

【Name of project】(Adopted year: FY2016, (Type B ASEAN))

TUFS Japan Specialist Program for the Enhancement of Japanese Language and Cultural Outreach in Myanmar, Laos and Cambodia

【Summary of Project】

This program is an undertaking by the Tokyo University of Foreign Studies (TUFS) and the University of Yangon, the National University of Laos and the Royal University of Phnom Penh, which are the top universities in Myanmar, Laos and Cambodia, respectively. Expectations are high that these three universities will grow into centers for Japan studies and Japanese-language education in those regions.

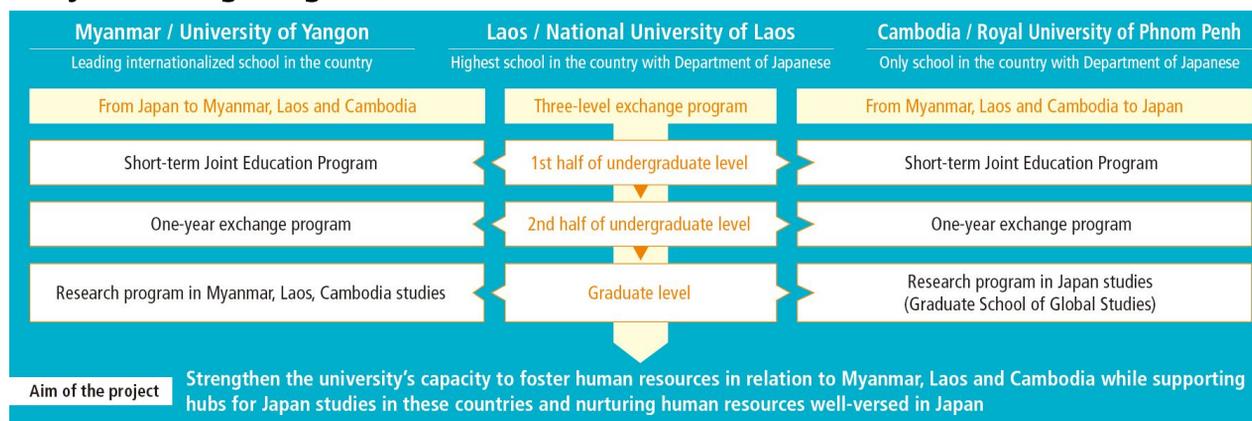
The project is composed of the following three elements:

1 Short-term Joint Education Program: Departments of Burmese, Laotian and Cambodian studies in TUFS cooperate with the Departments of humanities of the three universities to organize exchanges of students interested in each other's regions and to conduct joint education. Exchanges take the form of short-term outbound and short-term inbound.

2 Long-term exchange program: TUFS will dispatch students studying Burmese, Laotian and Cambodian languages to stay for one year, enabling them to take courses on language, culture and society together with the local students. In addition, the students will be required to gain basic knowledge of Japanese-language education before leaving Japan in order to support Japanese-language education at the respective universities. Meanwhile, TUFS will host a diverse range of students interested in Japan from Myanmar, Laos and Cambodia and provide education regarding the Japanese language and Japan to them. The university will offer opportunities for participation in internship programs, etc. to deepen understanding of Japan among these students who will become the human resources responsible for relationships between Japan and countries in Southeast Asia in the future.

3 Graduate school-level exchange: TUFS will send master's program students engaged in research on Myanmar, Laos and Cambodia to conduct research in various fields so as to nurture experts well-versed in these regions. In return, it will host students from Myanmar, Laos and Cambodia in TUFS Graduate School of Global Studies and elsewhere. International students in TUFS should be encouraged to obtain master's degrees in the fields of Japan studies and Japanese-language education.

【Summary of Exchange Program】



【Global Human Resources in the Project】

- Japanese students: The program nurtures human resources who deeply understand the languages, cultures and societies of Myanmar, Laos and Cambodia and contributes to the development of these countries and the deepening of their economic relationships and vitalization of their cultural and social interaction with Japan.
- Students from Myanmar, Laos and Cambodia: The program nurtures a broad range of personnel well-versed in Japan who understand the country and its language and identifies outstanding people among them to grow as local educators in Japan studies and Japanese language education.

【Features of the Project】

Feature 1 Consistent program from undergraduate to graduate levels	Feature 2 Program compliant with TUFS's philosophy and vision	Feature 3 Program to achieve exchange of a similar number of inbound and outbound students.
Future 4 TUFS students support Japan studies and Japanese-language education	Future 5 Inbound students' opportunities to participate in volunteer and internship program	Future 6 Support to establish the application of ASEAN+3 guidelines

【Exchange Number】

<Type B>	2016	2017	2018	2019	2020
Outbound	32	32	32	32	33
Inbound	18	22	22	22	23

1. FY2016 Progress

【Tokyo University of Foreign Studies】

【Name of project】(Adopted year: (Adopted year: FY2016, (Type B ASEAN))

TUFS Japan Specialist Program for the Enhancement of Japanese Language and Cultural Outreach in Myanmar, Laos and Cambodia

■ Exchange Programs

- In three programs, Short-term Joint Education, Long-term exchange and Graduate school-level exchange, students were dispatched and accepted as planned.
- Outbound students studied the language of the host country, deepened understanding of Myanmar, Laos and Cambodia, and supported Japanese-language education. Inbound students deepened their knowledge about Japanese language and culture through tandem learning with the students studying various languages in TUFS and by taking courses related with Japanese language and culture.



Students from National University of Laos and Royal University of Phnom Penh (Closing ceremony of Short-term Joint Education Program)

Student Mobility

○ Outbound

- In the Short-term Joint Education Program, the outbound students stayed in the host country for 2 – 3 weeks and studied its language and deepened understanding of Myanmar, Laos and Cambodia by taking part in the program to experience societies and culture. In the Long-term exchange program, the outbound students attended classes conducted in the local language and deepened interaction with local students who were in the same faculty and/or studied Japanese-language through support for Japanese-language education and activities as Japanese-language supporters.



Students from University of Yangon (Short-term Joint Education Program Experience-based study of Japanese culture (in Kamakura))

○ Inbound

- The Short-term Joint Education Program accepted inbound students for about 10 days, and provided them with opportunities such as tandem learning with students learning various languages at TUFS and experience-based study of Japanese culture for building a framework for nurturing human resources well-versed in Japan. Inbound students in the Long-term exchange program were able to gain deeper knowledge about Japanese language and culture by taking courses in Japanese language and culture. In Graduate school-level exchange, International Recurrent Course in Japanese Language Education accepted students from Royal University of Phnom Penh and contributed to nurturing human resources highly capable in Japanese-language education.

<Type B>	2016					
	Programs	Myanmar	Laos	Cambodia	Results	Plan
Outbound	Short-term	10	9	3	30	32
	One-year	2	2	2		
	Research program	0	0	2		
Inbound	Short-term	3	4	6	20	18
	One-year	2	2	2		
	Research program	0	0	1		

■ Forming the University Network with Quality Assurance

- Relevant educators were invited from collaborative universities in November and relevant educators of TUFS visited Myanmar, Laos and Cambodia in February to share information about the ASEAN+3 framework for student exchange.
- The Short-term Joint Education Program was implemented for improving outbound students' language proficiency and understanding of culture, and gave two credits based on verified learning outcomes. The students were required to take a language proficiency test using CEFR-J before and after studying abroad, to check and confirm changes in their language proficiency.
- In the ASEAN Program Executive Committee and External Advisory Committee held with the attendance of external experts, useful comments and opinions for enhancing the program were obtained.

■ Promotion of Student Mobility Environment

- The Seminar on Quarantine Infectious Diseases Associated with Travelling Abroad was held in January, inviting quarantine and medical experts from Tokyo Quarantine Station, Tokyo Airport Quarantine Branch Office, in which the outbound students were given explanations on the characteristics of and measures against malaria, rabies, etc., precautions required for safe eating and drinking abroad, and preparations before departure.
- Members of the TUFS Global Community in Myanmar, Laos and Cambodia were updated to contribute to the development of interaction in the future.

■ Internationalization of University, Information Disclosure and Publication of Outcome

- The website TENKAI-CALM was launched to introduce this project in the Japanese, Burmese, Laotian and Cambodian languages.
- The project was publicized by producing brochures in the Japanese, Burmese, Laotian and Cambodian languages.

■ Good Practices

- Three-level exchange programs, consisting of the Short-term Joint Education Program, Long-term exchange and Graduate school-level exchange, were implemented as planned in the first year of this project and achieved good results in dispatching and accepting students.
- The success of the Short-term Joint Education Program was reflected in the comments of inbound students in post-program questionnaires and outbound students in reports, including "we gain a lot of experience in a short period of time. We were able to positively learn many things through interactions with Japanese students."



2. FY2017 Progress

【Tokyo University of Foreign Studies】

【Name of project】 (Adopted year: FY2016, (TypeB, ASEAN))

TUFS Japan Specialist Program for the Enhancement of Japanese Language and Cultural Outreach in Myanmar, Laos and Cambodia

■ Exchange Programs

- As planned, TUFS sent its students to partner universities in Myanmar, Laos, and Cambodia and took in students from these universities under three student exchange programs: the short-term Joint Education Program, the long-term exchange program, and the graduate school-level exchange program.
- TUFS students learned the language of the country where they were sent, and in addition, they deepened their understanding of the country and engaged in activities such as providing assistance in Japanese language courses.
- International students at TUFS participated in tandem learning programs with TUFS students studying Burmese, Lao and Cambodian, and they took Japanese language classes and classes related to Japanese culture.



International students from the University of Yangon (Opening ceremony for the short-term Joint Education Program)

Student-Mobility

○ Outbound

- Under the short-term Joint Education Program, TUFS students studied Burmese and Lao languages for two to three weeks and in Cambodia, students took classes taught in Cambodian language. They also participated in programs that enabled them to experience the country's unique society and culture. This enhanced students' intercultural understanding and improved their proficiency of the language.
- Under the long-term exchange program, TUFS students took classes taught in the language of the country where they were sent, and they participated in cooperation activities related to Japanese language education. They were able to contribute to improving the Japanese language proficiency of local students studying Japanese.
- As for the graduate level exchange program, under the Joint Education Program aimed at supporting TUFS graduate students hoping to study abroad for research purposes, two TUFS graduate students studied at the University of Yangon, and one TUFS graduate student studied at the Royal University of Phnom Penh. Furthermore, one TUFS graduate student was sent to the University of Yangon as an assistant teacher for Japanese language classes offered by TUFS's Global Japan Office. This helped develop a system for graduate school-level student exchange.

<TypeB>	2017					
	Programs	Myanmar	Laos	Cambodia	Results	Plan
Outbound	Short-term	9	9	4	34	32
	One-year	3	3	2		
	Research program	3	0	1		
Inbound	Short-term	5	5	6	24	22
	One-year	3	3	2		
	Research program	0	0	0		

○ Inbound

- Under the short-term Joint Education Program, international students spent from 9 to 23 days participating in tandem learning programs with TUFS students studying Burmese, Lao and Cambodian and they took intensive Japanese language courses. Those classes enabled them to experience Japanese culture. By offering these and other opportunities, TUFS was able to create the foundation for developing human resources well-versed in Japan.
- Under the long-term exchange program, international students took Japanese language classes and classes related to Japanese culture, which promoted their cultural understanding of Japan and Japanese language.
- University of Yangon students participated in an internship program at Toyota Koki, National University of Laos students took part in volunteer activities at a neighboring elementary school, and Royal University of Phnom Penh students interacted with host families through a program offered by the Musashino International Association.
- Of the eight long-term international students, two are hoping to pursue a doctorate degree in Japan, confirming an increase in the enthusiasm of international students for learning.



International students from the Royal University of Phnom Penh (Cultural interchange at an elementary school)

■ Forming the University Network with Quality Assurance

- TUFS coordinated matters requiring confirmation with the partner universities, including the spread of the ASEAN Plus Three framework and the development of cooperation systems by the partner universities. In preparation for the short-term Joint Education Program (for TUFS students hoping to study abroad) between December and March, TUFS's faculty and staff members visited the University of Yangon, the Royal University of Phnom Penh, and the National University of Laos and discussed these matters with the relevant teaching staff of these universities.
- TUFS investigated whether credits obtained at TUFS would be transferred to their home universities after their return. It was confirmed that credits would be recognized by the National University of Laos and the Royal University of Phnom Penh.
- The results of self-assessment by TUFS students of their foreign language proficiency under the CEFR-J, which was conducted before and after their study abroad experience, showed improvement especially in their listening and conversation skills.

■ Promotion of Student-Mobility Environment

- Starting this fiscal year, all new international students took part in Visitation to Japanese families. There was feedback that this helped them understand more about the Japanese people and culture.
- A meeting was held with TUFS Associates in Cambodia in February, and a TUFS Global Community meeting was held in Laos in March. At these meetings, TUFS students were able to exchange information with TUFS graduates working in these countries and former international students, and they gained inspiration for their future study and research.

■ Internationalization of the university

Information disclosure and publication of outcome

- The website for this project posted information on the status of implementation of student exchange programs (which was updated 34 times during fiscal 2017). It also posted information on the results of studies on educational systems in Laos and Cambodia, which were conducted by teaching staff in these countries.

■ Good Practices

- At a speech contest held in Laos, a TUFS student studying there won an incentive award. In addition, TUFS students in Cambodia provided support to local people learning the Japanese language at the Cambodian-Japan Cooperation Center. As a result of these and other experiences, many TUFS students listed as achievements an improvement of their foreign language skills and understanding of other cultures, an increase in motivation to work in the country where they were sent, and deepening of knowledge.
- A questionnaire survey of international students conducted after the short-term Joint Education Program showed that 80% of them felt that their Japanese listening abilities and their abilities to communicate in Japanese improved, and that all of them (16 students) hoped to participate in a longer program to study in Japan in the future, confirming an increase in the enthusiasm of international students for learning.

3. FY2018 Progress

【Name of project】 (Adopted year: FY2016, (Type B ASEAN))

TUFS Japan Specialist Program for the Enhancement of Japanese Language and Cultural Outreach in Myanmar, Laos and Cambodia

■ Exchange Programs

- As planned, TUFS sent its students to partner universities in Myanmar, Laos, and Cambodia and took in students from these universities under three student exchange programs: the short-term Joint Education Program, the long-term exchange program, and the graduate school-level exchange program. The numbers of these students were higher than planned.

- TUFS students learned the language of the country to which they were sent, and they deepened their understanding of the country and engaged in activities such as providing assistance in Japanese language courses.

- International students at TUFS participated in tandem learning programs with TUFS students studying the language of the country from which the international students came. In addition, international students took Japanese language classes and classes relating to Japanese culture. They were able to deepen their understanding of the Japanese language and culture.

■ Student Mobility

○ Outbound

- Under the short-term Joint Education Program, for two to three weeks, TUFS students learned the language of the country to which they were sent, took classes taught in the language, and participated in programs that enabled them to experience the country's unique society and culture. They were able to deepen their understanding of the country's culture and improve their proficiency of the language.

- Under the long-term exchange program, TUFS students took classes taught in the language of the country to which they were sent, and they participated in cooperation activities relating to Japanese language education. They helped local students learning the Japanese language to improve their Japanese language proficiency.

- As for the graduate school-level exchange program, under the Joint Education Program aimed at supporting TUFS graduate students hoping to study abroad for research purposes, two graduate students were sent to the University of Yangon, and two graduate students were sent to the National University of Laos. Furthermore, one graduate student was sent to the University of Yangon as an assistant teacher for Japanese language classes offered by TUFS's Global Japan Office. This helped develop a system of graduate school-level student exchange with the university.

○ Inbound

- Under the short-term Joint Education Program, for 9 to 23 days, international students participated in tandem learning programs with TUFS students studying the language of the country from which the international students came. International students also took intensive Japanese language courses and classes that enabled them to experience Japanese culture. By offering these and other opportunities to international students, TUFS was able to create the foundation of developing human resources well-versed in Japan.

- Under the long-term exchange program, international students took Japanese language classes and classes relating to Japanese culture. They were able to deepen their understanding of the Japanese language and culture. Also, some took part in volunteer activities at a neighboring elementary school, and some interacted with host families through a program offered by the Musashino International Association. Furthermore, they participated in study tours in Yamagata Prefecture and attended one-day internships at Sony and Hitachi Construction Machinery, and they deepened their understanding about local community revitalization and about Japanese companies.

- Under the graduate school-level exchange program, international students advanced their research on Japanese language education under the guidance of TUFS's teaching staff. Furthermore, they deepened their understanding of Japan by participating in people-to-people exchange programs between Japan and the ASEAN Member States.

■ Building the University Network with Quality Assurance

- As for matters that should be confirmed with the partner universities, including the spread of the ASEAN Plus Three framework and the development of cooperation systems by the partner universities, in line with the short-term Joint Education Program (for TUFS students hoping to study abroad) between August and March, TUFS's faculty and staff members visited the University of Yangon, the Royal University of Phnom Penh, and the National University of Laos and discussed these matters with the relevant teaching staff of these universities.

- TUFS confirmed that TUFS credits obtained by international students under the long-term exchange program were recognized by their home university (the National University of Laos and the Royal University of Phnom Penh) after their return. Consequently, TUFS examined and recognized the credits earned by TUFS students at the partner universities under the long-term exchange program.

- The results of self-assessment of TUFS students' foreign language proficiency under the CEFR-J, which was conducted before and after their study abroad experience, showed improvement especially in their listening and conversation skills.

■ Promotion of Student-Mobility Environment

- TUFS built a system under which all international students under the long-term exchange program were assigned with tutors who were studying the language of the country from which the international students came, and the tutors provided support in the international students' daily life and study. In addition, TUFS provided various extracurricular learning opportunities to international students and offered programs that enabled them to deepen their understanding of Japan. For example, TUFS provided opportunities for them to participate in volunteer activities at a neighboring elementary school, experience Japanese culture, such as Japanese traditional dance and tea ceremony, continue to study the Japanese language during the spring break, and take part in field trips concerning Japan's efforts to deal with garbage-related problems and disasters. Because these programs were joint programs for students from the three countries, they were able to actively interact with each other.

- Before sending TUFS students to overseas universities, TUFS held briefing sessions on quarantine and infectious diseases relating to traveling abroad by inviting expert officials from the Tokyo Quarantine Station. TUFS students were provided with explanations regarding the characteristics of diseases that they might contract and countermeasures against such diseases. In this manner, TUFS provided students who were scheduled to study overseas with the information necessary for making travel preparations. Furthermore, TUFS held debriefing sessions with people who had participated in overseas internships and held lecture meetings by inviting TUFS graduates, aiming to enable TUFS students to recognize challenges that should be addressed while studying abroad, the importance of understanding local norms, custom, and situations when working overseas, and other matters.

■ Internationalization of the University, Information Disclosure and Publication of Outcome

- The website for the project concerned posted information on the status of implementation of student exchange programs (which was updated 83 times during fiscal 2018), providing relevant information to a wide range of people.

■ Good Practices

- At a Cambodian speech contest held at the Royal Embassy of Cambodia in Japan, TUFS students who had studied in Cambodia won first and third place. In addition, TUFS students studying overseas provided support to local people learning the Japanese language. Through these and other experiences, many TUFS students listed as achievements an increase in motivation to work in the country where they were sent, and a deepening of knowledge in addition to an improvement of foreign language skills and understanding of other cultures.

- A questionnaire survey for international students conducted after the short-term Joint Education Program showed that 80% of them felt that their Japanese listening abilities and their abilities to communicate in Japanese improved. The survey also showed that, out of the 16 students who participated in the program, 15 students hoped to participate in a longer program to study in Japan in the future. This means that international students' enthusiasm for learning has increased.



International students from the National University of Laos (opening ceremony for the short-term Joint Education Program)

<Type B>	2018					
	Programs	Myanmar	Laos	Cambodia	Results	Plan
Outbound	Short-term	10	11	2	36	32
	One-year	3	2	3		
	Research program	3	2	0		
Inbound	Short-term	5	5	6	28	22
	One-year	3	4	3		
	Research program	0	1	1		



International students under the long-term exchange program (one-day internship at Sony)

4. FY2019 Progress

【Name of project】 (Adopted year: FY2016, (Type B ASEAN))

TUFS Japan Specialist Program for the Enhancement of Japanese Language and Cultural Outreach in Myanmar, Laos and Cambodia

■ Exchange Programs

- We conducted three student exchange programs: the short-term Joint Education Program (JEP), the long-term exchange program, and the graduate school-level exchange program, for inbound and outbound students, the former exceeding the planned number.
- TUFS students learned the language of the visiting country, and they deepened their understanding of the country and engaged in activities such as assisting in Japanese language courses.
- International students at TUFS participated in tandem learning programs with TUFS students studying their native language. In addition, international students took Japanese language classes and classes relating to Japanese culture deepening their understanding of the Japanese language and culture.



International students from three partner universities (opening ceremony for the short-term JEP)

Student-Mobility

○ Outbound

- Under the two- to three-week short-term JEP, TUFS students learned the language of the visiting country, took classes taught in the language and participated in programs to experience the country's unique society and culture. They deepened their understanding of the country's culture and improved their proficiency in the language. The program for Laos was cancelled due to the threat of the Covid-19.
- Under the long-term exchange program, TUFS students took classes taught in the language of the visiting country, and they participated in cooperation activities relating to Japanese language education. They helped local students learning the Japanese language to improve their Japanese language proficiency.
- As for the graduate school-level exchange program, under the JEP aimed at supporting students to study abroad for research purposes, one graduate student was sent to the National University of Laos, and two were sent to the Royal University of Phnom Penh. Also, we dispatched a graduate student to National University of Laos to support Japanese language education on site, and another to the University of Yangon as an assistant teacher for the Japanese language class given by our university's Global Japan Office.

<Type B>	2019					
	Programs	Myanmar	Laos	Cambodia	Results	Plan
Outbound	Short-term	9	0	6	25	32
	One-year	4	1	0		
	Research program	1	2	2		
Inbound	Short-term	5	5	6	26	22
	One-year	4	5	1		
	Research program	0	0	0		

○ Inbound

- In the eight-day Short-Term JEP, we built a foundation for nurturing human resources with knowledge of Japan by offering opportunities of tandem learning with fellow students learning their respective languages at our university, off-campus training to observe Japan's progressive approach, and experience-based learning of Japanese culture.
- Under the long-term exchange program, international students took Japanese language classes and classes relating to Japanese culture. Also, we arranged activities such as volunteering at local elementary schools and children's centers, and exchanges with host families through the Musashino International Association to cultivate a better understanding of Japan. Furthermore, we provided opportunities of a one-day internship at Kyocera and study tours to Yamagata and Fukushima to enhance their understanding of the revitalization of local communities, post-disaster reconstruction, and Japanese businesses.
- In the graduate school-level exchange program, we promoted research on Japanese-language pedagogy and linguistics for inbound students admitted in FY2018 under the guidance of the teaching staff in charge of the courses. We also supported graduate students in writing their Master's theses to obtain their Master's degrees (linguistics).



International students under the long-term exchange program (winter program, tea ceremony experience)

■ Forming the University Network with Quality Assurance

- On the occasions of the inbound and outbound JEP, TUFS dispatched its faculty to the partner universities and invited the president and other faculty to discuss undecided matters such as the adaptation of the framework of ASEAN+3 and the construction of a collaborative system by the affiliated universities.
- TUFS confirmed that TUFS credits obtained by international students under the long-term exchange program were recognized by their home university (the National University of Laos and the Royal University of Phnom Penh) after their return. Consequently, TUFS examined and recognized the credits earned by TUFS students at the partner universities under the long-term exchange program.
- The results of self-assessment of TUFS students' foreign language proficiency under the CEFR-J, which was conducted before and after their study abroad experience, showed improvement especially in their listening and conversation skills.

■ Promotion of Student-Mobility Environment

- TUFS built a system under which long-term inbound students were assigned with tutors, TUFS students studying the language of the international student's country of origin, who supported in their daily life and study. Furthermore, to make the best use of the spring holidays, we offered various learning opportunities as extracurricular activities to help gain a better understanding of Japan. They were conducted as three-country joint winter programs: Japanese language lessons, experiencing Japanese culture—such as kimono dressing and tea ceremony—and home visits, as well as off-campus learning at the Suntory factory and the school lunch supply center.
- TUFS invited expert officials from the Tokyo Quarantine Station to hold briefing sessions on quarantine and infectious diseases while traveling abroad. The session provided students planning to study abroad with the information on pre-departure preparation covering the topics including the characteristics of diseases that they might come in contact with and their prevention measures. Additionally, we held study abroad debriefing sessions by TUSF students who had experienced internships and NGO visits as well as relay lectures by TUFS alumni as a winter quarter intensive course to raise awareness of the issues to be addressed during study abroad and of the importance of understanding the local situation and culture when working at the site.

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

- The latest status of student exchange programs is posted on the ASEAN Inter-University Project website (updated 75 times during FY2019).

■ Good Practices

- In the Short-term JEP (inbound), we promoted exchange across national boundaries and foster new relationships, by conducting part of the program jointly with the three countries.
- As career-path support for long-term inbound students, we conducted a VPI vocational preference inventory. We effectively encouraged students to gain a better understanding of themselves and heightened awareness of their future career paths through our career advisor's consultation.
- While the Covid-19 threat reduced the off-campus learning opportunities for long-term inbound students, we maintained our support for students to help deepen their understanding of Japan from a multifaceted perspective by offering activities such as online bus tour, online introductory seminar on employment in Japan, and online workshop on producing a radio program.

5. FY2020 Progress

【Tokyo University of Foreign Studies】

【Name of project】(Adopted year: FY2016, (Type B ASEAN))

TUFS Japan Specialist Program for the Enhancement of Japanese Language and Cultural Outreach in Myanmar, Laos and Cambodia

■ Exchange Programs

- All physical international student exchanges were suspended due to the coronavirus outbreak and replaced with virtual exchanges positioned as Startup Program for a New Model of Study Abroad that included tandem learning, online tours, and virtual lectures.
- Through this program, outbound students learned the Burmese, Lao, and Cambodian languages, deepened their understanding of the countries' cultures, and in return introduced Japanese culture and society to the local students. Inbound students gained a deeper knowledge of the Japanese language and culture by participating in the programs and the Japanese language/culture courses offered by TUFS.



〈 Tandem learning with students of the University of Yangon 〉

Student-Mobility

○ Outbound

- Short exchange program offered week-long mobility, intensive language courses, and cultural and social experiences of the three countries. In addition, students gained insights into the local cultures and societies through an online tandem learning program for credit and in-class lectures.
- Long-term exchange program offered an opportunity to take courses from the Royal University of Phnom Penh (RUPP) taught in Cambodian to deepen the understanding of the local culture and society and improve the language skills.
- Under the master-level exchange program, students earned a linguistics degree after submitting a thesis based on an online linguistic survey for students of the National University of Laos (NUOL) done with the university's cooperation.

○ Inbound

- Short exchange program featured online tandem learning with each partner university and in-class lectures for NUL students to deepen their understanding of Japanese culture and society, fostering the future Japan specialists.
- Long-term exchange program offered inbound students an opportunity to take TUFS courses relating to Japanese language and culture to deepen their knowledge of Japan. In addition, online study tours and workshops on sound editing and video translation helped gain a better picture of the careers of their interest.
- Under the master-level program, TUFS accepted from April a student from NUL and another from RUPP, furthering language education studies and linguistics.

	2020	
	Plan	Results
Outbound	33	107
Inbound	23	137



〈 Online lecture on Japanese honorific expression by TUFS Professor Emeritus 〉

■ Forming the University Network with Quality Assurance

- Upon implementing the online programs, a vice-president and the faculty members of three partner universities and TUFS discussed and confirmed that they work together to promote ASEAN +3 framework and build a close cooperation system.
- Participants in the online tandem learning were issued a certification along with an assessment of their attitude and presentation.
- TUFS confirmed that TUFS credits obtained by the long-term inbound students were recognized by their home university (the National University of Laos and the Royal University of Phnom Penh) after their return, while TUFS examined and recognized the credits earned by TUFS students at the partner universities under the long-term exchange program.
- Participants' self-assessments based on CEFR-J before and after the exchange program showed improvement in all four skills.

■ Promotion of Student-Mobility Environment

- A tutor system, in which a Japanese student appointed as a tutor to a long-term inbound student, made it possible to guide them through their daily life and study; each international student is assigned with a tutor who studies his/her first language. Furthermore, the exchange programs were aimed at enhancing a better understanding of Japan through various out-of-class activities, including online tours and workshops on sound editing and video translation.
- The Forum on Risk Management in Study Abroad was held to help prepare outbound students for the study abroad, providing information on risk management and sexual assault prevention. Also, a relay lecture series by TUFS alumni was offered as an intensive winter course to discuss what to achieve during study abroad and raise awareness of the importance of understanding the local culture in a business context.

■ Internationalization of the University, Information Disclosure and Publication of Outcomes

- The latest status of student exchange programs is posted on the ASEAN Inter-University Project website (updated 53 times in FY2020)
- Video messages from the program participants and faculty members were edited into the summary video, promoting the successful results of the project.

■ Good Practices

- Through carrying out the Start-Up Program for Next Generation International Exchange, an international joint education platform was formed, in which students from each country participate online, with a view to the future autonomy of the project.
- The relay lecture series was offered online. Compared to last year, the number of lecturers increased to 10, and more than three times as many students enrolled in the course. The lectures, along with Q&A sessions and report assignments, offered a clearer vision of the business opportunities with the ASEAN countries, their pros and cons, and things to achieve while on study abroad, as well as the current coronavirus situation and anti-virus efforts by companies and organizations.
- While the educational opportunities dwindled due to COVID-19, the project offered online tours and workshops on video translation and other themes for long-term inbound students, providing multiple perspectives to explore and better understand Japan.