

FY2015 Inter-University Exchange Project Yamagata University

Support for the Formation of Collaborative Programs with Latin America and the Caribbean, Turkey

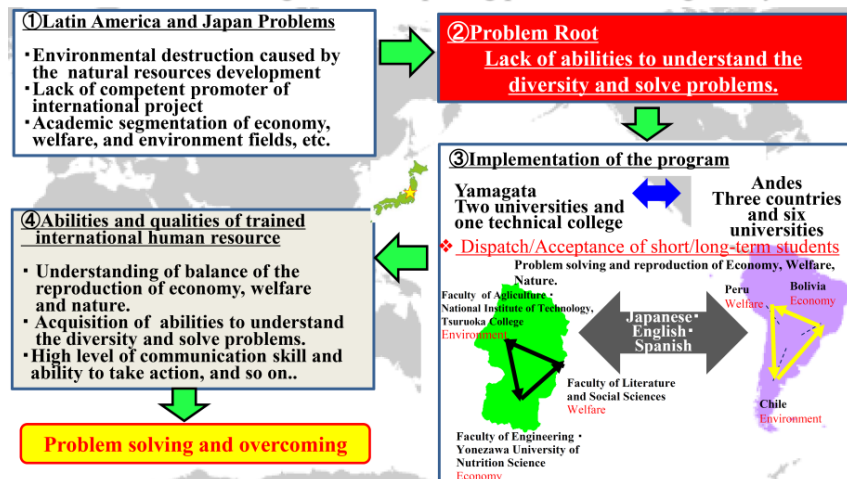
【Project Name】 (Selection year: FY2015, Main exchange Country (Latin America))

"Double Triangle Program" between Yamagata and Andean Countries.

【Project Summary】

This program develops human resources who serve as a bridge between Japan and Andean Countries based on Yamagata University's high level research and educational results in these countries so far. Participants learn Japanese, Spanish, intercultural understanding in three educational institutions of Yamagata (Yamagata University, Yamagata Prefectural Yonezawa University of Nutrition Sciences, Tsuruoka National College of Technology), four universities of Peru (Pontifical Catholic University of Peru, National University of Engineering, National University of San Marcos, National Agrarian University - La Molina), one university of Bolivia (Higher University of San Andres), one university of Chile (University of Talca). If participants want to find job in Japanese companies, we will support them, in particular, taking advantage of the proven track record and experience of Yamagata University to promote the employment in the local companies. (Outline Figure and so on)

Educational Program for acquiring problem-solving ability



【Exchange Program Summary】

Short term acceptance international students stay together for training with Japanese students and learn Japanese culture, industrial technology, environmental conservation, and so on, in three languages. Long term acceptance international students learn Japanese Business Terminology, taking part in Japanese company's internship for one or two weeks. Short term dispatch students learn current situation and problems of natural resources development in the Andean Countries, and also learn Japanese descent society, environmental conservation in the practice research field at Yamagata University. Long term dispatch students take regular classes and acquires credits in their participation in Andean Universities.

【Global Human Resource on the project】

The human resources have the ability of communication in three languages (Japanese, English and Spanish) with balanced understanding of the reproduction of economy, welfare and nature and understand the diversity as well. Moreover, human resources are full of vitality and dynamism which are assertively committed to the natural resources development and international cooperation activities, taking their leadership for planning and implementing projects.

【Project features】

We use the field where we've implemented our research and education for many years in Andean countries as training places when Japanese students are dispatched there. The exchange students, through the practical education, learn how develop their capability for understanding the diversity and solving a problem, getting better their ability to take action, increasing their communication skills by taking advantage of academic strong point and resources of each faculty (Humanities, Yamagata City; Engineering, Yonezawa City; Agriculture, Tsuruoka City) .

【Exchange number】

| | H27 | | | | | | | | H28 | | | | | | | | H29 | | | | | | | |
|----------|-----|----|----|----|----|---|----|----|-----|----|----|----|----|---|----|----|-----|----|----|----|----|---|----|----|
| | A | Bo | Br | Ch | Co | M | Pa | Pe | A | Bo | Br | Ch | Co | M | Pa | Pe | A | Bo | Br | Ch | Co | M | Pa | Pe |
| Outbound | | 8 | | 8 | | | | 8 | | 8 | | 8 | | | | 8 | | 13 | | 12 | | | | 14 |
| Inbound | | 1 | | 1 | | | | 3 | | 2 | | 2 | | | | 4 | | 2 | | 2 | | | | 8 |
| | H30 | | | | | | | | H31 | | | | | | | | | | | | | | | |
| | A | Bo | Br | Ch | Co | M | Pa | Pe | A | Bo | Br | Ch | Co | M | Pa | Pe | | | | | | | | |
| Outbound | | 13 | | 12 | | | | 14 | | 13 | | 12 | | | | 14 | | | | | | | | |
| Inbound | | 2 | | 2 | | | | 8 | | 2 | | 2 | | | | 8 | | | | | | | | |

In the short-term dispatch, from implementation table of training in Bolivia, Chile, and Peru, the number of dispatch student does not represent the extension number.

A:Argentina Bo:Bolivia Br:Brazil Ch:Chile Co:Colombia M:Mexico Pa:Panama Pe:Peru

1. FY2015 Progress

【Name of project】(Adopted year: FY2015 Country (Latin America))
 “Double Triangle Program” between Yamagata and Andean Countries

■ Exchange Programs



〈Training at institute of Nazca〉



〈Training at timber industry〉

○ Outbound

Dispatched 2 students to Peru through a long-term program, and 13 students to three South American countries through a short-term program.

○ Inbound

Accepted one student from Peru through a long-term program.

〈中南米版〉

| | 2015 | | | | | | | | | | | | | | | |
|----------|------|----|----|----|----|---|----|----|---------|----|----|----|----|---|----|----|
| | Plan | | | | | | | | Results | | | | | | | |
| | A | Bo | Br | Ch | Co | M | Pa | Pe | A | Bo | Br | Ch | Co | M | Pa | Pe |
| Outbound | | 8 | | 8 | | | | 8 | | 13 | | 13 | | | | 15 |
| Inbound | | 1 | | 1 | | | | 3 | | | | | | | | 1 |

■ Forming the University Network with Quality Assurance

As participants in the short-term overseas study in Andean nations, 13 students were selected from 28 candidates by the document screenings and interview tests (academic score, language skills and motivation etc). Spanish language courses at YU and Japanese language courses have been started in Peru, Bolivia and Chile. Pontifical Catholic University of Peru and YU have signed a new agreement for preparation of Double Degree education system.



〈 Students exchange at UMSA)

■ Promotion of Student-Mobility Environment

Program websites have been opened on the Internet in three languages (Japanese, Spanish and English). These websites have made it easier for students to access this program’s information. Employment of Japanese language teachers in Peru, Bolivia and Chile and placement of a coordinator in satellite offices in PUCP, facilitate the communication among universities of three Andean counties in order to promote this project. Pre-study seminar, related to Andean nations’ culture, history, security and safety, and Spanish language, was carried out for short-term overseas study.

■ Internationalization of the university

Information disclosure and Publication of outcome

The study contents carried out during the short-term study in Andean nations (Peru, Bolivia and Chile) were uploaded on the websites in three languages (Japanese, Spanish and English) in order to provide information in real time. After the short-term study, meetings to report the results of studies in three Andean nations were held at three campuses of YU to share the experience among participants, students and faculty staffs. Promoting the program was mentioned on the third medium-term Objectives and Plans of YU. It has become clear that to accelerate the internationalization of the YU running this program.

■ Notices

We have a plan to increase the total number of the students who participate in this short-term overseas study in Japan and three Andean nations in 2016 by augmenting the number of applicants by enhancing public relations activities about this study program.

2. FY2016 Progress

【Name of project】(Adopted year: FY2015 Country (Latin America))
 “Double Triangle Program” between Yamagata and Andian Countries

■ Exchange Programs



〈Inbound students at Yonezawa in Jul. 2016〉

A total of 21 students participated in both our long and short-term programs, and this exceeded number initially planned. Spanish classes were held in Japan, and Japanese classes were held in Andean countries by Yamagata University. Completion of one year of lessons was a requirement for participation in the short-term program.

A Memorandum of Understanding was drawn up between YU and PUCP for a Double Degree Project and preliminary discussions commenced.

Student-Mobility

○ Outbound

Two students were sent to PUCP for the long-term program. Six students were sent to three Andean countries from Feb. to Mar., and they visited six partner universities during the short-term program.

○ Inbound

One student was accepted from PUCP for the long-term program, and he extended his stay from six months to one year. Twelve students from three universities in Andean countries visited Japan from Jul. to Aug. on the short-term program. In FY2017, student exchange will expand to all six universities.

<Latin America>

| | 2016 | | | | | | | | | | | | | | | |
|----------|------|----|----|----|----|---|----|----|---------|----|----|----|----|---|----|----|
| | Plan | | | | | | | | Results | | | | | | | |
| | A | Bo | Br | Ch | Co | M | Pa | Pe | A | Bo | Br | Ch | Co | M | Pa | Pe |
| Outbound | | 8 | | 8 | | | | 8 | | 6 | | 6 | | | | 8 |
| Inbound | | 2 | | 2 | | | | 4 | | 3 | | 4 | | | | 7 |

■ Forming the University Network with Quality Assurance

The opening ceremony for our satellite office was held at PUCP in Sep. Now, we can offer basic coordination services and student support locally. Discussions about the future of the program were held at the DTP Manager Meeting in Yamagata together with professors from the six partner universities. Inbound students were selected by conducting interviews using a TV conference system.



〈DTP Manager Meeting in Yamagata in Jan. 2017〉

■ Promotion of Student-Mobility Environment

All long-term inbound students participated in an internship as well as Japanese classes. Business related lectures are given to students who plan to work in Japanese companies after graduation. All outbound students took Spanish classes and participated in an orientation meeting about South America prior to their trip.

■ Internationalization of the university

Information disclosure and Publication of outcome

A new promotion office staff member able to speak three languages was recruited through public advertisement in June, and a new Spanish teacher joined in Oct. The program HP is presented in three languages (Japanese, English and Spanish), so overseas inquiries have increased.

■ Notices

The participants in the short-term program are required to participate in the three other types of sessions over the course of a year — language lessons, report meetings and host activities — in their home countries. This requirement helps expand the program in cycles. Some participants in the short-term program have started applying for the long-term program in the following year as the next step in their education.

3. FY2017 Progress

【Yamagata University】

【Name of project】(Adopted year: FY2015 Country (Latin America))
 “Double Triangle Program” between Yamagata and Andian Countries

■ Exchange Programs



〈Short-term outbound program in Nasca, Peru – Feb2018〉

A total of 26 students participated. This is divided to 13 outbound (2 long and 11 short-term) and 13 inbound (3 long and 10 short-term). Due to wider recognition of the program, the number of the applicants is growing. Long-term students continued language lessons at their host university and obtained credits in their majors. Also, they joined Japanese / Spanish classes at their host university as TAs. All the long-term inbound students experienced internships at companies in Yamagata Prefecture before going back to South America. In the short-term program, Japanese students traveled together with local students in Peru and Bolivia. They engaged in the planning process of inbound activities after returning to Japan.

Student-Mobility

○ Outbound

Two students have been sent to South America for two semesters, one to Talca University and one to Catholic University. The short-term program was carried out from February 22nd to March 14th, and eleven students visited six partner universities in three countries.

○ Inbound

Three students have been received from South America for one to two semesters, two from Catholic University and one from San Marcos University. The short-term program was carried out from July 31st to August 14th and ten students from all six partner universities visited the three cities that contain Yamagata University campuses.

| | 2017 | | | | | | | | | | | | | | | |
|----------|------|----|----|----|----|---|----|----|---------|----|----|----|----|---|----|----|
| | Plan | | | | | | | | Results | | | | | | | |
| | A | Bo | Br | Ch | Co | M | Pa | Pe | A | Bo | Br | Ch | Co | M | Pa | Pe |
| Outbound | | 13 | | 12 | | | | 14 | | 11 | | 12 | | | | 12 |
| Inbound | | 2 | | 2 | | | | 8 | | 2 | | 2 | | | | 9 |

■ Forming the University Network with Quality Assurance

The participant requirements have been enforced for language levels in Japanese and Spanish. “The Second DTP Managers Meeting” was held in Lima, Peru in November. In March, a “Japanese Language Instructor Training Seminar” was conducted in Peru inviting instructors from Bolivia and Chile. A discussion is proceeding with Catholic University to establish a Double Degree Agreement in the area of archaeology and anthropology.



〈 Japanese intensive course in Lima, Peru - Mar2018〉

■ Promotion of Student-Mobility Environment

Japanese classes at Catholic University accepted students from three other partner universities in Peru. The satellite office conducted individual consultations for potential inbound candidates as well as the orientation prior to visiting Japan. It also supported the daily lives of the Japanese students there and held meetings with the Peruvian Immigration Office at the time of changes to VISA regulations. Spanish classes have come to be an official subject in the Faculty of Humanities and Social Sciences and credited along with the short-term study program in South America. It has also been a course in the Faculty of Education, Art and Science since FY18.

■ Internationalization of the university, Information disclosure and Publication of outcome

There were many participants from the Global Studies Course, which was newly established in FY17, and the program’s popularity was enhanced by a post-dispatch report meeting. A new pamphlet and promotion video were made to advertise the program. A long-term inbound student at the Hanagasa Festival was broadcast on NHK News. A DTP Activity Review Meeting, attended by approximately 50 people, was held at Kojirakawa campus in August in order to present achievements over the last two years.

■ Notices

Migration “From Short to Long” is in progress. One of the two long-term outbound students was a participant in the FY15 short-term program, and among the ten members of the FY17 short term inbound program, two to three are schedule to come back as long-term participants in FY18. More than 40 students are scheduled to take Spanish classes in FY18, which is double that of the previous year. South American students continue to study the Japanese language even after returning from their trip and they achieve JLPT certification. Long-term exchange programs with Talca and La Molina universities have also commenced in addition to the programs with Catholic University and San Marcos University.