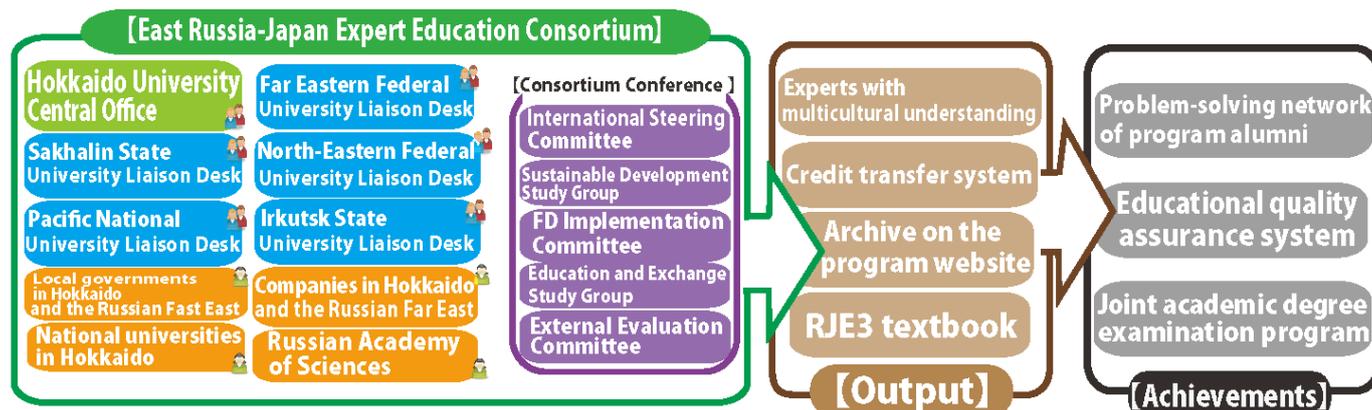


## 1. Outline

**【Name of project】** (Adopted year: FY2014, Country (Russia))  
East Russia-Japan Expert Education Program (RJE3 Program)

### 【Summary of Project】

The RJE3 Program is designed to foster the advancement of professional groups that play leading roles in the fields of sustainable environment, culture and development in the Far East and the Arctic Circle. To this end, the East Russia-Japan Expert Education Consortium (a.k.a. the RJE3 Consortium) was formed based on achievements and networks relating to joint field studies conducted by Hokkaido University and Russian universities on the environment, natural disasters, ethnic groups, languages, culture and other areas. Its members include a core of five universities in the Russian Far East, several Hokkaido University graduate schools, and representatives from local governments and industries in Hokkaido and the Russian Far East.



### 【Summary of Exchange program】

The RJE3 Program focuses on in-field training and provides opportunities for multidisciplinary group work on environmental assessment, cultural diversity, soil and productivity, regional resource development and disaster prevention management in the following four educational curriculum stages:

- Prep subjects: deepening understanding of the cultures and histories of Japan and Russia and learning survival language skills before going to the destination country
- Basic subjects: strengthening basic academic skills through multidisciplinary lectures and theme-specific in-field training in Hokkaido
- Specialized subjects: deepening expertise in the destination country by taking subjects that complement studies in the home country to earn credits
- Advanced subjects: utilizing knowledge and skills acquired from the previous educational curriculum stages in an internship at a local government office/company or writing a dissertation/other papers

The program is designed to support the establishment of an educational quality assurance system that includes stringent standards for credit recognition between universities in Japan and Russia, the award of two types of completion certificates (i.e., basic program completion and RJE3 Program joint completion), and the realization of a joint academic degree examination program in the future. Through the Sustainable Development Study Group to be established under the RJE3 Consortium, the program will also provide occasional opportunities for RJE3 alumni to gather. This will support the lifetime maintenance of networks developed on the program and help to foster mutual relations through collaborative work in political, economic, academic and technological fields.

### 【Global Human Resource on the project】

The project is expected to produce experts in environmental and cultural diversity in the Far East and the Arctic Circle who can play leading roles across disciplinary borders as highly skilled workers. These experts will have four skills indispensable for members of a multidisciplinary team: multicultural understanding, the capacity for effective communication, planning ability and creativity, and leadership proficiency.

### 【Feature on the project】

The project is characterized by its multidisciplinary nature. Participants come from various fields, including environmental science, engineering, literature, agriculture and science. To enable systematic and mobile educational collaboration in this context, a Central Office for the project is run at Hokkaido University's Office of International Affairs (which is managed by HU executives and vice-presidents), and Liaison Desks managed by vice-presidents in charge of international affairs have been set up at Russian universities.

### 【Exchange number】

	2014	2015	2016	2017	2018
Outbound	10	25	25	25	25
Inbound	25	25	25	25	25

## 2. FY2014 Progress

【Hokkaido University】

【Name of project】 (Adopted year: FY2014, Country (Russia))  
East Russia-Japan Expert Education Program (RJE3 Program)

### ■ Exchange Programs



Japanese and Russian academic staff and students at a lecture on a prep subject



Lecture on a basic subject (trial)

#### 1. Implementation of short-term training for Japanese students at Russian universities (Feb. 2015)

Japanese students were dispatched to Russia's Pacific National University and Sakhalin State University for around two weeks of training. Academic exchanges with students and academic staff in Russia gave the trainees an understanding of how future long-term training in Russia might be.

#### 2. Teaching of prep subjects scheduled for the next fiscal year (Mar. 2015)

Three Japanese academic staff members taught prep subjects for two days at Irkutsk State University. The Russian students there picked up well on Japanese culture and history, which facilitated subsequent studies of basic subjects on a trial basis.

#### 3. Teaching of basic subjects on a trial basis at Hokkaido University (Mar. 2015)

Joint lectures were attended by 47 Japanese and Russian students at Hokkaido University. During this five-day period of basic-subject teaching, Japanese and Russian students and academic staff engaged in earnest discussions on important issues in the Far East and the Arctic Circle. Academic staff from both countries talked about the five fields of environmental assessment, cultural diversity, soil and productivity, regional resource development and disaster prevention management. On the final day, attendees made presentations on what they had learned from the lectures. This helped students to understand their own progress and allowed academic staff to evaluate comprehension.

### Student-Mobility

#### ○ Outbound

Five Japanese students were dispatched to two Russian universities for short-term training in February.

#### ○ Inbound

Hokkaido University hosted 35 students from five Russian universities for lectures on basic subjects on a trial basis in March.

	2014	
	Plan	Results
Outbound	10	5
Inbound	25	35

### ■ Forming the University Network with Quality Assurance

#### 1. Hosting of an International Steering Committee conference and a kickoff symposium (Dec. 2014)

The International Steering Committee met to clarify the basic formulation of the educational curriculum and coordinate the structure of the RJE3 Consortium as a way of helping Japanese/Russian students and academic staff to run the program. At the kickoff symposium on the day after the conference, panelists discussed expectations for the fostering of Japan-Russia relations derived from the development of educational initiatives in the program.

#### 2. Implementation of Japan-Russia joint faculty development and student surveys (Mar. 2015)

As part of faculty development efforts after the trial lectures on basic subjects, discussions were held on the future direction of teaching in basic subjects and students' thoughts on teaching. This helped to clarify the goal of developing effective educational programs between Japan and Russia.

Five post-lecture student surveys were conducted to collect data for use in improving basic subjects in future years.

### ■ Promotion of Student-Mobility Environment

#### Appointment of Central Office staff and establishment of Liaison Desks (Dec. 2014 – Jan. 2015)

Three staff members were appointed to Hokkaido University's Central Office to handle a range of tasks. Their duties include dispatching Japanese students to Russia, hosting Russian students, running the educational curriculum, organizing and advertising program-related events, and recruiting/supporting students. Liaison Desks were also established at five Russian universities to build a system that will facilitate communication with the Central Office.

### ■ Internationalization of the university

#### Information disclosure and Publication of outcome

##### 1. Arctic Circle plans within the Future Strategy for the 150th Anniversary of Hokkaido University

This program is positioned as a key initiative in promoting international educational cooperation, social contribution through industry-government-academia collaboration, and internationalized administrative work within the Future Strategy for the 150th Anniversary of Hokkaido University (a FY 2014 blueprint for university reform) in the Arctic Circle, which is an area of focus for Hokkaido University.

##### 2. Website/Facebook page establishment and pamphlet/logo creation (Feb. 2015)

The use of various media channels has increased the program's profile among students and academic staff in Japan and Russia, and has supported the widespread recruiting of students. Information on participants' experiences and on activities from a student perspective is posted on the website

(<https://rje3.oia.hokudai.ac.jp>).

### ■ Notices

In FY 2015, basic subject courses will officially begin in August, and a long-term study-abroad program with a system for credit earning between Japan and Russia will be launched in September (at the start of specialized subject courses). RJE3 joint completion certificates will be awarded at the end of the fiscal year.



RJE3 Program logo

### 3. FY2015 Progress

**【Hokkaido University】**

[Name of project] (Adopted year: FY2014; country: Russia)  
East Russia-Japan Expert Education Program (RJE3 Program)

#### ■ Exchange Programs

Four-step educational curriculums related to student exchanges between Japan and Russia were established.

##### 1. Offering Prep subjects

[Short-term dispatch of Japanese students] (from Feb. to Mar. in 2016)

Seventeen students were sent to three Russian partner universities as a first step toward developing a better understanding of Russia.

[Lectures at Russian partner universities by lecturers from Japan] (in May, Jun. and Sep. 2015)

Seven lecturers from Japan gave lectures to approximately 500 Russian students at all five Russian partner universities.

##### 2. Offering Basic subjects (introduction and fieldwork) by Japanese and Russian lecturers (August 2015)

[Introduction based on an interdisciplinary lecture style]

A total of 42 Japanese and Russian students came together at Hokkaido University to attend six days of Japan-Russia joint lectures on history and culture, natural environments, regional development, politics and economics. On the final day, individual groups presented their achievement.

[Selective fieldwork activities in Russia and Hokkaido]

A total of 40 Japanese and Russian students participated in various fieldwork activities that ranged in duration from 7 to 10 days: fieldwork involving environmental observation in Yakutsk, Russia; archaeological and anthropological fieldwork on Rebun Island, Hokkaido; fieldwork in Sapporo about development technologies in cold district.

##### 3. Offering Specialized subjects in which students can receive credits after studying overseas (from September 2015)

A student from Japan has started studying specialized subject courses at a Russian partner university in September, while nine students from Russia, after completing Basic subjects, started studying specialized subject courses in October in Japan. These students were able to obtain credits for Specialized subjects that were taken only at overseas universities.

##### 4. Arranging Advanced subjects to be offered the following year (October 2015)

By ensuring the consistency of advanced courses in educational curriculums and registering advanced courses as regular ones, arrangements were made to offer them the following year.



Short-term dispatch of Hokkaido University students under Prep subjects (Yakutsk)



Discussions between Japanese and Russian students in Basic subjects (introduction)



Fieldwork activity involving environmental observation in Yakutsk as part of Basic subjects

#### Student mobility

##### ○ Outbound

Nine students were sent to a short-term program (for fieldwork in Basic subjects) offered in August at a Russian partner university, while one student was sent to a long-term program (for Specialized subjects) started in September at a Russian partner university (returning in August 2016) and seventeen students were sent to short-term programs (for Prep subjects) offered from February to March at three Russian partner universities.

##### ○ Inbound

We accepted 25 students from five Russian partner universities for a short-term basic subject course in August. Nine of these students, who were accepted as special auditors by three graduate schools, started six-month specialized subject courses (returned in February or March 2016).

	2015	
	Plan	Results
Outbound	25	27
Inbound	25	25



Completion report by a Russian student at Sustainable Development Study Group

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

Five conferences were set up within the RJE3 consortium to contribute to the constant enhancement of educational quality and development of the regional economy.

1. Second International Steering Committee (Aug. 2015): discussed the management of programs between Hokkaido University and five Russian partner universities following the previous year

2. Education and Exchange Study Group (Jan. 2016): exchanged information and opinions with six national, public and private universities in Hokkaido that engage in academic exchanges with Russia

3. Sustainable Development Study Group (Feb. 2016): established as a platform where RJE3 alumni can continually get together and cooperate; comprised of a total of 43 members that include teaching staff and students from Japan and Russia, one local government, three corporations and one research institute

4. Second FD Implementation Committee (Feb. 2016): invited an outside lecturer to give lectures to a total of 24 people consisting of faculty and staff at Hokkaido University

5. External Evaluation Committee (Jun. 2016): tentatively appointed members of the Committee in March 2016 and held the committee meeting in June 2016

#### ■ Promotion of Student-Mobility Environment

We compiled a manual for crisis measures at the central office in August 2015, and incorporated it into the manual for overseas study programs in all faculties.

#### ■ Internationalization of the university

##### Information disclosure and publication of outcome

We compiled a guide for taking courses and publicized it on our website (March 2016), as well as created RJE3 newsletters (October 2015).

#### ■ Notices

Advanced courses will start in October and a RJE3 Program joint completion certificate will be issued at the end of the year.

## 4. FY 2016 Progress

### 【Name of project】(Adopted year: FY2014, Country (Russia ))

East Russia – Japan Expert Education Program (RJE3 Program)

#### ■ Exchange Programs

All four-step educational curricula involving student exchanges between Japan and Russia were offered.

##### 1. Prep Subjects

###### Short-term dispatch of Japanese students (Feb. – Mar. 2017)

Seventeen students were dispatched to four Russian partner universities as a first step toward a better understanding of Russia.

###### Lectures at Russian partner universities by a Hokkaido University (HU) faculty member (Sep. 2016)

An HU faculty member delivered lectures to around 300 Russian students at two Russian partner universities.



Japanese and Russian students taking Basic Subjects in FY 2016

##### 2. Basic Subjects (introduction and fieldwork) presented by Japanese and Russian faculty members (Aug. 2016)

###### Interdisciplinary lecture-style introduction

A total of 44 Japanese and Russian students came together at HU to attend five days of lectures on history and culture, natural environments, regional development, politics and economics. The lectures were given by 17 faculty members from Japan, Russia and elsewhere, and the students presented their achievements on the final day.

###### Selective fieldwork activities in Russia and Hokkaido

A total of 47 Japanese and Russian students participated in four activities: (1) fieldwork involving environmental observation in Yakutsk, Russia; (2) archaeological and anthropological fieldwork on Rebus Island, Hokkaido; (3) fieldwork on developmental technologies in cold areas of Sapporo and its surroundings; and (4) a new fieldwork program on northern-region culture and environmental conservation in Shiretoko and Sapporo.



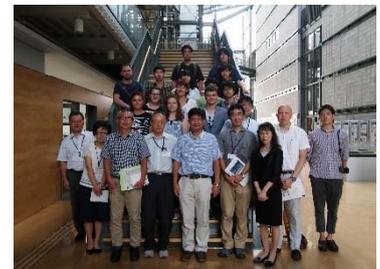
International Field School on Rebus Island  
Hamanaka 2 site, Rebus Island  
Basic Subject fieldwork

##### 3. Specialized Subjects with credits from host institutions (Jun. 2016 – Mar. 2017)

Five HU students took Specialized Subjects at three Russian partner universities, and six Russian students who completed Basic Subjects in Japan took Specialized Subjects offered by HU. These students earned Specialized Subject credits not available at their home institutions.

##### 4. Advanced Subjects for internships and report writing guidance (Feb. – Mar. 2017)

An HU student took Advanced Subjects at a Russian partner university, receiving technical guidance from Russian faculty members and using the expertise gained in his thesis writing.



Workshop on Development Technologies in Cold Districts  
Northern Regional Building Research Institute, Asahikawa  
Basic Subject fieldwork

## Student Mobility

### ○ Outbound

Twelve students were dispatched to a Russian partner university on a short-term basis to take Basic Subjects. For Specialized Subjects, HU dispatched two students to a Russian partner university for short-term studies and three students to three Russian partner universities for long-term studies. For Prep Subjects, 17 students were dispatched to four Russian partner universities on a short-term basis. HU also dispatched one student to a Russian partner university on a short-term basis to take Advanced Subjects.

### ○ Inbound

HU hosted 24 students from five Russian partner universities on a short-term basis to take Basic Subjects. Six of these students were hosted as special auditors by two graduate schools, where they took Specialized Subjects for two quarters (six months) and returned home between February and March 2017.

## ■ Forming the University Network with Quality Assurance

##### 1. Organization of an External Evaluation Committee meeting (Jun. 2016)

The five-member committee, consisting of university, corporation and local government representatives, evaluated the initiatives taken on the program from a professional, objective perspective.

##### 2. Organization of the third International Steering Committee meeting (Aug. 2016)

A total of 13 representatives from HU and five Russian partner universities came together at HU to discuss the program's management.

##### 3. Launch of a working group for the future of the RJE3 Program (Oct. 2016)

A working group (WG) was established for internal discussions on how the program will be sustained after the grant period is over. Four WG meetings have been held.

##### 4. Organization of the second Sustainable Development Study Group meeting (Jan. 2017)

As in the previous year, 28 representatives (including Japanese and Russian students and HU teaching staff as well as representatives from local corporations, a local government and a research institute) came together at HU to discuss how sustainable development could be achieved in the Far East and the Arctic Zone.

##### 5. Organization of a Faculty Development (FD) session (Mar. 2017)

An HU faculty member delivered a lecture on the operation of strategic international joint educational programs to 17 HU faculty members.

## ■ Promotion of Student-Mobility Environment

As in the previous year, the Central Office for the RJE3 Program at HU and the Liaison Desks at the Russian partner universities collaborated closely on program administration to facilitate implementation of the four-step educational curricula involving student exchanges between Japan and Russia.

## ■ Internationalization of the university

### Information disclosure and Publication of outcome

The RJE3 Program website was updated in March 2017 and the Course Guide for FY 2017 was published in February 2017.

## ■ Notices

A new fieldwork subject will be added to the Basic Subjects, and will be offered in Irkutsk, Russia, in June 2017.

	2016	
	Plan	Results
Outbound	25	35
Inbound	25	24

## 5. FY2017 Progress

### 【Name of project】(Adopted year: FY2014, Country (Russia)

East Russia – Japan Expert Education Program (RJE3 Program)

#### ■ Exchange Programs

A total of 23 students from five Russian partner universities and 46 HU students attended the following four stages of educational exchange programs.

##### 1. Prep Subjects (Feb. 2018)

Subjects for undergraduates who wish to go on to graduate school were taught at Far Eastern Federal University and Pacific National University and were studied by 12 HU students. Students acquired general knowledge on Japan and Russia and developed an interest in studying in Russia through experiences unique to overseas education such as making a presentation at an international forum.

##### 2. Basic Subjects (Jul. – Sep. 2017)

Basic Subjects consisted of an introductory course (2 credits) and practical training (2 credits). The introductory course on issues in the Far East and the Arctic Circle was provided by Japanese and Russian faculty members at Hokkaido University, and was attended by 34 HU students and 23 Russian students, who acquired interdisciplinary knowledge on daily themes. The practical training was theme-based fieldwork conducted in Japan or Russia. Participating students who also took the introductory course deepened their understanding of issues in the Far East and the Arctic Circle and acquired practical knowledge to form a foundation that is immediately effective in society.

##### 3. Specialized Subjects (Sep. 2017 – Feb. 2018)

Of 23 Russian students who studied Basic Subjects, nine also took Specialized Subjects provided at Hokkaido University to deepen their studies in specialized fields and earn credits from Hokkaido University.

##### 4. Advanced Subjects (Sep. 2017)

One HU student took Advanced Subjects to conduct research on his study at Sakhalin State University and receive guidance on his thesis. After completing Advanced Subjects, the student was given credits by Hokkaido University based on evaluation by Japanese and Russian supervisors and was granted a master's degree.

#### ■ Student-Mobility

##### ○ Outbound

Twenty-one students were dispatched to two Russian partner universities on a short-term basis to take Basic Subjects, and one student was dispatched to a Russian partner university on a short-term basis to take Specialized Subjects. For Prep Subjects, HU dispatched 12 students to two Russian partner universities.

##### ○ Inbound

HU hosted 23 students from five Russian partner universities on a short-term basis to take Basic Subjects. Nine of these students were hosted as special auditors by two graduate schools, where they took Specialized Subjects for two quarters (six months).

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

The following meetings were organized to continuously enhance the quality of education and contribute to the development of the regions in this program.

##### 1. Organization of the fourth International Steering Committee meeting (Aug. 2017)

A total of 14 representatives from HU and five Russian partner universities came together at HU to discuss the program's management and set a period for Advanced Subjects in this program considering the credit systems in Japan and Russia.

##### 2. Organization of the second Education and Exchange Study Group meeting (Feb. 2018)

Participants shared information on universities in Hokkaido that have relationships with Russia and their exchange activities, and discussed issues related to student exchanges.

##### 3. Organization of a Faculty Development (FD) session (Mar. 2018)

Under the title of the Development and Continuation of Joint Educational Programs with Overseas Partners, the session was held to allow participants to study program management together with other HU faculty members who were engaged in overseas joint education.

##### 4. Organization of the third Sustainable Development Study Group meeting (Mar. 2018)

An outside lecturer delivered a lecture on networking with Russia and exchanged opinions with participants regarding the future continuation and development of the program

#### ■ Promotion of Student-Mobility Environment

The Central Office for the RJE3 Program at HU and the Liaison Desks at the Russian partner universities collaborated closely to conduct affairs related to hosting dispatched Japanese and Russian students. Regarding hosting Russian students, the Central Office also collaborated with the Academic Affairs Divisions of host departments at HU to host students on a long-term basis.

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

Reports by participating students, information on events and other new information were immediately posted on the RJE3 Program website and the social media. The FY 2017 Progress Report, the Course Guide for FY 2018 and newsletters were created.

#### ■ Notices

- RJE3 joint completion certificates were awarded to eight Japanese and Russian students who studied in the four educational curriculum stages of this program and satisfied certain standards.
- Sent 1 student who attended RJE3 program to Vladivostok for Students Forum in Eastern Economic Forum. (Sep. 2017)
- 5 students who attended RJE3 program participated in Japan Russia Youth Forum cosponsored by Japan Russia Youth Exchange Center, International Youth Center and HU. (Nov. 2017)

	2017	
	Plan	Results
Outbound	25	34
Inbound	25	23



(Basic Subject – Practical training in Yakutsk: permafrost soil survey)



(Basic Subject – Introductory course: discussion among Japanese and Russian students)



(RJE3 joint completion certificate award ceremony)