

**NAGOYA
UNIVERSITY**

*Re-Inventing Japan
Project
(Campus ASEAN)*

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

Annual Report 2013



名古屋大学
NAGOYA UNIVERSITY

**Campus ASEAN Steering Committee
March, 2014**

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

Annual Report 2013

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

Table of Contents

FORWARD.....	IV
MESSAGE FROM PRESIDENT OF NAGOYA UNIVERSITY	IV
MESSAGE FROM DIRECTOR OF RE-INVENTING JAPAN PROJECT (CAMPUS ASEAN).....	VI
ACKNOWLEDGEMENTS.....	VIII
1. OVERVIEW OF RE-INVENTING JAPAN PROJECT OF NAGOYA UNIVERSITY.....	1
1.1 BASIC CONCEPT.....	1
1.2 PROJECT FRAMEWORK	1
1.3 OUTPUT	3
1.4 NUMBER OF EXCHANGE STUDENTS SCHEDULED FOR THE PROJECT	3
2. THE 1ST ANNUAL MEETINGS AND INTERNATIONAL SYMPOSIUM	4
3. OVERVIEW OF STUDENT EXCHANGE PROGRAMS.....	6
3.1 PURPOSE	6
3.1.1 Program of Fostering a New Generation of Leaders in International Cooperation	6
3.1.2 SEND Program (including activities of the Program of Fostering a New Generation of Leaders in International Cooperation)	7
3.2 PROGRAM SCHEDULE IN 2013FY	8
3.3 MESSAGES FROM PARTICIPANTS IN LONG-TERM PROGRAMS	9
3.3.1 Program of Fostering a New Generation of Leaders in International Cooperation	9
3.3.2 SEND Program	21
3.4 SHORT-TERM PROGRAM	26
3.4.1 Program of Fostering New Generation of Leaders in International Cooperation	26
3.4.2 SEND Short Program	46
3.5 INTERNSHIP	56
3.5.1 Inbound.....	56
3.5.2 Outbound.....	64
4. OVERVIEW OF QUALITY ASSURANCE SYSTEM	65
4.1 PURPOSE	65
4.2 FRAMEWORK.....	65
4.3 CONSTRUCTION OF CREDIT TRANSFER & GRADE MANAGEMENT SYSTEM	66
4.3.1 Academic Calendar.....	66
4.3.2 Credit System	67
4.3.3 Grading System	68
4.3.4 GPA	69
4.4 RECIPROCAL CREDIT RECOGNITION PROCEDURES	70
4.4.1 Procedures	70
4.4.2 Certificate of Completion.....	70

4.4.3 Transcript of Academic Record	72
4.5 JOINT EDUCATION COURSE CONSTRUCTION / COMMON EDUCATION COURSES CONSTRUCTION	75
4.5.1 Purposes	75
4.5.2 Content	77
4.6 ASSESSMENT STANDARDS OF COMPREHENSIVE GENERIC SKILLS OF STUDENTS	78
4.6.1 English Proficiency	78
4.6.2 Intercultural Knowledge Competence	80
4.6.3 Fundamental Competencies for Working Persons.....	80
4.6.4 Communication and Presentation Capacity	81
NAME LIST OF STEERING COMMITTEE MEMBERS	84
NAME LIST OF QUALITY ASSURANCE COMMITTEE MEMBERS	86
NAME LIST OF EXTERNAL EVALUATION COMMITTEE MEMBERS	88

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

Dr. Michinari Hamaguchi

In recent decades, we have witnessed enormous changes in the world order leading to instability and crises that challenge us. Across Asian countries, we are realizing unprecedented opportunities for development, as well as the unpredictable factors of crises. Therefore, how the university can survive, and how we, as a higher education institute, should continue to foster the human resources of the next generation are important issues confronting us. Facing the rapid transformation of the global context, the internationalization and regionalization of Nagoya University have become the core pillars in our mission. In 2009, Nagoya University launched “The Hamaguchi Plan” for transforming into a world class institution. This plan aims to cultivate globally effective leaders, conducting world class research, implementing organizational reform, expanding alliances with and further contributing to the local and regional communities and fundraising for promoting research activities and accomplishing the internationalization of the campus.

Naturally, the “Re-inventing Japan Project”, aiming at fostering future leaders for development through the ASEAN-Japan University Partnership, can be considered as one part of the strategy for the internationalization of Nagoya University. In light of major changes in the economic environment and international cooperation, this project aims to fully collaborate with industries in the Tokai region of Japan and resources in the ASEAN region to foster a new generation of leaders in international cooperation, equipping them with the perspective necessary to create a connection between business and development assistance and a common understanding of various fields linking Japan and the ASEAN region. The collaboration with a consortium of seven leading universities in the ASEAN region and Nagoya University under equal partnership is expected to build a regional collaborative 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. Meanwhile, this project provides an opportunity for students from ASEAN and Japan to improve intercultural understanding as a necessary skill for future leaders in international cooperation. Furthermore, it also provides a platform for an internal reform for the internationalization of our university.

With the start of this project in 2012, we are already on track towards fostering future leaders for ASEAN and Japan. At the same time, I believe the implementation of the project will push forward the internal internationalization of Nagoya University. I hope there will be an increasing number of students from both participating ASEAN universities and Nagoya University who will join us and become the future leaders for realizing a prosperous and peaceful future for ASEAN and Japan. At the same time, I look forward to the continuous cooperation with partner universities and partner corporations within this project to regionally and globally fulfill our goals for a prosperous and peaceful future for the ASEAN region and Japan.

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

The Launch of the Re-Inventing Japan Project: “Campus ASEAN”



Program Coordinator
Dean, Graduate School of
International Development

Dr. Kiyoshi Fujikawa

The Graduate School of International Development (GSID) of Nagoya University, together with the university's four other graduate schools and centers – the Graduate School of Economics, the Graduate School of Law, the Center for Asian Legal Exchange, and the International Cooperation Center for Agricultural Education – jointly won “the Re-Inventing Japan Project” in 2012, sponsored by Japan's Ministry of Education, Culture, Sports, Science and Technology. We believe that the Re-Inventing Japan Project marks a shift in Japan's policy on higher education. Until recently, Japan's policy on the internationalization of universities was centered on recruiting international students for studying in Japan. More recently, however, projects such as the Re-Inventing Japan Project have begun to encourage Japanese students to study overseas, thereby enhancing cross-cultural communication between Japanese students and their local counterparts outside Japan.

Due to language barriers and Japan's anti-immigration policy, not many international students used to come to Japan. In 1983, Prime Minister Nakasone advocated the “100,000 International Students Plan” and promoted internationalization of higher education in Japan. In 2008, the “300,000 International Students Plan” was launched by Prime Minister Fukuda. Currently, this plan is being implemented in the name of “G30 Program”. Despite these efforts, however, many young Japanese have been shying away from actively engaging with the international community. Hence the need for national projects such as the Re-Inventing Japan Project is greater than ever before.

As globalization rewrites the economic map of the world, emerging economies such as China, South Korea, India, Thailand, and Singapore have grown increasingly confident of their role as aid donors and have started to talk about “Asian-style” development assistance. What characterizes the “Asian-style” development assistance is the explicit link between development assistance and the economic and diplomatic interest of the donor country. Thus, the traditional view of international cooperation in which Japan “saves” poor Asian neighbors is

being radically challenged. The new generation of global leaders engaging with this emerging model of international cooperation will need a broader social and diplomatic outlook and the knowledge of economies, legal and political systems, and socio-cultural environments characterizing both aid donors and recipients in the ASEAN region and Japan. Therefore, as the first step to foster the new generation of global leaders with expertise in every field mentioned above, we believe it is necessary to foster leaders who have outstanding communication skills and basic intercultural knowledge and competence that will accommodate the mutual needs among partners. Furthermore, these leaders will need to recognize the changing role of private enterprises as an important new actor in international cooperation.

Nagoya University's "Re-Inventing Japan Project", which is entitled "Training a New Generation of Leaders in International Cooperation for the Development of the ASEAN Region", is intended to foster such global leaders. To this end, we have formed a consortium of eight universities, consisting of Nagoya University (Japan), the National University of Singapore (Singapore), Chulalongkorn University (Thailand), the University of the Philippines Los Baños (the Philippines), Gadjah Mada University (Indonesia), the Royal University of Law and Economics (Cambodia), Hanoi University of Law (Vietnam), and Ho Chi Minh City University of Law (Vietnam). I sincerely hope that students of these eight universities will make the best use of this opportunity to study abroad within the members of the consortium. Moreover, I hope this project becomes a touchstone for the partnership between community, industry and higher education at regional and global levels.

This annual report aims to provide a review of the management and practices of this project in 2013. We look forward to comments and suggestions for further improvement and development of this project.

Acknowledgements

The accomplishments of 2013 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 in the central Japan area, including

Denso
Brother
DGM Mori
Sintokogio
Mitsui & Co (Chubu branch)

Finally, we would like to express our sincere gratitude to the students who participated in this project of 2013. 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

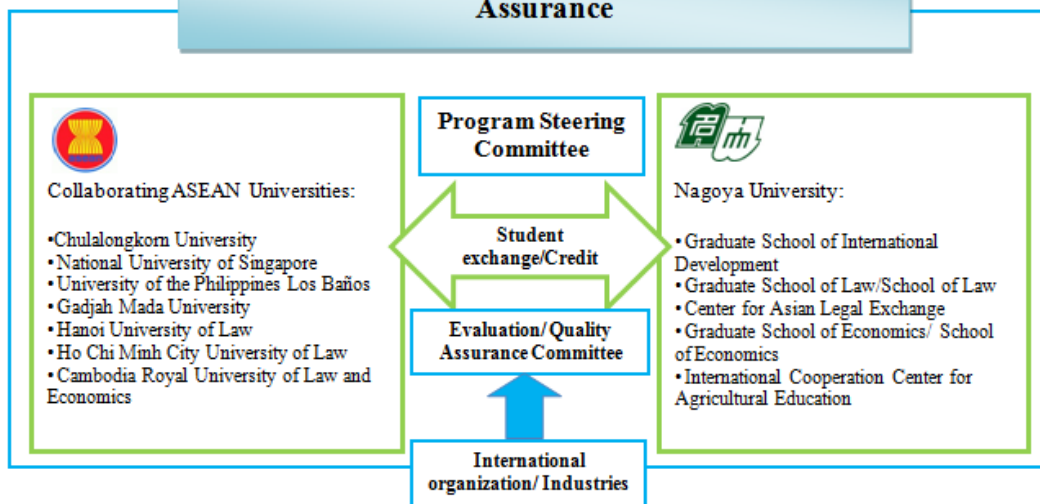
internships, including visits to corporate and government agencies as well as international organizations, within a quality-assured framework that permits credit transfer and grade management. This consortium has enabled us to build a regional collaborative training base to help reduce poverty, promote 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.

Preparing a New Generation of Leaders in International Cooperation for the Development of the ASEAN Region

→Shift in aid model: Collaboration among industry, foreign policy and development assistance; role of private sector

→Need for human resources with specialized knowledge in the fields of economics, law, politics, diplomacy, international development and a cross-disciplinary ability to apply policies with an understanding of other cultures

A Global Expansion Consortium & Quality Assurance



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

1.4 Number of Exchange Students Scheduled for the Project

Universities		2012		2013				2014				2015				2016			
		3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
The National University of Singapore	Inbound					7			2	7			2	15			2	15	
	Outbound					5			2	5			2	10			2	10	
Chulalongkorn University	Inbound					5	1			5	1		2	15			2	15	
	Outbound					1				1				2				2	
The University of the Philippines Los Banos	Inbound					1			1			2				2			
	Outbound					1			1				20	2			20	2	
Gadjah Mada University	Inbound					2	1			2	1		1	2			1	2	
	Outbound		3			1	3			1	3			1	3			1	3
Ho Chi Minh City University of Law	Inbound					2	1			2	1		1	2			1	2	
	Outbound		3			1	3			1	3			1	3			1	3
Hanoi Law University	Inbound					2	1			2	1		1	2			1	2	
	Outbound		3			1	3			1	3			1	3			1	3
The Royal University of Law and Economics	Inbound					2	1			2	1		1	2			1	2	
	Outbound		3			3	1	3			20	1	3				1	3	
<p>"○" refers to short-term program.</p> <p>"□" refers to long-term program.</p>																			

2. The 1st Annual Meetings and International Symposium

As the start of the project, we held the 1st Steering Committee Meeting, Quality Assurance Committee Meeting, and International Symposium on March 11, 2013. The Steering Committee Meeting aimed at strengthening the understanding of the purpose, framework and plans of the project among participating universities. In the meeting, the director and secretariat of the project in Nagoya University introduced the purpose, framework and activities of the project, particularly the collaboration between industry in central Japan (such as Toyota, Denso, Brother, etc.) and Nagoya University for this project and the SEND Program, which aims to send Japanese students to study abroad, experience culture exchange and establish networks with the young generation in the ASEAN region. Delegates from the eight participating universities then exchanged information and ideas about the implementation of the project. Delegates from member universities reached an agreement to establish an equal partnership in collaboration for this project.

The Quality Assurance Committee Meeting aimed at reaching a common sense of quality assurance for this project. Meanwhile, it also aimed to exchange information of the policies and practices in quality assurance among member universities. In the meeting, the secretariat of the project invited Dr. Akiyoshi Yonezawa, as higher education specialist, to introduce the basic concept, purpose and framework of the quality assurance for this project. Meanwhile, delegates from the eight participating universities briefly introduced their policies and practices in quality assurance. Moreover, as the External Committee Members, Ms. Chikako Takase, Director of United Nations Center for Regional Development (UNCRD), and Mr. Hideyuki Tomita, President of Toho Technology Corporation and Chairman of the International Committee of the



Chubu Association of Corporate Executives, joined the discussion and shared their insight and suggestions for quality assurance. In addition, Dr. Sauwakon Ratanawijitrasin, Centre Director of the Southeast Asian Ministers of Education Organization Regional Higher Education Development (SEAMEO RIHED), as one of the distinguished guests, also joined the discussion and shared her comments and suggestions for the project.

To deepen the discussion on international collaboration in higher education between ASEAN and Japan, an international symposium titled “Training a New Generation of Leaders in International Cooperation for the Development of the ASEAN Region” was held on March 11, 2013. The symposium aimed at reaching a common sense of equal partnership among member universities collaborating in higher education between ASEAN and Japan. At the same time, it also aimed to deepen the discussion on how to foster future leaders of a new generation for development between ASEAN and Japan. Delegates of the eight member universities joined the panel discussion. As a result of the SEND Program in 2013, participants from this program also actively joined the discussion in English. Their attitudes and English proficiency received a big ovation and appreciation by delegates from member universities.



In addition, the excursion to Toyota, Denso and Brother left deep impressions about the manufacturing of central Japan among delegates from participating universities, who looked forward eagerly to their students attending seminars and internships to learn the real essence of global manufacturing industries.



On the other hand, those corporations have already expanded their business and manufacturing operations in ASEAN countries and therefore have substantial interest in contacting university students from ASEAN countries to listen directly to their voices. Thus, the excursion was very successful.

3. Overview of Student Exchange Programs

Under this project, there are two pillars, including Fostering a New Generation of Leaders in International Cooperation Program and SEND (Student Exchange Nippon Discovery) Program. In this part, we clarify the purpose and schedule of each student exchange program. We then share messages from students in both long-term and short-term programs.

3.1 Purpose

3.1.1 Program of Fostering a New Generation of Leaders in International Cooperation

This program 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.

There are short-term (one – two week) and long-term (six month) programs under the theme of fostering a new generation of leaders in international development. The short-term program can be considered an “eye opener” for students from both ASEAN universities and Nagoya University. The short-term programs have various themes, such as:

1. Japanese business and manufacturing
2. The Japanese legal system
3. Business in ASEAN
4. Japanese enterprises in ASEAN
5. Development issues in ASEAN
6. Cultural and social diversity in ASEAN and Japan

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.

3.1.2 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.

I would like to give a brief description regarding our CJL students who are learning about the Japanese Law by Japanese language in counterpart universities. 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 the 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.

3.2 Program Schedule in 2013FY

Universities		GSID				SOE				SOL				Total
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	
The National University of Singapore	Inbound							7						7
	Outbound								5					5
Chulalongkorn University	Inbound			5	1									6
	Outbound				1									1
The University of the Philippines Los Banos	Inbound				1									1
	Outbound				1									1
Gadjah Mada University	Inbound											2	1	3
	Outbound											1	3	4
Ho Chi Minh City University of Law	Inbound											2	1	3
	Outbound											1	3	4
Hanoi Law University	Inbound											2	1	3
	Outbound											1	3	4
The Royal University of Law and Economics	Inbound											2	1	3
	Outbound				3							1	3	7
Total	Inbound		7				7				12			26
	Outbound			35			5				16			56

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

GSID: Graduate School of International Development
 SOE: School of Economics
 SOL: School of Law

3.3 Messages from Participants in Long-term Programs

3.3.1 Program of Fostering a New Generation of Leaders in International Cooperation

3.3.1.1 Outbound



Tomoko Ogura
M2 Student, Graduate School of International Development
Nagoya University, Japan

There are two main reasons why I joined the Campus ASEAN program.

1. To learn different perspectives about development.

More specifically, I intend to learn the perspective of 1) the developing country and 2) different academic fields. In what follows, I would like to describe in detail what I actually learn in the University of the Philippines Laos Baños (UPLB).

In GSID, my major is social development and culture in the Department of International Cooperation Studies (DICOS). However, in UPLB, my major is Development Management and Governance, in the College of Public Affairs and development (CPAf). Therefore, I have been able to learn about development from the point of view of governance. What I've learned in class, of course, has global applications. The professor has work experience in international organizations including UN and JICA. Also, he has been working for Filipino politicians as a counselor for many years. Thus, I am able to learn what is really going on in practical situations, and how academic ideas are applied to Filipino politics.

Moreover, I receive great benefits from my classmates who have diverse backgrounds. They are all from developing countries like Myanmar, Cambodia, Uganda and Philippines. They all have work experience in government, universities, nutritional institutions, national banks, NGOs and so forth. By having discussions with them, I get a better understanding of the recipient countries' opinion and notion of development.

In exchange for that, they also learn from me through discussion. I am the only one from a donor country, so by sharing my experiences and ideas in class, they also can see the issues from diverse perspectives. Therefore, we all learn from one another.

2. To advance my research

My research topic is about the risky behavior of overseas Filipino workers' adolescent children, and I have been able to advance my research under the mentorship of a Filipino adviser. The professor has an extensive network in this country, and it helps the data gathering process enormously.

I also experienced many other great things that I didn't expect. One of the most intense experiences was the super typhoon Haiyan. In November 2013, one of the strongest storms ever recorded slammed into this country. Fortunately, my area, Los Baños, was not affected that much, but more than 6,000 people died and 27,000 people were injured. After this disaster, many kinds of activities for the victims were started all over the country, including Los Baños. I also did what I could do for victims by participating in voluntary activities like fund raising, arranging relief supplies, and by donating my stuff and a small amount of money as well.

In addition, the International Rice Research Institute (IRRI) is headquartered in Los Baños. IRRI ranks among the largest international and agricultural research organizations in Asia, and it holds weekly seminars on issues surrounding rice science and allied fields. By attending the seminars, I have obtained a better knowledge of agricultural issues, which was not my specialized field.

Also, in UPLB, you can take classes from other departments. I am taking a qualitative approach class from the College of Development Communication. This class is really challenging for me, because it is for PhD students and out of my realm of expertise. I was not also familiar with qualitative research methods before. In this class, I study from principle to the practical subjects, including traditions, concepts, issues, approaches, and methods in qualitative communication research.

Finally, I study Tagalog with a tutor. My Tagalog is not good yet, and everybody speaks English in UPLB. However, I believed that showing a willingness to understand their culture (in this case, by learning their language) is indispensable to boost mutual communication and relations of trust.

To sum up, I have learned many things during this program, even more than the things I mentioned above. Of course, I don't always have positive experiences; there are times that I faced many challenges too. It is worth it, however, and I am sure that all my experiences here are irreplaceable assets for my future, in terms of both academic and mental growth.

Shuhei Sugimori
M1 Student, Graduate School of International
Development
Nagoya University, Japan



I joined the Campus ASEAN long-term program because I believed that this would be a great experience and opportunity to understand the economy, society and culture of one of ASEAN countries which are developing spectacularly. Before going to Thailand, I did not have much international experience, even though I belong to the Graduate School of International Development (GSID). This program has been a good opportunity for me to study in a different environment from Japan and to know how students in Thailand think and study. In particular, Chulalongkorn University is the best university in Thailand, so I study with excellent students and improve myself. Moreover, Thailand is an interesting country for me as a student who is studying international development. Thailand is one of the most advanced countries among developing countries, so I expected to discover the results and problems of international development by participating in this Campus ASEAN program. The strategy of Thai development of heavily relying on foreign countries through trade and investment was also interesting. The impact of this strategy on the development is what came to interest me.

During my exchange program, I have taken three courses in Chulalongkorn University. Actually, most of them relate to business economics though I am studying international development in Japan. However, those classes are still interesting for understanding how Thai students think about the economy and how they study. Furthermore, it is also interesting to join the classes as a minority student because most of students were Thai, and I am the only student from Japan in the classroom. I really appreciate that all the teachers and students just treat me the same as other students, so I can study in the same mood as them. In the class, sometimes I felt I could not understand what other students were thinking during group work because most of the members were Thai and had a common sense about the topics in the group. However, because my group members always kindly shared their ideas, I can also express my opinions from a different perspective and provide a Japanese presence in our group.

Although I did not have much time for my research because the coursework was very intensive, I had regular discussions with my supervisor, Professor Chairat, and finally, I decided to change my research topic. Since I arrived in Thailand, I felt that my former research topic did not meet the reality of Thailand, even though my subject region was Thailand or ASEAN countries. Now I hope that my new research better reflects reality. I got a chance to discuss this with not only my supervisor, but also another professor who is familiar with development in Thailand, and got a lot of advice for my research. I am glad that

many professors and staff showed their kind hospitality to me.

Apart from my study, I also had many kinds of experiences in Thailand. Of course, I visited many places for sightseeing, but that was only a small part of my experiences. The most interesting experiences were in my daily life. While I unfortunately could not take Thai language course, sometimes my friends taught me the language, and I could also have a language session with a student who wanted to study Japanese. Moreover, in my daily life I enjoyed Muay Thai (Thai boxing). I had been interested in the martial arts in Thailand because I like martial arts from all over the world and do Taekwondo in Japan. I went to the gym once or twice a week to practice with my friends. So, I enjoyed practice a lot, and my friends gave me a pair of gloves and pants for Muay Thai for a birthday present, which became my treasure and I will never forget the great time I had with them.

In the Campus ASEAN long-term program, while I had trouble with transportation and the campus was closed for a week because of political protests, I learned a lot of things through the coursework and my daily life. I deeply appreciate this opportunity to study abroad.

3.3.1.2 Inbound

Almira Geles Lumbres

M1 Student

University of the Philippines Los Baños, the Philippines



Joining the Campus ASEAN long-term program was never part of my plan. Honestly, the opportunity came in when I was at a point of reassessing what I wanted to do with my life. As a faculty member of my home institution, I was required to pursue a higher degree of learning which is necessary for my profession. I initially intended to study abroad, but due to some personal circumstances I wasn't able to do so. Eventually, I started a Master's program in development and governance, a field close to my heart, in UPLB. However, halfway down the road of pursuing the degree, I reached an impasse where I began asking if that was something I really wanted to study. As if somebody was listening, I suddenly got a call which helped me reconsider my interest in the subject matter. I received a call which led me to Japan to be part of the Campus ASEAN program. I left my country with the hope that after six months, I could regain my drive to learn about development and come back with new experiences and better perspectives which I could share with others, especially with my students.

I was afraid yet excited about the decision I made. It was my first time to go abroad and to live on my own. Although I was really at ease with the idea of staying in Japan, I was still anxious about how the system works in the country. In fact, I was more worried about it than my academic responsibilities. How would I cope with winter, communicate when I traveled, read labels in supermarket, eat dishes I hadn't tried yet and manage my time in the Japanese way were some of the things I had to handle. Fortunately, with the help of newfound friends and people around me, I coped well and made the most out of this rare experience.

I can say that joining the program is one of the best choices I have made for myself so far. Nothing compares with the learning I acquired given the shortness of time I spent in Japan. For one, I can't imagine how I finished ten courses in just the span of four months. Each of these courses offered different flavors in tackling international development. Moreover, through the internship, a part-time job, travels, and my day-to-day life in Japan, I have seen the various faces of a developed nation which exceeded what I had learned before from the available books. Every new experience I gained triggered new ideas and personal realizations. It makes me further understand how little I know, and how much I can still learn in life and in the discipline I'm taking.

Among all of these, the best part of the program perhaps has been the opportunity it gave us to meet and be friends with people from all over the world. In my case, I have been lucky enough to be part of GSID, which is a truly international institution, where I had a chance to hear and learn not only from the professors but more from the other international students. Despite the race, beliefs, culture and other differences, it is amazing how every discussion ends with an acceptance and respect for everyone's uniqueness.

Truth be told, the Campus ASEAN program is a great vehicle of intercultural learning and experiences. Being part of the program is a blessing that will surely have great impacts in my future endeavors and hopefully can translate to the betterment of my country



Katikar Tipayalai
M1 Student
Chulalongkorn University, Thailand

If there is one thing that I will never doubt in my life, it is that I made the right decision to go on an exchange to Japan. To say it truly, I received the greatest opportunity to be an exchange student under the Campus ASEAN Long-term Program in Japan. Being a student in Nagoya University, even though it was only a short period, allowed me to get to know and enjoy every single aspect of Japanese life and culture.

Learning outcomes surprised me in a very good way. In most classes the level of education is very professional and the classes are actually fun. The quality of the teaching in Graduate School of International Development of Nagoya University is very good and I had to attend 100% of the classes. The students are regularly tested on what they have learnt through various assignments, presentations and exams. Studying in Japan is clearly different than studying in Thailand, because instead of crowded lectures, classes are held in small classrooms and the teachers (sensei) expect interaction with the students and the students are expected to participate actively. Many subjects were by far among the best courses I took. In particular, the Japan's Development Experience course, which was taught by many Japanese teachers, was very useful. I have learnt a lot about many aspects of Japan, for example, history, politics, economics, laws, social, culture, and so on. I was very pleased to be able to study in the same class as international students. It is a great opportunity to see what student life here actually is.

After spending several months in Nagoya, Japan, I have to admit that the main objective of Campus ASEAN program to foster global leaders in international cooperation who understand both aid and business, with knowledge of economy, law, politics, society and culture of the ASEAN region and Japan has been met. The exchange has enriched my studies because it developed my abilities of studying in a multicultural environment and expanded my knowledge of Japan and all ASEAN countries. I could meet new friends and develop life-long friendships with people from around the world. From all above, the study in Japan gave me confidence in my own ability to cope in a completely different country and culture. The exchange program proved that it is possible to take care of things and get through different situations despite language barriers, different customs and different definitions of time.

Relating to the ASEAN Economic Community (AEC), which is the goal of regional economic integration by 2015, a closer relationship and cooperation between ASEAN countries and Japan with Campus ASEAN program strongly helps to promote the students in their future careers in many areas, including

human resources development, professional capacity building, and cross-cultural skills and communication. This experience will mean a lot in my working life in the future. I have gained more knowledge about business and development in Asia, especially in ASEAN countries, through my studies and experiences from visiting many companies in Japan.

I am so proud to be in the first generation of Campus ASEAN students and I was also impressed with my stay in Japan. The experience was very enlightening and I was left with mainly positive memories. By learning a new language, not only I have discovered the culture in Japan, but I also have met some really interesting people. The Japanese people and their pleasant culture offer a nice living environment. Japan is impossible to describe in only a few words. I can say from my own personal experience that the kindly and friendly attitude of the Japanese people towards life will capture the heart of everyone who sets foot in the country.

All in all, the world has an interesting way of giving great experiences to the ones who are passionate about their dreams and want to live up to them. Thanks to GSID of Nagoya University and all related organizations for making this Campus ASEAN program possible and giving me this opportunity. This exchange program was the best time and experience in my life.

Tran Phuong Anh
4th Year Student
School of Law, Hanoi University of Law, Viet Nam



- Why did I join the Campus ASEAN long – term program?

I have had a love for Japan for a long time. Since I was a child, I always wanted to go to Japan someday. My knowledge of Japan was derived from the geography and history books that I read, the films that I saw and the stories that I heard from people who had visited the country. Moreover, Nagoya University and my university have a long-term good relationship, so I knew that Nagoya University was a famous university not only in Japan but also in the world. Many students from my university and other universities in Viet Nam come to Nagoya University to study every year, and all of them always praise the education in Nagoya University. So when I heard about the exchange program, I thought it could be a chance for me to not only come to Japan, but also to study in a famous university. I thought that even though I only could study a few subjects in Nagoya University for one semester with, it would still be a great experience for me if I went to study abroad.

I feel so lucky to have been chosen to attend the Campus ASEAN long – term program, to have the chance to study the Japanese law system and Japanese people's working style and make friend with good people from many countries.

- My experiences and how I feel about them

This is the first time I have studied in an international environment, so everything for me is an interesting and unforgettable experience. At first, I had difficulties to catch up with the lectures, I had to read many materials to prepare for classes every day. But lucky for me, the professors were really nice, and they were always willing to explain all my questions, no matter how simple or difficult the questions were. They usually encouraged me to write down what I was concerned about during the study process, and they would give me the right answers for the problems, helping me to find the right way to follow. Thanks to them, my knowledge has been widened a lot.

During my time in Japan, I have made a lot of friends. They are the students from the Campus ASEAN long – term program, and also my classmates. They come from different countries with different cultures, but we still have many things in common, one of which is the love for Japan. We can help each other not only in study but also in daily life. I can ask for help from my friends who already have stayed here for several years if I have difficulty in life, and they always help me, unhesitatingly. They tell me lots of things about their countries, customs, cuisine... I think that is interesting information that can hardly be found in books, magazines or the internet. Together, we create great and special friendships – friendships irrespective of race, creed or color.

I also learn a lot from the experiences of daily life. I see that in Japan, everyone always has respect for other people. In the work place, the workers always come on time and work hard with the competitive spirit; they are taught that everyone is important to the success of company, and they can make their company develop faster stronger by uniting. I think the life style and working style of Japanese is a precious lesson for me.



Nguyen Thi Phuong Ha
M1 Student
Ho Chi Minh City University of Law, Viet Nam

The meaningful purpose of the Campus ASEAN Long-term Program - “Training a new generation of leaders in international cooperation for the development of the ASEAN region” was the motivation for me to join. I am from Viet Nam – a developing country in the ASEAN Community, and we go overseas, especially to developed countries, to widen our knowledge, broaden our vision and to experience different lifestyles and cultures. This is always our desire.

At the time when I received the information about this interesting program, I realized that all I had ever known about Japan was just sakura and through comic books, while knowing about a country requires you to live in it to see it with your own eyes. Besides, as a law student, studying solely the law system of my country is not enough in the current age of globalization. During the bachelor program, I was introduced to the legal system of America, the European Community, and so forth; however we do not have much knowledge of Japanese legal system. Therefore, I thought that participating in the Campus ASEAN Program would definitely bring me a great opportunity to come and study in Japan – a country I always have been curious about – and this is the reasons why I decided to apply for this program.

After nearly six months living and studying in Nagoya, a very peaceful and beautiful city, I now have no doubt that I made a right decision joining this program. During the time in Nagoya University, I attended six courses of the Master program of the Graduate School of Law. All of the courses were very interesting, we were a little bit busy in each class with presentations and assignments but at the same time we really enjoyed them. Most of my classes had students coming from many countries in Asia, Europe, Australia, and America, so in every discussion we could hear opinions from a variety of perspectives, then know more about other countries. One of the classes which left a strong impression with me is the class of Japanese Judicial Institutions; there is nothing else I could say after finishing this class but “What an amazing class”. This class provided me precious opportunities to visit many Japanese judicial institutions, where, according to my professor, even Japanese students rarely have chances to visit, such as the Public Prosecutor of Nagoya, Gifu Jail, Nagoya District Court, Nagoya Police Headquarters, and more remarkably, the Supreme Court of Japan in Tokyo, the National Diet of Japan in Tokyo, the National Diet Library, and the Federal Bar Association. In these places, we had honor to ask questions and receive informative answers from a public prosecutor, a high-ranking police officer, and respectable judges in the District Court and Supreme Court. By registering for this class, even though my stay in Japan was only six months, I have learned a lot about the judicial system of Japan. Furthermore, I cannot forget many funny moments I have shared with my

classmates in the Japanese language class. We have learned some basic sentence structures and simple vocabulary for daily communication. Learning Japanese is not easy but very worthwhile, I always felt excited every single time I joined this class.

Nagoya University also organized many trips, like a ski trip or a one-day trip to Kyoto, and many events to help foreign students understand Japanese culture. Among them, I went to the Japanese tea ceremony and tried different kinds of tea. Each kind has its own smell and flavor. I learned that in Japan, tea is not just for drinking but is for enjoying an artistic traditional value. Other events that I joined were origami night (where I was shown how to fold paper into shapes), coffee hours, making dumpling day (where I learned how to make our own dumplings), and so on.

In my opinion, and maybe in that of people who have been to Japan, this is an ideal destination for anybody who loves natural landscapes and good cuisine. Lucky for me, I came to Nagoya just at the right time to enjoy autumn and winter in here. What embedded in my memory is the autumn in Nagoya. There was the time when we went to a beautiful park called Korankei to see red leaves – a feature of Japanese autumn. The gorgeous sight here made me think that I was lost in a fairy wonder land. Besides, I can never get enough of Japanese food.

In conclusion, the program gave me great chances not only to study in a new environment and gain useful knowledge but also to experience a new lifestyle, cultures and people.

Lim Ouy
3rd Year Student
Cambodia Royal University of Law and Economics



The opportunity fell from the sky, I grabbed it and made my way here to Nagoya University. I had only two things in my mind at the beginning. The first one was to see a different world, to experience Japan, which has always been a special country for a number of reasons. The second was to challenge myself, to live life far away from home for six months. I dare to dream big, but rarely dare to expect, so I only aim to make the best out of the six months period I have.

I took as many courses as I could. I took nine courses and the standard Japanese course as I learnt that my Japanese G30 counterpart would take fifteen courses per semester. It really is a lot of work and well above the

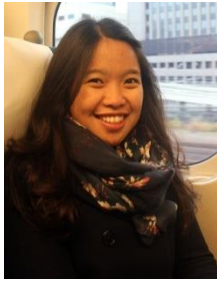
exchange program requirement. I certainly understand that I could make life a lot easier, and quite a few times I wanted to grant myself permission to quit one or two, but I did not and made it through the end. Hopefully I will pass all of them.

I managed to cook my own meals almost every day. Not that I do not like Japanese food, but cooking myself would save me some pennies to spend on my lengthy “to do list” in Japan, and it would also build up my self-confidence and train me to be independent.

Every day was a new lesson for me. I used vending machines to buy drinks and instant noodles but also for ordering food. I took the subway. I queue in line, give my seat to elderly. I saw how the infrastructures are designed to be wheelchair accessible; in the university, even the toilet controllers are made to be readable by sightless people. I forgot my scarf in the classroom and lost my gloves at the subway station, but I found the scarf at the same place the next day, and I got my gloves back at the station master’s office. When I went outside to eat, even in crowded places, I never had to keep looking at my bag and belongings.

I traveled alone to Osaka and Kyoto once, and I met a really kind Japanese lady. I asked her if I was waiting in the right place for the train. We got onto the train and sat quite far away from each other, but she came to see me, handed me a note and explained how I should catch the next train for my trip before she got off the train. After six months, I have concluded that many Japanese people are really kind and helpful, and my experience on the train is just a normal thing in Japan.

I got to experience different cultures, not only the Japanese culture, but I also got to make friends with people from other ASEAN countries. We tend to grow closer to each other now. We talked about almost anything. I do not think I got to understand their countries just from them, just like how my two Vietnamese friends would have different understanding about their culture or tradition. But they surely will be the bridge connecting our countries together. We resolved to reunite in Cambodia in 2019. Surely I will travel and see them even before that. The Philippines and Indonesia are already on my travel destination list!



Kartika Paramita

4th Year Student

Faculty of Law, Universitas Gadjah Mada, Indonesia

To begin, I cannot deny that the Campus ASEAN's scholarship made me interested to join its long program. This program offered something that rarely is offered by other exchange programs; free tuition, free airplane tickets and even free living costs. As a student who is still depending on my parents financially, Campus ASEAN came as a dream program that gave me chance to live and study abroad without being so much of a burden to my family. Yet, after I joined this program, I could not agree more, it valued more than that.

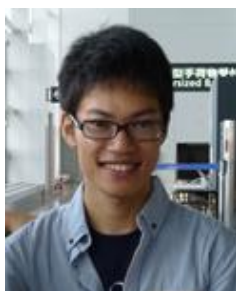
During six months staying in Japan, I have done two kinds of internships (in a company and a law firm), joined three international seminars, got the opportunity to join pre-moot arbitration competition, joined Japanese language classes and had chances to travel to cities around Japan. I also joined festivals together with my Indonesian friends to introduce our culture and dances. Through those experiences, I acquired many things.

From the internship, I learned the working environment in Japan, Japanese legal system, how legal practitioners do their jobs in Japan and how laws are applied. I got chances to visit and observe Japanese legal institutions and a Japanese factory. I also learned about making international contracts and how to settle international disputes. From the seminars, I met many important people who inspire me greatly and help me with my studies. I also learned basic Japanese conversation, experienced Japanese culture and its customs, and also did culture exchange with other people.

Campus ASEAN gave me many valuable things that maybe cannot be attained in any other time and place. It gave me the experience of having a life as an international student in Japan, it let me feel the Japanese atmosphere and also gave me chance to explore it. It also gave me friends from various countries, opportunities to learn other cultures and languages, as well as the chance to conduct internships. Other things that made me even happier, the Campus ASEAN program did not adversely affect my studies in my home university. In Nagoya University, all credits that I have taken during the program are transferrable. Further, I could also join classes from other faculties or classes for master students, something that may be difficult to do at my university.

All the things this program has given to me are very beneficial for myself and unquestionably also for my future. Deciding to spend 6 months in Japan under Campus ASEAN was one of the best choices I have ever made. All of the experiences, knowledge and friendships I got here are things that cannot be easily forgotten since surely they were felt and experienced in my heart.

3.3.2 SEND Program



Yuya Oda
2nd Year Student
School of Law, Nagoya University

I joined the Campus ASEAN Long-term Program because I'm interested in legal assistance from Japan to Cambodia in order to make a new Cambodian Civil Code. As I knew about Cambodia through Cambodian friends and the internet, it made me want to go to Cambodia. Also, I knew that Cambodia has many problems different from Japan, such as poverty, corruption, sanitation and education. Therefore I wanted to see Cambodia for myself. Actually, I joined the Campus ASEAN Short-term Program last year. It made me want to know more about Cambodia, and it was good step toward joining the Long-term Program. This is why I joined this program.

With regard to study, I took three ELBBL (English Language Based Bachelor of Law) courses: land law, labor law and legal writing & analysis. The methods of these classes are different from Japanese university styles. Most courses in Japanese universities are only lectures, sometimes writing a report. In contrast, courses in ELBBL are not only lecture but also discussion and presentation. I felt that these courses are the middle ground between lecture and seminar in Japan. Teachers think a lot about the questions asked by students. Discussion and asking questions are good thinking practice for me.

In ELBBL, I studied the reality of law enforcement and the difficulty of law enforcement in Cambodia. It's a big obstacle in to truly establishing the rule of law. I also would like to express my thanks to teachers who helped me improve my English ability.

With regard to fieldwork, I went to some place outside Phnom Penh for sightseeing. The outside of Phnom Penh is completely different from Phnom Penh. I saw the landscape as it was before. Of course, in Japan, we have a gap between urban and rural areas, but the gap in Cambodia is so much bigger. I saw much more of a gap between urban and rural, and Japan and Cambodia, than I had thought. Also, many times I met street children, beggars and young people who cannot read. At the same time, I felt that these problems are deeper than I had thought.

I also went to ECCC (Extraordinary Chambers in the Courts of Cambodia) to observe a trial. When I visited Toul Sleng Museum and the Killing Fields, I felt that the Pol Pot era was in the past to some extent. But when I observed the trial, I felt that it was not in the past, but continues, remaining in people's mind.

I also did my internship at a Japanese legal office. During my internship,

I saw and learned many things. I knew the reality of corruption, and learned what Japanese businessmen in the legal area should do when they work in developing countries. In addition to this, I also learned positioning and marketing and the importance of human skills. My internship gave me knowledge not only for business but also for life.

What were impressive to me were Cambodian people's friendly smiles and spirit of sharing. Their smiles put me at ease many times. And people usually share food, information and so on. The spirit of sharing is seen in Japan too, but I'm surprised that, even when they take examinations, they share information.

I learned not only about legal problems but also political, poverty and educational problems, and discovered the good points of Cambodia. Actually, I should have taken more positive action, but I'm sure that I had a great life experience during this Long-term Program. I'm glad to have joined this program.

Mao Okada
3rd Year Student
School of Law, Nagoya University



Why I joined the Campus ASEAN Long-term Program?

I want to gain many valuable experiences which will be useful to a future journalist. It's necessary for me to learn English more and study comparative law. I also want to know more about legal technical assistance. There is a research and education center for Japanese law which we call CJL in Hanoi Law University. I wanted to support this center and learned the meaning of center's existence.

What I experienced (coursework, fieldwork, culture exchange and so forth)

I experienced a lot of things in Hanoi. First I attended some English classes. There were various subjects, for example the Vietnamese legal system, case-solving skills and private international law which I didn't experience in Japan. In the class of Vietnamese legal system, the professor taught me the history of constitutional law in Vietnam and some important laws. I also could visit many legal institutions. I could hear directly about their jobs and important roles. These studying were very incentive and gave me new looking at law.

Second, I visited many places. For example, I went to Sapa. Sapa is located in the north of Vietnam near the border of China. Many minority groups live near this town. I saw the life of minority groups and experienced their

traditional culture about music, food and so on. This trip gave me knowledge about Vietnamese minority groups and some points of view about policy toward minorities.

Third, I supported CJL. I was in charge of one subject, which was Japanese reality. I told students about various aspects of Japanese culture and problems. After that I helped to make a presentation about the situation in Viet Nam. It was very difficult because I had to teach Japanese and prepare the method of presentation. Although these were very hard, I was satisfied and was impressed to see the completed presentation. Additionally, I planned an event by myself to communicate with students.

I had a lot of experiences: an internship in Japan International Cooperation Agency (JICA), exchange with Japanese who lives in Hanoi, learning English and so on

How do I feel about it?

My six months in Vietnam was not all successful. I had many successes but I had the same numbers of mistakes. I actually gave people in Vietnam many benefits but I also caused many troubles. Through these experiences, I realized that I always have people helping me. Living in a foreign country means needing to cooperate with the people around me. It is not only cooperation with friends but also Japanese people who are living in foreign country and Japan, local people.

I recognized the necessity of learning foreign languages. If I work in another country, it's necessary to acquire English. If I want to say something in English, my lack of English skill interferes with it. I felt frustrated, but I also need to study the local language to be familiar with another country. Through English I can communicate with some local people. But the local language is essential for making really smooth relationships.

I lived a precious time in Vietnam. I could realize my advantages and disadvantages. I want to continue to challenge myself to achieve my dream to be a journalist.



Azusa Sakamoto
2nd Year Student
School of Law, Nagoya University

I was interested in legal assistance between Japan and ASEAN countries. At first, I was thinking of studying development in the U.K., but I thought that to experience local life in the ASEAN region would benefit me more, so I joined the Campus ASEAN Long-term Program.

Through the lectures at the university, learning with Vietnamese students, I could discover how they study law. Because I was the only international student, the environment was quite good to soak in the Vietnamese lifestyle. I not only experienced the Vietnamese lifestyle and culture, but I also tried to offer Vietnamese students an opportunity to know more about Japan. Moreover, I taught a little at the Centre for Japanese Law in the Ho Chi Minh University of Law. Being a teacher was definitely a great experience to enhance my sense of responsibility and to develop my identity as Japanese.

Although I had many difficulties and hardships in my overseas study, I came back to Japan with a lot of wonderful memories. I would love to go back to Ho Chi Minh someday. I am very proud that I could join this program and gain such a valuable experience. Now I am strongly conscious of myself as a student of the Campus ASEAN Program.

Midori Nagata
2nd Year Student
School of Law, Nagoya University



Why I joined Campus ASEAN Long-term Program

I joined the Campus ASEAN Long-term Program for the following two reasons. First, half a year before joining the long-term program, I had a precious opportunity to visit Vietnam and Indonesia as short-term student delegate. There, I firmly realized from a comparative perspective that I needed to keep challenging myself in a new environment and understand more about the world, especially rapidly-growing Asia. This increased my interest to study in Asia for a longer period of time. Next, I joined this long-term program because I felt urgency or some kind of consciousness within myself. After joining the short-term program, I felt a lack in my spirit to take on new challenges, a lack in my general English ability and a lack in accepting diversity. Thus, with the hope to change these

factors from negative to positive, I joined this long-term program.

What I experienced

I experienced various things while I was in Indonesia. For one semester, consisting of four months, I attended six courses about Indonesian law with other local and international students. Other than attending classes at university, I voluntarily held a seminar regarding issues in Japan about foreign workers. I did a homestay in one of my Indonesian friend's house, an internship in Jakarta, learning Indonesian language, assisting my friends to learn Japanese and Japanese culture and such. From these activities I experienced cultural differences and several difficulties - however overall, I could feel a great development in my language ability, ability to accept and understand diverse environments and my inner mind strength.

How I feel about it

I feel proud of myself for having successfully done the six-month stay in Indonesia. Knowing one country from many aspects has definitely contributed to my way of looking at the world.

3.4 Short-term Program

3.4.1 Program of Fostering New Generation of Leaders in International Cooperation

3.4.1.1 Inbound

A. The National University of Singapore

Campus ASEAN Short-term Study Program between Nagoya University, School of Economics & the National University of Singapore, NUS Business School

Overview:

Nagoya University School of Economics (NUSE) held a short-term study program with the National University of Singapore (NUS) Business School during 1st July-7th July 2013. Seven undergraduate students and an accompanying supervisor from NUS joined the program. We offered them not only academic but also pragmatic exercises. We collaborated with global manufacturing firms, all of which originate in the Nagoya region. We had factory tours at Toyota and DMG Mori Seiki and also visited Brother and Denso for one-day internships.



Program Schedule:

1st July

Welcome session

Student Interaction between NUSE and NUS students

Campus Tour

2nd July

Lecture by Assistant Prof. Chie Yoroza, 'Japanese Capitalism and Business Management'

Factory Tour 1: Toyota

3rd July

One-day Internship 1: Denso

4th July

Lecture by Director, Office of Tax Policy Research, Tax Bureau, Ministry of Finance, Mr. Daiki Suemitsu

Once-day Internship 2: Brother

5th July

Factory Tour 2: DMG Mori Seiki (including a special lecture)

Cultural Trip in Iga

Closing



Remarks:

Denso and Brother provided the students with a discussion topic (Business to Business marketing strategy at Denso and Business to Consumer marketing strategy at Brother). The students of both universities actively participated in discussions and contributed to group presentations. They brought some interesting ideas for the staff of both firms, which was a valuable experience for all of the participants. In the meantime, the internship was a great way for the students to explore career opportunities. They surely feel confident now and became motivated to be global leaders in the future.



Schedule

Campus ASEAN Short-term Study Program between Nagoya University, School of Economics (NUSE) & NUS Business School (NUS)

Date		Morning		Afternoon			Evening
1/7	Mon	[Arrival] Singapore (01:05) - Nagoya (08:50)	10:30-11:30 Welcome Session	13:00- Students Interaction between NUSE & NUS	15:00- Hotel Check-in	16:00- Campus Tour	17:00-19:00 Welcome Party
2/7	Tue	8:45-9:45 [Lecture] Chie Yorozu Assistant Prof	10:00-11:10 Introduction of TOYOTA	13:30-16:00 [Factory Tour] TOYOTA Plant			
3/7	Wed	13:00- [One-day Internship] DENSO (*time: TBC)					18:00-20:00 Social Event at DENSO
4/7	Thu	10:30-11:45 [Lecture] Daiki Suemitsu Director, Office of Tax Policy Research, Tax Bureau, MOF				12:40-17: 10 [One-day Internship] Brother	17:30-19:00 Social Event at BROTHER
5/7	Fri	9:30-11:30 [Factory Tour] DMG MORI SEIKI (lecture & Iga factory tour)				13:00-15: 00 Cultural Trip in Iga	17:00-19:00 Evening Party
6/7	Sat	[Free]					
7/7	Sun	[Departure] Nagoya (10:30) – Singapore (16:20)					

B. Gadjah Mada University, Hanoi University of Law, Ho Chi Minh City University of Law and Cambodia Royal University of Law and Economics

Campus ASEAN Short-term Study Program between Nagoya University, School of Law · Graduate School of Law and Counterpart Universities (August 5th-23rd, 2013)

From August 5th to August 23rd, 2013, the Nagoya University School of Law and Graduate School of Law launched the “NUSL International Summer Seminar” (NUSL ISS) in close cooperation with universities affiliated with Campus ASEAN, Campus Asia and with other individual universities (<http://www.law.nagoya-u.ac.jp/iss2013/ProgramCalendar.html>). The NUSL ISS provided students from partner universities with opportunities to discover and experience student life in Japan and to interact with students from other Asian countries.

Two undergraduate students from each university, including Hanoi Law University (Vietnam), Ho Chi Minh City of Law University (Vietnam), the Royal University Law and Economics (Cambodia), and Gadjah Mada University (Indonesia), joined the program as participants from the Campus ASEAN Project.



This seminar is expected to be a major force for collaboration and



development between other Asian countries and Japan in the future. It was also considered a first step in the development of students' international consciousness, an opportunity for students to establish a world-wide network and a chance to discover Japan. In addition, participants in this program gained new knowledge and made life-long friends as well.

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

Schedule

Nagoya University School of Law International Summer Seminar						
2013 8 August						
MON	TUE	WED	THU	FRI	SAT	SUN
7/29	7/30	7/31	1	2	3	4
				Arrival at Nagoya		Orientation
5	6	7	8	9	10	11
Opening Ceremony	Lecture 1					
Research Visit 1 (TOYOTA)	"IR Theories and East Asian Community Building" Prof. Yong-Chool Ha (University of Washington)					
Welcome Party				Homestay		
12	13	14	15	16	17	18
Lecture 2						
"Introduction to Law and Society in Japan" Prof. Yoshiharu Matsuura & Mr. Akitsuyu Ogawa (Attorney)				Independent Research	Holiday - No Class -	
19	20	21	22	23	24	25
Independent Research	Exchange Program	Research Visit 2 (Gifu Prison)	Research Visit 3 (Nagoya District Court) (Aichi Bar Association)	Completion Ceremony Farewell Party		
				Departure from Nagoya		
26	27	28	29	30	31	9/1

C. Chulalongkorn University

Campus ASEAN Short-term Program between the Graduate School of International Development (GSID), Nagoya University & the Faculty of Economics, Chulalongkorn University (Oct.7-15, 2013)

During Oct.7-15, 2013, GSID welcomed and hosted five Master students and an accompanying supervisor from the Faculty of Economics, Chulalongkorn University, to join the Campus ASEAN Short-term Program with students and faculty members of GSID. The program included lectures, seminars held by enterprises of 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 this short-term program, we collaborated with world-famous companies, such as Toyota, Denso, DGM Mori Seiki and Brother to implement workshops and factory tours. These companies represent the *monozukuri* production philosophy of the central Japan area. 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 and the inter-enterprise supply chain of Japanese companies. Moreover, we also arranged culture tours for participants to visit the interesting places of Nagoya and Iga Ueno.

Below is the schedule of this program.

Oct.7, Introduction to “Cool Japan” Strategy and Power of Anime

Oct.8, Toyota Commemorative Museum of Industry and Technology & Excursion of the interests of places of Nagoya

Oct.9, Lecture on History of Toyota Automobile & Factory tour at Toyota Motomachi Plant

Oct.10, Workshop at Denso

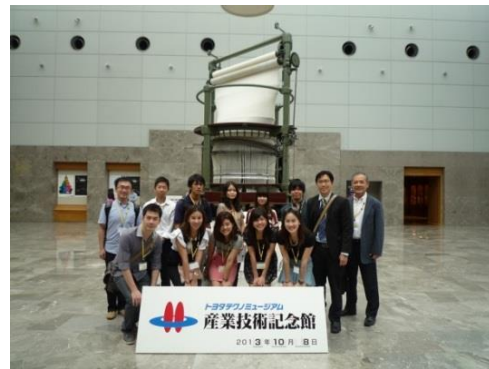
Oct.11, Special seminar and factory tour at DMG Mori seiki & Culture tour in Iga Ueno

Oct.15, Lecture on Supply Chain Management & Workshop at Brother



In the introduction to “Cool Japan” Strategy and Power of Anime, Ms. 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. She also explained the different images of robots between Japan and the western world and the development of the robotics industry in Japan.

During the tour to the Toyota Commemorative Museum of Industry and Technology, participants joined a short-lecture on the history and technological development of the Toyota Group. They also got chance to touch the machines and tools, to experience *monozukuri* by themselves. As a result, participants learned a great deal about the *monozukuri* manufacturing of central Japan.



The lecture on the history of Toyota Automobiles, taking Toyota as a case study, provided an introduction to the three most important factors for the establishment of capitalism. They are capital, technology and ethics. Firstly, Professor Nishimura introduced capital investment to Toyota from Mitsui & Co., Ltd. during the development period of Toyota. Secondly, the lecture briefly explained the implementation of the mechanics of *karakuri ningyo*, which is a traditional technique of central Japan, from automatic loom to automobile. Thirdly, the lecture reviewed the influence of *Zen* on the ethics of capitalism in Japan. In addition, Prof. Nishimura summarized the relationship between the punctuality of the Japanese and the influence of monsoon climate in the temperate area on farming in Japan.

A DVD entitled “75 Years of TOYOTA” was shown to participants in the



lecture before the factory tour at the Toyota plant. This DVD introduced the history, development and corporate spirit of Toyota. During the factory tour, participants listened to an explanation about the Toyota manufacturing system, management concepts and so forth. They also observed the dynamic process of welding and assembly by both human being and industrial robots on the assembly lines.

In terms of workshop at Denso, the profile and technological development of the company were introduced in the beginning of the workshop and tour at Denso Gallery. Then participants 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 Denso today?” and “What is important for Denso to grow even further?” The workshops ended with a Q&A session, comments from the Denso side and interactions between participants.



Participants understood the introduction of the indigenous machine tool of Japan through the special introduction session and the factory tour held by DMG Mori Seiki. They also learned about the supply chain between DMG Mori Seiki, Denso and Toyota as a case study.



Finally, Participants took part in workshop designed and implemented by Brother. It included group discussions and presentations on the marketing strategy for newly launched products. The creative and unique ideas provided by students were highly evaluated by the staff of Brother.



Besides these, this short-term program also provided opportunities for students from both institutes to have further communication through tours to places of interest in Nagoya (such as Nagoya Castle and Osukannon) and Igo Ueno (such as the Ninja Museum and Ueno Castle). During these visits, participants had interesting conversations about Japanese culture, pop culture in Japan and other issues.



In a word, this short-term program provided our participants from Chulalongkorn University a good opportunity to understand Japanese business and the characteristics of Japanese companies through lectures, workshops and factory tours. Also, participants experienced Japanese culture and the customs of Japanese society during their stay. According to Dr. Nipit, the accompanying supervisor from Chulalongkorn University, it was a meaningful and successful program.

Schedule

GSID Campus ASEAN Short-term Overseas Study Program (Oct.7-16, 2013) (Chulalongkorn University)

Date	Morning	Lunch Time	Afternoon	Evening
Oct.7(MON)	KE757 12:20 Arrival		14:45~ Orientation & Guidance “Cool Japan” Strategy and Power of Anime Accommodation Check-in	Welcome Party 18:00
Oct.8 (TUE)	TOYOTA Commemorative Museum of Industry and Technology 10:00~12:00 (Subway)		Students' Activity	
Oct.9 (WED)	Lecture on Japanese Business (MITSUI Video & TOYOTA Video) 9:30-11:00		Factory tour in TOYOTA (14:00-16:10) (Bus)	
Oct.10 (THU)	9:30-17:00 Workshop in DENSO (Subway & Train)			
Oct.11 (FRI)	Factory tour in DGM MORISEIKI 9:30-11:45(Bus)		Igauenno Excursion 13:00-15:00 (Bus)	
Oct.12 (SAT)	Free Time			
Oct.13 (SUN)				
Oct.14 (MON)				
Oct.15 (TUE)	Lecture on Overview of Global Economy Lecture on SCM (Supply Chain Management) 9:30-11:00		12 : 40- Workshop in Brother (Subway)	Activity with Brother
Oct.16 (WED)			KE758 13:35 Departure Leave for Bangkok	

3.4.1.2 Outbound

A. GSID

Campus ASEAN Short-term Program, September 15-30, 2013, Siem Reap, Cambodia

During September 15-30, 2013, 33 graduate students from the Graduate School of International Development (GSID), Nagoya University, conducted overseas fieldwork in Siem Reap, Cambodia with the collaboration from the Royal University of Phnom Penh (RUPP) and the Royal University of Law and Economics (RULE).

The Overseas Fieldwork (OFW) Program is a part of Nagoya University's Re-Inventing Japan Project, titled "Fostering a New Generation of Leaders in International Cooperation for the Development of the ASEAN Region". It aims to provide students in the field of international development and cooperation study with hands-on experience of real development issues in developing countries. It also enables participants to utilize an interdisciplinary approach to conduct surveys in English through group work with students from various academic disciplines. The final objective is to foster students who are able to grasp issues in a selected small administrative unit in a developing country and conduct a case study analysis and find solutions or provide implications. In general, the program has four stages, including orientation, preparatory seminar, overseas fieldwork and report-writing.

In OFW 2013, participants were divided into the following four working groups based on the feasibility of the program and concerns and interests shown by participants.

Working Group1: Community Development (8 students)

Working Group2: Education (8 students)

Working Group3: Migration (8 students)

Working Group4: Tourism (9 students)

In the preparatory seminar, a series of lectures was given by professors from inside and outside GSID, including lectures from RUPP faculty during May-



July, 2013, in order to achieve a relatively fruitful fieldwork. Participants in these lectures studied research methods and the socio-economic situation and issues of Cambodia. Moreover, each working group held self-study meetings so as to improve the research design and prepare for the fieldwork survey.

The overseas fieldwork was conducted during September 15-25, 2013 in Siem Reap, Cambodia. Four working groups conducted their fieldwork with guidance from group advisors from GSID and RUPP. They also received the help and support from the recruited student interpreters from RUPP. Each working group carried out their surveys to grasp the current situation and problematic issues that they concerned. They also prepared a formal presentation based on their preliminary data analysis and findings. At the end of the survey, each group showed their findings and received feedback at the research site.



Moreover, GSID, on September 28, 2013, held an international joint seminar entitled "Cambodia's Contemporary Socio-economic Challenges: National and Regional Perspectives" in RULE, with collaboration from RULE and RUPP, in order to strengthen the communication between faculty members and students among the partner universities. There were about 80 participants, including 33 students from GSID, faculty members and students from RULE and RUPP, scholars, government officials, and representatives from donor agencies. In the seminar, government officials, representatives from donor agencies, and professors from each university made speeches and presentations relevant to rural development and the economic reform of Cambodia. In a panel discussion

on “Inclusive Growth for Cambodia: Social and Economic Perspectives”, OFW participants actively raised their hands to join the discussion. The seminar provided a good opportunity for faculty members and students among the three universities to further communicate for mutual understanding. As the result of the international joint seminar, RULE officially proposed to Nagoya University to start a short-term student exchange program on top of the long-term program by bearing a part of the expenses. Receiving this proposal, Nagoya University has decided to apply the scholarship of Japan Student Services Organization (JASSO) to comply with the request.



The four working groups made the final presentations to show their findings based on their further analysis and the comments and feedback received from the presentations in the field. Now, they are finalizing the reports based on the final presentation made on Oct.30, 2013.



In a word, OFW 2013 provided a good opportunity for participants to further understand the current situation and social issues in a developing country such as Cambodia. It is also a good exercise for students in groups to utilize knowledge learned in the classroom and practice communication skills in English in order to recognize and solve problems in the field of international development and cooperation in the developing world. According to the feedback from participants, students established networks with the young generation in Cambodia through face-to-face communication in the field.

Schedule

Program Schedule

Updated April 8th, 2013

1. 2013 OFW Overall Schedule*

Task	Period/Due Date	Details
Overall Orientation	April 5, 2013 (Fri.)	Overall introduction of OFW (5 minutes)
Detailed Orientation	April 10, 2013 (Wed.) 17h00-18h00	Explanation on the objective of OFW and application procedure.
Application Period	April 10– 26, 2013 Deadline: April 26 (Fri.), 17:00 p.m.	Fill in the application form, available at GSID Intranet (Overseas Fieldwork), and submit one copy to Prof. Penghuy's, Assistant Professor in charge of fieldworks, mailbox on the 1 st floor.
Announcement of Participants and Grouping	May 3, 2013 (Fri.)	List of Participants for each WG will be uploaded on the OFW intranet.
Preparatory Seminar	May 8 – Jul. 24, 2013 (Every Wednesday) 14:45-16:15 p.m. at GSID 8F Auditorium	Please see preparatory seminar schedule for details. The final output of the preparatory seminar will be a research plan by each WG.
Selection of Group Leader and Sub-leader in Each WG	After the first seminar on May 8, 2013.	Each WG should select their leader and sub-leader. Leaders should duly inform their group advisor and Prof. Penghuy of their names by E-mail by May 14 (Tue.).
Research Preparation by WGs	May through July, 2013 (Detailed schedule must be fixed by each WG by July 30)	A <u>research plan</u> should be prepared by each WG under the leadership of the group leader in consultation with the group advisor. When places for visits are determined, arrangement for visits shall be started with help from Prof. Vuthy, GSID visiting Professor from the Royal University of Phnom Penh.
Deadline for Submitting a Written Pledge	June 12, 2013 (Wed.)	Download the Written Pledge file from the OFW intranet, read it through, sign the document, and submit it to Prof. Penghuy's mailbox on the 1 st floor.
Deadline for Payment of Participation Fees	June 28, 2013 (Fri.)	Please pay the participation fees (40,000 yen) to the OFW bank account as shown in the intra-net.
Deadline for Submitting a Copy of Your Insurance Policy	Aug. 2, 2013 (Fri.)	A copy of travel insurance policy should be submitted to Prof. Penghuy. (Make sure that it is a copy of the policy, not that of your application form)
Overseas Fieldwork in Siem Reap Province	Sep. 15 – Sep. 30	Departing Nagoya on Sep. 15 and arriving Nagoya on Sep. 30.
Group Report Writing	September - November, 2013	A <u>group report</u> on your research findings should be written by each WG. (Length of the report will be informed in due course.)
Presentation of Research Findings at GSID	Mid October (TBC)	Each group makes a 20 min. presentation of your research findings to share the results among OFW participants.
Deadline for Submitting the First Draft of Your Group Report	Nov. 13, 2013 (Wed.) by 17:00 p.m.	Each group leader should submit a group report to your GSID Group Advisor.
Feedback from the Group Advisor	Nov. 27, 2013 (Wed.)	The group report should be improved with comments from your group advisor. A final approval should be obtained from the group advisor by Dec. 13, 2013 (Wed.)
Deadline for Submitting the Group Report Approved by the Group Advisor for English Check	Dec. 11, 2013 (Wed.) by 17:00 p.m.	For language corrections, each group leader should turn in the group report already approved by the GSID group advisor to a student assistant for OFW who is an English native speaker. Who will it be shall be announced in due course.
Deadline for Submitting the list of Places Visited and the Addresses	Dec. 13, 2013 (Fri.)	Group leaders should send two files: 1) a list of places visited and activities carried out during the field survey using WORD; 2) a directory of addresses for sending a OFW report using EXCEL to Prof. Penghuy by E-mail
Deadline for Submitting the Final OFW Report.	Feb. 7, 2013 (Fri.) by 17:00 p.m.	Each group leader must send a final draft with corrections made to Prof. Penghuy in soft copies both in Word and PDF files.
Editing and Sending off	Mar. 15, 2014	---

*This schedule is a tentative one, thus it is subject to change.

Preparatory Lecture Schedule

Schedule of the OFW Preparatory Seminar in 2013

	Date	Title of the Lecture and the Lecturer Attention: Titles of lectures are tentative and thus subject to change
1	May 8 (Wed.) 14:45-16:15	"Introduction to the Year 2013 OFW" By Prof. Okada and Prof. Penghuy of GSID.
2	May 15 (Wed.) 14:45-16:15	"Introduction to Education of Cambodia" Prof. Aya Okada, GSID
3	May 22 (Wed.) 14:45-16:15	"Introduction of Research Sites in Siem Reap" By Prof. Vuthy, Royal University of Phnom Penh, Visiting Researcher to GSID.
4	May 29 (Wed.) 14:45-16:15	"Introduction to Project Cycle Management" By Prof. Tetsuo Umemura, GSID
5	June 5 (Wed.) 14:45-16:15	"Introduction to Cambodian Economy" By Prof. Ngov Penghuy, GSID.
6	June 12 (Wed.) 14:45-16:15	"Introduction to Rural Community in Cambodia" By Prof. Satoru Kobayashi, Kyoto University.
7	June 19 (Wed.) 14:45-16:15	Guidance on Research Proposal Writing. By Participants and Group Advisors
8	June 26 (Wed.) 14:45-16:15	"Community-Based Tourism Development: Theory and Practice" By Prof. Vuthy, Royal University of Phnom Penh, Visiting Researcher to GSID.
9	July 3 (Wed.) 14:45-16:15	"Introduction to Contemporary History and Administration System of Cambodia" By Prof. Koung Teilee, Graduate School of Law, Nagoya University
10	July 10 (Wed.) 14:45-16:15	Introduction to Campus ASEAN Program By Campus ASEAN Secretariat, GSID FDI firms on the economic development of Cambodia By Prof. Ngov Penghuy, GSID
11	July 12 (Fri.) 16h30-18h00	"Action Research on Health and Livelihood of Farmers in Cambodia" By Prof. Yukiko Yonekura, Showa Women's University
12	July 17 (Wed.) 14:45-16:15	"Research Ethics" By Prof. Wataru Kusaka, GSID
13	July 24 (Wed.) 14:45-16:15	Presentation of Research Plans by WGs (15 min presentation by each WG)

Symposium



NU-RULE-RUPP International Joint Seminar

Date: September 28, 2013

Venue: the Royal University of Law and Economics, Phnom Penh

Title: Cambodia's Contemporary Socio-economic Challenges: National and Regional Perspectives

<Program>

8:30-9:00: Registration and Seating

9h00 – 10h00: Introduction to the Seminar and Keynote Addresses

Introduction to the Seminar

Dr. Aya Okada, Professor, Nagoya University

Welcome Remarks

H.E. Channa Luy, Rector of Royal University of Law and Economics

Keynote Addresses

Mr. Hiroshi Izaki, Country Representative, JICA, Cambodia Office

H.E. Chamnan Pit, Secretary of State, Ministry of Education, Youth and Sport

10h00-10h30: Coffee Break

10h30-12h00: Session 1: Community Development and Its Challenges

Moderator: Dr. Chanrith Ngin, Director, Graduate Program in Development Studies, RUPP

Speaker: Mr. Prachvuthy Men, Lecturer, Royal University of Phnom Penh

Title: The Impacts of Engaging in Contract Farming on Rural Households: A Comparative Study of Sugar and Rice in Cambodia, Lao PDR, Myanmar and Thailand.

Speaker: Dr. Phalthy Hap, Vice Director, Graduate Program, RULE

Title: Legal and Economic Perspectives of Social Land Concessions in Cambodia.

Speaker: Dr. Naret Heng, Lecturer, Royal University of Phnom Penh

Title: The Farmer Water User Communities' (FWUC) Challenges

at Five Selected Schemes in Cambodia.

12h00-13h30: Lunch Break (Buffet)

13h30-15h00: Session 2: Cambodia's Macroeconomic Transformation: Past and Prospect

Moderator: Mr Larry Strange, Executive Director, CDRI

Speaker: Mr. Mengse Chea, Lecturer, Royal University of Law and Economics

Title: The Past ten-year Economic Reform and Transformation in Cambodia during 2002-2012.

Speaker: Dr. Tetsuo Umemura, Professor, Nagoya University

Title: Sustainable Tourism Development and the Role of Government

Speaker: Dr. Penghuy Ngov, Assistant Professor, Nagoya University

Title: ASEAN Economic Integration and FDI Attraction in Cambodia.

15h00-15h20: Coffee break

15h20-16h50: Panel Discussion

Title: Inclusive Growth for Cambodia: Social and Economic Perspectives

Moderator: Dr. Aya Okada, Professor, Nagoya University

Panelists:

Dr. Kalyan Mey, Advisor, Supreme National Economic Council

Mr. Sophal Chan, Former President, Cambodian Economic Association

Mr. Larry Strange, Executive Director, Cambodia Development Resource Institute

Dr. Chanrith Ngin, Director, Graduate Program in Development Studies, RUPP

16h50-17h00: Closing Remarks

Dr. Ravy Oum, Vice Rector, Royal University of Phnom Penh

B. School of Economics

Campus ASEAN Short-term Program between the Nagoya University School of Economics and the National University of Singapore, NUS Business School

Overview:

Five undergraduate students from the Nagoya University School of Economics and an accompanying supervisor joined the short-term study program at the National University of Singapore NUS Business School (NUS) during 23rd February – 2nd March 2014. NUS organized five company visits, three factory tours and three special lectures by senior professors. Professor Hum Sin Hoon presented the students with a certificate of participation at the end of the program.



Program Schedule:

24th February

Welcome by Prof. Hum Sin Hoon

Lecture 1 by Prof. Hum Sin Hoon 'Singapore as Supply Chain Hub'

Factory Tour 1: HDB (Housing & Development Board) Gallery Tour

The Company Visit 1: Mizuho Bank

25th February

The Company Visit 2: Yamato

Factory Tour 2: NEWater Tour

26th February

The Company Visit 3: NEC

Lecture 2 by Prof. Chng Chee Kiong 'Accounting Basics'

The Company Visit 4: Panasonic

27th February

The Company Visit 5: Toshiba

Lecture 3 by Prof. Ravi Chandran 'Singapore Law'
Factory Tour 3: Tiger Brewery Tour
28th February
Closing Ceremony by Prof. Hum Sin Hoon



Remarks:

The lectures were highly informative. The first lecture by Professor Hum Sin Hoon gave us a glimpse of a major topic, the supply chain in Singapore. The other two lectures about accounting basics and legal environments in Singapore were taught by Professor Chng Chee Kiong and Professor Ravi Chandran. Given the case study about Singapore Airlines, the students actively joined a group discussion with NUS students.

The company visits were especially enriching and rewarding. They were first given an introduction to the companies, their businesses in Singapore and their vision and philosophy on human resources. The students also enjoyed discussion sessions with senior staff. They were impressed by the visits that were an eye-opener for the students to witness the globalization of Japanese firms. It was summed up by some of the students: "We want to come back to Singapore to work as global leaders."

Also, another rewarding experience was that the students established good friendships with NUS students. Through the interaction with them, the students are now excited by their future possibilities while making their future plans.

Schedule

Year 2014 Date/Time	23-Feb Sun	24-Feb Mon	25-Feb Tue	26-Feb Wed	27-Feb Thu	28-Feb Fri	1-Mar Sat
8.45 - 9.15am		Set off from Visitor's Lodge via NUS Internal Shuttle Bus Service		Set off from Visitor's Lodge via NUS Internal Bus Shuttle and MRT	Set off from Visitor's Lodge via Bus Public Transport	Set off from Visitor's Lodge via NUS Internal Shuttle Bus Service	
9.15 - 9.30am		Welcome by Prof Hum Sin Hoon	Limousine Cab Pick-up Kent Vale @ 9.15am			Closing by Prof Hum Sin Hoon and Certificate Presentation Ceremony	
9.30 - 10am		Lecture (Singapore as Supply Chain Hub) Prof Hum Sin Hoon		NEC (Harbourfront)	Toshiba (Pasir Panjang)	Tea Refreshments	
10 - 10.30am							
10.30 - 11am		Tea Refreshments	Yamato (Ubi)	Via MRT	Via Public Bus	Via MRT	
11 - 11.30am		Via MRT		Lecture (Accounting Basics) Prof Chng Chee Kiong	Lecture (Singapore Law) Prof Ravi Chandran		
11.30 - 12pm							
12 - 12.30pm		HDB Gallery Tour	Limousine Cab Yamato to NEWater				
12.30 - 1pm				Lunch @ BIZ	Lunch @ BIZ		
1 - 1.30pm							
1.30 - 2pm		Lunch @ Toa Payoh	NEWater Tour (12.30 - 2pm)		Limousine Cab BIZ to Tiger Breweries		
2 - 2.30pm		Via MRT	Limousine Cab NEWater to Chinatown	Via MRT			
2.30 - 3pm	Arrival in Singapore (2.50pm)						
3 - 3.30pm		Mizuho Bank	Late lunch @ Chinatown	Panasonic (Concourse)	Tiger Breweries Tour (2pm)		
3.30 - 4pm		Slow stroll walk		Slow stroll to Arab Street			
4 - 4.30pm			Walk around Chinatown				
4.30 - 5pm		Gardens By The Bay	Limousine Cab Chinatown to Clarke/Boat Quay	Walk around Arab Street	Limousine Cab Tiger to Little India		
5 - 5.30pm							
5.30 - 6pm							
6 - 6.30pm		Marina Bay Sands	Walk around Clarke Quay and Boat Quay	Dinner @ Arab Street	Walk around Serangoon Little India		
6.30 - 7pm							
7 - 7.30pm							
7.30 - 8pm	Recommend River Safari / Night Safari						Departure Check-in
8 - 8.30pm							
8.30 - 9pm							Departure from Singapore (9pm)

3.4.2 SEND Short Program

- SEND2013(Vietnam): From 13th February to 28th February 2014 (6 students)
- SEND2013(Indonesia): From 13th February to 1st March 2014 (3 students)
- SEND2013(Cambodia): From 20th February to 7th March 2014 (3 students)

During February to March, 2014, twelve undergraduate students from the School of Law, Nagoya University, conducted SEND activity in ASEAN countries. They began in Vietnam with collaboration from Hanoi Law University (HLU) and Ho Chi Minh City University of Law (HCMCUL), other universities and high schools, continued in Indonesia with collaboration from Gadjah Mada University (UGM), and finished in Cambodia with collaboration from the Royal University of Law and Economics (RULE).

SEND coordinators assisted with pre-departure orientation and preparation for students enrolled in the SEND program, a collaboration organized by the Research and Education Centers for Japanese Law (CJL) at HUL, HCMCUL, and RULE, as well as UGM. The four abovementioned universities also have local SEND coordinators. In addition to the preparatory training arranged by the SEND coordinators, Japanese students participating practiced teaching basic Japanese and introducing Japanese culture through the international student support tutoring system. This creates a good opportunity for preparatory training in the development steps of Japanese economics, politics, law, society, and culture. With the help of international students in Nagoya University, SEND students have a preparatory workshop to know the basic information and language of their destination countries.

There were three principal activities in SEND2013 program. The first was “Introducing Japan”. SEND students provided a presentation on Japanese culture or society in the university and high school. SEND students have a Japanese language lecture and participate in group discussions on Japanese social science in CJL.

SEND students made a video to introduce a university student's daily life. Most students were wearing yukata (one of the traditional Japanese clothes) in their presentation. The content of the presentations varies. It does not have to be



only academic topics but also Japanese traditional or modern culture. For instance, Sado(tea ceremony), washoku (Japanese food), Japanese four seasons, ABEnomics, the education system, the social security system, labor issues and so on.



One student introduced samurai (feudal Japanese military aristocracy). He also described the historical and spiritual background of samurai. The importance here is that telling the background of a culture will help to understand each other deeply and comprehensively.

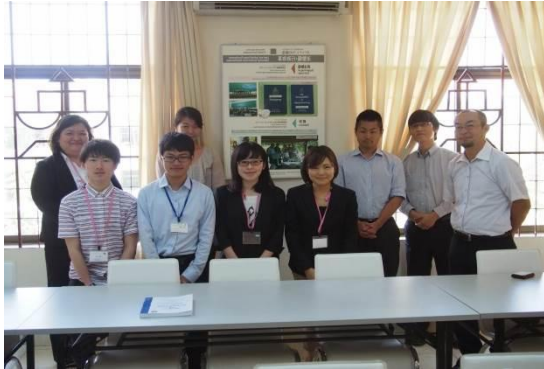
Second activity this program is focusing on is improving SEND students' English competence. During the program, they are given a chance to make a presentation in English. For students in Nagoya University, especially younger students, it is a rare opportunity to speak in English formally in front of people and give a presentation. It must be of great benefit to them realize their current level of English skills. And, four partner university students kindly guided SEND students to many cultural and local places. Even outside of lecture rooms, through communicating in English with local students, their English competency will be strengthened.



As a third activity of the SEND program, SEND students have opportunities to visit not only a range of legal institutions such as the Ministry of Justice, courts, and law firms, but also the Japanese embassy, JICA, ASEAN Secretariat, and so on.

This is done in order to feel the dynamics of legal or social development in ASEAN and see how Japanese

business people and legal professionals are contributing to them. Meeting legal professionals who are working abroad gives students a wider view of their future.



A lot of Japanese lawyers are working in Cambodia, Vietnam and Indonesia. Visiting JICA and Law firm provided SEND students opportunities to hear talks by some Japanese lawyers. Their talks were on their legal work, the struggles of working in those countries and social problems.

Also, visiting courts helps to understand the legal system of the host country from a comparative perspective. In Hanoi and Phnom Penh, SEND students visited the Ministry of Justice.

Visiting the Japanese embassy in Vietnam and Indonesia, each country helps us understand the relationship between Japan and the host country, and also the relationship between Japan and the ASEAN region as a whole.



Visiting those places is not so easy coordination. We cannot run this program without the help of the counterpart universities and Nagoya University alumni. This wide and strong connection in partner universities makes this program more and more fruitful.

Schedule

SEND 2013

Vietnam

Date	Day	Place	Time	Schedule
13-Feb	Thu	Centrair	9:30	Meeting at the airport →check in
			11:50	KE762(14:05 Incheon)
		Incheon airport	18:40	KE679(21:40 Hanoi)
		Hanoi	22:00	Move to hotel
14-Feb	Fri	CJL	9:30	Visiting CJL
			10:30-11:00	Observe Japanese History lecture
			14:00	Visiting Denso Vietnam
		CJL	17:00	Prepare for debate with CJL 3rd year students
			18:00	Move to homestay
15-Feb	Sat			Homestay or Independent field study
16-Feb	Sun	Ha Long, Quang Ninh	7:00	Society, history and cultural understanding activities (Ha Long Bay one day trip with CJL students and SEND Long-term student)
17-Feb	Mon	Hanoi Law University	9:00	Meeting with Executive board and International Cooperation Department of Hanoi Law University
			10:00-11:30	Special lecture by Dr. Lan Huong in English
			12:00	Lunch with Dr. Lan Huong
		Embassy of Japan	14:00	Visiting Embassy of Japan
			16:20-17:50	Observe an Vietnamese lecture at Hanoi Law University (Subject: administrative law, Teacher: Dr. Lan Huong, Interpreter: CJL 4th years and graduate)
			18:30	Dinner with CJL 4th year students
		President Ho Chi Minh's Mausoleum	20:30	Society, history and cultural understanding activities (attend the National Flag lowering ceremony at President Ho Chi Minh's Mausoleum)
18-Feb	Tue	Supreme Court	9:00	Visiting Supreme Court with staffs of International Cooperation Department and students of Hanoi Law University
		Judicial Institute	14:00	Visiting Judicial Institute with International Cooperation Department's staffs and students of Hanoi Law University
19-Feb	Wed	Hanoi Law University	9:00-10:30	"Japan SEND Activity" in English
		CJL	12:50	Meet CJL 1st year students
		CJL	13:00-14:30	Participate debate with CJL 3rd year students

				Theme: "juvenile crime"
		JICA	16:00	Visiting JICA Legal Assistance office
20-Feb	Thu	Ministry of justice	9:00	Visiting Ministry of justice with International Cooperation Department's staffs of Hanoi Law University
		Hanoi	PM	Society, history and cultural understanding activities
21-Feb	Fri	CJL	8:45-10:15	Attend Prof. Kawashima's Lecture with CJL 4th years students and graduates
				Theme: "Comparison Competition law of Vietnam and Japan"
			10:30-12:00	SEND Japanese History lecture
			12:00	Lunch with teachers and 2nd year students of CJL
		Hanoi Law University	14:30	Program completion certificate ceremony
		Coffee Shop	16:00	Round-table discussion and tea break with the entrepreneur (Fujiken estate company Overseas Project Deputy Director) and JETRO's staff
		Hanoi's Old quarter	19:00	Society, history and cultural understanding activities (Hanoi's Old quarter and Night market)
22-Feb	Sat			
		Noi Bai airport	12:50	VN239(14:50 Ho Chi Minh city land)
		Ho Chi Minh city		
23-Feb				Society, history and cultural understanding activities
24-Feb		HCMLU CJL	9:00-10:55	Japan SEND Activity in Japanese
		Law Firm	11:30-13:30	TMI(Law firm) Mr. Nagata(Lawyer)
		HochiMinh Trade University	15:00-16:45	Japan SEND Activity in Japanese
25-Feb		University	7:00-8:30	Japan SEND Activity in English
		HCMLU37A	9:15-10:45	Lecture: Corporation law
		HCMLU A401	13:15-14:50	Japan SEND Activity in Japanese
		HCMLU 37B	15:00-16:45	Lecture: Law of Contract
			17:30-	Cooking Class Vietnamese Cuisine
26-Feb		Morning		Society, history and cultural understanding activities
		Ca Phe Trung Nguyen		Japanese salon :Exchange with Vietnamese
27-Feb	Thu	HCMLU	8:15-10:55	SEND Japanese History lecture

		Marie Curie High School	14:00-	Japan SEND Activity
		Airport	23:55	KE684(6:50 Incheon)
28-Feb		Incheon	8:55	KE757(10:50) Centrair airport

Indonesia

Date	day	Place	Time	Schedule
13-Feb	Thu	Centrair airport	7:00	Meeting at the airport -> Check in
			8:10	JL3082(9:20 Narita arrival)
		Narita airport	12:00	GA885(18:00 Jakarta arrival)
		Jakarta	19:35	GA218(20:50 Yogyakarta arrival)
		Yogyakarta		Meeting with Mas Oce
14-Feb	Fri		9:00 - 10:00	Campus tour UGM
			10:00 - 11:00	Visiting UGM Museum
		UGM and Faculty of Law	11:00-11:30	Visiting Indonesia-Japan Legal Research and Education Center
			12:30 - 13:30	Lunch and Meeting with Dean of Faculty of Law UGM
15-Feb	Sat		9:30-12:00	Visiting cultural museum
			12:00-13:00	Lunch
		Borobudur Temple	13:00 - 14:30	Visiting volcano museum
16-Feb	Sun		08:00 - 11:00	Trip to Borobudur
			11:30-12:30	Lunch @restaurant near to Borobudur
			12:30-13:30	Visiting silver home industry
			13:30 - 15:00	Going back to Yogyakarta
17-Feb	Mon		09:00-11:00	Special lecture by Mailinda Islamic Law
			12:30 - 14:00	Special lecture Indonesian Law I
18-Feb	Tue		09:00 - 10:30	to Batik factory
			11:00 - 12:30	Special lecture Indonesian Law
			13:00-15:00	Join class of International program

19-Feb	Wed	UGM Faculty of Cultural Sciences	11:00-12:30	Presentation at Faculty of Cultural Sciences
			12:30-14:00	Lunch with students of FCS
20-Feb	Thu		10:00-12:00	Seminar on Japanese Legal system and Culture
			15:00-17:00	Trip to Prambanan temple
21-Feb	Fri	UGM Faculty of Cultural Sciences	9:00-10:30	Discussion session with students of FCS
22-Feb	Sat			Home stay program
23-Feb	Sun			Home stay
24-Feb	Mon	Yogyakarta airport	10:05	GA205(11:25 Jakarta arrival)
		Jakarta		
			13:00-14:00	Check in at the hotel
			15:00-18:00	visiting "old city of Jakarta"
25-Feb	Tue			
			09:00 - 11:00	Visiting National Museum
			13:00-15:00	Visiting Constitutional Court
26-Feb	Wed		09:00-11:00	Visiting Commission for Eradication Commission
			13:00-15:00	Visiting Anti-Corruption Court
27-Feb	Thu		09:00 - 11:00	Visiting ASEAN Secretariat
			14:00-16:00	Visiting Japan Embassy
28-Feb	Fri			
		Law Firm		Discussion with Mr Hiraishi (lawyer)
		Jakarta airport	23:40	GA884(1st-Mar 9:00 Narita arrival)
1-Mar	Sat	Narita airport	15:50	JL3085(Centrair17:05 arrival)
		Centrair airport		

Activities of the first 3 days (in red) were all cancelled, because of volcanic ash.

Cambodia

Date	day	Place	Time	Schedule
20-Feb	Thu	Centrair	9:30	Meeting at the airport -> Check in
			11:50	KE762(14:50 Incheon arrival)
		Incheon airport	18:30	KE689(22:20 Phnom Penh arrival)
		Phnom Penh	around 23:00	Meeting with local coordinator, Mr. Kokheng
				-> move to hotel
21-Feb	Fri			
		Hotel		Orientation by local coordinator
		RULE		Visiting CJL and International office
			13:55-14:40	Phnom Penh → Siem Reap (Flight)
				-> move to hotel
			PM	Society, history and cultural understanding activities
22-Feb	Sat			Society, history and cultural understanding activities with Cambodian Students
23-Feb	Sun			Society, history and cultural understanding activities with Cambodian Students (Angkor Wat and so on)
24-Feb	Mon		9:00-10:30	Visiting INSTITUTE FOR KHMER TRADITIONAL TEXTILES
				Visiting
			14:00-15:00	MADAM SACHIKO ANGKOR COOKIES Bakery tour and Lecture from Bakery Manager
			15:00-15:15	Move to Shop
		Siem Reap	15:15-16:30	Visit Shop & Café. Have a dialogue with Japanese staff.
		Phnom Penh	19:15-20:00	Siem Reap → Phnom Penh (Flight)
25-Feb	Tue		9:30-11:30	Professor Hap Phalthy (Room G24) Introduction to Royal University of Law and Economics Introduction to Cambodian legal system
			1:30-15:30	Kurata pepper (Japanese entrepreneur)
26-Feb	Wed		8:30	Phnom Penh Municipality Court to attend a trial and discussion with Judge
			14:00-15:30	Cambodia Securities Exchange(CSX)
		CJCC Room7-8	16:00-18:00	Join to Presentation by Phd students of NU (Program for leading graduate schools)
27-Feb	Thu		8:30	Visiting Royal Academy for Judicial Professions

			14:00	Visiting JICA Legal Assistance office
28-Feb	Fri		8:30~	Visiting The Bar Association of the Kingdom of Cambodia http://www.bakc.org.kh/en/
			14:00	Visiting JC International LAW Office
1-Mar	Sat		CJL	CJL Year1
				Homestay
2-Mar	Sun			Homestay (S21,Royal palace etc.)
3-Mar	Mon		9:00-10:30	Visiting The Extraordinary Chambers in the Courts of Cambodia (ECCC)
			17:45	Pro. Bun Sokseil (ELBBL Year1,Observation) Civil Code
4-Mar	Tue			Phnom Penh ⇄ Kompong Chnang Visiting Cambodia tradition pottery reconstruction project http://chhnang.jugem.jp/
5-Mar	Wed		9:30-11:30	"Japan SEND Activity" Japanese History(CJL)
			16:30	Culture introduction activities(Tea party) to CJL students
6-Mar	Thu		9:30-11:30	Join CJL schooling (Labor Law)Prof Wada
			13:30-16:30	
7-Mar	Fri	RULE	9:30-11:00	"Japan SEND Activity" in English
		CJL	13:30-16:30	Join CJL schooling. (Labor Law)Prof Wada
		Phnom Penh	23:40	KE690(6:40Incheon)
8-Mar	Sat	Incheon airport	8:55	KE757(10:50Centrair Nagoya)
		Centrair		

Schedule Preparation Course

Preparation Course for SEND2013
1. Campus ASEAN (Japanese) Lecture by Prof. Nishimura and Discussion (Topic: To become a Global Leader)
2. Research and Education Center for Japanese Law(CJL) -Introduction to CJL (Japanese) About CJL About the Japanese History/ Japanese Civics class at CJL Meeting international students in Nagoya University who graduated from CJL
3. Research and Education Center for Japanese Law(CJL) -Online meeting with each CJL (Japanese) Online meeting with coordinator for SEND and SEND long-term students in ASEAN countries Exchange information of the program with them
4. Research and Education Center for Japanese Law(CJL) -Experience of Lecturer(History/Civics at CJL)(Japanese) About History class, How we should teach Rehearsal of the class
5. Meeting Campus ASEAN long-term students(English) Meeting Campus ASEAN long-term students from ASEAN countries (Using Human Library Method) Sharing information among SEND students
6. SEND Activity Preparation of presentation(Introducing Japan) in Japanese and English Rehearsal of the presentations
7. 8. Language/Understanding different cultures Intensive survival language classes
9. Law and Society in each country (Japanese) Law and Society in each country
10. Others Preparation 1: Listing necessary preparations Preparation 2: Mental health/Understanding different cultures Preparation 3: Information of visiting institutions
11. Special Lectures and meetings (English) Meeting Nagoya University graduate, Mr. Bora who is working for ECCC Meeting Nagoya University graduate, Dr. Nguyet who is a coordinator in Hochi Minh City University of Law Special seminar by Dr. Mochtan, Deputy Secretary-General of ASEAN for Community and Corporate Affairs

3.5 Internship

3.5.1 Inbound

A. Internship in Manufacturing

As written in the program plan, this program also arranged internships for students from ASEAN universities at businesses, factories, government organizations, international organizations, or NGOs in the Tokai region before or after their studies. In FY 2013, as the first year of the program, the Secretariat of Campus ASEAN Program got in contact with manufacturing and trading companies to explore the possibilities for students' internship. As a trial of internship in manufacturing, Sintokogio Ltd as a well-known manufacturing and system engineering company, offered the opportunity for six long-term inbound students to conduct internship in their factories from Feb.12-Feb.21, 2014. This internship aimed at introducing the production system and management of Japanese manufacturing to participants. During the visit, participants took part in lectures, workshop and factory tours held by Sintokogio Ltd.



Schedule

	Feb.12	Feb.13	Feb.14	Feb.17	Feb.18	Feb.19	Feb.20	Feb.21
	Short-term Program			Long-term Program				
9:00	Orientation	Training Session on NPS 1. Basis Concept 2. Production Mechanism 3. Practice of Kaizen 4. Others	Training Session on NPS 1. Basis Concept 2. Production Mechanism 3. Practice of Kaizen 4. Others	Lecture on organizational mechanism and personnel system	Lecture on employment regulation, salary regulation, social insurance system	Lecture on recruit and human resource development regulation	Lecture on daily manufacturing	Follow-up
10:00								
11:00								
	Safety Education							
	Introduction to Sinto			Add-up	Add-up	Add-up	Add-up	Presentation making
12:00								
	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:00	Study tour to Toyokawa Works			Lecture on effort for ISO (Quality, Environment)	Study tour to Koda Works	Study tour to Ichinomiya Works	Study tour to Oharu Works	Presentation making
14:00								
15:00								
			Presentation on Outcomes of NPS Kaizen			Study tour to Shinshiro Works		
16:00	Add-up		Report-making	Add-up	Add-up	Add-up	Add-up	Presentation
17:00			Return uniform and shoes					Return uniform and shoes
17:15			The End of Short-term					The End of Long-term

Message from Participants

Short Term Internship at Sintokogio, Ltd

Nguyen Thi Phuong Ha – Kartika Paramita – Tran Phuong Anh – Lim Ouy
2013 Nagoya University Campus ASEAN Program

The internship at Sinto provided us Campus ASEAN students with a very precious opportunity that cannot be obtained in other times and places. Through the internship, we learn how a Japanese company works, how it maintains its factory management and also its culture and environment. Even though it was quite hard for us to travel in the early morning from our dormitory to Sinto's factory located in Toyokawa, we experienced the real life of Japanese workers who have to travel to go to work. During three days of internship, we felt excitement and gained valuable experience and got knowledge.

The first day of the internship was the introduction to matters relating to Sinto. It started with an orientation in the morning and continued with a briefing about safety education and the history of how the company started and grew. It ended with a mini tour inside the factory. We visited the showroom, customer service center and machine assembly factory. It was also the first day for us to try on the company's outfit. Although it was a little bit tiring and felt strange, since it was a new place for us, we felt enthusiastic.

On the second day, we had a lecture about the Sinto's New Product System (NPS). During the lecture, we were introduced to the old product system and the NPS, including what they are, how they work and the reasons why the old product system was replaced by the NPS. After the lecture, we had the chance to practice working. First we imitated working in the production line in the old way, and after that in the new way. By practical experience, we could compare the productivity of the old product system and the NPS, so that we could understand more about the advantages of NPS.

The last day of the internship was the busiest day for us. However, we got the opportunity to observe directly how the workers worked in the factory. We were challenged to see how NPS worked directly in the work place and make a presentation about it. By the end of the day, we also got chance to know Sinto's workers better at a dinner party.

Three days of internship seemed insufficient for us to understand thoroughly the operation of a big company like Sinto, but we learned a lot regardless. Our initial ideas from before the internship did not match what we experienced during the internship. We could see with our own eyes for the first time a company's production process, in which it is not just the high technology that matters but a combination of technology, logical arrangement of facilities, effective management, the experience and passion of workers, and an advanced method of production. We cannot be more grateful to be involved in

many different activities during the internship. We found that the working environment in Sinto is very professional and functional. Sinto is such a great company to intern in, the instructors there are so nice and were willing to help us with any problem or questions we had. It is a little bit unfortunate that the language barrier held us back from gaining useful information. In the end, we truly hope that Sinto and Nagoya University will be able to maintain this internship program for the next generation of Campus ASEAN so that the students can have the same opportunity we did.

Long Term Internship at Sintokogio, Ltd

Almira Geles Lumbres

Working in a Japanese company is certainly no joke. This is what I realized after having a week-long internship in Sintokogio, Ltd- one of the largest foundry businesses in the country. Although I had already heard some students and professors discussing how committed and driven the Japanese people are towards their jobs, seeing and experiencing this Japanese work culture first hand was truly an eye-opener.

From the first to the last day of internship in Sinto, everything was arranged for us really well. Prior to the actual visit, the schedule was already provided. Furthermore, the activities in each of the sessions were prepared in complete detail. While I thought that the classes in Nagoya University are already full packed and intensive, the internship made me think again.

During our stay, we were taught about the profile of the company, its various businesses, its management principles, and its human resource development strategies. We went to see the different plants and learn each of their processes. We even observed how employers worked and how kaizen (improvement) was introduced and helped the system. It was amazing how we gained lots of new knowledge in such a short time. The lectures and company tours showed us what efficiency and quality really is and that made me ponder its transferability to developing nations, more specifically to my country. If only we could easily adopt such management styles for our manufacturing industries, perhaps we could develop even faster.

More than the company information, however, the most valuable learning we acquired came from what we observed and felt throughout the duration of the company visit. After waking up early in the morning and eating like a soldier in the cafeteria, we understood how valuable time is for a Japanese company. After talking with some of the employees about their length of service in Sinto, we knew how important loyalty is for the business. After seeing that no employee eats and talks during working hours, we realized how strong discipline is for the Japanese workers.

Even though I had difficulty communicating with most of Sinto personnel due to the language barrier, I can still say that the internship was one of my most worthwhile experiences in Japan. In fact, the internship gave me lessons which I am sure I cannot learn inside the classroom. I'll never forget the early morning walk from Sinto dormitory to the company, the blue Sinto suit for its workers, the after-work smell of the nearby cake factory and of course, the employees who welcomed us warmly.

I thank and commend the Campus ASEAN program which made this wonderful experience not just a possibility but a reality for a student like me.

B. Internships in Law Firms

The Graduate School of Law/ School of Law has promoted its internship program to support students' understanding of how the law and politics they study are applied to our society. The internship program is also an opportunity for students to discover their future possibilities.

Using this framework, three long-term inbound students in the School of Law participated in law firm internships from February 24th to March 7th. With the help of the Aichi Bar Association, which supports the internship, the three students were dispatched to different law firms. Before the program started, the Aichi Bar Association sent a lawyer as the lecturer for prior training, and the students learned confidentiality and other necessary subjects.

During the internship, students were allowed to observe meetings with clients, preparatory proceedings and trials. Each law firm kindly gave students opportunities to have experiences as close as possible to an actual lawyer's daily work. Although the students did not understand the conversation in Japanese, all of students got follow-up explanations and translations by their supervisors. This two-week internship is a registered two-credit subject in the School of Law.



C. Company Visit to Mitsui & Co

The company visit to Mitsui & Co (Chubu branch) was organized for the students who had joined the Campus ASEAN program (long-term and short-term programs arranged by GSID, School of Law and School of Economics) on 17th February 2014. This was the first visit to the service business sector. The aim of this visit was to offer them the opportunity to learn not only Japanese manufacturing business but also a Japanese service business that has increasingly contributed to the GDP of Japan.

The staff of Mitsui introduced the history of the company, the policies and current vision through a DVD. The students could get a clear picture about Mitsui. Other Mitsui staff members furthermore gave them two great presentations; the role of the legal department in Sogo shosha (general trading companies) and the overseas port transport business.



The staff member who belongs to the legal department gave the students detailed explanation about what the department actually does, how it makes decisions and how it works with external legal experts. Another presenter outlined an overview of its subsidiaries (e.g. PORTEK) and port transport business while highlighting why Mitsui need overseas offices and ports.

In the subsequent presentations, they had Q & A time. Japanese and international students asked various questions about further details on the topics, Mitsui's overseas strategies, their work environment, and so on. It seemed that this company visit stimulated students' motivation & curiosity for learning from a different angle.

Message from Participants

Visiting Mitsui

Kartika Paramita – Almira Lumbres – Lim Ouy
Nguyen Thi Phuong Ha - Tran Phuong Anh

We got the opportunity to visit the one of the largest companies in Japan, which was a pleasure that enlarged our knowledge and undoubtedly gave us meaningful lessons. Although it was only a short time, we obtained an overview how a big company like Mitsui runs its industry, how the legal department in a giant company works and also the fields of business that Mitsui has. The rare chance to know Mitsui better also gave us an insight about careers in a Japanese company, which gave us vision to live up to in our future.

The program started with an introduction about Mitsui Company and its businesses in many countries all around the world. Surprisingly, though we never noticed before, through all of its subsidiaries, the company has been near us all this time, spread in many fields of business. We were amazed with the scope of the company's industries and how big they are.

The next item on the agenda was the introduction of the work of Mitsui's in-house counsel. This presentation was very beneficial for us, especially the law students, since it gave a description of another career path that we can chose after we graduate. We also learned how a legal division of a company plays a big role in company's business as well as an understanding regarding the process of decision making that cannot be separated from legal matters.

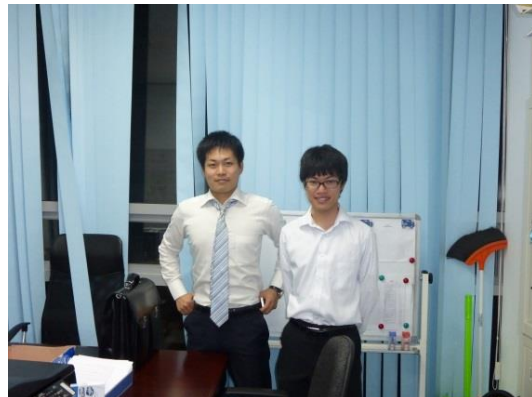
Lastly, we were introduced to one of Mitsui's subsidiaries, Protek Ltd. We were stunned by this company, which offers services to build ports in many developing countries. This is the kind of business that we never thought of before. However, through this kind of business, we see that Mitsui group companies are also involved in the development and expansion of ASEAN countries. This is the side which is not only profitable for the business side but also profitable for the nations.

Two hours of learning about Mitsui, of course, seemed insufficient for us to thoroughly understand the operation of the company. However, after all, we felt really grateful for the chance to know Mitsui better, to know the great people who work there and also get important knowledge. Finally, we truly hope that Mitsui and Nagoya University will be able to maintain this program for the next generation of Campus ASEAN so that the students can have the same precious opportunity that we did.

3.5.2 Outbound

Long-term outbound SEND students also participated in a two-week internship program. Since the program had to be held in ASEAN countries, each student faced the challenge of finding offices which accept interns or at least make appointments by themselves. What helped was the Research and Education Center for Japanese Law (CJL) had been contacted by the Center for Asian Legal Exchange (CALE), Nagoya University. The efforts of CJL have led to the establishment of good relationships between legal and governmental institutions in the region, and the students, as pioneers, were rewarded. Five institutes, including a law firm, two private companies and a governmental organization accepted the students as interns.

During the internship, all of the students had productive experiences and there were two noteworthy aspects to them. First, taking part in the internship was a simulation for the students of working globally. Some of the SEND long-term students have aspirations of working abroad in their future, thus knowing that the offices consist of employees with different backgrounds was a great opportunity for them. Second, through the internship in a governmental organization, the intern students were able to see, feel, and learn about legal cooperation in one of the ASEAN countries. Since CALE has been conducting legal cooperation for more than ten years, School of Law students have been interested in legal exchange. For the student who is willing to act in this field in the future, what is gained directly connects to the career path. Finally, one of the evaluation comments by a host institution should be acknowledged, which is that they found that Campus ASEAN students have the capability to be future leaders. Since that is a basic purpose of this project, the Secretariat of Campus ASEAN Program will surely maintain and pass the great value of these lessons on to next year's program.



4. Overview of Quality Assurance System

4.1 Purpose

The quality assurance system of this program aims at ensuring 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 calendar, credit system and so forth, for credit transfer.

Moreover, this system is expected to ensure curriculum development which is appropriate for fostering a new generation leaders who can bridge future development of the ASEAN Region and Japan.

In addition, under the quality assurance system, evaluations of comprehensive generic skills of students are designed to assess and determine educational objectives.

4.2 Framework



4.3 Construction of Credit Transfer & Grade Management System

4.3.1 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				Summer Term		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			

4.3.2 Credit System

University	Undergraduate Level (For one course)				Postgraduate Level (For one course)			
	Study hour/per week	Weeks/per semester	Study hours/per semester	Credit(s)	Study hour/per week	Weeks/per semester	Study hours/per semester	Credit(s)
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 minutes each week; Courses worth 3 credit units will be taught in class twice a week, 150 minutes each week; Courses worth 4 credit units will be taught in class twice a week, 200 minutes each week.	12	20	2	2.5 *1 Credit Unit is worth fifty minutes of class meeting, one hundred minutes of practical works, two hundred minutes of field work, each of which is added with two hundred minutes 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

4.3.3 Grading System

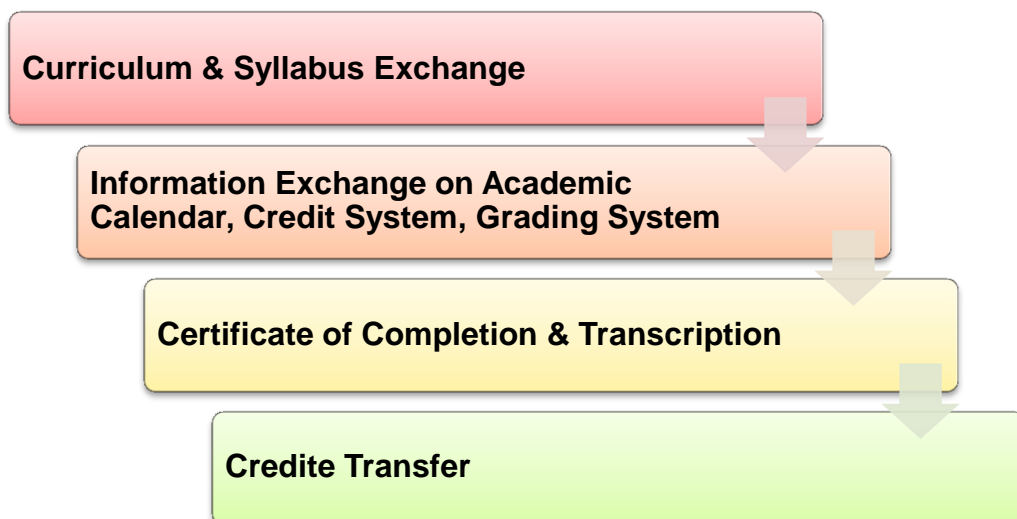
Nagoya University			Chulalongkorn University			National University of Singapore			University of the Philippines Los Banos			Gadjah Mada University			Hanoi University of Law			Ho Chi Minh City University of Law			Cambodia Royal University of Law and Economics		
Grade	Definition	Score(%)	Grade	Definition	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	S		8.5-10.0	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		7.0-8.4	B+		8.5-9.0	A-		90-92
B		70-79	B		70-74	A-		75-79	2	Good		C	Fair	55-64	B		5.5-6.9	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	C		4.0-5.4	C+		6.5-7.0	B		83-87
F		59 & below	C		60-64	B		65-69	3	Passed		E	Fail	<44	F		3.9&below	C		5.5-6.0	B-		80-82
			D+		55-59	B-		60-64	4	Conditional Failure								D+		5.0	C+	Fairly good	78-79
			D		50-54	C+		55-59	5	Failed								D		4.0-4.5	C		73-77
			F		49 & below	C		50-54	Inc	Incomplete								F		below 4.0	C-		70-72
						D+		45-49	Drp	Dropped											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			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																	

4.3.4 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										

4.4 Reciprocal Credit Recognition Procedures

4.4.1 Procedures



4.4.2 Certificate of Completion

- Inbound Short-term Exchange Study Program (Example)



- Outbound Short-term Exchange Study Program (Example)



Certificate of Completion

修了証

This is to certify that

*has participated in, and successfully completed
the 2013 SEND short program, Campus ASEAN
co-organized by the School of Law and Graduate School of Law, Nagoya University
and Hanoi Law University,
in Hanoi, Vietnam
from February 14 to February 21, 2014.*

上記の者は、2013 年度、
名古屋大学法学部法学研究科・ハノイ法科大学共同 キャンパスアセアン日本法 SEND ショート
プログラムに参加し、所定のプログラムを修了したことを証する。

Awarded on February 21, 2014

平成 26 年 2 月 21 日

PHAN Chi Hieu
Rector, Hanoi Law University
ハノイ法科大学学長

4.4.3 Transcript of Academic Record

Example 1 NUPACE

Transcript of Academic Record
Nagoya University Program for Academic Exchange (NUPACE)

Date of Issue: 27 February, 2014
 No. of Issued: 1193
 Name: [REDACTED]
 Home Institution: [REDACTED]

Date of Birth: [REDACTED]
 NU Student Number: [REDACTED]
 NU Period of Enrolment: September 2013 to March 2014

Autumn Semester 2013

Code	Course Title	NU Credits	NU Grade	Score (%)	ECTS Credits	ECTS Grade
13A-03SMN-EV07	Sustainability and Environmental Studies [G]	2	A	80.0	4.000	B
13A-03SMN-ID01	Educational Development Planning and Evaluation [G]	2	A	85.0	4.000	B
13A-03SMN-ID03	Japan's Development Experience [G]	2	A	83.0	4.000	B
13A-03SMN-ID05	Lecture on International Development I: International Migration Theory [G]	2	A	80.0	4.000	B
13A-04SMO-ID01	International Politics on Conflict [G]	2	A	87.0	4.000	B
13A-04SMO-ID02	Rural Development [G]	2	B	75.0	4.000	C
13A-04SMO-ID03	Lecture on Economic Development Policy and Management I [G]	2	A*	90.0	4.000	A
13A-04SMO-ID04	Seminar on Economic Development Policy and Management Ib [G]	1	A*	90.0	2.000	A
13A-04SMO-ID05	Poverty Reduction Strategies [G]	2	A*	90.0	4.000	A

UNIVERSITY PROGRAM FOR ACADEMIC EXCHANGE


[Signature]

Prof. Ken MACHIDA, Director
 NUPACE & International Education and Exchange Center
 Nagoya University

This record is a valid transcript only when stamped with the signature of the Director of the International Education and Exchange Center, Nagoya University.

International Education & Exchange Center Nagoya University Furo-cho Chikusa-ku Nagoya 464-8601 Japan
 Tel: 81-52-788-6119 E-mail: nupace@ecis.nagoya-u.ac.jp Web-site: <http://nupace.ecis.nagoya-u.ac.jp/>

Example 2 GSID



Transcript of Academic Record


Nagoya University

1 Furo-cho, Chikusa-ku,
Nagoya 464-8601, Japan

Graduate School: Graduate School of International Development

No. of transcript Issued: 456-2
Name: XXXXXXXXXX
Date of Birth: XXXXXXXXXX
Student Status: **Special Auditing Student (Graduate School)**
Period of Enrollment: **October 1, 2013 to February 5, 2014**

Course Title	Credits	Grade	Semester
Development Finance	2	A	2nd 2013
Japan's Development Experience	2	A	2nd 2013
Seminar on Economic Development Policy and Management I b*	1	A	2nd 2013
Quantitative Analysis for Developing Countries	2	A	2nd 2013
Special Lecture for Basic Subjects (Japanese Human Resource Management I) (E)	2	A	2nd 2013
Japanese for Social Science	2	A	2nd 2013



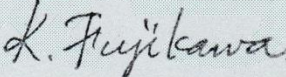
名古屋大学

NAGOYA UNIVERSITY

Total11

Grading System:
A: Excellent (80-100)
B: Good (70-79)
C: Fair (60-69)
Pass: Grade not applicable


Transcript invalid without the official seal and signature of the Dean of the School.

Signature: 

Prof. Kiyoshi FUJIKAWA, Dean
Graduate School of International Development,
Nagoya University

Date: **March 7, 2014**

Official Seal



国際開発研究科 平成25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
			大学院特別聴講学生	経済開発政策と開発マネジメント演習 I	藤川	1	A	85	20	2014.2

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生以外の学生も含め、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 A

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

Evaluation B

Please evaluate by scores. The maximum is 100.

Evaluation C

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

平成26年 2 月 10 日

署名

藤川 靖史



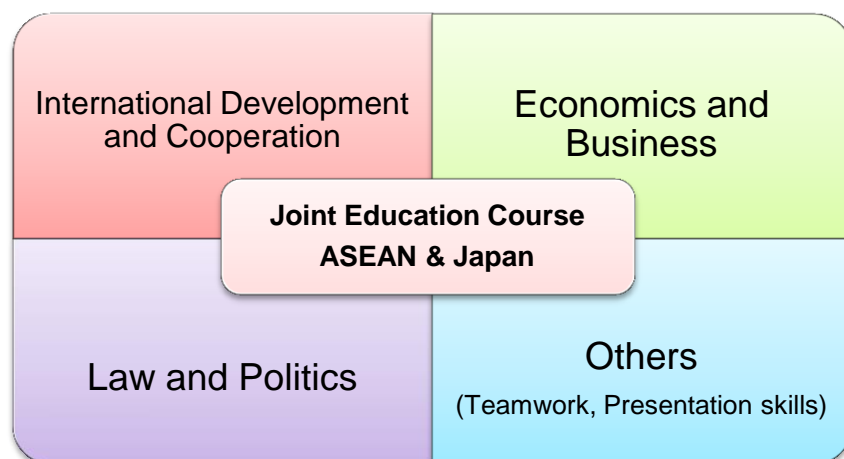
4.5 Joint Education Course Construction / Common Education Courses Construction

This program is developing a series of courses which provide knowledge of international development and cooperation, economics and business, law and politics and others training in order to fulfill the objectives, which aim to foster multi-disciplinary human resources for the development of ASEAN and Japan.

4.5.1 Purposes

A. Joint Education Course

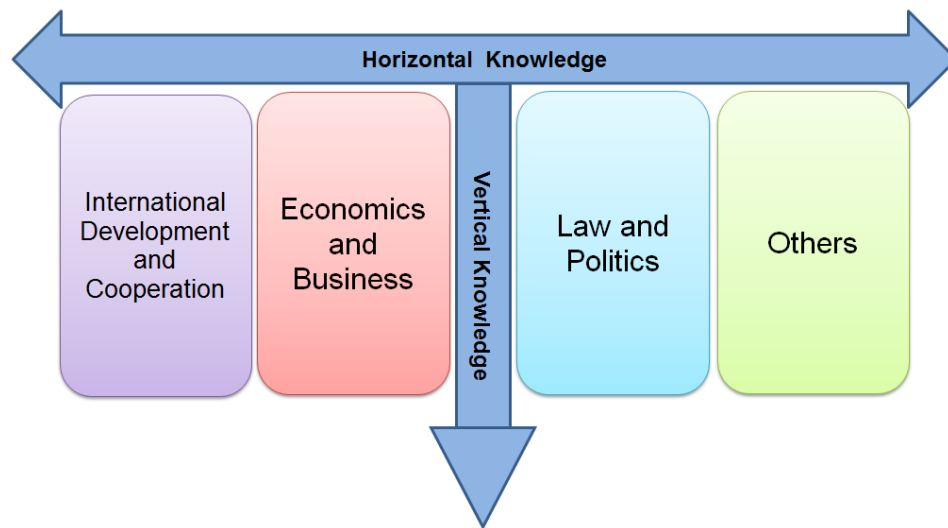
This course has been developed by collaboration among five departments (Law, Economics, Agriculture, International Development) for the purpose of fostering a new generation of leaders who can act as bridges between ASEAN countries and Japan, having a wide spectrum of expertise in economics, law, politics, diplomacy and international development, applied skills for cross-cutting policies, and intercultural knowledge competence. To fulfill the purpose, professors with expertise in each academic field will give a series of lectures from the elementary stage in order to have students develop an initial interest, attain basic knowledge and become motivated to expand and deepen their studies about the ASEAN region and Japan.



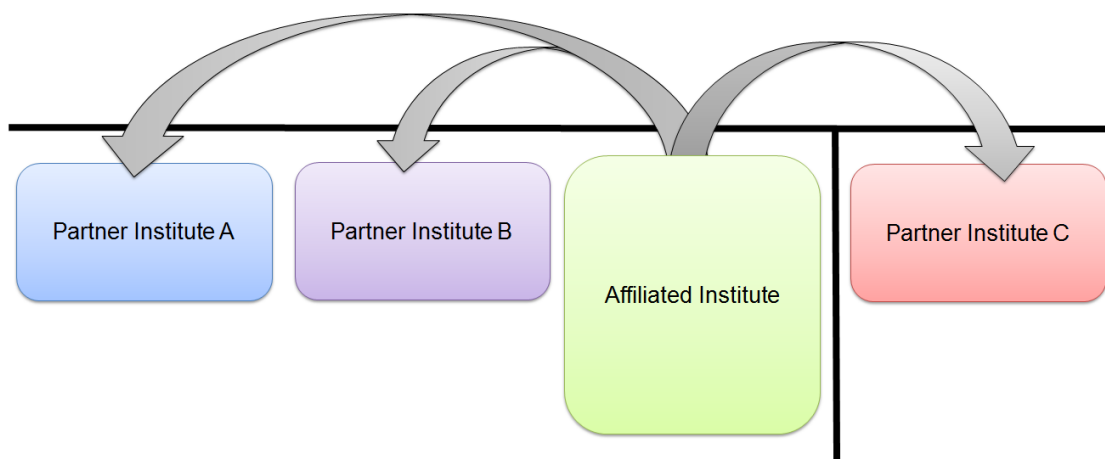
In Academic Year 2013, the Joint Education Course Development Committee of this program developed a Joint Education Course for postgraduates. It will be open for registration from the fall semester of the 2014 academic year in Nagoya University. The one for undergraduates is under construction.

B. 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 Graduate School of International Development, 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.



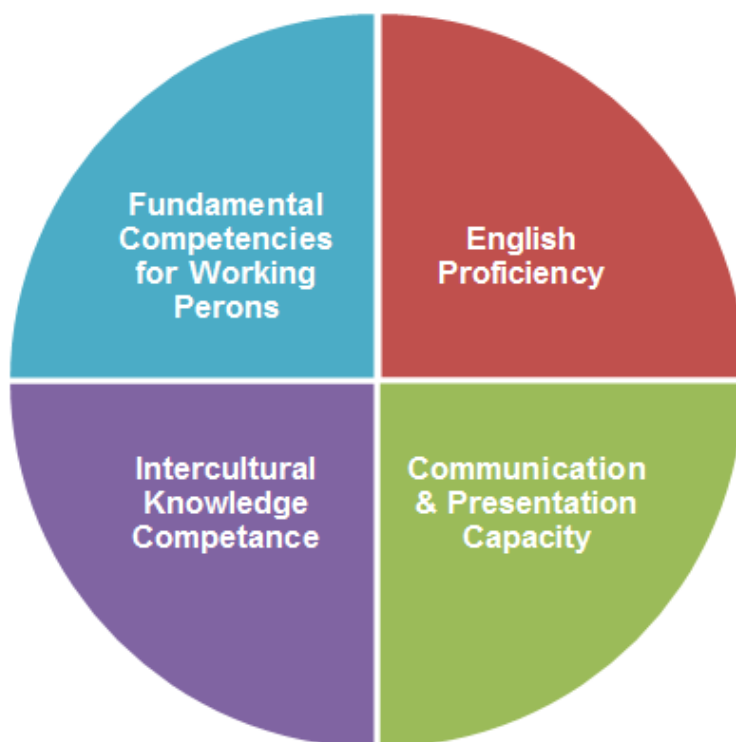
4.5.2 Content

A. Joint Education Course 1 (Fall, 2014)

Session	Lecturer	Course Title
1	General of Secretariat of Campus ASEAN Designated Prof. Makoto Nishimura GSID Prof. Kiyoshi Fujikawa	Introduction to Campus ASEAN Project & Joint Education Course Introduction to International Development
2	GSID Prof. Sanae Ito	Poverty Reduction Strategies
3	GSID Associate Prof. Yuzuru Shimada	Law and Development
4	GSID Associate Prof. Akiyoshi Yonezawa	Educational Development and Cooperation
5	ICCAE Associate Prof. Kasumi Ito	International Cooperation for Agricultural Development
6	CALE Associate Prof. Teilee Kuong	Law and Politics in ASEAN Integration
7	School of Law Designated Associate Prof. Eonsuk Kim	International Commercial Arbitration – An ASEAN Perspective
8	School of Law ● Designated Associate Prof. Hiroko Ito ● Prof. Dai Yokomizo	Asian Family Law
9	School of Law ● Designated Assistant Prof. Davie Green ● Prof. Koji Ono	Current Issues in Japanese Politics
10	School of Economics Prof. Akihiro Noguchi	Japanese Accounting -How to read financial statements of Japanese companies
11	School of Economics Associate Prof. Yasuhiro Doi	Free Trade of Japan and ASEAN
12	School of Economics Designated Assistant Prof. Chie Yorozu	Japanese Firms and Management in Comparative Perspective
13	Presentations	
14	Presentations	
15	Sum-up	

B. Common Education Courses (Fall, 2014) (Under construction)

4.6 Assessment Standards of Comprehensive Generic Skills of Students



We set the following goals up based on our project proposal.

4.6.1 English Proficiency

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 develop the target English standard based on the TOEIC score expected by international departments. Given the standard, we are going to monitor students' English proficiency through exams, supervisors' judgments and students' self assessment.

TOEFL® Score Scales

Skill	Score Range	Level
Reading	0–30	High (22–30) Intermediate (15–21) Low (0–14)
Listening	0–30	High (22–30) Intermediate (15–21) Low (0–14)
Speaking	0–30 score scale	Good (26–30) Fair (18–25) Limited (10–17) Weak (0–9)
Writing	0–30 score scale	Good (24–30) Fair (17–23) Limited (1–16)
Total Score	0–120	

Source: <http://www.ets.org/toefl/ibt/scores/understand/>

TOEIC English score expected by international departments (660~840)

Level	TOEIC Score	Communication skill
A		Have near-native competence in English
	860	
B	840	Can communicate under any circumstances
	730	
C	660	Can communicate under limited circumstance
	470	
D		Can communicate at least in a daily life
	220	
E		Can not yet communicate

Source: <http://www.toEIC.or.jp/corpo/intro01/expatriate.html>

4.6.2 Intercultural Knowledge Competence

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 82). 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."¹

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

4.6.3 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 83). 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"².

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

¹ <http://www.aacu.org/value/rubrics/pdf/InterculturalKnowledge.pdf>. (accessed on March 11, 2014)

² 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=IN0eU-DyK4KklQXxoIDgBA&usg=AFQjCNHaHC9Woj2znC2ykXiKPdHP6EPd1Q&sig2=Z7-u6UkuEy6-KRI_CvJx6A. (accessed on March 11, 2014)

4.6.4 Communication and Presentation Capacity

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 (see criteria listed on page 82). All of the students are expected to reach level 4 when the program finishes.

Intercultural Knowledge Competence

Criteria of Intercultural Knowledge Competence						
Competencies	Factors	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, 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 worldview.	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. 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.

Fundamental Competencies for Working Persons

Criteria of Fundamental Competencies for Working Persons								
Please rate following actions with your personal experience								
Competencies	Factors	Definitions	Can not	Rarely	Occasionally	Often	Always	Examples
			Level1	Level2	Level3	Level4	Level5	
Ability to step forward (Action)	Initiative	Ability to initiate things proactively						Have a clear picture of what one should do and be able to initiate things proactively. Ability to assess personal strength and weaknesses and drive to tackle difficult situations. Ability to make own judgement without being distracted by others.
	Ability to influence	Ability to influence and involve others						Ability to communicate the importance of cooperation with others. Skills to make others engaged in cooperative tasks. Ability to motivate others to cooperate in order to achieve common goals.
	Execution skill	Ability to set goals and execute with conviction						Persistent toward achieving long term goals and enjoy incremental step change. Ability to take risks and courage to explore new things. Strong mental strength in handling complex and difficult situations.
Ability to think through (Thinking)	Ability to detect issues	Ability to analyze status quo and clarify issues						Ability to clarify issues, and have a long term vision and knowledge in process to achieve long term goals. Information gathering and analytical skills to gain insight in present situations. Skills to communicate with others in order to sense emerging issues.
	Planning skills	Ability to clarify procedures to solve issues and prepare						Ability to clarify processes and prioritize to make highly level strategic plans. Project management skills to track plans and progress status. Ability to flexibly correct plans according to state of progress and possible events.
	Creativity	Ability to create new values						Have a whole system view to create innovative solutions by combining various information. 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						Ability to simplify detailed and complex information by using case studies, objective date and so on. Ability sense interests from audience and delivery precise information to the group. Communication skills to decompose complex information in clear and understandable fashion.
	Ability to listen closely and carefully	Ability to listen to other people's opinions carefully						Ability to precisely understand other people's opinions and ask questions that are relavent to the key point. Ability to create and control atmosphere to align opinions and agreement. Ability to listen to others with an open mind.
	Flexibility	Ability to appreciate different opinions and perspectives						Ability to appreciate different opinions while having own opinion. Ability to understand why others think so based on others' feeling. Ability to understand others who have different backgrounds and circumstances.
	Ability to grasp situations	Ability to comprehend relationship between yourself and other people as well as things surrounding you						Ability to recognize individual position among surrounding people and take appropriate actions. Ability to recognize personal, as well as team member strength and weaknesses and take action accordingly. Ability to grasp surrounding situations (human relations, business and so on) and drive to improve situations.
	Ability to apply rules and regulations	Ability to comply with social rules and keep promises with others						Understand social norms and comply those social norms to avoid offensive behaviour. Ability to undertake corrective actions when one inappropriate misconduct occurs. Ability to keep good code of conduct such as comply with social norms and keep promises with others.
	Ability to control stress	Ability to deal with the original cause of stress						Ability to understand the cause of stress and distress by one's own or by seeking others to help. Ability to temporarily reduce stress through consulting others and trying to do something else. Understand the existense of stress and not take seriously.
								※The above examples do not represent all competencies that are important for working person.

Name List of Steering Committee Members

ASEAN Partner Universities (Universities in alphabetical order)

Dr. Nipit Wongpunya
Lecturer, Faculty of Economics
Chulalongkorn University, Thailand

Mr. Adrianto Dwi Nugroho
Head of Tax Law Department, Second Secretary to the Master of Legal Science
Program
Gadjah Mada University, Indonesia

Dr. Hoang Xuan Chau
Lecturer, Head of the University Office
Hanoi Law University, Vietnam

Dr. Mai Hong Quy
Rector, Associate Professor
Ho Chi Minh City University of Law, Vietnam

Dr. Hum Sin Hoon
Associate Professor
Department of Decision Sciences, Deputy Dean of the NUS Business School
National University of Singapore, Singapore

Dr. Phalthy Hap
Vice Director of Graduate Program
Royal University of Law and Economics, Cambodia

Dr. Oscar B. Zamora
Vice Chancellor for Academic Affairs, Professor 12 of Crop Science
University of the Philippines Los Baños, the Philippines

Nagoya University
(Names in alphabetical order)

Akihiro Noguchi
Vice Dean and Professor, 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
Assistant Professor, School of Economics

Hideo Yamagata
Vice Dean and Professor, Graduate School of International Development

Jing Liu
Assistant Professor, Graduate School of International Development

Kiyoshi Fujikawa
Dean and Professor, Graduate School of International Development

Makoto Nishimura
Professor, Graduate School of International Development

Mamoru Sadakata
Dean and Professor, Graduate School of Law

Sanae Ito
Professor, Graduate School of International Development

Shogo Kimura
Dean and Professor, School of Economics

Taeko Nakano
Associate Professor, School of Law

Ryoko Miyajima
Assistant Professor, School of Law

Name List of Quality Assurance Committee Members

ASEAN Partner Universities (Universities in alphabetical order)

Dr. Nipit Wongpunya
Lecturer, Faculty of Economics
Chulalongkorn University, Thailand

Mr. Adrianto Dwi Nugroho
Head of Tax Law Department, Second Secretary to the Master of Legal Science
Program
Gadjah Mada University, Indonesia

Dr. Hoang Xuan Chau
Lecturer, Head of the University Office
Hanoi Law University, Vietnam

Dr. Mai Hong Quy
Rector, Associate Professor
Ho Chi Minh City University of Law, Vietnam

Dr. Hum Sin Hoon
Associate Professor
Department of Decision Sciences, Deputy Dean of the NUS Business School
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