

**【Project Name】(FY2015 Re-Inventing Japan Project•Main Counterpart (Latin America))**

A Co-Creative Education Program of Humanities and Sciences to Solve Global Issues Confronting Japan and Latin America

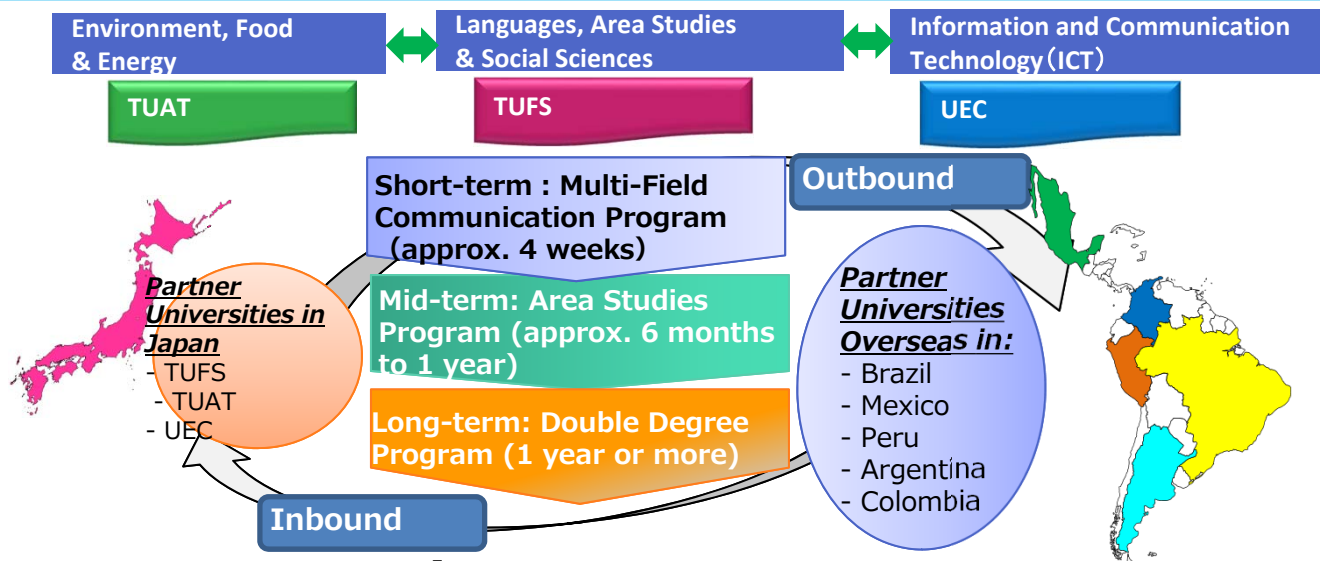
**【Project Overview】**

This project is a collaborating initiative between Tokyo University of Foreign Studies (TUFS), Tokyo University of Agriculture and Technology (TUAT), and the University of Electro-Communications (UEC) to jointly foster human resources with practical vision and an active role in the global community to solve global-level issues including environment, resources, energy, food, and socioeconomic development that affect Latin America and Japan.

Achievement of the Co-Creative Education Program

Plan of Tokyo-Musashino Research City for International Studies

**To Foster Human Resources with a background of both Humanities and Sciences to Solve Global Issues**



**【Overview of the Exchange Program】**

- Short-term: Multi-Field Communication Program for approx. 4 weeks
- Mid-term: Area Studies Program for approx. 6 months to 1 year
- Long-term: Double Degree Program for 1 year or more

**【Human Resources to be Fostered in the Project】**

This program aims to foster globally-active human resources backed by practical expertise.

- TUFS aims to foster human resources who has language abilities with a diverse background including technology skills. They will identify challenges faced by Latin America and organize and manage a team dedicated to help solve these.
- TUAT and UEC aim to foster human resources with the capacity to identify challenges faced by Latin America and to lead a sustainable development in the fields of environment, food, energy, and ICT.

**【Distinctive Features of the Project】**

The three Japanese partner universities will cooperate to foster human resources with commitment and action on the global stage. To take international leadership, it is essential to have knowledge in culture, languages, and liberal arts, practical expertise in science and technology, a global vision, as well as capabilities to solve challenges at the local levels. In order to contribute to socioeconomic development in Latin America, this program will combine the strengths and capabilities of the three universities: TUFS' education and research in languages, liberal arts and area studies; TUAT's research and technology in environment, food and energy; and UEC's research and technology in ICT.

**【Expected Number of Exchange Students】**

	FY2015									FY2016									FY2017								
	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	1		2		2	5				2		8		4	10		1		3		10		3	13		1	
Inbound	1		1		1	7				1		9		1	13		1		1		9		1	18		1	
	FY2018									FY2019																	
	A	Bo	Br	Ch	Co	M	Pa	Pe		A	Bo	Br	Ch	Co	M	Pa	Pe										
Outbound	4		10		4	16		1		3		10		4	17		1										
Inbound	1		9		1	23		1		1		9		1	23		1										

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

# 1. FY2015 Progress

【Project Name】(FY2015 Re-Inventing Japan Project・Main Counterpart (Latin America))

A Co-Creative Education Program of Humanities and Sciences to Solve Global Issues Confronting Japan and Latin America

## ■ Implementation of exchange program



Joint class for Japanese students and their buddy students



Tandem learning



Tour of wood pellet plant in Yamanashi Prefecture



Internship at JACTO (Brazil)

## Transfer of students under exchange program

### ○ Outbound Japanese students

- Pre-departure education was provided with the cooperation of the three universities using the buddy system. In the language course, students from Mexico were designated as buddies for language education. A problem solving workshop and science literacy instruction were provided.
- Host universities offered lab work, field work and internship at local businesses.
  - **Student exchange among the three universities was revitalized and relationships with students of the host universities were established.**

### ○ Inbound foreign students

- At TUFS, a one-week course on Japanese society and language was provided.
- Lab work and internship were offered at TUAT and UEC.
  - **Home visits and tandem learning with Japanese students deepened foreign students' understanding of Japanese culture and helped them to adapt to research life at Japanese universities.**

	FY2015															
	Plan								Result							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound	1		2		2	5					3			9		
Inbound	1		1		1	7					1			10		

## ■ Initiatives to develop a framework for inter-university exchanges offering guaranteed

- Information on progress was shared at regular meetings of the three universities' executive committees.
- University officials and coordinators visited sister universities and related businesses: Gathered information including academic calendars, syllabi, credit transfer programs, etc., and confirmed roles to be assigned to interns and readiness for hosting them.
  - **Preparation to formulate guidelines for managing marks and accepting credits under a system shared by the three universities/Operation of the program**
- Undertook objective evaluation by establishing an expert panel and external assessment committee and confirmed the direction of the program.

## ■ Development of environments for hosting foreign students and sending Japanese students overseas

- Placed coordinators at each university.
- Established a risk control system for sending students to Latin America.
- Opened local consultation centers utilizing Global Japan Offices (established in Mexico and Brazil by Top Global University Project Type B).
- Utilized the buddy system to establish a framework to support inbound students in their daily life and research.
- Collaborated with international exchange groups, etc. to hold events offering Japanese cultural experiences and interaction.

## ■ Disclosure of information regarding internationalization of universities and circulation of outcomes accompanying project implementation

- Kick-off symposium (February 2016)
  - With the participation of about 200 people, a panel discussion was held on the theme of "What are expected of the program."
- Launch of La-CEP Website
  - Offers the latest information regarding the implementation of the program:
    - <http://www.musashino-la.jp/>
- The three universities held "Study Abroad Achievements Report Meeting".



The kick-off symposium

## 2. FY2016 Progress 【Tokyo University of Foreign Studies, Tokyo University of Agriculture and Technology, and the University of Electro-Communications】

### 【Name of project】(Adopted year: FY2015 Country (Latin America) )

A Co-Creative Education Program of Humanities and Sciences to Solve Global Issues Confronting Japan and Latin America

#### ■ Exchange Programs



<FY2016 Opening Ceremony for inbound students through cooperation of three universities>

For both inbound and outbound students, two programs were offered: the Short-term Interdisciplinary Exchange Program and the Mid-term Regional Understanding Program. Each program consists of (1) Pre-departure education jointly by three universities, (2) Lab work, course work and field work at individual universities, (3) Internship (visits to local businesses for short-term students) and (4) A Study Abroad Achievements Report Meeting by three universities. Exchange between outbound and inbound students and interaction across humanities and sciences enabled implementation of the study abroad program with maximized "triplet" effects generated by the cooperation of three universities.

#### Student-Mobility

##### ○ Outbound

Twenty-eight (28) outbound students, exceeding the planned number (25), were sent to Latin America. Thanks to the pre-departure training conducted jointly by three universities, consisting of a workshop to clearly define what to study in host countries, a Latin America-specific risk management seminar in a demonstration format, and lectures on the social and economic situation in Latin America, the students could prepare for studying abroad with a high sense of purpose, rather than just participating in a language course or a study tour. After obtaining credits in lab work/course work, all mid-term students were offered a 3-month internship at Japanese and local companies, NGOs, etc., for 2 weeks to 3 months. As can be seen from students' comments such as, "I have gained deeper knowledge and stronger enthusiasm for the industry I want to work in" and "I have become more motivated toward the future", the internship helped them with their carrier choice.

##### ○ Inbound

Twenty-seven (27) inbound students were accepted, exceeding the planned number (25). The training program on Japanese society and language, from which four credits were given to mid-term inbound students. The field trips, including a visit to Honjo Life Safety Learning Center, where students studied disaster risk management and activities and paramedic operations in disasters, provided them with education on disaster prevention at an early stage after arriving in Japan. After obtaining credits in lab work/course work, the mid-term students were offered a 2-week to 1-month internship in companies, government offices and research institutions in Japan. Many organizations accepting the interns highly rated initiatives by students and the effect of accepting students in revitalizing the company, and commented that they would like to accept them again next year. The Study Abroad Achievements Report Meeting, held jointly by three universities before inbound students left Japan, enabled the three universities to learn about each others' distinctive initiatives and enabled confirmation of the educational outcomes and triplet effects generated by the cooperation of three universities.

	2016															
	Plan								Results							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound	2		8		4	10		1	2		6		2	16		2
Inbound	1		9		1	13		1	2		7		2	15		1

#### ■ Forming the University Network with Quality Assurance

- Outbound students were required to submit a "fieldwork plan" (short-term students) and "study plan" (mid-term students) under a supervisor's advice to ensure research and learning with a clear sense of purpose in compliance with the intent of the program. After the students returned to their home countries, the credits were smoothly certified after consultation with the departments and committees responsible for education.
- To ensure the quality of internship, students were given pre- and post-internship education and accepting companies were given a pre-acceptance matching interview, post-acceptance individual visit and questionnaire survey to enhance the satisfaction and educational effects for both companies and students and to make use of the results in the next year's program.

#### ■ Promotion of Student-Mobility Environment

- Exchange of information and meetings held on a regular basis at various levels among teachers, assigned coordinators and part-time administrative staff achieved significant cooperation among the three universities and provided finely tuned responses to both inbound and outbound students.
- Inbound students, who were from universities in countries hosting the outbound students and studied at Tokyo University of Foreign Studies, were given the opportunity to interact with the outbound students from three universities, exchanging information prior to visiting the hosting countries in order to help outbound students learn more about them and reduce their anxiety about studying abroad. Before leaving Japan, outbound students attended the Latin America-specific risk management seminar.
- Tutors are assigned to the inbound students and give advice on learning and daily life in Japan. There is a risk management system, which ensures 24-hour emergency access to coordinators. Information on various events through which Japanese culture can be experienced is provided via SNS including Facebook.

#### ■ Internationalization of University Information Disclosure and Publication of Outcome

In addition to the reporting of various projects as needed on websites and Facebook, provision of a program summary in multiple languages (English, Spanish and Portuguese) is now in progress. TV programs showing how the inbound students are engaged in the internship program provided opportunities to broadly disseminate the program among the public.



<Interns are given an explanation on the inspection of disaster prevention equipment at a company>

#### ■ Notices



<Reporting of achievements at the joint colloquium held in the Tama area>

- The reporting of achievements by both outbound students of humanities and sciences in the joint colloquium held in the Tama area enabled dissemination of information about the project not only to those involved but also to many students.
- The risk management seminar for outbound students held through the cooperation of coordinators from the three universities included demonstration-format role plays on frequent crimes with the participation of students. This taught students how to respond coolly if they actually become a robbery victim.
- Prior to implementing internship to inbound students, a specially-appointed professor with experience as an ambassador at a Japanese embassy in Latin America gave a lecture on the cultural differences between Japan and Latin America, helping them prevent problems caused by cultural friction.



<Risk management seminar: demonstrating a crime case (robbery using sleeping pills)>