

FY2015 Inter-University Exchange Project Tokyo University of Agriculture

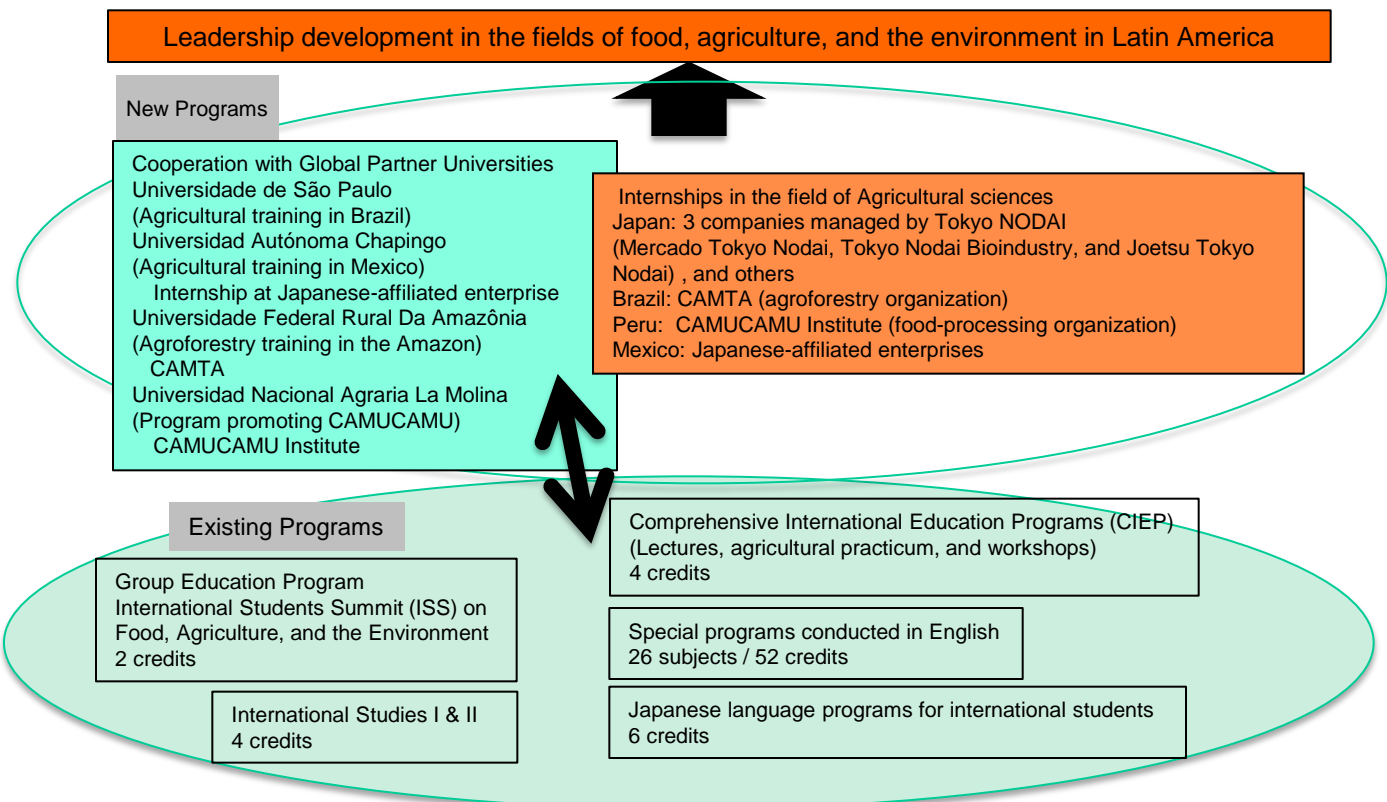
Support for the Formation of Collaborative Programs with Latin America and the Caribbean, Turkey

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

Leadership development program in the field of food, agriculture, and the environment in Latin America through the practical science approach

【Summary of Project】

This project strengthens Tokyo NODAI's partnerships with agricultural universities in Latin America while developing global human resources that can play a vital role in the region by conducting general and practical education through agricultural internships in addition to existing exchange programs, thereby supporting students in finding employment at Japanese-affiliated enterprises working toward sustainable food production as well as the efforts of entrepreneurs in the fields of agriculture, forestry, and fisheries.



【Summary of Exchange program】

- NODAI students sent to 4 Global Partner Universities in Latin America
- Long-term (6 month to 1 year starting in August or September) or short-term (2 to 3 weeks in August or September)
- Long-term (6 month) or short-term (up to 1 month) internships with two agricultural organizations
- Students accepted from 4 Global Partner Universities in Latin America
- Long-term (6 month to 1 year), short-term (2 weeks)
- Long-term (at least 6 month) or short-term (up to 1 month) internships with companies managed by Tokyo NODAI involved in organic agriculture, food processing product development, and sales.

•【Global Human Resource on the project】

The project aims to develop practical specialists in the field of food, agriculture in Latin America as well as environment field related to sustainable food production through study at Global Partner Universities and agricultural internship programs. Tokyo NODAI also fosters intercultural understanding through language education. Short-term exchange students from Tokyo NODAI receive intensive Spanish or Portuguese language education at their host institutions, while exchange students from Latin America are provided with intensive Japanese language education at Tokyo NODAI.

【Feature on the project】

World food shortage caused by explosive population growth is the problem and the role of Latin America is expected to solve it as a food supplier. Tokyo NODAI, as an institution devoted to agricultural & life sciences, conducts the programs which combine exchange with agricultural internships through the cooperation of Global Partner Universities and the support of NODAI alumni for developing practical specialists who play vital part in Latin America in the field of food, agriculture and environment.

【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			6			2		2			8				6		6			9				8		8
Inbound			3			1		1			6				2		2			9				3		3
	H30								H31																	
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe										
Outbound			9			8		8			9				8		8									
Inbound			9			3		3			9				3		3									

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

1. FY2015 Progress

【Tokyo University of Agriculture】

【Leadership development program in the field of food, agriculture, and the environment in Latin America through the practical science approach】 (Adopted year: FY2015 Country (Latin America))

■ Exchange Programs



〈Tokyo NODAI students visiting a farm in Tomé-Açu, Brazil〉

This fiscal year, despite having a short period of time to prepare, we were able to carry out successful exchange programs through effective communications with our partner universities. With the aim to foster future capable leaders in the field of food, agriculture, and the environment in Latin America, each hosting university incorporated the following five elements: specialized course, training of the local language, student exchange event, agricultural internship, and visit to agriculture-related facilities. Our major accomplishment is the implementation of practical science, which is Tokyo NODAI's motto, through the agricultural internships supported by our alumni association and affiliated organizations.

Student-Mobility

○ Outbound

Ten students out of 24 applicants were carefully selected by Global Education Committee.

○ Inbound

We planned to receive a total of five students from our partner universities, but we only received four due to the limited amount of time to recruit students.

	H27															
	Plan								Results							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound			6			2		2			6			2		2
Inbound			3			1		1			2			1		1

■ Forming the University Network with Quality Assurance

For the short-term outbound program, we organized pre-departure orientations and a debriefing session. Students who register for International Studies (2 credits) after returning from study abroad will be evaluated based on their essay about their experience studying abroad. For the short-term inbound program, we presented Certificate of Completion to the students. We are currently requesting our partner institutions to consider offering credits for their students. For the outbound program to Brazil, as there were several destinations and many contact persons involved (2 universities, 2 branches of alumni association, and an agricultural cooperative), we had a supervising associate professor who accompanied the students to make final coordination. For the next fiscal year, we are also sending university staff to Mexico and Peru for the outbound program to supervise students and to make coordination. The inbound students visited Nagawa-machi, Nagano and learned not only about Japanese agriculture, but also presented what they learned in front of the community revitalization committee at the town hall. Lastly, we held a debriefing session in March that were attended by representatives of the Re-inventing Japan Project of other universities in Japan. In September, we will be receiving a representative from each partner university to conduct an overall Re-inventing Japan Project meeting.

■ Promotion of Student-Mobility Environment

Our university program coordinator is a native English speaker who has been communicating smoothly with partner universities and assisted inbound students during their stay in Japan. When the rector of Chapingo Autonomous University visited our university, we were able to discuss how to efficiently conduct this project. For the outbound students, we organized Spanish and Portuguese pre-departure tutoring sessions supported by our university international students from Latin America. During the pre-departure orientations, we strictly advised students about health and safety, including vaccinations. In addition, we covered the airfare for both outbound and inbound students in order to take financial burden off of prospective participants. We will continue providing this support as we believe that this led to the high number of applicants. For the next fiscal year, we will hire a Mexican program coordinator who will be in charge of communicating with partner universities, receiving overseas students, teaching Spanish and Portuguese to outbound students, and organizing Spanish Café.

■ Internationalization of the university

Information disclosure and Publication of outcome

In order to further advance and promote our university's Re-inventing Japan Project, we created a website where viewers can read participants' reports and learn the objectives of the project. The website is available in four languages (Japanese, English, Spanish, and Portuguese) so that the information can be shared with our partner universities. In addition, we created Japanese and English pamphlets, which we use to promote the project and our efforts to globalize the university. In the next fiscal year, we will create a Facebook page to disseminate current information related to the project.



〈Inbound students receiving their Certificate of Completion〉

■ Notices

We applied for the Re-inventing Japan Project with the condition that there will be a 10% decrease in funding every year. However, we were informed after the acceptance that the funding will be cut down by 20% every year instead. With this great amount of decrease, it will be very difficult to continue carrying out this project with our original plans. Our programs have been very effective. In fact, two out of the four inbound students would like to continue studying at our university in the graduate level. Additionally, three outbound students who participated in the short-term exchange program are now planning to participate in the long-term exchange programs. Many also stated that their study abroad experience has helped shape their future career and many also have expressed their interest in continue studying Spanish and Portuguese.

2. FY2016 Progress

【Tokyo University of Agriculture】

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

Leadership development program in the field of food, agriculture, and the environment in Latin America through the practical science approach

■ Exchange Programs

Partner Universities: Universidade de São Paulo (Brazil), Universidade Federal Rural da Amazônia (Brazil), Universidad Nacional Agraria La Molina (Peru), Universidad Autónoma Chapingo (Mexico)



〈International Students Summit〉



〈Latin American Café〉



〈Internship at Tomé-Açu Mixed Agricultural Cooperative in Brazil〉



〈Internship with Mercado Tokyo NODAI, Inc.〉

Student-Mobility

The objective of this project is to foster future specialists in the field of food, agriculture, and environment who will act as a bridge between Japan and Latin American countries in the future. In order to achieve this goal, both outbound and inbound programs give students opportunities to learn various agricultural theories, practice their communicative skills, and gain practical training by incorporating the following five elements: 1. offering of specialized subjects by hosting university, 2. study sessions of local language (Spanish or Portuguese for outbound and Japanese for inbound), 3. cultural exchange activities with students of hosting university, 4. agricultural internships, and 5. visits to agricultural facilities.

○ Outbound

- Pre-departure: Orientations were held for both short-term and long-term programs to review program itinerary with students and to educate them on safety measures and vaccinations. In addition, weekly Spanish and Portuguese courses were provided.
- Host universities offered specialized agricultural courses, language lessons, and cultural exchange activities with their students.
- Tokyo NODAI Alumni association of each country organized an internship as well as visits to a variety of agricultural facilities.

○ Inbound

- For the short-term program, students participated in the International Student Summit, which is a platform for students from our global partner universities to exchange views and ideas on global food, agricultural and environmental issues.
- For the long-term programs, students were enrolled in courses offered in English and assigned to a laboratory of their specialization. We organized Japanese tutoring sessions and internships with agricultural companies affiliated with Tokyo NODAI.

<Latin America>

	2016															
	Plan								Results							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound			8			6		6			5			8		5
Inbound			6			2		2			4			3		2

■ Forming the University Network with Quality Assurance

- Each short-term outbound program (Brazil, Mexico, and Peru) was accompanied by a professor or staff member of Tokyo NODAI in August in order to ensure that it is being conducted safely and efficiently. During the visits, they had meetings with the program coordinator of each partner university to reflect upon last year's program and to reaffirm the contents and objective of this project. In October, we also welcomed these program coordinators to our university to further discuss areas of improvements and to exchange information including organizational structure and credit transfer criteria.
- We have established framework to internationalize our university based on the tasks listed by MEXT's Central Council for Education, including promoting short-term exchange programs, expanding internship opportunities abroad, providing support for domestic and international students, and increasing university international activities.

■ Promotion of Student-Mobility Environment

- For both short-term and long-term programs, we provided full support for students (risk management, visa application, etc.)
- Held study-abroad fairs and debriefing session in order to educate the objective of this project to prospective participants
- Hosted weekly Latin American Café where Japanese and Latin American students taught each other's culture and language

■ Internationalization of the university

Information disclosure and Publication of outcome

- Updated our Tokyo NODAI Re-inventing Japan Project website with more information about each country and program
 - <http://tenkai.nodai.ac.jp> (available in Japanese, English, Portuguese, and Spanish)
- Launched a Facebook page where both long-term outbound and inbound students can share their latest stories
 - <https://www.facebook.com/NodaiReinventingJapan/>
- Conducted debriefing session that was opened to Tokyo NODAI students, faculty, and staff, as well as, other university staff related to this project. Student participants shared their study abroad experiences and Director and Vice director of Center for International Programs of Tokyo NODAI presented a progress report on our university's Re-inventing Japan Project.

■ Notices

- As this year marked the 125th anniversary of the founding of Tokyo NODAI, our university President visited our valuable partner universities in Brazil (Universidade de São Paulo and Universidade Federal Rural da Amazônia) to discuss each other's roles in the field of agriculture and also visited Tokyo NODAI Alumni Association (São Paulo, Belém, Tomé-Açu) to further deepen our ties.
- We are seeing a pattern of short-term outbound students applying for the long-term program in order to continue studying about Latin American agriculture. We have 4 students who have pursued this path so far.