

NEWSLETTER

Global Internship Program (G.ecbo Program)
—Discover what you will be 10 years from now!
Internship Program where you will encounter the world —

Issue 17 (Vol.10)

March, 2018

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**Spring 2018
G.ecbo Schedule**

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- ◆ Early April:
G.ecbo Day/
G.ecbo Application Guidance
- ◆ April 17:
Application Due
- ◆ Late April:
Selection & Notification
- ◆ Mid May:
Commencement of
Pre-internship Training
- ◆ Mid July:
Departure to internship

A thought on being involved in internship program



Dr. MAHARJAN, Keshav Lall, Professor
 Chairperson, i-ECBO Program Executive Committee
 International cooperation Utilities Commission
 Head, Department of Educational Development
 and Cultural and Regional Studies
 Steering Committee Member Graduate School for
 International Development and Cooperation (IDEC)

As an Agricultural Economist pursuing studies on the different aspects of livelihood of the people, including food security and day to day management of livelihood, my research involves a lot of field

work/studies to collect primary data for empirical analysis. Livelihood research involves important aspects of consumption that include not only what is consumed but also how when and why the goods are consumed. Importance is also given to the place; region, community, hamlet and locality where the actualities of the day to day management of livelihood are carried out vividly. Thus, different aspects of life style and local culture also need to be studied in detail. In this context Agricultural Economics get transformed to Rural Economics. One of the most important research methods in Rural Economics is to conduct field work by living with the people in the research site and collect as much information as possible using all six senses.

Thus obtained primary information is summarized, triangulated with other secondary and statistical data and analyzed objectively. That would be an empirical analysis of good quality. Such analytical research leads to better understanding and improvement of the concerned issues, i. e., food security and management of livelihood. This research method can be understood as the common feature of the different subjects that give importance to field work and empirical analysis. Further, this research method is very effective to conduct problem-solving research in developing countries/societies where the secondary and or statistical data are rare and or unavailable.

Being involved in execution of internship program in IDEC, Hiroshima University for more than a decade I am realizing that there are many commonalities among the research activities of Rural Economics, Regional Studies and ECBO Internship activities. Giving importance to the research site/field, using the knowledge gained from the field work in proper understanding and improving of the various issues in the society in a just way are some of such commonalities. This is an important learning for me and I would continue to implement it hereafter in research and education activities and in training the students participating in the ECBO Internship Program.



G.ecbo Orientation

Features of the current students are on page 4 !!



What is the Global Internship Program (G.ecbo Program) ?

Overseas internship is the core part of this educational program with the 'sandwich-style' education and research activities.

In this program we aim to produce researchers who deal with a variety of issues in various fields, and practitioners and highly skilled specialists who can take the lead in international issues.

Alumni working internationally

International Cooperation

Kaori OKUBO , Japan International Cooperation Agency (JICA)

(Interned at ALMEC Corporation [Vietnam] in AY2006)

【Background】

2005: Participated in e-ECBO (Engineers to Cross BOrders Program) and interned at SATAKE Co., Ltd. in Thailand.

2006: Participated in i-ECBO (Explorers of International Cooperation Studies to Cross Borders Program) and interned at ALMEC Corporation in Vietnam.

Joined JICA. After postings in the Rural Development Department; JICA's Syria Office; Secretariat of Japan Overseas Cooperation Volunteers; Economic Infrastructure Department; a temporary transfer to the Ministry of Land, Infrastructure, Transport and Tourism; Personnel Department; Financial Cooperation Implementation Department; and two maternity leaves; Okubo was appointed to JICA's Cambodia Office from January 2018, where she is in charge of infrastructure, yen loans to Cambodia, ports and harbors, and mining. Okubo's two sons (1 and 3 years old) have accompanied her to Cambodia.



Okubo and her Cambodian counterpart, at the Ministry of Public Works and Transport



As an intern with ALMEC Corporation in 2006

In a spacious meeting room where soft sunlight filters in, I listen to senior officials explaining the nation-building visions they have, and when and how to build the infrastructure to support the country. I try to draw out the thinking of that country and I make proposals. Thus the discussion becomes deeper. I have seen this scene somewhere before. As I try to remember where, I am reminded of the urban development project in Vietnam's Hanoi ten years ago, that summer when I participated as an ECBO intern. Then as a student intern I was an observer but now I have the role of leading the discussion. Eyes wide open and cheeks flushed with the heat, I lean forward as I talk.

Now I work in a JICA office at an overseas location, at the forefront of international cooperation. My responsibilities lie in the infrastructure field. Working in international cooperation means working side by side with the people of that country to realize their dreams of how they want their country to be, and to help bring those dreams to fruition. Because it means working closely together on site, it is the most interesting and exciting job. It was a dream which I had roughly sketched out ten and something years ago. Then in my internship, I got to actually meet people who were in that world that I saw in my dream and spend lots of time with them. I was able to see how my dream could actually become true and what had just been a dream became my goal. Before I realized it, after going through the process, I had made my dream come true. Walt Disney said "If you dream it, you can do it." For me too, having a wish and actually seeing how it could come true, I was able to create the future I desired. I feel that very strongly.

In your student life, I'm sure you are very busy with your study, club activities, hobbies, travelling, and part-time jobs. But jumping out of your comfort zone and searching for how you imagine yourself in ten years' time, doing some soul-searching and creating your dream for the future is actually a huge investment in the future. Make sure you find the time to invest in yourself and carve a path to your own bright future.

(^o e-ECBO was originally carried out as a joint program limited to the Graduate School of Engineering and the Graduate School for International Development and Cooperation.)

Shinichiro Takamatsu , Gunma Kokusai Academy

(Interned at University of the Philippines National Institute for Science and Mathematics Education Development (UP NISMED) [Republic of the Philippines] in AY2007)

【Background】

2007: Participated in i-ECBO, for students of the Graduate School of International Development and Cooperation and interned at UP NISMED in the Philippines.

2010: Participated in G.ecbo Follow-up Research Internship and interned at the UP NISMED in the Philippines.

Currently employed as a teacher at Gunma Kokusai Academy (GKA) in Ota city, Gunma prefecture. GKA is a private Japanese school with a 12-year unified English immersion program. He teaches Chemistry in English to senior high-school students and also Science to junior high-school students enrolled in the International Baccalaureate (IB) Diploma Programme (DP). Takamatsu is homeroom teacher for a 9-year class as well as advisor for the Department of International Liberal Studies and the Volunteering Committee. He and his wife, who is non-Japanese, have two children.

Global Education



With students representing Japan at the Water Rocket Event, held in Bengaluru, India, at the 24th Asia-Pacific Regional Space Agency Forum

— How would you describe in brief the time from your internship until now?

"Find the answers to your own questions." "Keep on trying every day." When I was doing my internship, I focused my research and activities on international cooperation in the field of developing education for understanding in developing countries. Every day I was searching for hints on what international cooperation and science education should be. Now I am in an educational environment which is unique globally speaking, and in my classes every day and the various school events, I am repeating the process of searching, challenging and reviewing ways to make what I do even more meaningful and ways to make it even more interesting.

— When you do you feel that you are able to make use of your experiences in G.ecbo?

The main purpose of my stay in the Philippines was to find out about, and to experience firsthand, educational development in developing countries. I felt a difference in the culture and the way of thinking of teachers, and I was able to have discussions with teachers then and there. These experiences have been valuable at my present workplace involving education in Japan, where many of my colleagues are from different countries and have different values. My experiences have facilitated mutual understanding in such matters as what way and to what degree to argue for something or to allow it.

— What do you feel made a big impression on you and remains with you? What has been developed even further? And what advice can you share?

When I visited the Philippines and Kenya through G.ecbo, I was aware that I was out in the field, in countries where Japan has carried out education development. However, when I became a teacher at the school where I am now, I found out that it was teachers from the Philippines and Kenya who are leading the science section of the IB Programme which MEXT is promoting. When I found that out, I felt a different kind of international cooperation. I was not just a teacher in Japan but a teacher in the whole world. Then I pursued how I could carry out international cooperation in my own way, how I could contribute to education in the world, with teachers from other countries, both at school and outside of school. I cannot really give any advice about seeking work but if job-hunters consider what will have priority in their working life, and what it is that they intend to be determined about in their work, then I feel sure they will find their own opportunities. In order to take advantage of that opportunity when it comes their way, they need to persevere with self-improvement every day.

Naoki MURAYAMA , Oriental Consultants Global Co., Ltd

(Interned at ALMEC Corporation [Vietnam] in AY2008)

Company Employee



Lunchtime
(Murayama is second from the left.)

【Background】

2008: Participated in G.ecbo and interned at ALMEC Corporation in Vietnam.

2010: Joined Oriental Consultants Global. (From 2014, this Division was separated from Oriental Consultants Corporation as a new legal entity: Oriental Consultants Global Corporation.) Business trip destinations include Sri Lanka, India, Bangladesh, Indonesia, Vietnam, Myanmar, Thailand, Egypt, the United States, and Korea.

2017: Since March, involved in the Project for Urban Transport Master Plan of the Democratic Republic of Congo.

I work for Orient Consultants Global which specializes in development consultancy services outside of Japan. Since joining the company I have been in charge of business involving urban and transport planning in more than ten countries located in Asia, Africa and the Middle East. As I am now on a business trip to the Democratic Republic of Congo, I am writing this newsletter while in Africa. Due to the limit on how much I can write here, I am unable to share many things with you. However, happenings frequently pop up unexpectedly and each day is very interesting.



At a workshop held in the Democratic Republic of Congo

– How would you describe in brief the time from your internship until now?

“I’m glad I went!” In my case, the people I met through G.ecbo and my experiences in Vietnam gave me the incentive to gain employment in the field of international development. If I had not participated in that internship, I feel sure I would have looked for employment in a totally different field. I feel very satisfied with my work now and so looking back, I feel glad that I went on that internship.

– What do you feel made a big impression on you and remains with you? And what advice can you share?

What made the biggest impression on me was the ability to somehow manage to do something, an ability that I learned during fieldwork and everyday life in my time in Vietnam. Looking back on my time there, I wasn’t able to speak the Vietnamese language and neither was I very good at English. As I struggled with trivial matters, I desperately tried to get through things. If you face up to problems instead of trying to

escape them, then most matters can be dealt with somehow. Since I’ve started working in various countries around the world, even if the setting changes and the problems vary, somehow I am able to manage things.

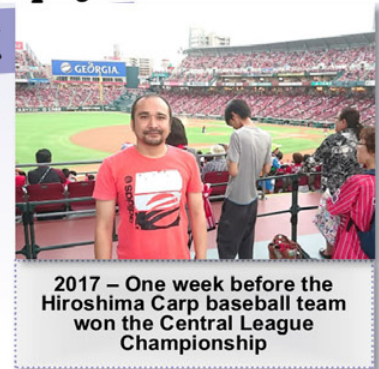
Master’s / Doctor’s Theses Related to the Internship Program

This year 15 students who participated in this program graduated. Four graduated in September and ten graduated in March. The following ten students composed a master’s theses and doctoral theses based on their intern experience.

Completed on Sep. 2017	Mohd Azuan Bin Zakaria Graduate School for International Development and Cooperation	Energy-saving strategies for modern houses in Malaysia : Energy-savings modifications through passive cooling for urban houses in hot-humid climate of Malaysia
Completed on Sep. 2017	Ayu Lana Nafisyah Graduate School of Biosphere Science	Microphytobenthos flora on mangrove sediment in the East Java coastal area, Indonesia : Their ecological and physiological characters
Completed on Sep. 2017	Venephet Philathong Graduate School for International Development and Cooperation	Unexploded Ordnance (UXO) and Sustainable Development Goals (SDGs) : Estimating the impact of UXO clearance on Household Arable Land.
Completed on Mar. 2018	Muhammad Nur Fajri Alfata Graduate School for International Development and Cooperation	Fundamental Study on Indoor Thermal Environments in High-Rise Apartments in Hot-Humid Climate of Indonesia
Completed on Mar. 2018	Maskey Bijan Graduate School for International Development and Cooperation	Municipal solid waste management in Nepal: A case study of Gorkha municipality
Completed on Mar. 2018	Keito Hibino Graduate School of Advanced Sciences of Matter	Derivation of quantum coherence from the relationships of quantum dynamics
Completed on Mar. 2018	ZHANG, Youngfeng Graduate School for International Development and Cooperation	Chinese University Students' Intercultural Sensitivity: A Case Study of Universities in Shandong Province
Completed on Mar. 2018	Yuzaburo Era Graduate School for International Development and Cooperation	Short-term effects of comedy videos on altruism amongst the people of agricultural regions of Nepal
Completed on Mar. 2018	Daiki Kanao Graduate School for International Development and Cooperation	Full-Scale Experiments of Energy-Saving Modification for Existing Urban Houses in Malaysia: Modification for Partial Air-Conditioning Strategy
Completed on Mar. 2018	Rie Matsui Graduate School for International Development and Cooperation	Research on educational support for Muslim children living in Japan – Ethnography of elementary schools in East Hiroshima



Participated in 3 internships!



2017 – One week before the Hiroshima Carp baseball team won the Central League Championship

Enriching Internship Experience

- Admission for Graduate School (Master's course)
- G.ecbo Internship
- Master's Theses
- Admission for Graduate School (Doctoral course)
- Follow-up Internship
- Long-Term Internship Program
- Job-hunting
- Doctoral Theses
- Completed on Doctoral Course

Bijan MASKEY
(Graduate School for International Development and Cooperation)

【Internship participation history】

- February - March 2014: Participated in i-ECBO (IDEC Specialized Internship) program (46 days)
- February - March 2016: Participated in G.ecbo Follow-up Research Internship Program for Doctoral Students (56 days)
- January - March 2017: Participated in Home for Innovative Researchers and Academic Knowledge Users (HIRAKU) Long-Term Internship Program (59 days)
- April - 2018: Employment at Nishikawa Rubber Co., Ltd.



[i-ECBO] With staff members of ICLEI



[i-ECBO] Being interviewed in Quezon City

I have participated in two overseas internship programs during my five years of graduate student life at Hiroshima University.

The first internship was i-ECBO Program at the "ICLEI - Local Governments for Sustainability Southeast Asia Secretariat (ICLEI SEAS)" in the Philippines in 2014, when I was first year master's student. The topic of my master's thesis was "Municipal Solid Waste Management Policies and Practices in the Philippines", so I wanted to study the current solid waste management situation in detail and also the perspectives of both the government and the local people. Using this long-term internship opportunity, I conducted a survey for the master's thesis. Because ICLEI was doing projects and activities with the local governments, I was able to receive a lot of support during the survey. I could also make personal relationships with the staffs of ICLEI SEAS and I am still in touch with them.

The second internship was G.ecbo Follow-up Internship Program from February to March 2016 at the "Solid Waste Management Technical Support Center (SWMTSC)" in Nepal. During the second year as a doctoral student, I had already conducted a survey on waste management in Nepal in 2015 for my dissertation. I participated in the internship program in 2016 to conduct research on topics that I was not able to conduct in 2015. SWMTSC is a government agency and I was able to learn in detail and understand about the overall current waste management situation in Nepal. Based on the results of this internship survey, I was able to write one chapter of my doctoral dissertation.

The main reason for participating in the G.ecbo Overseas Internship Program was to conduct research for my thesis and to have a practical insight on how organizations are engaged in activities related to waste management. After returning to Japan, I was fortunate to become Research Assistant for G.ecbo Program and utilizing my internship experiences, I was able to help students participating in the internship program with guidance on internship and preliminary training.

Because I am a student of Graduate School for International Development and Cooperation, I wanted to do a job that has an international relationship. I always had a strong feeling to work in Japan, so first of all I wanted to do an internship in a Japanese company. I was worried about whether I could get a job that I wanted, whether my Japanese ability was sufficient to work in Japan, and whether I could adapt to Japanese work culture. For that reason, I participated in HIRAKU Long-Term Internship Program of Hiroshima University and did internship at Nishikawa Rubber Co., Ltd. from January to March 2017. During the internship, I learned the Japanese work culture, realized that my Japanese skill is enough to work here in Japan and most importantly, the job profile matched my job expectations. Therefore, I wanted to pursue career at Nishikawa Rubber Co., Ltd. and applied for job. As a result, I got a job offer, and I will be joining the company from April 2018.

Although 5 years at Hiroshima University have passed by so quickly, the internship experiences have not only helped me to conduct research for my thesis, but it was also very useful to find my dream job. Furthermore, I got a variety of practical international experiences which cannot be learned in the classroom. I would like to express my heartfelt gratitude to all the staff of G.ecbo Program, HIRAKU Long-Term Internship Program, and host institutions.



[G.ecbo Follow-up] Researching compost from household waste



Reunion in Japan with the Regional Director of ICLEI-SEAS (March 2, 2017)

Record of Job-hunting Experience

Keito HIBINO (Graduate School of Advanced Sciences of Matter)

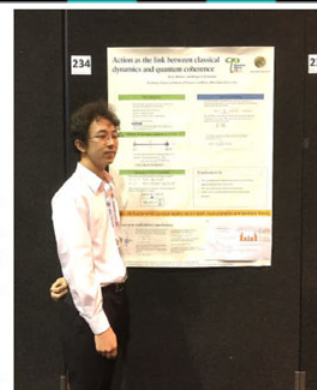
- job offer from **Mitsubishi Hitachi Power Systems, Ltd.**

Interned at Centre for Quantum Dynamics, Griffith University (Australia)

from October to December in AY2016

As part of my G.ecbo internship for AY2016, I studied abroad at Griffith University's Centre for Quantum Dynamics, in Australia. Researchers from around the world gather at the centre to carry out research on quantum dynamics from various angles. I participated in this program to introduce the research that I am carrying out now and also with an aim to incorporate a new perspective into my research.

During my stay, I was able to join the research group of Professor Howard Wiseman, the Centre's head, and participate in the group's meetings and classes every week. By speaking with other researchers and taking part in the meetings, I was able to hear about research publications explaining new research as well as other famous research publications. Thus I was able to expand my depth of knowledge concerning my own research. At the end of my study, I participated in the Asia Pacific Physics Conference and Australian Institute of Physics Congress (APPC-AIP) and gave a poster presentation introducing my research. I also listened to talks given by Professor Takaaki Kajita, recipient of the Nobel Prize in Physics and others specializing in various fields.



Poster presentation at the APPC-AIP international conference



Brisbane Central



Conducting research



Making udon at the dormitory (the author is not in this picture)

I began job-hunting a few months after finishing my study abroad and I managed to receive a job offer from a company that constructs power plants. The companies that I aimed my job-hunting activities at were all makers of infrastructure and thus not directly connected with my current research. However, I did my job-hunting after having decided that I wanted to do some kind of work that would have an impact on people's everyday lives.

Of course, the reason for my way of thinking has to do with the exchanges I had with people while I was studying abroad. When I was at Griffith University, the United States presidential elections were held and many people were surprised by the outcome. I had opportunities to discuss it at the research centre and at my dormitory. Many of my fellow classmates were from countries that were not as relatively stable as Japan, and some countries were still experiencing a low standard of public safety and instability. Also some people at my dormitory were doing research in the field of economics and I had the chance to speak with them from that perspective which made it quite interesting for me.

During my job-hunting activities, I had the opportunity to talk about my study abroad and I feel that I received recognition for my stance towards research, my ability to communicate, ability to deal with matters, and ability to take action, all of which were fostered during my experiences with people studying in different fields and from different cultures. Studying abroad has become the norm nowadays. However, during job-hunting activities, rather than something easy to understand such as language ability which can be measured by a TOEIC score, I feel that more value is placed on a person's experiences, the kind that are difficult to acquire within Japan, and how they think and what kind of action they have taken. For those who are planning to undertake internships, together with research activities (which are the purpose of the internship) and improvement of language ability essential for communication, please place value on things that you can only do in that place and meetings with people you can only meet in that place. I hope you will take this as my personal account of my experience.

Finally I would like to thank everyone at Griffith University, Associate Professor Hofmann and Assistant Professor Iinuma of Hiroshima University, and also the staff of the G.ecbo and i-ECBO Office for all their help.

— Advance preparations for an internship

Before I left Japan, I attended a group debate class (Developing Designing Ability) run by IDEC, as preparation for my internship. I researched, prepared and debated a given topic together with international students enrolled in the school. Through this class I learnt how to give a presentation in English, and show evidence while presenting my argument. I also found out how difficult it is to do group work while complying with the different national characteristics of my fellow students.

Record of Job-hunting Experience

Yuzaburo ERA

(Graduate School for International Development and Cooperation)

- job offer from Panasonic Corporation

— Reason why you chose this company, this field

The reason I chose this company was because it is one of the five top companies in Japan and many of its employees are posted overseas. So I thought it would be a good chance to be able to work overseas.

— The impact your internship had on your job-hunting activities

In a nutshell, your internship will give you confidence in yourself. While job-hunting, it is highly likely that you may meet others who have studied abroad. Many of them were abroad for six months or one year but nearly all of them went abroad to improve their English ability and they have not had tough experiences like those of us on the G.eco program. Persistently seeking a reply from the people where you intend to do your internship, or staying for two weeks in a village without any electricity in order to carry out field work, are experiences not had by students who studied abroad on other programs. Such unsophisticated experiences differentiate us from other student job-seekers. So in job-hunting, these experiences become our key advantage.

— Future challenges

For my future goal, I want to fully utilize the environment in which I find myself. Meeting up with people I have always wanted to me has special meaning and also, I want to have fun while I do my job.

— Advice for your juniors

My advice to those who are graduating after me is to be active when job-hunting and to make sure that you are satisfied! Even though I wasn't all that interested, I decided to go to a briefing session by a real estate company. Then I realized that type of work is not for me. I think it is important to get a real sense of what doesn't suit you. If I had not gone to that briefing session, I may still be thinking that I should have tried to find work at a real estate company. So I hope that you will be able to rid yourself of any regrets and find a job in the field that really satisfies you!



(Interned at Alternative Energy Promotion Centre, Ministry of Population and Environment (Nepal)
from December to January in AY2016)

— Outline of the survey

My research theme was "What effect does comedy videos have on people's attitudes." In an agricultural area about 5 hours by bus from Nepal's capital of Kathmandu, I conducted fieldwork where subjects took part in an experimental game using comedy videos and then I measured the degree of altruism (selfless concern for the well-being of others) of the local people. Now I intend to analyze the data I collected statistically, and try to find the correlation between comedy videos and altruism.



— What impressed you the most?

The culture, for example, the caste system. Nepal has long had a caste system and it still remains deeply entrenched in Nepalese society. Before I went to Nepal, I thought caste was something of the past but when I was in Nepal I heard people say "I cannot drink alcohol because of my caste." So I was shocked to learn that it still continues today.



— What was the best thing you got out of your internship?

I now understand the importance of advanced preparation. Once their applications are approved, this internship will probably be the first time for most people to be an intern abroad. The person they need to rely on the most is the faculty in charge. I was grateful to receive lots of advice from the teachers in charge, who have lots of experience abroad, on matters that would never have occurred to me. Although the teachers may seem quite busy, don't hesitate to knock on their doors and ask them lots of questions (not forgetting to be considerate too, of course).



— What advice do you have for those who are graduating after you?

Although you are an intern, when you arrive at your destination there probably won't be any work there for you to do. You need to keep on being active to solve your own problems or challenges yourself. I think the most important thing about this internship is getting lots of advice from the staff at the facility where you are interned, the faculty who are there to help you, and former graduates who have already been to where you are going, and then for you to make your own plan for your internship. By the time you start your internship, at that stage nearly half of it will be done. Keep that in mind as you set about your preparations.

Record of Job-hunting Experience

Daiki KANAO

(Graduate School for International Development and Cooperation)

- job offer from Narita International Airport Corporation

Interned at Institute Sultan Iskandar, Universiti Teknologi Malaysia (Malaysia)
from September to November in AY2016)



— Why did you choose this company/this field of work?

I had been interested in foreign countries from before and as I am currently studying architecture, I felt that airports were the field of work where these two interests overlapped. As international airports in Japan have links with airports outside of Japan thus giving me the chance to work overseas, I chose this airport. I would like to be involved in making good airports that can support Japan while also utilizing my own unique talents.

— The impact your internship had on your job-hunting activities

I feel that I gained a more flexible way of dealing with things. Sometimes for various reasons, things would not go according to plan. However, I was able to find ways to get around such difficulties. In the screening for engineering jobs, I was able to differentiate myself from other students by calling attention to my experiences overseas as an intern, thus establishing my own individuality.



— What advice do you have for those who are graduating after you?

As there are only a few companies in Japan that manage airports, it was extremely worrying for me as to whether I could get a satisfying result from my job-hunting activities. So that new graduates do not have to go through this same experience, they should be interested in a variety of fields and companies. Broadening one's options is quite important, I feel. If that is difficult, then in order to develop individuality, focus on getting many different experiences and qualifications. If you are able to convey appropriately your motivation and what you have gained, I feel sure it will lead to a good outcome.

— What advice do you have for those who plan to participate in the G.ecbo program?

Perhaps the biggest thing you can get out of this internship will be your experience abroad. However, you will still be able to gain a lot from the various things to be done before you depart. Communications with people at the place you will go to; what you will do once you get there; all this you have to organize yourself. It is vital to grasp beforehand who to ask what. Once you get to your destination, there will be lots of things you don't know, so you should not be hesitant in asking for help. There may be many difficult things but on the other hand, you will also gain a lot. So don't give up but try your best.

ZHANG, Youngfeng

(Graduate School for International Development and Cooperation)

- job offer from IBM Japan Services Company Ltd. (ISC-J)

Interned at Florida State University (United States of America)
from August to September in AY2016



— Why did you decide to look for work in Japan and why did you choose this company?

Because I wanted to be based in Japan yet work globally, I chose to look for a job with a foreign-owned enterprise in Japan. Graduates who have just joined the company undergo training for new employees and the content is varied so I could start at zero and learn a lot. I thought it would be a good challenge for me.

— What did you feel were the merits and demerits of job-hunting from the perspective of a student who had studied abroad?

To be honest, when I was job-hunting I had no real feeling of being a student who had studied abroad. There were no particular job offers only for students who had studied abroad. So I took the same online tests and participated in group discussions and interviews, the same as all the other students. If I was going to recognize one merit, it would be that the interviewers were showed interest in me because my background was different to that of the other Japanese students. As a demerit, I had to study up on Japanese, Japanese history and Japanese literature because that content took up a lot of time in the online tests.

— What effect did it have on your job-hunting?

My English ability and presentation skills improved. I had no problem understanding company briefing sessions in English and I was able to take part in group discussions without hesitation. Including my experiences through G.ecbo on my self-introduction slides at my interviews was good PR for me. The interviewers nodded their heads as they listened to me. Also, I think I have gained a lot more self-confidence.

— What advice do you have?

I don't think there are any students who do a G.ecbo internship and regret it. Try to see the world when you are still young. Experiences build a person's character. During an internship you will meet all kinds of people and have all kinds of experiences. By thinking for yourself and finding answers, you will be able to grow. When job-hunting, self-analysis is an extremely important part. In making the move outside of your comfort zone, you will start to think about yourself. I went overseas to where I did my internship by myself. However, I was exchanging information with my fellow G.ecbo interns who went to different parts of the world and that was very reassuring for me. Don't miss the chance to change into a more mature person. Each person can do more than they actually think they can.

2017 Internship Report

Kota IKENO (Graduate School of Education)

Host	Korea National University of Education (Korea)
Period	August 9– September 1, 2017
Objectives	Presentation on a comparison of factors influencing awareness of research ethics in senior high school students in Japan and Korea (awareness survey of students and teachers), at the Korean Association for Science Education Conference.



In Japan the government is currently considering to determine the time for scientific research activities for senior high schools, in the next curricula guidelines. I carried out a survey with Jiwon Lee, Research Professor at the Korean National University of Education, about the awareness of research ethics during research activities by senior high school students in Japan and Korea. Before my internship, I carried out the survey with teachers and students in Japanese senior high schools and then during my internship, I carried out this survey again with teachers and students at a Korean science high school. As a result, I was able to find some factors regarding the awareness of research ethics in Korean and Japanese senior high school students. I also carried out deeper discussions about these factors with members of the research group at the university where I was interning. When I did a poster presentation at the Korean Association for Science Education Conference about a part of the survey I conducted in Japan, a few professors expressed interest and I also received some advice. I intend to make up a questionnaire based on those factors and carry out quantitative surveys in Japan and Korea, and then analyze and compare the results. Through this internship I was able to visit a science high school in Korea and increase motivation for my research. Also positive changes occurred in my way of thinking and approach to my research due to spending time with Professor Lee and members of the research group. Aside from research, at the conference I saw a demonstration by a Korean science teacher and also I was able to visit museums in Korea thus adding to my knowledge as a science teacher. Through this opportunity of experiences on my internship, I hope I can learn and grow even more as a researcher and also as a science teacher.

Aoi SOHARA (Graduate School of Letters)

Host	Indonesia University of Education (Indonesia)
Period	September 2– September 30, 2017
Objectives	As a teaching assistant I conducted classes on Japanese history and culture. I improved my ability to teach students and revised my perception of Japan and Japanese history.



As I conducted classes, I realized how difficult it was to explain to the students about special Japanese words used in describing history. The private school which is the subject of my research is a good example. There is no kind of educational institutes like this in Indonesia. I tried explaining by saying “What we would call such-and-such these days.” I also tried to facilitate their understanding by showing some illustrations of such private schools in the Edo and Meiji periods. Although some of the students were quite good at Japanese, I had to be careful about how fast I spoke and what vocabulary I used, otherwise it impeded their understanding. So it was a good opportunity for me to think and implement ways to best convey the lesson content. I feel that what I learnt then will definitely benefit me in some way in the future. Up until taking part in this program I had not felt very comfortable in interacting with non-Japanese people. Also, because my major is Japanese history, I had not been very conscious of the need to study a foreign language or to study abroad. However, in Indonesia I came in contact with a different culture and as I interacted with people, I realized that because my major is Japanese history, I wanted people to know about Japan. As globalization advances there will be increased opportunities to interact with non-Japanese people. In the future, when I am teaching Japanese history, I hope to convey my experiences in Indonesia and help to bring Japan and the rest of the world closer together through my work in the classroom as a teacher. That feeling is becoming stronger and stronger. I think it is better to regret doing something rather than regret not doing it. I feel glad that I decided to take up the challenge of interning in Indonesia. If I had not gone, I would have regretted it. It is scary taking that first step. However, regardless of the outcome, there will always be something that you can gain from the experience. My internship experience made me realize that.

Phyu Phyu Zaw (Graduate School for International Development and Cooperation)

Host	Florida State University (United States of America)
Period	August 18– September 25, 2017
Objectives	to participate in 2017 PIE Teaching Conference and TA Orientation, to broaden my research outlook and to gain some insight on US higher education system.



The internship opportunity has shifted my perspectives, and brought about a brighter outlook on academic learning and cultural difference. The experience was highly inspirational, and it has, to some extent, developed me academically, professionally and socially. I got the chance to participate in PIE Teaching Conference and TA Orientation, to observe the transitional training programs which support students and faculty members to be able to change from Blackboard to Canvas Learning Management System, to shadow the classes of a teaching assistant in the College of Education, and attend the doctoral seminars and undergraduate classes in the College of Business, and to participate in one of the Fall 2017 PIE Coffee Hour and Teaching Workshop Series. One of the most interesting things was that I witnessed the alteration from one instructional site to another. Florida State University has chosen Canvas as a replacement to its almost 20-year-old Blackboard. FSU Canvas transition team claims that Canvas retains most of the Blackboard functionalities while offering additional and more user-friendly features. Moreover, through the doctoral seminars in the College of Business, I gained some new ideas for modifying the conceptual framework of my current research. As far as possible, I will try to utilize the knowledge and skills gained through this internship for my future career development.

2017 Internship Report

Azusa OSHIMA (Graduate School for International Development and Cooperation)

Host	Non-profit Corporation IMAGINUS, India Office (India)
Period	August 8– September 30, 2017
Objectives	Assistant to a Study Tour about how to protect children in an environment surrounded by human trafficking and management of NGOs



The main topic for the study tour was to propose a social business plan for tea plantations. As an intern, I mostly provided support for interpreting from English into Japanese during interviews. For my own research, I conducted interviews at tea plantations and in slum areas and so on, on the topic of community solidarity and vulnerability in regard to the problem of human trafficking. In the future, I hope to work for an NGO tackling the problem of human trafficking. My experience of working for an NGO during this internship will be very helpful in my future career plan. I was very impressed to see right in front of my eyes the world that I had read about before and furthermore, I was able to try out things in the field from impressions I had gleaned there in the form of a survey, thus improving my motivation. I found it very fulfilling to work at the NGO while at the same time, I also realize the difficulties of how things can go wrong with projects due to the effects of political situations and a country's culture. They say a picture is worth a thousand words. After I came back from India, I could tell that images I had from reading research papers or books were totally different to before. For research, I realized that the best way is to get out into the field and carry out surveys at an early stage. Also, I realized again the importance of the people who supported me. It was my first time to visit India, my first overseas internship, and my first research survey. There were various difficulties from before I left and also while I was away, and I don't think I could have overcome them by myself. I wish to always keep in mind my gratitude to those who helped me and make the best of this experience in my research and in my future career activities.

Masato ITO (Graduate School for International Development and Cooperation)

Host	UNNATI Organization for Development Education (India)
Period	September 13– November 1, 2017
Objectives	Assistant to a Study Tour about how to protect children in an environment surrounded by human trafficking and management of NGOs



I conducted a field interview survey on changes after UNNATI was established. Since its director was famous as a researcher, those involved in the government or NPOs in cooperative relationships sometimes visited the headquarters. Therefore, I managed to explain about Hiroshima University to them, and continued to work on developing and modifying a questionnaire for the survey at the same time. I sometimes attended meetings with the director and had the opportunities to visit some organizations relating to Hiroshima University. While I engaged in conducting a survey and collecting the information on activities by UNNATI and recovery from the earthquake in 2001, I had experience in digitizing the questionnaires distributed in the past. Through this experience, I learned Gujarati for the first time, which turned out to be useful for making a survey later. Concerning the field interview survey, the survey was carried out by filling out a questionnaire through a conversation with local people since most of them could hardly speak Hindi or read Gujarati ether. I also conducted the survey for the teachers working for the public school located near the headquarters. This public school was designated as a shelter for the area and actively held a disaster drill. Furthermore, it was better equipped with electronic devices, including disaster preventing devices, loud speakers, security cameras, Wi-Fi and so forth than the headquarters was. As a result from the survey using questionnaire, I collected 24 responds from four communities near the headquarters, which provided a great opportunity to deepen the understanding towards vulnerability and disaster prevention technology in the area. Finally, I learned the necessity to face myself without denying as a lesson for the future.

Soe Ko Ko (Graduate School for International Development and Cooperation)

Host	Florida State University (United States of America)
Period	August 18– September 25, 2017
Objectives	To participate in and attend the Program for Instructional Excellence (PIE) conference, related workshops, and class observation, To learn the role of TA's work in College of Education and College of Engineering, FSU



The main objective was to participate Program for Instructional Excellence also known as PIE conference and to attend related workshops. PIE is a university-wide program that provides and assists the graduate students to become not only Teaching Assistant (TA) but also future career as an instructor in university. Professors, former PIE associate, and staffs from each department explained the role of TA, disciplines, and so on. The student who did not participate in this program will not be eligible to work as TA in FSU. I went both College of Education and College of Engineering to observe the classrooms and laboratories to learn the role of TAs from each College. For College of Education, TAs, also called instructors, must teach instead of professor and the syllabus and curriculums are developed by professors. There are three kinds of TAs at College of Engineering; Instructor, Grader TA, and Lab TA. All graduate students must become TA, especially Ph.D. students. It was quite different with TAs from College of Education. Their responsibility was to demonstrate how to install and run the machines and test the students both written and oral. This program and TA system are very useful for the students who want to become a teacher in university. As a teacher, I was very impressed and I gained a lot of ideas on how to conduct this kind of program in my own country, Myanmar.

2017 Internship Report

HE, Fangrong (Graduate School for International Development and Cooperation)

Host	Mekong School of Japanese , Cambodian Mekong University (Cambodia)
Period	October 17– December 23, 2017
Objectives	I taught Japanese language classes and also study methods to students, and I carried out a survey related to aged care in Cambodia



After arriving at the Cambodian Mekong University, I made efforts to become friendly with the students. We did some cooking together and went shopping too. Through such interactions I learnt some Khmer, the official language of Cambodia, and I was also able to observe them studying Japanese. Some students were not aware of the importance and necessity of study and I realized that I had been the same when I was a student. I taught them methods that I used when I was learning Japanese such as listening comprehension, repeating from memory, and we also did some practice tests of the Japanese Language Proficiency Test. Through this program, the students were able to tackle their language study more effectively and I was able to make some of them decide on coming to Japan to study. I also carried out a survey on Cambodia's ageing population with the help of the students. From the perspective of happiness, I did interviews and researched measures to support the elderly. I also had exchanges with the staff of NGO HelpAge Cambodia. The traditional way in Cambodia is for elderly people to be looked after by their families. However, the elderly population is gradually increasing while the birth rate is decreasing, and furthermore younger people are leaving rural areas to work in more urban areas. Therefore, the elderly tend to get left behind in rural villages. I found that 80% of the elderly go to the Buddhist pagodas. Results showed that the elderly who go to pagodas are much happier. The elderly who go to pagodas help out with cleaning and management of the pagoda and as believers of Buddhism, they offer prayers daily. The pagodas maintain the Buddhist religion as well as being a place to promote relations amongst the elderly. On the other hand, if the elderly fall ill, they are not able to receive adequate care. However, pagodas will probably continue to play a major role in the ageing society in the future too.

Azusa MATSUMOTO (Graduate School for International Development and Cooperation)

Host	United Nations ESCAP (Thailand)
Period	July 30 – October 7, 2017
Objectives	To gain work experience in the international organization and a deeper understanding of the international flow of environmental policy



United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) is one of the United Nations five regional commission, and consists of 53 Member States and 9 Associate Members. In this internship, belonging to the department of Environment and Development, I helped writing for publications, data analysis, collecting previous studies and organizing international conferences. We covered a wide range of topics relevant to environmental issues such as wastes or greenhouse gas emissions, and urban development for sustainable development in Asian countries. I took part in some conferences, representatives for Member States or specialized agencies had discussions, by taking the minute. Through this experience, I learned policy-making process and the importance of policy research, and obtained a better understanding of the United Nation System composed of various specialized agencies. Concerning job performance, I was highly evaluated for data organization skills and management skills. Thus, I considered that I managed to contribute to the accepting organization and understand my strength to be improved more in the future. Seeing international UN members working in the front-line global organization enabled me to develop a clear vision for my career and recognize the points to be improved. In conclusion, I greatly learned about the actual practice of research on environmental policy, and acquired some suggestions in terms of career development. Considering this, I would like to express my deep gratitude to Hiroshima university G.ecbo program, my supervisor and IDEC Development Policy Course.



needs survey



Za'atari Refugee Camp

Interning at JICA Jordan Office !

Period: October 15 – December 22, 2017 (69days)

Objectives: To learn assistance and projects provided by JICA, and experience actual state of refugee assistance and emergency aid.

I took part in the JICA internship program 2017, and investigated the assistance to Syrian refugees in JICA Jordan. Za'atari Refugee Camp located in the northern part of Jordan is the biggest Syrian refugee camp in the world and accommodated about 80,000 refugees. The main activities were to monitor the Electricity Training program launched by JICA, provide feedbacks and conduct a new needs analysis using quantitative methods. Having problems of negotiations and procedures with a refugee camp organizer, I learned the difficulty of carrying out a field survey and the existence of the gap between theory and practice. I visited many shelters for Syrian refugees during the survey. Despite the hardships they were facing, their positive attitude toward life encouraged me to keep supporting them more for a long term with great respect for them. After all, I had valuable experience in obtaining future aims to participate in refugee assistance and reconstruction support after returning home and acquiring some suggestions for my career.

2017 Internship Report

Jiyun BAE (Graduate School of Education)		Follow-up Research Internship for D students
Host	Florida Atlantic University (United States of America)	
Period	October 24– November 25, 2017	
Objectives	I received guidance about my Doctoral thesis topic and made progress with the content while also participating in an international conference and giving a presentation.	



My research topic is somaesthetics which is based in philosophy and considers education critically, while also being philosophical research of education. One of the aims of my internship was to study under Professor Richard Shusterman, the found of somaesthetics. My second aim was to participate in an international conference on somaesthetics held by the Center for Body, Mind and Culture, and to make a presentation. Somaesthetics is gaining attention from around the world and Professor Shusterman's books have been translated into more than 15 different languages. Somaesthetics is an academic subject in the field of philosophy but compared to traditional philosophy, it is a more radical and newer subject. Through Professor Shusterman's classes, I was able to find out how his way of thinking covers philosophy and art, his basic way of thinking about philosophy, as well as the interests of the students taking his classes (majoring mostly in literature and art). It was a valuable opportunity for me to come in direct contact with somaesthetics which is a kind of philosophy for living. I was able to talk personally with the professor and receive guidance about my thesis. At the international conference research on various topics was presented and one of the key words was "self-culture." I gave a presentation on the topic of an example of education about somaesthetics in Korean history. Through my participation I was able to launch my own research into the international arena. I realize how important this is and it has given me confidence.

This study abroad experience provided the opportunity for me to rethink the qualities of researchers in regard to academic study. In the United States, individuals are expected to promote themselves more than they are in Japan. When taking into consideration that the main work of researchers is to produce papers about their research, it is necessary to come up with innovative ways about what part of the research to emphasize and what methods to convey it. The top priority is to convey the content of the research and fluency in language is incidental. I hope to link my experiences this time to further experiences in the international arena in the future.

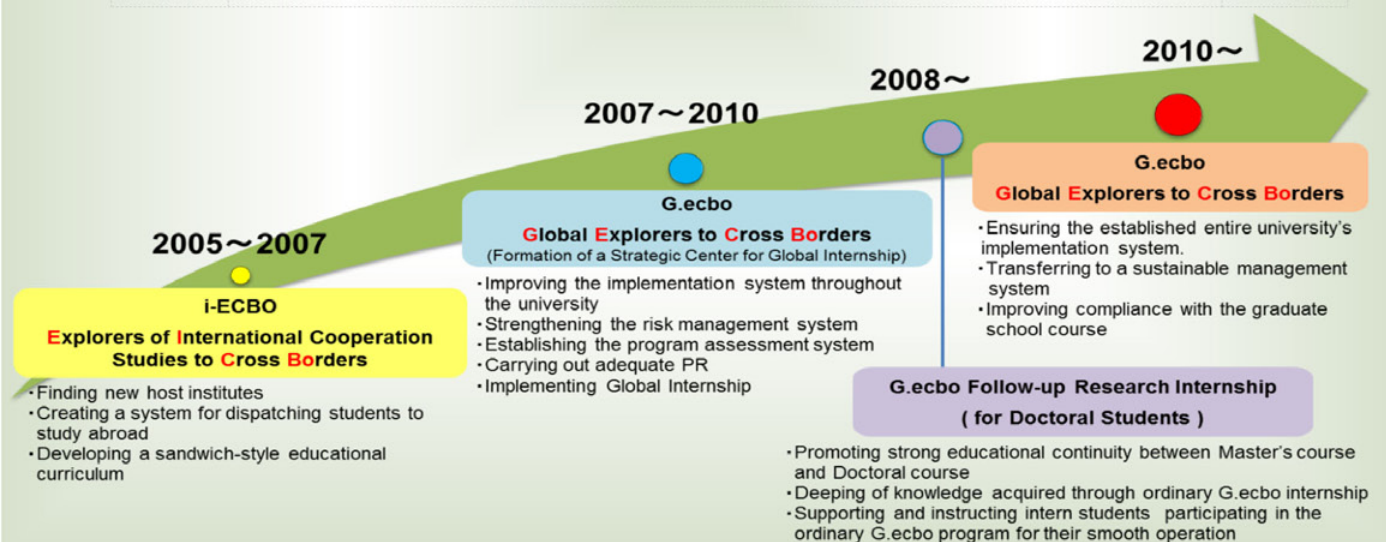
What is the Follow-up Research Internship ?

It is a program aimed at students in the second semester of their doctoral program. This internship enables those who have experienced the ordinary G.ecbo internship or overseas research such as field surveys, to return to their previous internship institute, field or other regions. In principle, the aim should be to conduct field research for their doctoral thesis, and to further deepen knowledge they have acquired during the first semester of their doctoral program of the beginning of the second semester, as well as extending their practical research.

Record of students dispatched this far:

(Since 2008, when the G.ecbo Follow-up Research Internship was inaugurated, 10 students have been dispatched.)

AY2008	University of Zambia [Zambia]	2
AY2009	FORWARD [Nepal]	1
AY2010	UPNISMED [Philippines] (University of Philippines National Institute for Science and Mathematics Education Development)	1
AY2012	University of Zambia [Zambia]	1
	FORWARD [Nepal]	1
	Griffith University [Australia]	1
AY2015	Solid Waste Management Technical Support Center [Nepal]	1
AY2016	NORSAAC [Ghana]	1
AY2017	Florida Atlantic University [United States of America]	1



Introducing research assistants from AY2018

In the G.ecbo program, students undergo presentation training 3 times before they are dispatched and once after they return, in order to help improve their English communication skills and presentation skills. The aim of carrying out training before and after is to improve the quality of content of the internship.

Research assistants are expected to support the program by conveying their experiences and knowledge to students in years below them, and also share their research before and after as well as being advisers to overseas interns.



ATSUSHI NAKAGAWA	Doctoral Program in Curriculum and Instruction Sciences, Graduate School of Education
MAHAMA TIAH ABDUL-KABIRU	Cultural and Regional Studies, Graduate School for International Development and Cooperation
CAO LEI	Cultural and Regional Studies, Graduate School for International Development and Cooperation

Record of students dispatched in AY2017

9 students were dispatched for summer internships, and 3 more students were dispatched additionally in winter, making a total of 12 students dispatched altogether.

[Winter Interns]

CHEN LILAN	Graduate School of Education	Interned at Florida State University (USA)
HUANG QIONG	Graduate School for International Development and Cooperation	Interned at Florida State University (USA)
CHEN YAN	Graduate School for International Development and Cooperation	Interned at FORWARD (Nepal)

Activity Report of 2017

		October 4	(Winter) English Preparatory training Session
April 5	G.ecbo Day (explanatory meeting)	October 5	G.ecbo Day (explanatory meeting)
April 17	Application deadline for overseas internship	October 30	Deadline for "G.ecbo internship" and "Follow-Up Research Internship Program"
April 26 - 28	Selection interview	November 7	Selection interview
May 9	Study Abroad experience debriefing session (Presenter: Kota IKENO)	November 15	Post-Internship Presentation(1)
May 22	Guidance on English presentations	November 16	Guidance on English presentations for Winter interns
May 29 - 31	1st English Preparatory training Session	November 28	1st English Preparatory training Session
June 26, 28	2nd English Preparatory training Session	December 20	2nd English Preparatory training Session
June 30	Risk Management Seminar	January 5	3rd English Preparatory training Session
July 21	Ceremony for scholarships from Hiroshima University Education and Research Support Foundation	January 10	Start to dispatch winter intern students
July 24 - 26	3rd English Preparatory training Session	Jan.22-Jan.31	Post-Internship Presentation (2), (3)
Late July	Start to dispatch summer intern students	February 14	Report meeting on research grants
September 29	1st Management Committee of the G.ecbo program in AY2017	March 13	2nd Management Committee of the G.ecbo program in AY 2017

G.ecbo will call for 2018 participation in April! Go to our website for the list of intern locations and further details.

Editorial

I have been involved in this program nearly 7 years and finally it seems overseas internships have started to become the norm. There are many types of internships included under this one label and this year we are receiving a large number of inquiries about internships, making the unique qualities of G.ecbo stand out even more. Because G.ecbo is the kind of program where students discover and solve problems themselves, prior training is carried out to draw up an activity plan in stages. Students liaise directly with their intern institutions themselves and while receiving advice from their teachers, they have to think hard about many things before they get on their plane to their destinations. Some students may find the pre-departure preparations more difficult than the internship itself. However, by completing these preparations, the students are able to keep sight of their goals during their internship even if some problems do arise, and can tackle things in a positive manner. Students mature and grow and when they return from their internships, we are both proud and envious of them. We hope you will read in this newsletter about their experiences. We await applications from a large number of students in AY2018!



Hiroshima University Student Plaza
Global Career Design Center
G.ecbo Program Office
Email: gecbo@hiroshima-u.ac.jp
<http://www.hiroshima-u.ac.jp/gecbo>