Incomplete					D		4.0-4.9	F		below 4.0	C-		70-72
			*Scores above are a guideline. There is no regulation on the exact grade distribution or scores.			D+		45-49	Drp	Dropped					F		3.9 & below				D+	Fair	68-69
						D		40-44	Grades of 1.25, 1.75, 2.25 and 2.75 may also be given												D		63-67
						F		<40	S	Satisfactory											D-		60-62
						Grades and Scores are actually delinked; above is a set of guidelines			U	Unsatisfactory											F	Failure	59&below
									For courses not requiring numerical grades														
			Postgraduate Level			Postgraduate Level			Postgraduate Level			Postgraduate Level			Postgraduate Level			Postgraduate Level			Postgraduate Level		
A		80-100	A		80-100	A+		85-100	1	Excellent		A	Excellent	75-100	Pass		5.0-10				A	Excellent	90-100
B		70-79	B+		75-79	A		80-84	1.5	Very Good		B	Good	65-74	Fail		4.9&below				B	Good	80-89
C		60-69	B		70-74	A-		75-79	2	Good		C	Fair	55-64							C	Fairly good	70-79
D		59 & below	C+		65-69	B+		70-74	2.5	Satisfactory		D	Pass	45-54							D	Fair	60-69
			C		60-64	B		65-69	3	Passed		E	Fail	<44							E	Poor	50-59
			D+		55-59	B-		60-64	4	Conditional Failure											F	Failure	below 50
			D		50-54	C+		55-59	5	Failed													
			F		49 & below	C		50-54	Inc	Incomplete													
						D+		45-49	Drp	Dropped													
						D		40-44	Grades of 1.25, 1.75, 2.25 and 2.75 may also be given														
						F		<40															
						Grades and Scores are actually delinked; above is a set of guidelines																	

#### 4.2.4 GPA

Nagoya University		Chulalongkorn University		National University of Singapore		University of the Philippines Los Banos		Gadjah Mada University		Hanoi University of Law		Ho Chi Minh City University of Law		Cambodia Royal University of Law and Economics	
Grade	Point	Grade	Point	Grade	Point	Grade	Point	Grade	Point	Grade	Point	Grade	Point	Grade	Point
Undergraduate Level		Undergraduate Level		Undergraduate Level		Undergraduate Level		Undergraduate Level		Undergraduate Level		Undergraduate Level		Undergraduate Level	
S	4	A	4.0	A+	5.0	Not Applicable		A	4	S	3.60-4.00	A	4.0	A	4.00
A	3	B+	3.5	A	5.0			B	3	A	3.20-3.59	B+	3.5	B+	3.50
B	2	B	3.0	A-	4.5			C	2	B	2.50-3.19	B	3.0	B	3.00
C	1	C+	2.5	B+	4.0			D	1	C	2.00-2.49	C+	2.5	C+	2.50
F	0	C	2.0	B	3.5			E	0	F	<=1.99	C	2.0	C	2.00
		D+	1.5	B-	3.0			With regard to graduation evaluation, GPA ranging from 2.50 to 2.75 will be given an evaluation of satisfactory; from 2.76 to 3.50 will be given an evaluation of very satisfactory; from 3.51 to 4.00 will be given an evaluation of cum laude, provided that no grade of D or lower has been recorded in any subject, and the period of study does not exceed five years.				D+	1.5	D	1.50
		D	1.0	C+	2.5							D	1.0	E	1.00
		F	0.0	C	2.0							F	0.0	F	0.00
				D+	1.5										
				D	1.0										
				F	0.0										
Postgraduate Level		Postgraduate Level		Postgraduate Level		Postgraduate Level		Postgraduate Level		Postgraduate Level		Postgraduate Level		Postgraduate Level	
		A	4.0	A+	5.0	Not Applicable		A	4					A	4.00
		B+	3.5	A	5.0			B	3					B	3.50
		B	3.0	A-	4.5			C	2					C	3.00
		C+	2.5	B+	4.0			D	1					D	2.50
		C	2.0	B	3.5			E	0					E	1.50
		D+	1.5	B-	3.0			With regard to graduation evaluation, GPA ranging from 2.75 to 3.49 will be given an evaluation of satisfactory; from 3.50 to 3.74 will be given an evaluation of very satisfactory; from 3.75 until 4.00 will be given an evaluation of cum laude, provided that no grade D or lower has been recorded in any subject, and the period of study does not exceed three years.						F	0.00
		D	1.0	C+	2.5										
		F	0.0	C	2.0										
				D+	1.5										
				D	1.0										
				F	0.0										

#### 4.2.5 Certificate of Completion

- Outbound Long-term Study Program at the National University of Singapore  
[Example] Certificates for a student from the School of Economics, Nagoya University



The certificate is on a light beige, textured background. At the top left is the NUS crest featuring a lion and a book, with the text 'NUS National University of Singapore' to its right. To the right of the crest is the 'NUS BUSINESS SCHOOL' logo in orange and blue. The main title 'CERTIFICATE OF PARTICIPATION' is centered in bold black text. Below it, 'presented to' is followed by a black rectangular redaction box. Underneath the box, the text 'for participating in the STUDENT EXCHANGE PROGRAM at NUS BUSINESS SCHOOL' is centered. Below this, 'Semester 1 2014/2015' is centered. At the bottom left, 'November 2014' is written above a line labeled 'Date'. At the bottom right, a signature is written above a line labeled 'Assistant Dean'. A solid orange bar with a thin blue line runs across the bottom of the certificate.

 **NUS**  
National University  
of Singapore

**NUS**  
BUSINESS  
SCHOOL

**CERTIFICATE OF PARTICIPATION**

presented to



for participating in the

**STUDENT EXCHANGE PROGRAM**

at

**NUS BUSINESS SCHOOL**

Semester 1 2014/2015

November 2014

Date



Assistant Dean

#### 4.2.6 Transcript of Academic Record

- Outbound Long-term Program at the National University of Singapore  
[Example A-1] Transcript from the National University of Singapore

National University of Singapore (NUS)  
Registrar's Office, University Hall (Lee Kong Chian Wing), #UHL-04-01,  
21 Lower Kent Ridge Road, Singapore 119077  
Telephone: (65) 6516 2301 / 2304, Facsimile: (65) 6778 6371 / (65) 6776 3980  
Website: <http://www.nus.edu.sg/registrar/>

##### TRANSCRIPT INFORMATION

*Applicable to Undergraduate and Graduate programmes (unless specified otherwise).*

##### MEDIUM OF INSTRUCTION

The medium of instruction used in the University is English, unless specified otherwise.

##### GRADE LEGEND

Grade	Grade Point	Additional Grading Options	
A+, A	5.00	S	Satisfactory
A-	4.50	U	Unsatisfactory
B+	4.00	CS	Completed (Satisfactory)
B	3.50	CU	Completed (Unsatisfactory)
B-	3.00	IC	Incomplete
C+	2.50	IP	In Progress
C	2.00	AUD	Audit
D+	1.50	EXE	Exempted
D	1.00	W	Withdrawn
F	0.00	WU	Withdrawn from University

##### CUMULATIVE AVERAGE POINT (CAP)

The Cumulative Average Point (CAP) was introduced for students admitted from the academic year 1998-1999 onwards to track the progress of students under the Modular System. It is the weighted average grade point of all modules taken by the student. Modules with no assigned modular credit or grade point are excluded from the calculation of CAP.

##### CREDITS

A modular credit (MC) is a unit of the effort, stated in terms of time, expected of a typical student in managing his/her workload. One MC is equivalent to 2.5 hours of study and preparation per week. Thus, a 4-MC module would require 10 hours of work a week, including lectures, tutorials, laboratory sessions, assignments, and independent or group study.

##### LEAVE OF ABSENCE

Only leave of absence of one semester or longer is recorded in the transcript.

More information on the University's programmes is available in the NUS Bulletin at <http://www.nus.edu.sg/nusbulletin>.

*The following information is specific to the respective Faculties/Schools:*

##### FACULTY OF LAW (LLB)

##### SUPPLEMENTARY EXAMINATION

Unless otherwise indicated, a student who passes a subject by supplementary examination is awarded only a 'D' grade irrespective of his/her performance.

##### FACULTY OF DENTISTRY AND YONG LOO LIN SCHOOL OF MEDICINE (BDS/MBBS)

##### GRADE LEGEND

A+	Distinction	DIST	Distinction
A	Excellent	M	Merit
B	Very Good	P	Pass
C	Good	IC	Incomplete
D	Pass	IP	In Progress
F	Fail	W	Withdrawn
		WU	Withdrawn from University

##### SUPPLEMENTARY EXAMINATION AND RE-EXAMINATION

Students who sit for Supplementary Examination or Re-examination are awarded the grade appropriate to the marks they obtain.

##### HUMAN RESOURCE MANAGEMENT

A course read by all students in the Faculty of Dentistry and Yong Loo Lin School of Medicine.

Yong Loo Lin School of Medicine: The marks for this course are incorporated into the grades of the Final Year Examination subjects.

Faculty of Dentistry: The marks for this course are incorporated into the Clinical Dentistry paper in the Final Professional B.D.S. Examination.

This transcript shows the latest information. For information on earlier grade legends, please visit <http://www.nus.edu.sg/registrar/adminpolicy/transcripts.html>.

For degree verification, please visit <http://www.nus.edu.sg/registrar/adminpolicy/degverify.html>.

##### CHECK FOR AUTHENTICITY:

NUS official transcript is printed in landscape format on paper with security fibres and displays the NUS coat of arms as a watermark with a smaller NUS coat of arms in full colour as part of the letterhead. Each page of the official transcript is individually validated with the NUS seal and the Registrar's endorsement (on a tri-colour background) or by an authorized staff of the University.



NATIONAL UNIVERSITY  
of SINGAPORE  
OFFICIAL TRANSCRIPT

NAME: [REDACTED] STUDENT NO.: [REDACTED] DATE OF BIRTH: [REDACTED] DATE ISSUED: 15/01/2015

PROGRAMME: NON GRADUATING PROGRAMME

MODULE		GRADE	CREDITS
ACADEMIC YEAR 2014/2015 SEMESTER 1			
BSP2005	ASIAN BUSINESS ENVIRONMENTS	F	4.00
FIN2004X	FINANCE	C+	4.00
MKT1003X	MARKETING	C+	4.00

\*\*\*\*\*END OF TRANSCRIPT\*\*\*\*\*



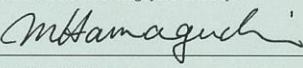
PRINTED BY: REGLJWD  
PAGE 1 OF 1

- Outbound Long-term Study Program at the National University of Singapore  
[Example A-2] Transcript from the School of Economics, Nagoya University after credit transfer

NAGOYA UNIVERSITY									
Furo-cho, Chikusa-ku, Nagoya, 464-8601, Japan									
Transcript of Academic Record					Reference Number : 395482 - 041200675				
School : Economics					Student Status : Undergraduate				
Department : Business Administration					Date of Admission : April 1, 2012				
Name : [REDACTED]					Date of Graduation :				
Date of Birth : [REDACTED]									
Course Title	Credits	Grade	Semester	Course Title	Credits	Grade	Semester		
<b>[ General Education ]</b>				Accounting II	2.0		2nd 2012		
First Year Seminar A	2.0		1st 2012	Financial Statements I	2.0		2nd 2012		
First Year Seminar B	2.0		2nd 2012	Seminar on Management I	2.0		1st 2014		
Academic English Basic	1.0		1st 2012	Personnel Management	2.0		2nd 2013		
Academic English Intermediate	1.0		2nd 2012	Finance	2.0	P	2014		
Academic English Communication	2.0		2nd 2012	Marketing	2.0		2nd 2013		
Academic English Advanced	2.0		1st 2013	Management Strategy	2.0	P	2014		
Academic English Seminar	2.0		2nd 2013	Advanced Course of Finance	2.0	P	2014		
French 1	1.5		1st 2012	Advanced Course of Marketing	2.0	P	2014		
French 2	1.5		1st 2012	Management Accounting	2.0		2nd 2013		
French 3	1.5		2nd 2012	Public Finance	2.0		2nd 2013		
French 4	1.5		1st 2013	Money and Finance	2.0		2nd 2013		
Intermediate French 1	2.0		1st 2013	Mathematics for Economics A	2.0		1st 2012		
Intermediate French 2	2.0		2nd 2013	Mathematics for Economics B	2.0		1st 2012		
Health and Sports Science: Lecture	2.0		1st 2012	Statistical Methods and Applications	2.0		1st 2012		
Exercise and Sports I (Basketball)	1.0		1st 2012	Special Studies (Financial System)	2.0		2nd 2013		
Exercise and Sports II (Soccer)	1.0		2nd 2012	Special Studies (Contemporary Commodity Markets)	2.0		1st 2013		
Sociology	2.0		2nd 2012	Special Studies (Global Logistics Management)	2.0		2nd 2013		
Economics A	2.0		1st 2012	Special Studies (Introduction to Asset Management)	2.0		2nd 2013		
Management	2.0		1st 2012	Special Studies (Introduction to IPO)	2.0		2nd 2013		
International Relations	2.0		1st 2012	Special Studies (ASEAN Business and Management)	2.0		1st 2014		
Modern Society and Education	2.0		2nd 2012	History of Economic Theories	2.0		2nd 2013		
Modern Society and Law	2.0		1st 2013	Information Processing	2.0		1st 2014		
Introduction to Physics	2.0		1st 2012	*** End of Transcript ***					
Introduction to Chemistry	2.0		1st 2012						
Information Literacy	2.0		1st 2012						
Longevities and Medicine	2.0		1st 2013						
Art and Human Minds	2.0		1st 2013						
<b>[ Specialized Subject ]</b>									
Microeconomics II	2.0		1st 2013						
Macroeconomics I	2.0		2nd 2013						
Macroeconomics II	2.0		1st 2013						
Political Economy I	2.0		2nd 2012						
Political Economy II	2.0		1st 2013						
Economic History I	2.0		2nd 2012						
Management I	2.0		2nd 2012						
Management II	2.0		1st 2013						
Accounting I	2.0		1st 2012						


Grading System (General Education) S : Outstanding (100-90), A : Excellent (89-80), B : Good (79-70), C : Fair (69-60), Pass : Grade not applicable  
(Specialized Subject) S : Outstanding (100-90), A : Excellent (89-80), B : Good (79-70), C : Fair (69-60), Pass : Grade not applicable

This transcript is not valid unless stamped with the official seal and signature of the President of Nagoya University.

Signature : 

HAMAGUCHI Michinari  
President of Nagoya University

Date : March 18, 2015

Official Seal 

- Inbound Long-term Study Program  
[Example] Grade Mark Sheet at for Campus ASEAN Joint Education Course at Nagoya University

国際開発研究科 平成<sup>26</sup>年度 成績記入用紙 (Campus ASEAN提出用)

備考欄	学籍番号 ID No.	氏名 Name	専攻 Dpt.	授業科目名 Course Title	担当教員 Instructor	単位 Credit	評価【1】	評価【2】	評価【3】	合格年月 Passed Date
			Campus ASEAN	国際開発特論 I (キャンパスアセアン共同教育科目)	西村(真)	2	B	71	50%	H.27.2.9
			Campus ASEAN	国際開発特論 I (キャンパスアセアン共同教育科目)	西村(真)	2	A*	90	100%	H.27.2.9
			Campus ASEAN	国際開発特論 I (キャンパスアセアン共同教育科目)	西村(真)	2	A	87	20%	H.27.2.9

評価【1】にはA\*, A, B, C, Dでの評価をご記入ください  
評価【2】には100点満点法での評価をご記入ください  
評価【3】には上位パーセンテージをご記入ください

※Campus ASEAN生以外の学生も含む全成績評価対象者(「欠」を除く)のうち、上から何パーセントに位置するかをご記入ください

別途、国際開発研究科の成績評価も成績記入用紙(別紙)にご記入ください

**Evaluation [1]**

Please evaluate by A\*, A, B, C, D

**Evaluation [2]**

Please evaluate by scores. The maximum is 100.

**Evaluation [3]**

Please provide the student's position in the top X% of the class.

平成27年 2月 9日

署名

西村 真



### **4.3 Campus ASEAN Joint Education Course & Common Education Courses**

The Joint Education Course Development Committee for this program has developed a Joint Education Course for both undergraduates and postgraduates since 2013. Common education courses have been also opened for the students who join the Campus ASEAN program, thereby providing them with a series of courses that cover different departments. Both courses cover international development and cooperation, economics and business, law and politics, and other training in order to fulfill the objectives, which aim to foster multi-disciplinary human resources for the development of ASEAN and Japan.

#### **4.3.1 Campus ASEAN Joint Education Course**

- **Aims**

The Campus ASEAN Joint Education Course has been developed by the collaboration among five departments (Law, Economics, Agriculture, International Development) for the purpose of fostering new generation leader who can bridge between ASEAN countries and Japan, having a wide spectrum of expertise in Economics, Law, Politics, Diplomacy and International Development and applied skill for cross-cutting policies, and intercultural Knowledge Competence. To fulfill the purpose, professors with expertise in each academic field will give a series of coherent lectures from an elementary stage in order to have students 1. to hold an initial interest 2. to attain to a basic knowledge, and 3. to gain a strong motivation to expand and deepen the studies in each academic field about ASEAN region and Japan.

- **Review of the course opened in 2014**

The course was opened in the second semester in 2014. Twenty two undergraduate students and five postgraduate students took the course. The details of each session are shown in 4.3.3. We asked the students who attended to fill in our questionnaires and we got feedback from them. Their comments on each lecture have been passed to each lecturer. They rated each lecture in terms of (1) Class was well understood (2) Topic was of interest to me (see the results lists below). We have received a lot of requests from them to improve the quality of the course because it covers quite interesting topics.

Result of the Questionnaire 1:

Undergraduate (1) Class was well understood [A: Strongly Agree (4) B: Agree (3) C: Disagree (2) D: Strongly Disagree (1)]

Oct. 2 Prof. Fujikawa GSID	Oct. 9 Prof. S. Ito GSID	Oct. 16 Prof. Shimada GSID	Oct. 23 Prof. Yonezawa GSID	Oct. 30 Prof. K. Ito ICCAE	Nov. 6 Prof. Kuong CALE	Nov. 13 Prof. Kim SOL	Nov. 20 Prof. H. Ito Prof. Yokomizo SOL	Nov. 27 Prof. Green Prof. Ono SOL	Dec. 4 Prof. Noguchi SOE	Dec. 11 Prof. Doi SOE	Dec. 18 Prof. Yorozu SOE	Jan. 14 Tokai Finance Mr. Hasegawa
3.31	3.18	3.33	3.35	3.50	3.38	3.00	3.07	3.71	3.06	3.46	3.73	3.33

Result of the Questionnaire 2:

Undergraduate (2) Topic was of my interest [A: Strongly Agree (4) B: Agree (3) C: Disagree (2) D: Strongly Disagree (1)]

Oct. 2 Prof. Fujikawa GSID	Oct. 9 Prof. S. Ito GSID	Oct. 16 Prof. Shimada GSID	Oct. 23 Prof. Yonezawa GSID	Oct. 30 Prof. K. Ito ICCAE	Nov. 6 Prof. Kuong CALE	Nov. 13 Prof. Kim SOL	Nov. 20 Prof. H. Ito Prof. Yokomizo SOL	Nov. 27 Prof. Green Prof. Ono SOL	Dec. 4 Prof. Noguchi SOE	Dec. 11 Prof. Doi SOE	Dec. 18 Prof. Yorozu SOE	Jan. 14 Tokai Finance Mr. Hasegawa
3.19	3.41	3.33	3.29	3.44	3.44	3.47	3.27	3.59	2.88	3.23	3.67	3.17

Result of the Questionnaire 1:

Postgraduate (1) Class was well understood [A: Strongly Agree (4) B: Agree (3) C: Disagree (2) D: Strongly Disagree (1)]

Oct. 2 Prof. Fujikawa GSID	Oct. 9 Prof. S. Ito GSID	Oct. 16 Prof. Shimada GSID	Oct. 23 Prof. Yonezawa GSID	Oct. 30 Prof. K. Ito ICCAE	Nov. 6 Prof. Kuong CALE	Nov. 13 Prof. Kim SOL	Nov. 20 Prof. H. Ito Prof. Yokomizo SOL	Nov. 27 Prof. Green Prof. Ono SOL	Dec. 4 Prof. Noguchi SOE	Dec. 11 Prof. Doi SOE	Dec. 18 Prof. Yorozu SOE	Jan. 14 Tokai Finance Mr. Hasegawa
3.40	3.20	3.00	3.00	3.80	3.40	2.40	3.20	3.40	3.20	3.40	3.60	3.20

Result of Questionnaire 2:

Postgraduate (2) Topic was of my interest [A: Strongly Agree (4) B: Agree (3) C: Disagree (2) D: Strongly Disagree (1)]

Oct. 2 Prof. Fujikawa GSID	Oct. 9 Prof. S. Ito GSID	Oct. 16 Prof. Shimada GSID	Oct. 23 Prof. Yonezawa GSID	Oct. 30 Prof. K. Ito ICCAE	Nov. 6 Prof. Kuong CALE	Nov. 13 Prof. Kim SOL	Nov. 20 Prof. H. Ito Prof. Yokomizo SOL	Nov. 27 Prof. Green Prof. Ono SOL	Dec. 4 Prof. Noguchi SOE	Dec. 11 Prof. Doi SOE	Dec. 18 Prof. Yorozu SOE	Jan. 14 Tokai Finance Mr. Hasegawa
3.20	3.40	2.50	3.40	3.80	3.80	3.00	2.80	3.40	3.40	3.60	3.60	3.40

#### 4.3.2 Common Education Courses

The courses aim to provide participants in the long-term exchange program an inter-disciplinary curriculum across diverse fields to attain the knowledge which meets their professional minimum in international development and cooperation, economics and business, law and politics for the development of the ASEAN region and Japan.

Besides courses which are provided by the host department to which students in the long-term exchange program belong, they are encouraged to take courses which are provided by other partner departments, including the GSID, the Graduate School of Law and School of Law, the Graduate School of Economics and School of Economics, the Graduate School of Bioagricultural Science and the School of Agricultural Science of Nagoya University.

All courses for 2014 are listed in 4.3.4.

#### 4.3.3 Syllabus of Campus ASEAN Joint Education Course

##### ▪ For Undergraduate Students

Session	Lecturer	Course Title
1 (10/2)	- General of Secretariat of Campus ASEAN, Designated Prof. Makoto NISHIMURA - GSID <sup>1</sup> , Prof. Kiyoshi FUJIKAWA	- Introduction to Campus ASEAN Project & Joint Education Course - Japanese Economic Development
2 (10/9)	GSID Prof. Sanae ITO	Poverty Reduction and International Development
3 (10/16)	GSID Associate Prof. Yuzuru SHIMADA	Legal reform and international cooperation
4 (10/23)	GSID Associate Prof. Akiyoshi YONEZAWA	Educational Development and Cooperation in the Global Age
5 (10/30)	ICCAE <sup>2</sup> Associate Prof. Kasumi ITO	International Cooperation for Agricultural Development
6 (11/6)	CALE <sup>3</sup> Associate Prof. Teilee KUONG	Law and Politics in ASEAN Integration (Introductory)
7 (11/13)	School of Law Designated Associate Prof. Eonsuk KIM	International Commercial Arbitration- An ASEAN Perspective (Introductory)
8 (11/20)	School of Law Designated Associate Prof. Hiroko ITO & Prof. Dai YOKOMIZO	Asian Family Law (Introductory)
9 (11/27)	School of Law Designated Assistant Prof. David GREEN & Prof. Koji ONO	Current Issues in Japanese Politics

<sup>1</sup> GSID: Graduate School of International Development

<sup>2</sup> ICCAE: International Cooperation Center for Agricultural Education

<sup>3</sup> CALE: Center for Asian Legal Exchange

10 (12/4)	School of Economics Prof. Akihiro NOGUCHI	Japanese Accounting- How to read financial statements of Japanese companies (Introductory)
11 (12/11)	School of Economics Associate Prof. Yasuhiro DOI	Free Trade of Japan and ASEAN (Introductory)
12 (12/18)	School of Economics Designated Assistant Prof. Chie YOROZU	Japanese Firms and Management in Comparative Perspective (Introductory)
13 (1/14)	Tokai Local Finance Bureau Mr. Koichi Hasegawa, Chief of Bureau	Financial situation in Japan
14 (1/15& 22)	Students' Presentations	
<b>Course Contents</b>		
1. Japanese Economic Development Prof. Kiyoshi FUJIKAWA	<p>The content of the first lecture of this course is composed of the following three parts.</p> <ol style="list-style-type: none"> <li>1. Path to the industrialization in Japan (Video contents)</li> <li>2. Sources of economic development</li> <li>3. Recent trend of Japanese official development assistance (ODA)</li> </ol>	
2. Poverty Reduction and International Development Prof. Sanae ITO	<p>This course is intended to introduce students to the basic concept of poverty in international development studies. We will examine different ways of conceptualizing poverty and discuss cases of poverty reduction strategies implemented around the world by governments, NGOs, and international organizations.</p>	
3. Legal reform and international cooperation Associate Prof. Yuzuru SHIMADA	<p>There have been a series of activities to make and implement laws in a society to promote economic and social development. If necessary, a foreign government or international organization gives assistance to do it. As an academic context, this is an academic endeavor to theoretically understand a causal relation between law and socio-economic development and what law has more impact on development. So, legal reform is a major part of international cooperation.</p> <p>This class is going to introduce experiences of international cooperation for legal reform.</p> <p>Term of "Law and Development" means, as a practice, a series of activities to make and implement laws in a society to promote economic and social development of the society. If necessary, a foreign government or international organization gives assistance to do it. As an academic context, this is an academic endeavor to theoretically understand a causal relation between law and</p>	

	<p>socio-economic development and what law has more impact on development. Because law works in society, its effect heavily depends on how people use and think about a law. A law often resulted in a social situation that is different from that of legislators expected. When people cannot utilize a law or legal system, they will substitute their own rule for law by state. Therefore, socio-legal analysis before legal drafting is important. Focusing on people's capacity to use or access to law is also critical.</p> <p>"Law and development" course is going to discuss legal system and its reality in society of developing (or non-European) countries. This course also includes discussion about some important theories to recognize legal reality in society. This course also mention to Islamic law (Syariah) that is the most prominent legal alternative paralleling to state law in many countries.</p>
<p>4. Educational Development and Cooperation in the Global Age Associate Prof. Akiyoshi YONEZAWA</p>	<p>This class is intended to introduce the contemporary scenes of educational development and cooperation in the global age. In this class, the reforms of tertiary education in the various types of countries are introduced, especially focusing on the partnership and collaboration between North and South, and then South and South. Students are expected to share their own learning experiences, and to discuss on what kind of collaboration in education is effective in the global age.</p>
<p>5. International Cooperation for Agricultural Development Associate Prof. Kasumi ITO</p>	<p>This lecture provides an opportunity to think about the importance of agricultural development and your possible contribution. A lecture will start from defining specific phrases such as developing country, poverty and international cooperation. Then, you will have a small discussion with your classmates according to the fundamental information about present status of agricultural issues in developing countries provided in lecture. Finally, this lecture requests you to find out your possible contribution to solutions of the global agricultural issues.</p>
<p>6. Law and Politics in ASEAN Integration (Introductory) Associate Prof. KUONG TEILEE</p>	<p>This 90-minutes lecture aims to help participants develop a certain level of general understanding about the ongoing ASEAN integration from legal and political perspectives. The talk will cover some principal aspects of the following issues: (1) legal and political diversity in the region; (2) causes and catalysts to current development of ASEAN</p>

	regional integration; (3) the remaining legal and political challenges and some ongoing efforts to speed up the integration process. Participants are expected to prepare for themselves some basic information about at least one ASEAN member country before attending the class.
7. International Commercial Arbitration- An ASEAN Perspective (Introductory) Designated Associate Prof. Eonsuk KIM	This is an introductory course to international commercial arbitration which has become one of the most popular dispute settlement tools in the Asia-Pacific and globally. In this course, we will examine the current international commercial arbitration system from an ASEAN perspective. We will develop some basic knowledge such as arbitral agreement, institutional versus ad hoc arbitration and legal importance of arbitral seat including some issues regarding investment arbitration. This course also deals with the question as to why arbitration is more welcomed in ASEAN countries rather than litigation and we will discuss whether it would work favorably to the developing countries like ASEAN.
8. Asian Family Law (Introductory) Designated Associate Prof. Hiroko ITO Prof. Dai YOKOMIZO	The purpose of this session is to develop the skills needed to understand foreign legal systems by using comparative techniques. First we examine how Japanese family law has developed by comparing it with two other East Asian countries, namely China and Korea. Secondly, student conduct a survey of the wider Asian perspective. Finally, some latest global contemporary issues regarding family matters such as international surrogacy are also examined.
9. Current Issues in Japanese Politics Designated Assistant Prof. David GREEN Prof. Koji ONO	As the world's third largest economy and a strong regional power, it is useful to see where Japan currently stands and where it appears to be heading. This course intends to introduce both a brief historical background of the Japanese political landscape and to give a broad overview of the current issues involving and affecting Japanese politics. In particular, we will focus on Japan's postwar development, current territorial disputes, moves toward constitutional change and potential remilitarization, and the implications of "abonomics".
10. Japanese Accounting-How to read financial statements of Japanese companies (Introductory) Prof. Akihiro NOGUCHI	1.Reporting Environment (1) Tokyo Stock Exchange (2) Accounting Standards Board of Japan private sector accounting standard setting body (3) Company Law and Corporate Tax Law (4)International Convergence of Accounting Standards eg. NDK Rakuten 2.Financial Statements (1) Balance Sheet (2) Income Statement (3) Cash Flow Statement

	<p>3.Other Business Reporting eg. Sustainability Reports eg. Japan IBM and Fujitsu</p>
<p>11. Free Trade of Japan and ASEAN (Introductory) Associate Prof. Yasuhiro DOI</p>	<p>Purpose of this lecture is to show a guideline of free trade in Japan and ASEAN countries. In order to grasp academic backgrounds of free trade, we employ the process of economic integration by Balassa (1961). Also economic levels of Asian countries will be referred as an important point of free trade. Productivity and industrial structure of each country are analyzed empirically to seek effectivities of free trade among Asian countries.</p> <p>Contents: 1. Introduction 2. Outlines of Free Trade 3. Asian Economy 4. Convergence of Industry 5. Productivity Convergence 6. Conclusion</p>
<p>12. Japanese Firms and Management in Comparative Perspective (Introductory) Designated Assistant Prof. Chie YOROZU</p>	<p>This lecture introduces students to some of the main features of Japanese national business systems. The aim is to understand the range of major ‘external’ influences and national histories (national institutions and contexts) that affect the way Japanese firms behave. On the basis of case study of Japanese firms, students will analyze how difficult it is to see radical attempted change in Japan. By the end of the lecture, students should be able to apply the conceptual frameworks learnt in this lecture to compare very different socio-economic models in the Japanese and ASEAN economies.</p>
<p>13. Tokai Local Finance Bureau Mr. Koichi Hasegawa, Chief of Bureau</p>	<p>Japanese Ministry of Finance official will discuss the role of the ODA (Official development assistance) and the international organizations such as the World Bank and the Asia Development Bank for eradicating poverty and promoting economic growth of low income countries. He will stress the strength and merits of the multilateral organizations compared with bilateral ODA agencies. He also intends to convey his work experience at the World Bank and value and charm of work at the international organizations. All the students interested in not only the ODA issues but also in working for the international organizations are welcome.</p>

14. & 15. Students' Presentation Prof. Makoto NISHIMURA	<p>Presentation topics: Discuss what your group would like to make presentation based on the following points.</p> <ul style="list-style-type: none"> <li>➤ Which lectures have opened your eyes? What have you learnt and newly found from the lectures you are interested most? How have your awareness changed after the lectures?</li> <li>➤ Given your answers to above questions, further develop your discussion; apply your original ideas to actual case studies. (e.g. your ideas about how to resolve issues discussed during the lectures/ Introduce some other examples or cases not discussed during the lectures and discuss future possibilities, thereby adding new pictures etc.)</li> </ul>
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#### 4.3.4 Campus ASEAN Common Education Courses

##### ▪ Common Education Courses at the School of Law & Graduate School of Law

School of Law: Course Title	Graduate School of Law: Course Title
Spring (Undergraduate)	Spring (Postgraduate)
Japanese for Social Science	Comparative Property Law
Contemporary Japanese Politics	The Law and its Personnel
Contemporary Japanese Diplomacy	Outline of Modern Constitution
International Politics	Introduction to International Law
Politics in Asia	Studies in Law on WTO
Japanese Legal System	Modernization of Japan
Introduction to Law	Structure of Japanese Law
Comparative Constitution	International Environmental Law
Special Problems (International Business Law)	Academic Writing II
Special Problems (How to Train the Legal Profession)	Peer Support Initiative
Special Problems (Political Theory of Law B)	
Preliminary Seminar B	
Seminar IB/IIB	
Peer Support Initiative	
Special Problems(Introduction to International Commercial Arbitration)	
Fall(Undergraduate)	Fall(Postgraduate)
Japanese for Social Science	Academic writing I
Political Systems	Academic writing III
Political Science	Uses of the Public Sphere: good practice vs. corruption

Reading Political Documents	Introduction to Administrative Law
Political Thoughts	Seminar on Human Rights and Refugee Law
International Negotiation	Japanese Diplomacy and International Politics
Reading Legal Documents	Comparative Studies in Public Administration
Comparative Law II (Continental)	Workshop on International Negotiation
Comparative Law III (Regime-Changing)	YOMIURI SHIMBUN Special Lecture
Contemporary Japanese Law I	Japanese Judicial Institutions
Peer Support Initiative I	Japanese Law and Society
Peer Support Initiative III	Introduction to Private International Law
Preliminary Seminar A	Peer Support Initiative: Comparative Law and Politics Seminars I
Seminar IA/ IIA/ IIIA	Problems of International Economic Law
Special Problems (Good Governance vs. Corruption)	
Special Problems (Case Study of International Commercial Arbitration)	
Special Problems (Basic Readings on Japanese Law and Society)	
Special Problems (Political Theory of Law A)	
Special Problems (Quantitative Analysis in the Social Sciences)	
Special Problems (European Commercial Law)	

- Common Education Courses at the School of Economics & Graduate School of Economics

School of Economics: Course Title	Graduate School of Economics: Course Title
Spring (Undergraduate)	Spring (Postgraduate)
Introductory Macroeconomics II	Macroeconomics II
Introductory Microeconomics II	Microeconomics II
Introductory Econometrics II	Econometrics II
Introductory Management II	Business History II
Introductory Economic History II	Special Lecture for Basic Subjects
Introductory Practical Management II	
Fall (Undergraduate)	Fall (Postgraduate)
ASEAN Business & Economy	Macroeconomics I
Introductory Macroeconomics I	Microeconomics I
Introductory Microeconomics I	Econometrics I
Introductory Econometrics I	Business History I
Introductory Management I	Special Lecture for Basic Subjects

Introductory Economic History I	
Introductory Practical Management I	

▪ Common Education Courses at GSID

GSID: Course Title	
Spring (Postgraduate)	Fall (Postgraduate)
Introduction to International Development	Japan's Development Experience
Academic Writing Skills I	Lecture on International Development I (International Migration Theory)
Lecture on International Development I (Introduction to Global Management)	Academic Writing Skills II
Lecture on International Development I (Citizenship and Immigration)	Lecture on International Development I (Campus ASEAN Common Educational Subject)
Development Macroeconomics	Development Economics
Development Microeconomics	Development Finance
Development Statistics	Quantitative Analysis for Developing Countries
Regional Development Planning	Lecture on Economic Development Policy and Management I (Sustainable Tourism and Development)
Endogenous Development and Capacity Building in Rural Area	Rural Development
Development Project Management	Participatory Rural Industry Promotion
Comparative and International Education	Educational Development and Cooperation
Lectures on Managerial Development Ia	Educational Development Planning and Evaluation
International Cooperation Law Educational Development and Cooperation	Educational Development Policies
International Economic Law	Education, Skill Development and Work
Law and Development Studies	International Competition Law
Development Politics (Governance) I	Asian Politics
Peacebuilding	International Politics of Conflict
Development Sociology	Human Security and Law
Multi-Ethnic Society	Lecture on Peacebuilding I
	Poverty Reduction Strategies
	International Labor Migration
	Participatory Development and Socio-Cultural Change
	Seminar on Social Development and Culture Ia,Ib,Ila,Ilb
	Lecture on Comparative Study of Legal and Political Systems Ia

#### **4.4 Assessment Standards of Comprehensive Generic Skills of Students**

Evaluations of comprehensive generic skills of students are designed to assess and determine educational objectives. We have set four skills as follows;

- English Proficiency
- Intercultural Knowledge Competence
- Fundamental Competencies for Working Persons
- Communication & Presentation Capacity

The goals up based on our project proposal are set up. We have examined whether or not students have satisfied the goals. The following sections from 4.5.1 review the results.

##### **4.4.1 English Proficiency**

- **Goals**

A: iBT-TOEFL 80, TOEIC 730 (before the student exchange)

80% of the students who participate in international exchange next year are expected to reach the score above by the end of the year.

B: iBT-TOEFL 100, TOEIC 880 (after the student exchange)

It is hoped that 40% of the students who were sent abroad last year reach the score above by the end of the year.

We have developed the target English standard based on the TOEIC score expected by international departments. Given the standard, we have monitored students' English proficiency through exams, supervisors' judgments and students' self assessment.

- **Review**

We can easily see how much their English skill has improved through the 1<sup>st</sup> students' forum. Most of them have already higher scores of English exams but have tried to further improve the skills. All of them have not yet graduated from the university. We will report their final results once we receive.

##### **4.4.2 Intercultural Knowledge Competence**

- **Goals**

We try to develop students' ability to appreciate different cultures, identify with their own culture, and be able to speak out in international society. We examine students' self-evaluation and their supervisors rating of them by five levels. We developed criteria of intercultural knowledge competence (the five-grade system) based on the VALUE Rubric (see the criteria listed on page 89). The VALUE Rubrics are defined as follows; "The VALUE Rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance description demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations

articulated in all 15 within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.<sup>4</sup>

All of the students are expected to reach level 4 when the program finishes.

- Review

While we have still collected the results from participated students, the collected results look great as they seem to improve their levels from 3 to 4. We will update the results once we receive all of them.

#### 4.4.3 Fundamental Competencies for Working Persons

We cultivate students' ability to articulate their personal views while respecting different values and broaden their view about the wider society, such as the workplace, regional society and so on. We conduct a survey and send out questionnaires to students and their supervisors before they are sent abroad. We set up the criteria of fundamental competencies for working persons based on the competencies and factors that Ministry of Economy, Trade and Industry (METI) has defined (see criteria listed on page 90). METI defined them as follows; "The Ministry of Economy, Trade and Industry defined the basic abilities required in working together with various people in the workplace and in the local communities as fundamental competencies for working persons"<sup>5</sup>.

All of the students are expected to reach level 4 when the program finishes.

- Review

The criteria of fundamental competencies for working person has been still under development. We have received advices and suggestions from the external committee members, Japanese firms and the partner universities. We will discuss further the criteria with the external committee members on 20<sup>th</sup> of March 2015. The attached criteria on page 90 is our latest version as of March 2015.

#### 4.4.4 Communication and Presentation Capacity

- Goals

Students are expected to obtain the ability to articulate their views in international society. Before the student exchange, we conduct students and their supervisors surveys. Based on the VALUE Rubric, we have developed criteria in the list of criteria of intercultural knowledge competence, which has been shown in green color. All of the students are expected to reach level 4 when the program finishes.

- Review

All of our programs provide students with the opportunity of presentations that are assessed by Nagoya professors. We, for example, had the 1<sup>st</sup> students' forum that was

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<sup>4</sup> <http://www.aacu.org/value/rubrics/pdf/InterculturalKnowledge.pdf>. (accessed on March 11, 2014)

<sup>5</sup> [http://www.google.co.jp/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCQQFjAA&url=http%3A%2F%2Fwww.meti.go.jp%2Fpolicy%2Fkisoryoku%2FFundamental%2520Competencies%2520for%2520Working%2520Persons.ppt&ei=lN0eU-DyK4KklQXxoIDgBA&usg=AFQjCNHaHC9Woj2znC2yKXiKPdHP6EPd1Q&sig2=Z7-u6UkuEy6-KRI\\_CvJx6A](http://www.google.co.jp/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCQQFjAA&url=http%3A%2F%2Fwww.meti.go.jp%2Fpolicy%2Fkisoryoku%2FFundamental%2520Competencies%2520for%2520Working%2520Persons.ppt&ei=lN0eU-DyK4KklQXxoIDgBA&usg=AFQjCNHaHC9Woj2znC2yKXiKPdHP6EPd1Q&sig2=Z7-u6UkuEy6-KRI_CvJx6A). (accessed on 11<sup>th</sup> of March, 2014)

organized by the students who had joined the Campus ASEAN program in order to assess their improvement in presentation skills. They made their presentations about what they had learned through the programs in English. External committee members and a special guest from MEXT highly valued their presentation performance and English skills. We have the 2nd Students' forum in 2014 FY. All Nagoya steering committee members and external committee members join the forum to assess the students' skills and give them feedback.

## Criteria of Intercultural Knowledge Competence

Competencies	Factors	Denial	Defence	Minimalization	Acceptance	Adaptation
		Level1	Level2	Level3	Level4	Level5
Knowledge	Cultural self-awareness	Shows lack of cultural self-awareness and is biased toward other cultural differences.	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group (s)) (e.g. uncomfortable with identifying possible cultural differences with others.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
	Knowledge of cultural worldview frameworks	Shows lack of interests to understand history, values, politics, economy, communication styles, or beliefs and practices from other cultures.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills	Empathy	Unwilling to learn and appreciate the experience from other culture views, but does so with own cultural lview.	Views the experience of others but does so through own cultural worldview.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
	Verbal and nonverbal communication	Shows no understanding of cultural differences in verbal and nonverbal communication; is unable to recognize the importance of a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.
Attitudes	Curiosity	Shows lack of interest in learning about other cultures.	States minimal interest in learning more about other cultures.	Asks simple or surface questions about other cultures.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
	Openness	Denies to interact with culturally different others/ people from different cultural background. A lack of self-awareness of one's own cultural value. Unable to distinguish cultural differences.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.

## Criteria of Fundamental Competencies for Working Persons

Competencies	Factors	Definitions	Can not	Rarely	Occasionally	Often	Always
			Level 1	Level 2	Level 3	Level 4	Level 5
Ability to step forward (Action)	Initiative	Ability to initiate things proactively	Inability to initiate things proactively without being distracted by others.	Rarely initiate things proactively without being distracted by others.	Ability to occasionally initiate things proactively.	Try to have a clear picture of what one should do and be able to initiate things proactively.	Ability to have a clear picture of what one should do and be able to initiate things proactively.
	Ability to influence	Ability to influence and involve others	Inability to understand the importance of cooperation with others and involve others.	Inability to involve others though understanding the importance of cooperation with others.	Ability to think what is needed to make others involved. Having said that, have difficulty to continue to make an approach till one can gain cooperation from others. Then only occasionally gain cooperation.	Ability to think what is needed to make others involved and continue to make an approach through different ways till one can gain cooperation from others. Then not always but often gain proactive cooperation.	Ability to think what is needed to make others involved and continue to make an approach through different ways till one can gain cooperation from others. Then eventually always gain proactive cooperation.
	Execution skill	Ability to set goals and execute with conviction	Set rough goals but can't execute with conviction.	Set rough goals and execute with conviction, but sometimes have insufficient result because of vague goals.	Set goals and execute with conviction while considering the ways to achieve them.	Ability to expand possibilities while considering various ways to achieve goals, but have less mental strength and solutions in handling difficult situation.	Ability to expand possibilities while considering various ways to achieve goals. Have mental strength and solutions in handling difficult situation.
Ability to think through (Thinking)	Ability to detect issues	Ability to analyze status quo and clarify issues	Be conscious of the necessity of information gathering but not yet move into action to gain insight in present situations.	Be conscious of the necessity of information gathering. Try to gather information to gain insight in present situations, but not be in the process to detect issues.	Ability to gather information to gain insight in present situations. Inability to detect issues, though understanding the importance of clarifying them.	Ability to gather information and have analytical skills to gain insight in present situations, though still having a difficulty to detect issues.	Ability to gather information and have analytical skills to gain insight in present situations. Ability to detect issues and have a long term vision and knowledge in process to achieve long term goals.
	Planning skills	Ability to clarify procedures to solve issues and prepare	Inability to clarify processes and prioritise to make plans, though recognising the importance.	Try to clarify processes and prioritise to make high level strategic plans.	Ability to try to clarify processes and prioritise to make plans.	Ability to clarify processes and prioritise to make high level strategic plans. Try to flexibly correct plans according to state of progress and possible events.	Ability to clarify processes and prioritise to make high level strategic plans. Ability to flexibly correct plans according to state of progress and possible events.
	Creativity	Ability to create new values	Inability to absorb information from open source and create innovative solutions.	Try to absorb information from open source and create innovative solutions.	Ability to absorb information from open source and create innovative solutions. Recognise the importance to sense value from creative ideas that can drive long term success.	Ability to absorb information from open source and create innovative solutions. Try to sense value from creative ideas that can drive long term success.	Ability to absorb information from open source and create innovative solutions. Ability to sense value from creative ideas that can drive long term success.
Ability to work in a team (Teamwork)	Ability to deliver messages	Ability to deliver own opinions clearly	Inability to sense interests from audience, though understanding what one wants to deliver.	Try to understand what one wants to deliver while trying to sense interests from audience.	Ability to understand what one wants to deliver while sensing interests from audience.	Ability to deliver own opinions while sensing interests from audience who have different backgrounds.	Ability to precisely deliver own opinions in an effective way while sensing interests from audience who have different backgrounds.
	Ability to listen closely and carefully	Ability to listen to other people's opinions carefully	Inability to create and control atmosphere for someone to give their opinions easily.	Try to create and control atmosphere for someone to give their opinions easily.	Ability to create and control atmosphere for someone to give their opinions easily.	Ability to create and control atmosphere to listen to other people's opinion. Also try to precisely understand other people's opinions and ask questions that are relevant to the key point.	Ability to create and control atmosphere to listen to other people's opinion. Also ability to precisely understand other people's opinions and ask questions that are relevant to the key point.
	Flexibility	Ability to appreciate different opinions and perspectives	Ability to appreciate different opinions, though unable to recognise why others think so.	Try to appreciate different opinions and why others who have different backgrounds think so.	Ability to appreciate different opinions and why others think so.	Ability to appreciate different opinions and why others think so and then try to take a second look.	In any occasions, ability to appreciate different opinions. Understand why others think so and take a second look.
	Ability to grasp situations	Ability to comprehend relationship between yourself and other people as well as things surrounding you	Try to recognise individual position among surrounding people and situations one is facing.	Ability to recognise individual position among surrounding people and situations one is facing. Then try to give sufficient consideration to surrounding situations.	Ability to recognise individual position among surrounding people and situations one is facing. Then give sufficient consideration to surrounding situations.	Ability to recognise individual position among surrounding people and situations one is facing and then give sufficient consideration to surrounding situations. In the meantime, try to drive to improve the situations.	Ability to recognise individual position among surrounding people and situations one is facing, give sufficient consideration to surrounding situations and then drive to improve the situations.
	Ability to apply rules and regulations	Ability to comply with social rules and keep promises with others	Recognise the importance to understand social norms and comply those social norms to avoid offensive behaviour.	Try to understand social norms and comply those social norms to avoid offensive behaviour.	Ability to understand social norms and comply those social norms to avoid offensive behaviour.	Ability to understand social norms and comply those social norms to avoid offensive behaviour. Try to be flexible to different situations where social rules are not clearly regulated.	Ability to comply with social rules and undertake corrective actions. Also ability to be flexible to different situations where social rules are not clearly regulated in order to maintain and develop the relationship with surrounding people.
	Ability to control stress	Ability to deal with the original cause of stress	Try to understand the existence of stress.	Try to understand the existence of stress and distress.	Ability to understand the existence of stress and try to distress.	Ability to understand the cause of stress and distress. Try to react to stress in an objective way.	Ability to understand the cause of stress and distress by different ways. Ability to react to stress in a positive way.

\*Reference: Ministry of Economy, Trade, and Industry <http://www.meti.go.jp/policy/kisoryoku/>

**List of Bilateral Meetings held by respective departments during 2014FY**

Date	Venue	Participants		Outline
		ASEAN Universities	Nagoya University	
<b>9<sup>th</sup> Dec, 2014</b>	Meeting Room, Royal University of Law and Economics (RULE)	<ul style="list-style-type: none"> <li>▪ Vice Rector of RULE, Prof. Sokyan (Vice Rector, RULE)</li> <li>▪ Prof. Hap Phalthy, (Vice Director of Graduate Program, RULE)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prof. Aikyo (Trustee, Vice President),</li> <li>▪ Prof. Isoda (Director of Asian Satellite Campuses Institute),</li> <li>▪ Prof. Obata (Director of CALE),</li> <li>▪ Prof. Kuong,</li> <li>▪ Prof. Makino,</li> <li>▪ Prof. Sone (CALE)</li> <li>▪ Prof. Shinoda,</li> <li>▪ Prof. Leng (CJLC)</li> </ul>	1. Further cooperation between RULE and Nagoya University
<b>16<sup>th</sup> Oct, 2014</b>	207 Meeting Room, Hanoi Law University	<ul style="list-style-type: none"> <li>▪ Vice Rector, Head of International Office</li> <li>▪ Vice Chief of Student Affairs Office of HLU</li> <li>▪ Head of Representative Office of NU in Vietnam, Asian Satellite Campuses Institute</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prof. Obata (Director of CALE)</li> <li>▪ Prof. Kuong</li> <li>▪ Prof. Makino</li> <li>▪ Prof. Sone (CALE), Prof. Matsuo</li> <li>▪ Prof. Tamaru,</li> <li>▪ Prof. Kanai (CJLV)</li> </ul>	1. Further Cooperation for Campus ASEAN program 2. New English course in HLU
<b>18<sup>th</sup> Nov, 2014</b>	3rd Meeting Room in School of Economics, Nagoya University	<ul style="list-style-type: none"> <li>▪ Dr. Nipit Wongpunya (Lecturer of Faculty of Economics, Chulalongkorn University)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prof. Nemoto</li> <li>▪ Prof. Noguchi</li> <li>▪ Prof. Doi</li> <li>▪ Prof. Yorozu (SOE)</li> </ul>	1. Program contents for short-term 2014 2. Quality Assurance : Campus ASEAN Joint education course : Criteria of fundamental competencies for working persons

				: Further collaboration opportunity
<b>18<sup>th</sup> Nov, 2014</b>	Nagoya University, GSID	<ul style="list-style-type: none"> <li>Prof. Nipit Wongpunya (Faculty of Economics, Chulalongkorn University)</li> </ul>	<ul style="list-style-type: none"> <li>Prof. Yamada (GSID)</li> </ul>	Information exchange about course/ module selections
<b>22<sup>nd</sup> Nov, 2014</b>	Nagoya University GSID	<ul style="list-style-type: none"> <li>Prof. Nipit Wongpunya (Chulalongkorn)</li> <li>Ms. Nguyen Vu Pha Phim (Ho Chi Minh)</li> </ul>	<ul style="list-style-type: none"> <li>Prof. Ito</li> <li>Prof. Fujikawa</li> <li>Prof. Nishimura (GSID)</li> </ul>	Reconfirmation of the ways of credit transfer and evaluation of learning results which had been already established last year.
<b>5<sup>th</sup> Dec, 2014</b>	Nagoya University, GSID	<ul style="list-style-type: none"> <li>Prof. Aser B. Javier (UPLB)</li> </ul>	<ul style="list-style-type: none"> <li>Prof. Yonezawa</li> <li>Prof. Nishimura (GSID)</li> </ul>	Reconfirmation of the ways of credit transfer and evaluation as per the agreement made last year.
<b>9<sup>th</sup> Dec, 2014</b>	Meeting Room, Royal University of Law and Economics (RULE)	<ul style="list-style-type: none"> <li>Prof. Kim Savun (International Relations Bureau Chief, RULE)</li> <li>Prof. Buoy Thida (Chief of Education office, RULE)</li> </ul>	<ul style="list-style-type: none"> <li>Prof. Tomioka (SOL)</li> </ul>	<ol style="list-style-type: none"> <li>Credit transfer for long-term students</li> <li>Short-term study program 2014</li> </ol>
<b>12<sup>th</sup> Dec, 2014</b>	Meeting Room, A bld. Hanoi Law University (HLU)	<ul style="list-style-type: none"> <li>Prof. Truong Quang Vinh (Vice Rector, HLU),</li> <li>Prof. Nguyen Van Quang (Head of International Cooperation Department, HLU)</li> <li>Prof. Phan This Lan Huong</li> </ul>	<ul style="list-style-type: none"> <li>Prof. Tomioka (SOL)</li> </ul>	<ol style="list-style-type: none"> <li>Credit Transfer for long-term students</li> <li>Short-term study program 2014</li> <li>Introduction of the new course in HLU</li> </ol>

		(Head of Representative Office of NU in Vietnam, Asian Satellite Campuses Institute) ▪ Prof. Nguyen Thi Thuy (Deputy Head of Education Department, HLU)		
<b>30<sup>th</sup> Jan, 2015</b>	Chulalongkorn University	▪ Prof. Chayodom (Dean of Faculty of Economics, Chulalongkorn University)	▪ Prof. Doi (SOE)	1. Program contents for Short-term 2014
<b>24<sup>th</sup> Feb, 2015</b>	National University of Singapore (NUS)	NUS ▪ Dr. Helen Chai ▪ Ms. Jessie Toh	▪ Prof. Doi (SOE)	1. Short-term program 2015 2. Long-term program 2015: inbound 3. Long-term program 2015: outbound/ accommodation
<b>20<sup>th</sup> Feb, 2015</b>	Meeting Room, Gadjah Madah University	▪ Prof. M. Hawin (Dean, Faculty of Law, UGM) ▪ Prof. Andi Sandi (Vice Dean for Collaboration and Alumni Affairs, Faculty of Law, UGM)	▪ Prof. Tomioka (SOL)	Short-term study program 2014
<b>25<sup>th</sup> Feb, 2015</b>	Meeting Room, Gadjah Madah University	▪ Prof. Linda Yanti Sllistiawati (Vice Dean for Academic and Students' Affairs, Faculty of Law, UGM)	▪ Prof. Tomioka (SOL)	Academic Calendar differences

<b>13<sup>th</sup> Mar, 2015</b>	Ho Chi Minh City University of Law (HCMCUL)	▪ Prof. Bui Xuan Hai (Vice Rector, HCMCUL)	▪ Prof. Tomioka (SOL)	1. Improvement of the administrative Procedure 2. Further cooperation for the program in AY2015
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## **Name List of Participants of Quality Assurance Committee**

Date & Time: 20<sup>th</sup> March 2015 10:00-11:30

Venue: Guest room of GSID, Nagoya University

(Names in alphabetical order)

### **External Evaluation Committee Members:**

- Ms. Chikako Takase (Director United Nations Center for Regional Development )
- Mr. Naofumi Suzuki (ASEAN-NAGOYA CLUB)

### **Nagoya University:**

- Akihiro Noguchi (Vice Dean and Professor, Graduate School of Economics)
- Akiyoshi Yonezawa (Associate Professor, Graduate School of International Development)
- Akira Yamauchi, Director and Professor (International Cooperation Centre for Agricultural Education)
- Chie Yorozu (Designated Assistant Professor, Graduate School of Economics)
- Fumio Jinbo (Dean and Professor, Graduate School of Law)
- Jiro Nemoto (Dean and Professor, Graduate School of Economics)
- Kaoru Obata (Director of Center for Asian Legal Exchange and Professor, School of Law)
- Kiyoshi Fujikawa (Professor, Graduate School of International Development)
- Makoto Nishimura (Designated Professor, Graduate School of International Development)
- Sanae Ito (Dean and Professor, Graduate School of International Development)
- Taeko Nakano (Associate Professor, Graduate School of Law)
- Ryoko Tomioka (Designated Assistant Professor, Graduate School of Law)
- Yasuhiro Doi (Associate Professor, Graduate School of Economics)
- Yuki Shimazu (Designated Assistant Professor, Graduate School of International Development)