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



Overseas internships form the core part of this educational program with 'sandwich-style' education and research activities. In this program we aim to produce researchers who can deal with a variety of issues in various fields, and practitioners and highly skilled specialists who can take the lead in international issues.

Looking back on the G.ecbo Program's internship activities —Global Explorers to Cross Borders—

Upon entering the 21st century, the Japanese economy has been suffering a downturn and society became increasingly closed off. In order to break out of this inward-looking situation, attention was focused on the need for internships in university education as a means of developing human resources. The Ministry of Education, Culture, Sports, Science and Technology defines an internship as "work experience related to a student's major or future career, conducted under guidance while enrolled at school." After Hiroshima University became incorporated, we became actively involved in setting up internships. Due to factors such as changes in the qualities that society seeks in students, economic conditions, and changes in job hunting schedules, the formats of internships have diversified and their implementation expanded. With the aim of conducting education research with a global perspective and fostering human resources who can play an active role internationally, Hiroshima University launched its overseas internship program in AY 2001. The historical changes of G.ecbo will be described later (see p.11).



MAHARJAN, Keshav Lall

Chairperson, G.ecbo Program
Executive Committee
Professor, Graduate School of Humanities and Social Sciences, Hiroshima University
Director, International Economic Development Program
Professor, Joint International Master's Programme in Sustainable Development
Professor, Social Innovation Science, Graduate School of Innovation and Practice for Society

With the aim of developing human resources who can acquire an international perspective and play an active role both domestically and internationally, this program was launched with a focus on experience-oriented internships. Since the program is targeted at graduate students, many applicants seek to utilize this experience for their research, leading to an increase in research-oriented internships. In recent years, there has been a growing trend toward internships that combine both approaches. During the pre-internship training, we have continued to instruct participants to keep the following points in mind and strictly adhere to them during the internship at the host organization;

(Cont'd on Page 2 ➡)

(Cont'd from Page 1)

1) Conduct training according to a plan to minimize the burden on the host organization; 2) Proactively carry out any contributions that can be made to the host organization; 3) Study up on Hiroshima University in order to be able to convey its characteristics (the university's philosophy, charter, scope of activities, vision, your own philosophy as a Hiroshima University student, the purpose of this internship, vision, etc.); and 4) Always remember that you are representing Hiroshima University and you should strive to foster goodwill between individuals and institutions as an ambassador for the university.

Since 2005, the G.ecbo/i-ECBO program has sent students to 30 countries over the past 20 years (see p.2). From the articles posted by alumni and alumnae in the G.ecbo Newsletter, we can see that the students who were sent to those countries and completed the G.ecbo program are now playing leading roles in society both domestically and internationally. They emphasize that the internship experience gained through G.ecbo proved extremely useful in job-hunting, employment, and workplace relationships. Actually, every year during interviews and preliminary training presentations for applicants to the program, we have often felt uneasy about sending students abroad. However, after completing their internships and returning home, we have seen many students behave in a completely different manner during post-training presentations, confidently presenting meaningful content. I have been involved in the operation of the i-ECBO/G.ecbo programs for about twenty years, and although it is difficult to evaluate this on the university system, I have often felt a sense of satisfaction when observing the growth of the students. During the past twenty years, as I have been involved in the program, I have been able to recognize some issues related to the program. When budgetary support was available, faculty members were engaging in activities enthusiastically, but after that, only dedicated faculty members have shown interest. This program, which has both educational and international aspects, has changed organizations like a swinging pendulum, depending on the times, and although it is a university-wide program, it was not recognized as such. Furthermore, the characteristics of this program are difficult for outsiders to understand, so there is no system for evaluating teachers, and the number of teachers involved in its operation is limited. In order to overcome the above challenges and nurture students in a manner that is even more aligned with the university's philosophy, vision, and internationalization policy as described above, the program needs to be scaled up and the system design needs to be reviewed. We hope that this overseas internship program will play an important role in enhancing the university's international reputation.

Chairperson, G.ecbo Program Executive Committee
Maharjan, Keshav Lall

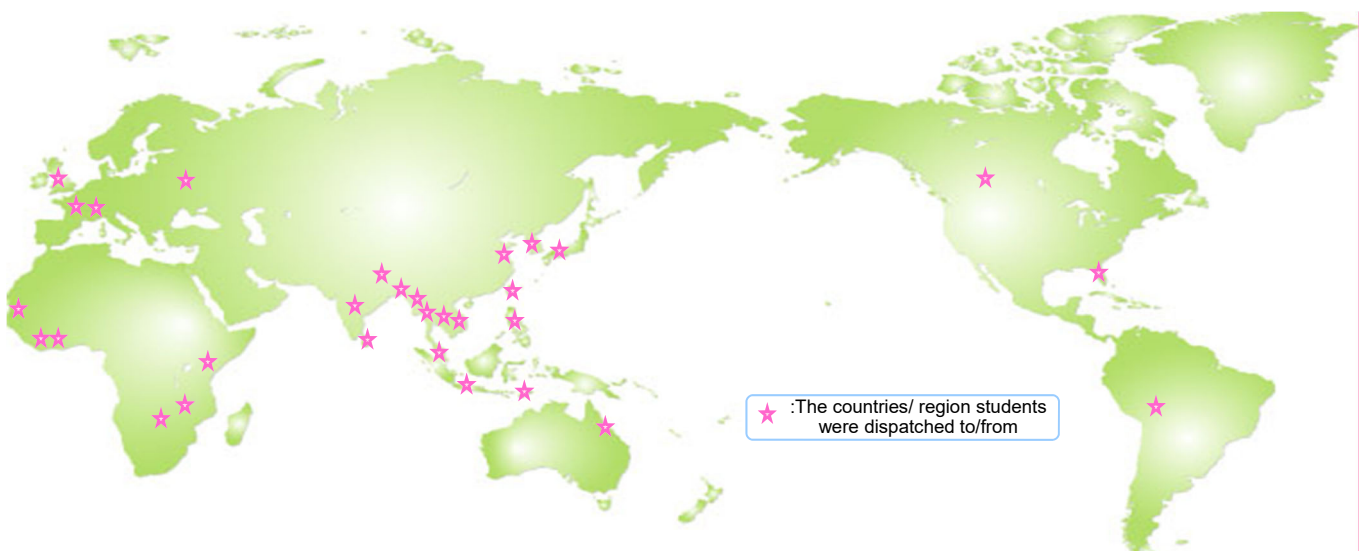
~Our track record of dispatching students to countries around the world~



Since 2005, students have been dispatched to a total of 30 countries through the G.ecbo/i-ECBO programs, over the past 20 years.

List of the countries students were dispatched to/from)

Australia, Bangladesh, Bolivia, Cambodia, Canada, China, Côte d'Ivoire, East Timor, France, Ghana, India, Indonesia, Japan, Kenya, Malawi, Malaysia, Myanmar, Nepal, Philippines, Russia, Senegal, South Korea, Sri Lanka, Switzerland, Taiwan, Thailand, United Kingdom, United States, Vietnam, Zambia.

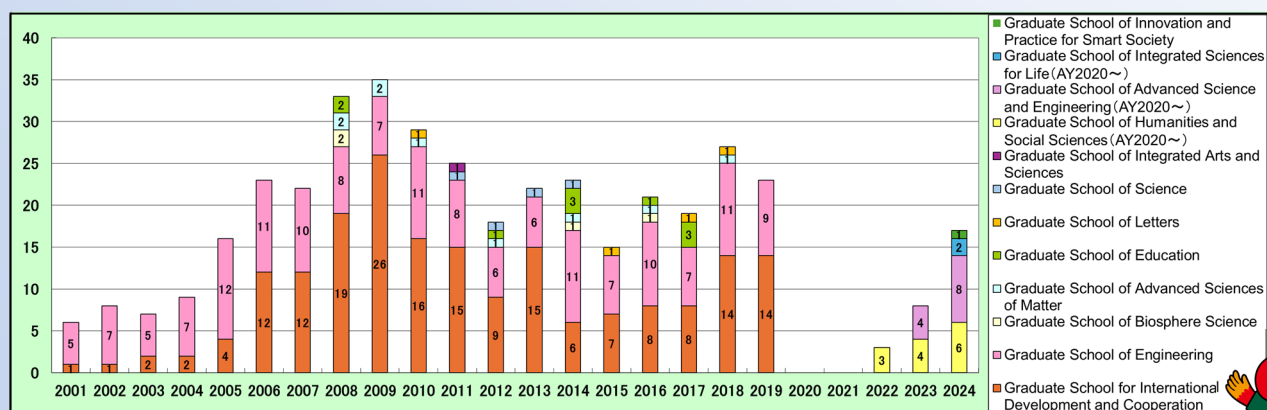


All the countries students were dispatched to/from, shown on a map of the world

★Student dispatch achievements

The G.ecbo program was implemented university-wide in 2007 and has a history of 18 years. Including its predecessors, the ECBO (Engineers to Cross Borders) program and the i-ECBO (Explorers of International Cooperation Studies to Cross Borders) program, a total of 409 people have been sent out into the world. (Breakdown: Graduate School of Engineering, ECBO (174), Graduate School for International Development and Cooperation i-ECBO (75), G.ecbo (148 overseas + 12 domestic = 160) but this does not include 178 students involved in joint research.)

The annual dispatch results for each graduate school are shown in the graph below. Due to the COVID-19 pandemic, dispatch was suspended in AY2020 and AY2021, resulting in a temporary decline in dispatch results. However, in AY2024, a total of 17 students participated in overseas internships, including two participants in the winter dispatch program and three planned participants (as of March 3, 2025).



Overseas internship program dispatch results (number of participants), shown by year



Activities Report for AY2024

- April 1** Opened applications for students to be dispatched in AY2024.
- April 23** Closed applications for G.ecbo overseas internships and the follow-up research internships.
- May 17** Screening interviews were held for AY2024 intern candidates.
- May 23** Internship applications were reviewed and notifications of results sent out.
- May 24** Training guidance given for making presentations in English.
- June 5** The first English presentation seminar was held.
- June 28** The second English presentation seminar was held.
- July 22** The third English presentation seminar was held.
- August 18** Interns were dispatched to their various locations overseas and commenced their internships.
- September 27** A meeting was held of the G.ecbo Program Steering Committee.
- October 1** Opened applications for students to be dispatched in the winter break of AY2024.
- October 22** Closed applications for G.ecbo overseas internships and the follow-up research internships during the winter break.
- December 13** Students dispatched during the summer break returned to Japan for debriefing and English presentation training was held for students being dispatched in the winter
- January 10** English presentation training held for students being dispatched in the winter break.
- March 26** A meeting was held of the G.ecbo Program Steering Committee.

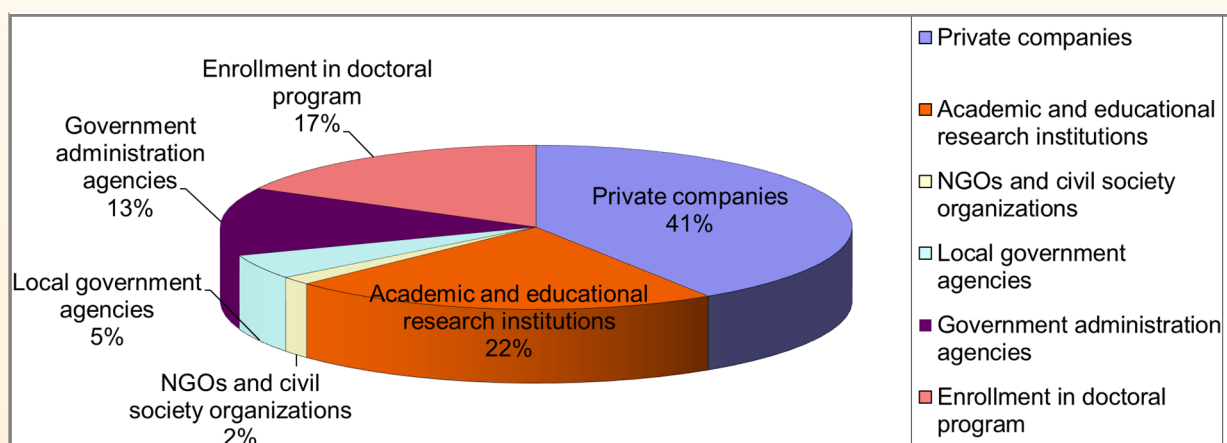
Results of questionnaire regarding students' career paths after completing the i-ECBO/G.ecbo

Since sending students abroad through the i-ECBO program in 2006, for approximately 19 years, we have conducted surveys and compiled data on the career paths of students who have completed the i-ECBO/G.ecbo program.

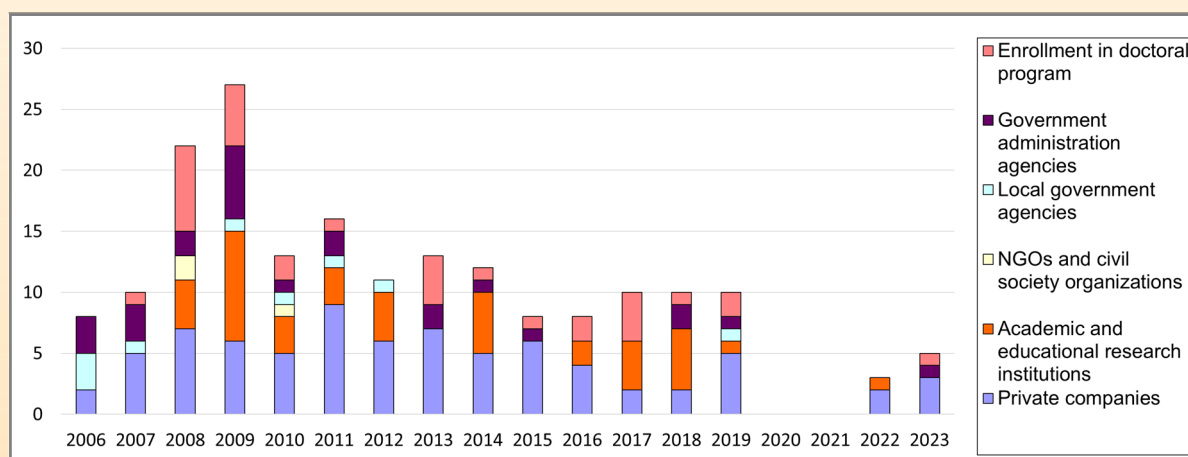
<Classification of career paths>

- Private companies...Employment at private companies in Japan or overseas
- Academic and educational research institutions...Employment or further education at academic institutions as faculty members, research students, or specially registered non-degree students
- Local government agencies...Employment as a civil servant in local government in Japan or overseas
- Government administration agencies...Employment as a national civil servant or at an international organization
- Enrollment in doctoral program...Enrollment in doctoral programs in Japan and abroad, including Hiroshima University

The results of the survey conducted up to AY2023 are shown in the pie chart below. Private companies accounted for 41%, academic and educational research institutions for 22%, NGOs and civic groups for 2%, local government agencies for 5%, and government administration agencies for 13%, while those who enrolled in post-doctoral programs accounted for 17%. The breakdown of career paths by academic year is shown in the bar graph below.



Breakdown of career paths after completion of the G.ecbo program
(students dispatched from AY2006 to AY2023)



Breakdown by Year of Career Paths After Completion of the G.ecbo Program (Students Dispatched from AY2006 to AY2023) (Number of People)

*Career destination refers to the destination immediately after graduation from Hiroshima University.

Those who have changed jobs, retired, or whose career destination is undecided are not included in the statistics.

*Enrollment in a doctoral program refers to those who enroll in a doctoral program and subsequently find employment at an international organization or as a faculty member, as well as those who returned to their home country or withdrew from the program after enrollment.

*No data is available for 2020 and 2021 because of the suspension of overseas dispatch programs due to the COVID-19 pandemic.

*No data is available for students dispatched in 2024 as their future destinations are yet to be determined.

AY2024 Internship reports

FUKUDA Ryuya

Graduate School of Advanced Science and Engineering

Host	Centre for Quantum Dynamics, Griffith University (Australia)
Period	March 7 - May 11, 2024
Objectives	Assembly of entanglement sources in the field of quantum mechanics, learning about single photon generation technology

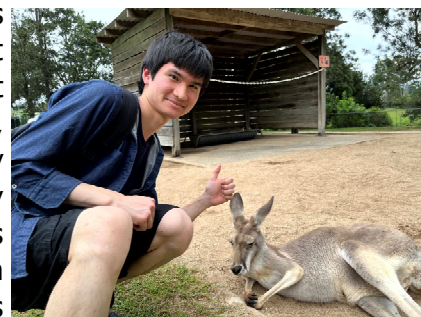
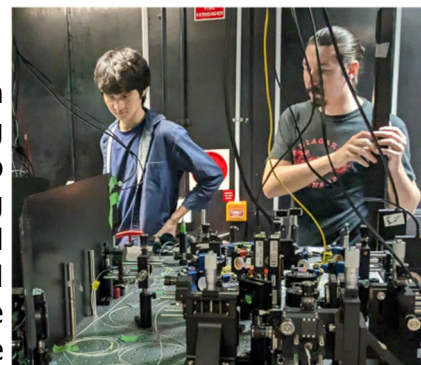


— The dispatch destination and intern's life there

The research team at the dispatch location included people from various countries, such as Australia, Mexico, the United States, India, and Italy, and everyone was very friendly and kind to me. Also, I found it interesting that people had accents in their English depending on their native language, and that the lunch boxes they brought with them reflected the characteristics of their respective countries. I was given many opportunities to try foods I've never seen before, and I think I was able to experience the authentic flavors and food cultures of various countries. In addition to research, I was able to experience the cultural differences between countries through interactions with various people and gain many opportunities to try new things.

— The research content

In quantum mechanics, there is a phenomenon called entanglement, in which two quanta (such as photons or electrons) exhibit strong correlations. My research work consisted of setting up equipment to generate correlated photon pairs. For about the first week after being dispatched, I read papers and talked to people around me to understand the setup, and from the second week onwards, I worked with doctoral students in the laboratory to start up the source. I had some experience handling the optical components used in the experiments, but the laboratory at the university where I was sent was about three times larger than the one at Hiroshima University, and there was equipment that I had never used before. In particular, we were able to conduct experiments using a superconducting nanowire single-photon detector, one of the world's most advanced detectors. This was an extremely valuable experience for me. When setting up the source, it is very important to direct the laser light straight onto the crystal that generates optical elements and photon pairs in order to increase the photon generation efficiency. However, adjusting the angle of the laser light was the most difficult part of the process. It's kind of like threading a needle for sewing, but it's one hundred times more difficult than that. There were times when I worked all day and still couldn't detect more than 100 light particles per second, and there were times when I felt discouraged, but with the advice of my lab members and supervisor, I was finally able to generate 8,000 to 10,000 particles per second on my own. My lab members and I shared the joy of this result together.



— The biggest gain from this internship

It was the experience of taking on new challenges through connections with many people. Visiting places I had never been to before, and planning a trip to a nature reserve to see kangaroos and koalas, which I had always wanted to see, took more courage than I had imagined. However, the experience I gained from achieving these goals has become a significant part of my life. Also, I think that connections with other people have become important when trying new things. Even when I got lost or my experiments didn't go so well, I didn't keep it to myself, but consulted with those around me and asked for help, which gave me clues to finding a solution.



AY2024 Internship reports

— How do you want to make the most of your internship experience in the future?

Through this experience, I think I have become more proactive in trying new things and I am able to remain calm and deal with any problems that arise. I would also like to utilize the cutting-edge single-photon generation technology and knowledge I acquired during the training to further improve my own research in the future. I am currently considering pursuing a doctorate, so I think I will have opportunities to participate in international conferences and give presentations in the future. Even when visiting an unfamiliar place alone and interacting with researchers from overseas, I feel that with the experience and knowledge I gained this time, I will be able to remain calm and overcome any difficulties that may arise.

HISADOMI Shion

Graduate School of Integrated Sciences for Life

Host	University of Alberta(Canada)
Period	August 19 - September 24, 2024
Objectives	Acquire knowledge of animal husbandry and dairy farming. Visit farms and other facilities to learn about environmental issues and exchange opinions with local students.



— The dispatch destination and intern's life there

Canadians live at their own leisurely pace, with many people taking great care of the natural environment, and even in office districts there was always plenty of greenery. Even in ordinary residential areas, you can see squirrels, wild rabbits, and coyotes. At the same time, shopping centers, restaurants, and public transportation are highly developed, making you realize that it is a developed country. I did a home-stay with a Canadian family whose house was about 20 minutes by bus and train from the university. On weekends, I went on short trips with my host family and friends to places such as museums and shopping malls. For meals, I either ate what my host family made or cooked for myself. I ate lunch at the university. Perhaps because Canada is a country with a large immigrant population, I felt that people were very broadminded regarding any differences in the way English is spoken and also the religions and cultures of the country's residents.

— The research content

In the first week or two after arriving in Alberta, I visited farms in the area. A Japanese employee at a feed company in Alberta showed me around farms of various sizes. Keeping in mind one of the objectives of my research this time, that is "finding what differences between Canada and Japan," in mind, I was able to make thorough observations. It was also a good experience for me to be able to ask questions directly to the farmers themselves in my own words. At the university where I was dispatched to, I attended lectures on animal science every day from morning to evening on weekdays. Unlike in Japan, many students raise their hands during lectures, and the style of incorporating a lot of discussion among students was very new to me. At first I was nervous, but once I got used to it, I began to enjoy hearing my own opinions and the reactions to them. Whether in the lecture hall or on a farm, personal opinions and knowledge, as well as the "why" behind phenomena, were highly valued and constantly sought after. I believe this sense of inquiry will be very important as I continue my research. I received greater stimulation in Canada than when I was conducting research in Japan. I feel that my motivation for academic activities has increased significantly.



AY2024 Internship reports

— The biggest gain from this internship

I think it is the spirit of pursuing any queries one may come across. Through my training in Canada, I learned to have an attitude of actively address queries that arose not only in my research, but also while attending lectures and seminars, or reading textbooks. It was also extremely beneficial to be able to meet students studying the same field as me. If you only stay within your laboratory in Japan, your world will inevitably become narrow, leading to a decline in motivation and a restricted perspective. However, going out and seeing what kind of people were there, how many people were studying just like me, and being able to talk to them has given me the determination to continue my research. Even when I encounter someone who is far above my level and I feel disappointed in myself, I have learned to calmly analyze how I can reach that level.

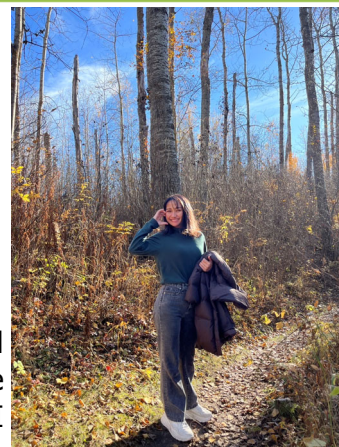
— How do you want to make the most of your internship experience in the future?

I would like to put this experience to practical use in my daily academic and research activities. In particular, this time, by actually visiting local farms and talking with people there, I was able to think deeply about the challenges facing Japanese livestock farming, the differences between Japan and Canada, and what would be the best solution for Japan. I hope to become a researcher who values the connections made with people met in Canada and who can take the initiative in solving issues in Japan, and I want to be able to make proposals based on what I have learned through my experiences this time.

Prombood Suttida

Graduate School of Integrated Sciences for Life

Host	University of Alberta(Canada)
Period	September 30 - October 31, 2024
Objectives	Learning about Canadian education methods and livestock management practices



— The dispatch destination and intern's life there

Living in Alberta has been a rewarding to my life experience. The local lifestyle is friendly and inclusive, with a strong emphasis on community. People are kind and always willing to lend a hand. Once, when I needed to attend a class at the University farm, which was far and only accessible by foot, a Canadian classmate kindly gave me a ride in her car. Canadians also value nature and sustainability. I had the opportunity to visit "Elk Island National Park", where they conserve Bison (American buffalo), large bovines that can be seen grazing in the park. Additionally, I was impressed by the work of beavers in the park, witnessing their ability to fell large trees and build dams. It was thrilling to see these creatures in action, something I had previously only seen in cartoons or documentaries. I also had the chance to visit the "Royal Alberta Museum", which was the best museum I've ever been to. The most amazing part for me was the opportunity to touch a meteorite! that came from outer space. If I ever have the chance, I would love to return and explore more.



— The research content

My internship focused on learning the Canadian teaching methods and livestock management practices. I attended intensive courses, observed innovative teaching strategies such as interactive lectures, group discussions, and the use of visual aids, which inspired me to think of ways to engage students more effectively. Many classes also featured guest lectures, providing students with valuable insights from professionals actively working in the field. Additionally, visits to dairy farms and feed companies allowed me to explore Canadian feeding systems and livestock management practices firsthand. I had the opportunity to speak with Canadian dairy farmers, and it was impressive to learn that many of the farms are family-owned businesses, passed down through generations.



AY2024 Internship reports

Over time, these farms have adopted technology to improve production efficiency. These experiences, combined with adapting to cultural differences, have enhanced my technical knowledge, teaching methods, and problem-solving abilities, preparing me to make a meaningful contribution to the field of animal science.

— *The biggest gain from this internship*

The most remarkable experience was collaborating with a diverse group of students and guest lecturers. The exchange of ideas during classes, field trips, and discussions with researchers broadened my perspectives and enhanced my ability to work in interdisciplinary teams and foster international collaborations. Additionally, the beauty of the fall season in the city, along with the presence of many wild animals, made my time there truly special as the stunning scenery and vibrant wildlife filled my heart with joy, making my experience feel like a dream come true.

— *How do you want to make the most of your internship experience in the future?*

My internship provided valuable insights into Canadian teaching methods and farming management, which I aim to adapt for my future academic career. Observing innovative teaching strategies has inspired me to make my own teaching more engaging and effective. Additionally, the knowledge gained from observing dairy farming practices and feed company will influence my future research, helping me implement more sustainable and efficient management techniques.

ZHU Yifei

Graduate School of Humanities and Social Sciences

Host	University of Colombo (Sri Lanka)
Period	August 23 - September 17, 2024
Objectives	Clarifying the causal relationship between the reversal of pesticide prohibition policy in Sri Lanka and domestic retail prices of rice



— *The dispatch destination and intern's life there*

Local people show their hospitalities all times. They are always warmhearted to foreign visitors, and visitors even will be cordially invited to have meals with local people's family.

The labmate (a girl) in host institution invited me to her home for lunch. Her mother was afraid I wouldn't be used to the local taste, so her mother made a separate one for me. It is a way of expressing friendship. Sri Lankan people are highly inclusive of different cultures and are willing to learn about the cultural background of foreign friends and share their own traditions. Sri Lanka attracts many tourists with its beautiful natural scenery. Every visitor can find peace of mind here.

— *The research content*

Sri Lanka's plantation economy is dominated by tea, rubber, coconut and rice. From the perspective of rice market, I am motivated to know the impact of agrochemical ban reversal on rice retail prices in Sri Lanka. Most research that studied the effect of the agrochemicals ban on micro (farmers) level, not macro level. Thus, this research presents a complete process from policy promulgation to policy reversal in 2021 and 2022 to figure out the changes of the rice retail prices.

— *The biggest gain from this internship*

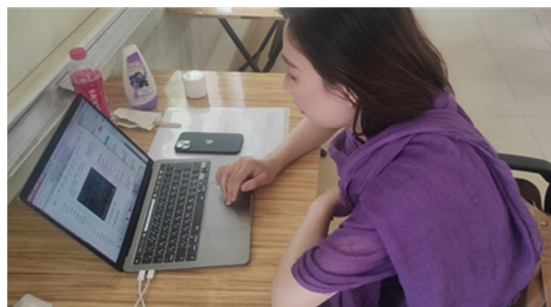
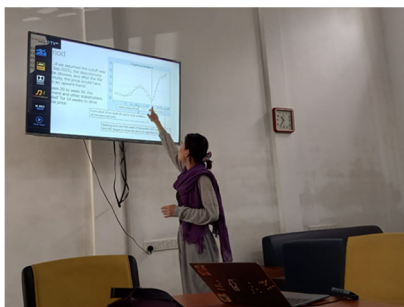
The necessary condition for studying well is not only academic knowledge. During the internship, I got gastroenteritis and urticaria. On the flight back to Tokyo from Sri Lanka, I vomited twice. At that time, I was in very poor health. The most awesome thing in the life is physical and mental health. Once you have a healthy body, then you can achieve your dreams.



AY2024 Internship reports

— How do you want to make the most of your internship experience in the future?

As an important part of my resume, the results obtained in the internship will bring me more competitiveness. Especially for companies doing rural development business, "the actual performance of overseas internship gives the leadership of the company a better idea of what kind of person I am. "



HIRAYAMA Kanna

Graduate School of Humanities and Social Sciences

Host	University of the Philippines Diliman (Philippines)
Period	September 1, 2024 - February 10, 2025
Objectives	Support for online exchange programs with Japanese schools, educational development through field research



— The dispatch destination and intern's life there

At my host university, I assisted with administrative work, accompanied researchers on field trips, and conducted field research on Islamic education. On the weekend, I had lunch with friends (local students) and we talked about the differences in culture and values between Japan and the Philippines. I also visited an Islamic community, experienced the lives of Muslims firsthand, and gained a deeper understanding of their culture.

Because it was the rainy season, the weather was changeable and I sometimes felt unwell, but thanks to the warm people of the Philippines, I was able to enjoy a rewarding time. It was a valuable experience for me to encounter wonderful aspects of Filipino culture such as bayanihan, which values family and friendship in the Philippines, and Filipino hospitality.



— The research content

As the content was related to educational development, the details were decided upon after consultation prior to dispatch. My main training activities included assisting with university work, accompanying research activities, and conducting field research under supervision. As part of my administrative support, I assisted

with an online exchange program between Japanese schools and university-affiliated schools. This university collaborates with affiliated schools to assist in the project with coordinators and facilitators. As a coordinator and facilitator, I was responsible for coordinating communication between the schools, proposing exchange activities, preparing materials, holding preliminary meetings, and managing the day's events. In the field survey, I independently planned and conducted a survey on Islamic education. I experienced the entire survey process, including selecting schools to survey, applying for visits, interviewing principals and teachers, and observing classes. In particular, I made efforts to improve my survey methods and to gain a deeper understanding through multiple visits.



AY2024 Internship reports

— *The biggest gain from this internship*

For the most part, I gained two valuable experiences. The first is that I was able to acquire practical research skills through field research, and the second is that I was able to build relationships with people. Through my involvement in university work and research, and by planning and executing my own survey project, I was able to acquire practical research skills. The experience of participating in the entire survey process will be a valuable asset in my future research activities. During the application process for the survey, I was assisted by teachers who served as interpreters for Tagalog during the interviews, which made me realize the importance of human connections. I also had the opportunity to participate in an international conference hosted by the university, where I interacted with many people, including university faculty members, educators, and Islamic scholars, and received valuable advice regarding my research and survey.

— *How do you want to make the most of your internship experience in the future?*

I would like to continue to work hard on my research so that I can repay everyone who thanked me for studying the Philippines and for my interest in learning about Islam.

— *Is there anything in particular that you kept in mind during your internship?*

I made sure to take deep breaths. Since it was a long-term project, I consulted with my supervisor to set monthly goals and tasks, but I was flexible with the detailed plan and adjusted it according to progress. However, there was a period when I struggled with the research plan and interview content, and things did not go well, causing concern among those around me. Without even realizing it, I think my anxiety and impatience were showing in my actions. At times like that, I realized that it is precisely because I am still growing that I encounter difficulties and come to a standstill. Through this experience, I learned that things not going according to plan and having to face unexpected difficulties are opportunities for growth. Rather than getting discouraged, I realized that when things don't go well, taking a deep breath, staying calm, and moving forward one step at a time is the first step toward growth.



**A total of nine students took part in overseas internships in AY2024.
(*As of March 3, 2025, including students intending to go abroad.)**

Affiliation / Name	Host Institution	Program
Graduate School of Integrated Sciences for Life Shion Hisadomi	University of Alberta(Canada)	G.ecbo
Graduate School of Integrated Sciences for Life Prombood Suttida	University of Alberta(Canada)	G.ecbo
Graduate School of Humanities and Social Sciences Yifei Zhu	University of Colombo (Sri Lanka)	G.ecbo
Graduate School of Humanities and Social Sciences Kanna Hirayama	University of the Philippines Diliman (Philippines)	G.ecbo
Graduate School of Humanities and Social Sciences Hussain Nadia	Economic Wing, Ministry of Finance, Government of Pakistan (Pakistan)	G.ecbo Follow-up
Graduate School of Innovation and Practice for Smart Society Akter Sadia	Specified Non-profit Corporation IMAGINUS (Philippines)	G.ecbo
Graduate School of Humanities and Social Sciences Khin Khin Phway	Cambodian Mekong University (Cambodia)	G.ecbo
Graduate School of Humanities and Social Sciences Pham Van Truong	University of the Philippines Diliman (Philippines)	G.ecbo
Graduate School of Humanities and Social Sciences Verra Wulandary	Indonesia University of Education (Indonesia)	G.ecbo Follow-up



Historical changes in the overseas internship program (G.ecbo program)

The overseas internship program has undergone many changes and expansions in response to social changes and the development of our university, with the aim of developing human resources who can play an active role globally. It expanded to become the G.ecbo program, and has been offered to all students.

~Start of the ECBO program~

2001~

Launch of the e-ECBO (Engineers to Cross Borders) educational program (AY2001-AY2005)

※Joint implementation by the Graduate School of Engineering and the Graduate School for International Development and Cooperation

AY2001: Trial Period of ECBO Program for engineering students

AY2004: Full implementation phase of the ECBO program

(Selected for the Ministry of Education, Culture, Sports, Science and Technology's Support Program for Contemporary Educational Needs (Abbreviation: GP or Good Practice)

AY2007: ECBO Program's independent phase

2005~

Preparation of the i-ECBO (Explorers of International Cooperation Studies to Cross Borders) Program and subsequent launch

...Selected for the Ministry of Education, Culture, Sports, Science and Technology's "Initiatives for Attractive Graduate Education" (2005-2006)

※Due to the adoption of i-ECBO in the fall of 2005, there were no dispatches in 2005.

2006~: Formation of the i-ECBO Program in interdisciplinary areas (International Cooperation) Development of host institutions, establishment of student overseas dispatch systems, and development of sandwich-type education curricula)

~Start of the ECBO program across the university as a whole~

2007~

Launch of formation of G.ecbo (Global Explorers to Cross Borders) Strategic Center for Global Internship

•Selected for the Ministry of Education, Culture, Sports, Science and Technology's Program for Promoting Systematic Reform of Graduate Education (2007-2009).

2008~: Education Reform GP: Establishment of a university-wide G.ecbo center

(Establishment of a university-wide implementation system, strengthening of risk management, establishment of a program evaluation system, enhancement of public relations, and implementation of global internships)

2008~

Launch of the G.ecbo Follow-up Research Internship (for doctoral students in the second half of their program)

(What is the G.ecbo Follow-up Education Internship Program? ; It is for promoting educational collaboration between the first and second stages of doctoral programs, deepening knowledge gained through activities such as the conventional G.ecbo program, and supporting the smooth internship activities of students participating in the conventional G.ecbo program.)

2010

(End of grants from the Ministry of Education, Culture, Sports, Science and Technology)~

Launch of Strategic Center for Global Internship (Independent Program of Hiroshima University).

G.ecbo (Cross-border Practical Researcher Training Program) / Global Explorers to Cross Borders

★G.ecbo's objective (university-wide implementation)

...To organize and pass on the human resources and expertise accumulated through program promotion as assets for the entire university.

2012~: Period of full-scale independence for the G.ecbo program, across the university

(Establishment of university-wide implementation systems, transition to sustainable management systems, and improvement of compatibility with graduate programs.)

March. 2025

Conclusion of the G.ecbo program.

AY2025~

Launch of operation of new system for a new overseas internship (Global Internship) program (slated)



G.ecbo Program Steering Committee AY2024 ~Thank you for your cooperation~

Chair	Prof. Maharjan Keshav Lall	Graduate School of Humanities and Social Sciences (International Economic Development Program)
Members	Prof. Hideki Kuwajima	Graduate School of Humanities and Social Sciences (Integrated Arts and Sciences Program)
	Prof. Takahumi Ueno	Graduate School of Humanities and Social Sciences (Humanities Program)
	Prof. Tetsuo Isozaki	Graduate School of Humanities and Social Sciences (Educational Design for Teacher Educators Program)
	Associate Prof. Kyoko Takada	Graduate School of Humanities and Social Sciences (Law and Politics Program)
	Prof. Ichirou Shimada	Graduate School of Advanced Science and Engineering (Mathematics Program)
	Prof. Shuhei Amakawa	Graduate School of Advanced Science and Engineering (Quantum Matter Program)
	Prof. Motomichi Yamamoto	Graduate School of Advanced Science and Engineering (Mechanical Engineering Program)
	Prof. Toshihiro Yamada	Graduate School of Integrated Sciences for Life (Life and Environmental Sciences Program)
	Prof. Makiko Fujii	Graduate School of Biomedical and Health Sciences (Program of Dental Sciences)
	Prof. Tatsuya Kusakabe	Center for the Study of International Cooperation in Education
	Associate Prof. Fei Ning Chen	Morito Institute of Global Higher Education

~End of the G.ecbo Program and launch of a global internship program under a new system~

The G.ecbo program, which was implemented university-wide in 2007 and has been running for approximately 18 years, ended at the end of March 2025.

Starting in AY2025, the International and Development and Cooperation Institute (IDEC), the Center for Global Partnership (CGP), and the International Affairs Office will begin operating a university-wide global internship program with the aim of centralizing overseas internships.

Under this new system, a Global Internship Working Group will be established to promote global internships.

We would like to express our sincere gratitude to the professors who have been instrumental in the operation of the i-ECBO/G.ecbo program over the years, as well as to the members of the steering committee and all other related parties. Thank you so very much.

Message from the secretariat

A change-over of secretariat staff took place at the time for doing the procedures for the dispatch of intern students during the winter break. I am very happy to think that I was able to contribute to making this internship safe, secure, and fruitful. I am grateful to have been able to participate in the final year of the long-standing G.ecbo program, and I sincerely wish all students, including program graduates, continued growth and success in the future.



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