

【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.

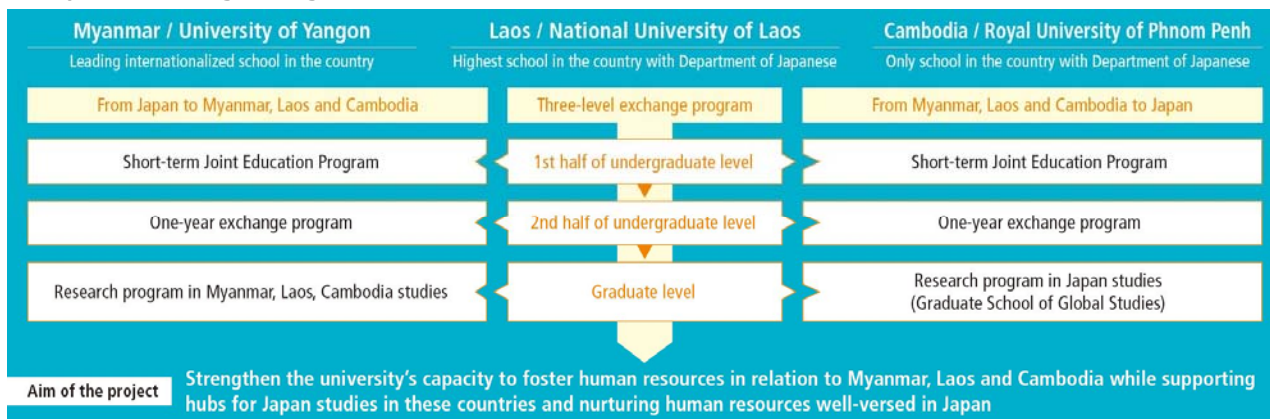
The project is composed of the following three elements:

**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



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



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

### ■ 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.

### 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.

#### ○ 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.