

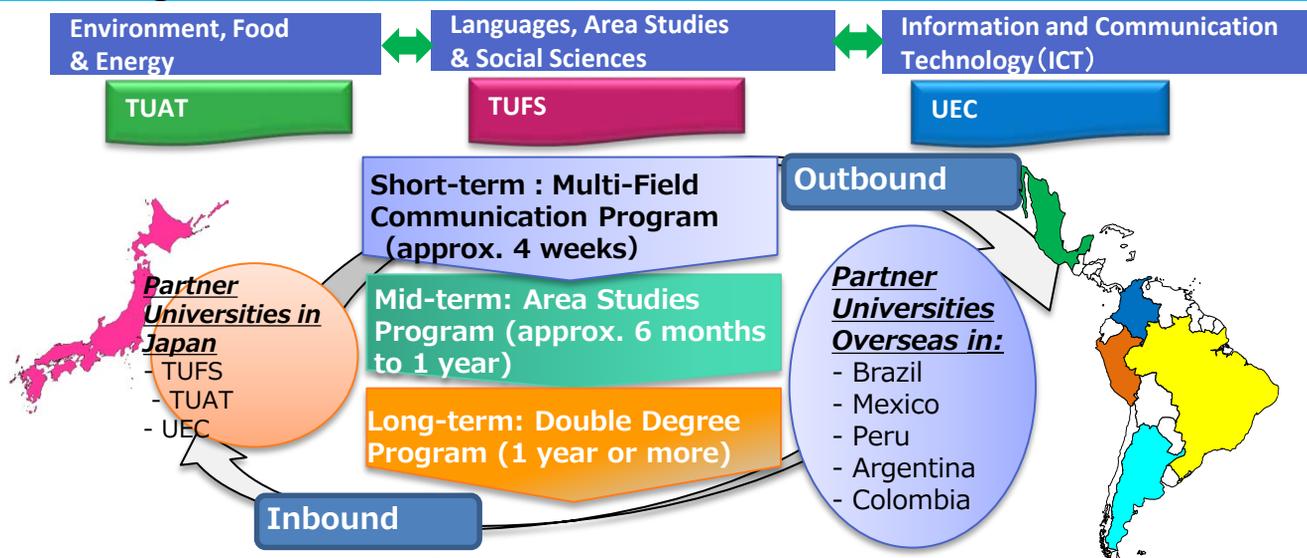
【Project Name】(FY2015 Re-Inventing Japan Project・Main Counterpart (Latin America))
 A Co-Creative Education Program of Humanities and Sciences to Solve Global Issues Confronting Japan and Latin America

【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 credit transfer

- 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

[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 "triple" 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.

■ Notices

- 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.



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



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



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

3. FY2017 Progress

[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



To send students of the three Japanese universities to universities in Latin America and take in international students from such universities, the three universities offered two student exchange programs: the "Short-term Interdisciplinary Exchange Program" and the "Mid-term Regional Understanding Program." Each of the programs consists mainly of (1) pre-departure education offered jointly by the three universities (each university provides Japanese language education for international students under the short-term program), (2) laboratory work, coursework, and field work at each university, (3) internships (visits to companies for students under the short-term program), and (4) A Study Abroad Achievements Report Meeting by three universities. Students studying abroad were able to interact with international students studying in Japan, and students were also able to interact with other students across the boundaries between "humanities" and "sciences." As a result, the three universities were able to promote the study abroad programs while maximizing the "triplet" effect generated through the cooperation of the three universities.

Internship completion ceremony (at the Tokyo Metropolitan Agriculture and Forestry Research Center)

Student-Mobility

○ Outbound

- A total of 36 students were sent from Japan to universities in Latin America (compared to the initially planned 30 students).
- As for pre-departure language education offered jointly by the three universities, some efforts were made to adjust schedules flexibly, and each university provided such education. As a result, there were some positive effects in terms of participation by students in pre-departure education and improvement in their language proficiency.
- Among the achievements of the student exchange programs were a graduate student who completed the interdisciplinary exchange program and voluntarily took Spanish language classes after returning to Japan, and an undergraduate student who, after returning to Japan, wrote a graduation thesis that covered the country where the student was sent, based on knowledge acquired and data collected while studying in the country.
- Teachers in charge and coordinators jointly created internship programs after discussions with persons in charge at companies accepting interns. Ten TUFS students and four Tokyo University of Agriculture and Technology students participated in internships at Japanese-affiliated local companies, local companies, local non-governmental organizations, research institutions, etc. for periods ranging from two weeks to three months. Four University of Electro-Communications students took part in one-day internships at Japanese-affiliated local companies, local medical institutions, etc.

○ Inbound

- The three universities took in 31 international students (compared to the initially planned 30 students).
- At a presentation meeting to mark the completion of education programs relating to the Japanese language and the state of affairs in Japan, international students who had already started studying these topics gave presentations on individual themes, and international students who had not studied these topics gave group presentations through role-playing. Through these activities, the three universities were able to measure improvements in Japanese language proficiency of the international students and obtain feedback on their experiences in Japan. This enabled the three universities to improve the pre-departure education programs for the next fiscal year.
- As for field trips, international students visited the Edo-Tokyo Open-Air Architectural Museum, the Tachikawa Life Safety Learning Center, and other places. By visiting the Life Safety Learning Center, international students from Latin America, where disaster prevention education is not advanced, learned such things as what earthquakes are like, how to escape an earthquake or a fire, how to use an automated external defibrillator, and how to give cardiac massage, enabling them to enhance their awareness of disaster prevention.
- Teachers in charge and coordinators created internship programs in cooperation with companies and institutions accepting interns. Twelve international students at TUFS, four international students at the Tokyo University of Agriculture and Technology, and three international students at the University of Electro-Communications participated in internships at companies, research institutions, public offices, etc. for periods ranging from two weeks to one month.

	2017															
	Plan								Results							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound	3		10		3	13		1	2		13		6	13		2
Inbound	1		9		1	18		1			12		2	15		2

■ Forming the University Network with Quality Assurance

- As for students' proficiency in the language of the country to which they are sent (Spanish and Portuguese), the three universities have adopted the CEFR-J, which enables them to measure improvements based on common indicators. The results of an assessment of students' proficiency in the language under the CEFR-J, which was administered before and after their study abroad experience, showed improvement in their proficiency in the language and their motivation to continue to learn.
- Under the regional understanding program, international graduate students took coursework under the guidance of teachers and coordinators, and they obtained seven credits in the master's course or 3.5 credits in the doctor's course, based on study plans in line with the purpose of this project.
- In order to implement double-degree programs, TUFS held deliberations with EAFIT University in Colombia, and the Tokyo University of Agriculture and Technology held deliberations with the National Agrarian University La Molina in Peru. The University of Electro-Communications is expected to exchange a memorandum with the National Polytechnic Institute in Mexico in early fiscal 2018.

■ Promotion of Student-Mobility Environment

- Coordinators and part-time administrative staff members were assigned, and teachers, coordinators, and administrative staff members exchanged information at various levels and held regular meetings. As a result, the three universities were able to deepen their cooperation and respond carefully to the requests and concerns of both students studying abroad and international students studying in Japan.
- As for education programs related to the Japanese language and the state of affairs in Japan, through the cooperation of the three universities for students studying abroad and international students studying in Japan under the interdisciplinary exchange program and the regional understanding program, each university in fiscal 2017 began offering Japanese language education to international students under the interdisciplinary exchange program, in order to provide effective learning opportunities.
- Staff members in charge of career placement sent information on career guidance and information on schedules of job-hunting seminars, etc. to students studying abroad, enabling them to engage in job-hunting activities without problem after their return to Japan.

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

- The three universities provide regular reports on various projects on their websites and Facebook pages. In addition, the three universities are promoting efforts to provide project summaries on their websites in multiple languages (English, Spanish, and Portuguese).
- TUFS invited the former head of the Consular Office of Japan in Belem, Brazil, to give an international relations lecture. The lecture, titled "*Burajiru tobu amazon chiiki no miyokoku: Nihon demo ninki no supafurutsu asai no furusato*" (Fascination of the Amazon region of eastern Brazil: Home of acai berries, a superfruit that is also popular in Japan), was publicized to the three universities through coordinators.

■ Notices

- At the meeting of the executive committee of the three universities in December and the meeting of the external evaluation committee in February, participants examined policy for future efforts, based on interim evaluation results, and studied how to continue the project after the termination of financial assistance.



International relations lecture

4. FY2018 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



Internal presentation of internship (Nichirei Brazil)

To send students of the three Japanese universities to universities in Latin America and take in international students from such universities, the three universities offered two student exchange programs: the "Short-term Interdisciplinary Exchange Program" and the "Mid-term Regional Understanding Program." Each program is systemically consisted of **(1) pre-departure education offered jointly by the three universities, (2) laboratory work, coursework, and field work at each university, (3) internships and visits to companies, and (4) a meeting arranged jointly by the three universities to report the achievements of the study abroad programs.** Outgoing students were able to interact with incoming international students, and interdisciplinary collaboration were achieved in diverse forms.

Student-Mobility

○ Outbound

- A total of 37 students were sent from Japan to the partner universities in Latin America (compared to the initially planned 35 students).
- Included in the pre-departure education offered jointly by the three universities were problem-solving class to study how to approach the issues of Latin America in interdisciplinary collaboration, society and economy of Latin America, agricultural IoT in Latin America, Latin America-specific risk management seminar, and an exchange event with international students. These programs contributed to a clear motivation to study abroad, acquire basic knowledge on Latin America, and thorough anti-crime awareness.
- In the pre-departure language education in each university, a conspicuous learning effect was observed—a student learning Spanish for the first time went overseas and after three months were able to take internship training for several weeks in Spanish only.
- Teachers in charge and coordinators jointly created internship programs and exchanged memorandums after discussions with persons in charge at companies accepting interns. 15 TUFS students, eight TUAT students, and one UEC student participated in internships at Japanese-affiliated local companies, local companies, local non-governmental organizations, research institutions, etc. for periods ranging from one week to three months.

○ Inbound

- The three universities took in 37 international students (compared to the initially planned 35 students).
- Japanese Language and Japan Studies Program which students from the three universities jointly take after coming to Japan, level-specific Japanese language lectures and Japan-related lectures in English (Japanese modern diplomacy, postwar reconstruction of Japan from the perspective of the 1964 Tokyo Olympic Games, etc.) were offered. Four credits were given to mid-term students who achieved predetermined performance.
- As for field trips, in addition to the Edo-Tokyo Museum, international students visited the Tachikawa Life Safety Learning Center. By visiting the Life Safety Learning Center, international students from Latin America who were not used to natural disasters, learned such things as what earthquakes are like, how to escape an earthquake or a fire, how to use an automated external defibrillator, and how to give cardiac massage, enabling them to enhance their awareness of disaster prevention.
- Teachers in charge and coordinators created internship programs in cooperation with companies and institutions accepting interns and exchanged memorandums. 13 international students from TUFS, eight international students from TUAT, and three international students from UEC participated in internships at companies, research institutions, public offices, etc. for periods ranging from one week to one month.

	2018															
	Plan								Results							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound	2		13		4	15		1	2		10		7	15		3
Inbound	1		11			2	20	1	2		12		3	16		4

■ Forming the University Network with Quality Assurance

- One to two credits were given in the interdisciplinary exchange program for students studying abroad and two to 35 credits were given based on study plans to students who took the regional understanding program under the guidance of teachers and coordinators. These credits were certified in the universities the students were enrolled in.
- With the regional understanding program, all international students obtained four to 34 credits, based on study plans in line with the purpose of this project under the guidance of teachers and coordinators.
- In the implementation of double-degree programs, TUFS exchanged a memorandum with EAFIT University in Columbia while UEC has exchanged a memorandum with the National Polytechnic Institute in Mexico, and TUFS has already sent one student to Mexico. TUAT is holding deliberations with the National Agrarian University La Molina in Peru.

■ Promotion of Student-Mobility Environment

- Coordinators and part-time administrative staff members were assigned, and teachers, coordinators, and administrative staff members exchanged information at various levels and held regular meetings. As a result, the three universities were able to deepen their cooperation and respond carefully to the requests and concerns of both outgoing students and incoming international students.
- All incoming international students in the three universities lived in university dormitories and received support on daily life from Japanese tutors in dormitories and their buddy students on campus.
- For Japanese students, awareness of safety management were enhanced through a risk management seminar, utilization of overseas travel information management system, and cooperation with faculties knowledgeable of local situations. Local information was collected from international students and students who had been sent to Latin America and had already returned, and public order maps and daily living information booklets were prepared for students scheduled to go to study overseas. In this way ample information was provided before departure, and after arrival in host countries, frequent follow-ups were carried out through consultations via emails and SNS and through the cooperation of host university personnel.

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

- The three universities provided regular reports on various projects on their websites and Facebook pages. In addition, the three universities provided project summaries on their websites in multiple languages (English, Spanish, and Portuguese) and implemented information disclosure.
- The reporting of achievements by both outbound students of the humanities and the sciences in the Tama Joint Colloquium, undertaken as part of the cooperative project of three universities, deepened interdisciplinary exchanges exceeding the boundaries of departments and universities, and enabled the dissemination of the results of the project not only to those involved but also to many other students.

■ Notices

[Active participation by returned students] International students for fiscal years 2016 and 2017 took jobs after returning to their home countries and graduating in Directorate-General for Asia-Pacific of the Secretariat of Foreign Affairs of Mexico (1 student), Colombian-Japanese Chamber of Commerce and Industry Medellín Office (1 student), Japan International Cooperation Agency Peru office (1 student). Making use of their experience of studying abroad through this project, they are now actively participating as bridges spanning Japan and Latin America.



Presentation at the Tama Joint Colloquium

5. FY2019 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



We implemented two programs for both inbound and outbound students: the “Short-term Interdisciplinary Exchange Program” and the “Mid-term Regional Understanding Program”. **Each program was organized in four stages: ① Pre-departure education provided jointly by the three universities; ② Laboratory work, course work, and fieldwork at each university; ③ Internships or visits to local businesses; ④ A Study Abroad Achievements Report Meeting conducted jointly by the three universities.** Throughout this process, we enacted various forms of cooperation between humanities and sciences departments, providing opportunities for student exchange across the boundaries of humanities and sciences, as well as exchange between local and international students.

(Photo: 2019 three-university inbound student report presentation upon completion of the program)

Student-Mobility

○ Outbound

- We dispatched 37 students, exceeding the planned number of 35.
- During pre-departure education—conducted jointly by the three universities—we conducted activities that encouraged students to consider approaches to issues confronting Central and South America from the perspective of humanities-sciences cooperation. These included: “Problem Resolution Course,” “Central and South American Society and Economics,” “Agricultural IoT in Central and South America,” “Specialized Seminar on Crisis Management in Central and South America,” “Cultural Exchange with Inbound Students,” and more. These activities provided students with clear goals for their exchange program, equipped them with basic knowledge about Central and South America, and helped raise awareness of crime prevention strategies.
- Faculty members and coordinators in charge of the program consulted with managers at businesses and organizations accepting outbound students as interns to establish internship programs and conclude a memorandum of understanding. Ultimately, 15 students from TUFS and 8 students from TUAT participated in internship programs ranging from one week to three months at on-site Japanese businesses, local businesses, local NGOs, educational institutions, and more.

○ Inbound

- We hosted 44 students, exceeding the planned number of 35.
- While in Japan, international students attended a Japanese Language and Japanese Affairs Education Program conducted jointly by the three universities. This included Japanese language courses at various levels and courses held in English on subjects relating to Japan (“U.S.A-occupied Japan as seen in the movie *Rashomon*,” “Japan’s Post War Reconstruction as seen in the 1964 Olympics,” etc.). Mid-term exchange students obtained four credits upon achieving a predetermined mark.
- Faculty members and coordinators in charge of the program consulted with managers at businesses and organizations accepting inbound students as interns to establish internship programs and conclude a memorandum of understanding. Ultimately, 13 students from TUFS, 8 students from TUAT, and 4 students from UEC participated in internship programs ranging from one week to one month at businesses, educational institutions, government offices, and more.

	2019															
	Plan								Results							
	A	Bo	Br	Ch	Co	M	Pa	Pe	A	Bo	Br	Ch	Co	M	Pa	Pe
Outbound	3		10		4	17		1	3		14		7	12		1
Inbound	1		9		1	23		1	3		18		4	14		5

■ Forming the University Network with Quality Assurance

- In the Mid-term Regional Understanding Program for inbound and outbound students, we authorized credit recognition at students’ home universities on the basis of study plans in line with the purpose of this project, under the guidance of academic supervisors and coordinators.
- In the Double Degree Program, after conclusion of an agreement between TUFS and EAFIT University (Colombia), one outbound student earned a degree (Master’s Degree in Literary Hermeneutics) from the host university. Further, UEC activated a double degree program with the National Polytechnic Institute of Mexico and admitted one inbound student to the Doctoral Program in October.
- UEC steadily increased its exchange activities, establishing a chapter of its alumni association in Mexico. The new chapter is expected to foster a more productive exchange of ideas, and contribute to inter-university cooperation beyond the program framework, helping to develop student internships at local businesses and gathering information on site.



(Photo: Master’s Program graduation ceremony at EAFIT University)

■ Promotion of Student-Mobility Environment

- We raised Japanese students’ awareness of safety management via crisis management seminars, coordination with faculty members with knowledge of the countries, and use of a travel information management system. Further, we gathered information on the countries from inbound students and past outbound students, and compiled them into safety maps, daily life information booklets, etc., to provide prospective outbound students with sufficient information before departure. After departure, we continued to conduct frequent follow-ups with students, with cooperation from outbound student supervisors as well as a contact point offered via email and social media.
- TUFS established Global Japan Offices (GJOs) as centers for Japanese language education and providing an introduction to Japan at two partner universities: Rio de Janeiro State University (Brazil) and the University of Guanajuato (Mexico). At GJOs, on-site coordinators regularly offer support to students learning Japanese language, and provide students with information about exchange opportunities in Japan. With GJOs also functioning as centers for the activities of Japanese students, cultural exchange between international and Japanese students continues actively.

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

- In addition to making project overviews available on our website in multiple languages (English, Spanish, Portuguese), we publicized information about international student internships, including mentions on the official social media channels of businesses where the internships took place.
- At the Tama Joint Colloquium, held as part of our three-university cooperation project, outbound students gave research presentations on humanities and sciences, with the three universities jointly promoting exchange among different fields of study across universities and departments, and publicizing the results of the project to a great number of students in addition to those already involved.

■ Notices

- A Project Review Meeting was held in March, to summarize the content of five years of programs. The meeting reviewed inbound student, outbound student, and outbound double degree student achievement reports, confirming the success of the project in fostering globally active human resources, and earning feedback from experts and external evaluation committee members which will become the basis for further improvement.
- The three universities formed the La-CEP Liaison Committee as a successor to the three-university Executive Committee, setting up a system to promote exchange of information and interchange activities among universities and students.