

NEWSLETTER

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

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"When doing something, don't worry that you have not thought enough about it, just do it"

I have been involved in i-ECBO (Explorers of International Cooperation Studies to Cross Borders Program) from FY2014. However, I was so immersed in my own basic research that to be honest, I couldn't really say how much of an effect on education there is from global internship. The ECBO slogan is "Discover what you will be 10 years from now ." Ten years ago I would have thought that discovering myself would not be an internship overseas, but ultimately researching evolutionary biology. Ever since then I have been training long and hard as a researcher. As far as I know, the best method for becoming a researcher is to be a chief participant involved in research. When trying to go independent as an established researcher, one not only needs expert knowledge but also various skills too. Therefore, even if they make a mistake with their direction, for students participating in ECBO who are thinking of being involved in work internationally, going overseas where they are able to acquire necessary skills before they decide on their specialization in Japan is actually much more effective.



Dr. Takeshi Igawa, Assistant Professor, i-ECBO committee, Department of Development Technology, Graduate School for International Development and Cooperation (IDEC)

Saigo Takamori, a famous Japanese samurai, said "When doing something, don't worry that you have not thought enough about it, just do it." When listening to student presentations, I feel that they still have much to learn in Japan before going overseas. Be that as it may, they should just go overseas and then supplement what they have not yet acquired after they return to Japan. After they make their start in life, this process will probably continue all their lives even if it varies in format.

Spring 2017 G.ecbo Schedule

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- ◆ Early April: G.ecbo Day/ G.ecbo Application Guidance
- ◆ April 18: Application Due
- ◆ Late April: Selection & Notification
- ◆ Mid May: Commencement of Pre-internship Training
- ◆ Mid July: Departure to internship

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

Researcher

Takayuki KOYANO – Shigei Medical Research Institute

(Interned at Cancer Research UK (United Kingdom) in AY2009 /Graduate School of Advanced Sciences of Matter)

After completing the final part of my doctoral program, I took a position as a postdoctoral fellow at Cancer Research UK (the current Francis Crick Institute). Since October 2015, I have been a tenured researcher at the Shigei Medical Research Institute in Okayama and I am working hard day and night on my research about kidney disease.



Members of the research lab from when I studied abroad (I am third from the left in the first row.)

– Opportunities in which you take advantage of your internship experience/what you learned via the program

I feel that my experiences through G.ecbo and the people I have met are what have decided my life path for me. Before participating in the internship, I had not been thinking of going on to do a doctoral program. I enrolled in the master's program with no clear goal for the future. My reasons for participating in G.ecbo were rather selfish: I felt that the internship could make it easier for me to get a job; and also that I would be able to attend soccer matches in the UK. (My apologies to those involved in my internship.) Cancer Research UK, where I did my internship, is one of the leading research institutes in the areas of medical science and life science, and many of the highest ranking researchers, including winners of the Nobel Prize, are gathered here. Through my experiences in such a superb environment, simple-minded person that I am, I become enamored of the research profession, and I started to harbor a wish to study abroad. During the final part of my doctoral program, my supervisor was very strict with me partly due to my lack of study thus far. However, I worked very hard always with the thought of London in my mind. When it seemed fairly sure that I could attain my qualification, I started thinking about where I wanted to study abroad. I had been strongly impressed by where I had done my internship, so I decided to go back and study at the same research lab. When I went there for the interview, I was told that I seemed to have matured a lot and I was genuinely pleased with that comment. I did experience some problems with the place where I lived and also with my English ability, but the people around me came to my help and so I was able to spend a truly stimulating and productive time while I was studying abroad. Even now, after my return to Japan, I still enjoy a friendly relationship my teacher in the UK, including with his family as well. Also a member of the research lab where I was before sometimes comes to stay with me and so exchanges are still taking place. As I look back now, I feel that each encounter I had, each experience, are all connected and the catalyst for all of this was G.ecbo.



Giving a presentation at an international conference

– *Advice for your juniors* Actually, there was a time when I thought I would quit being a researcher. However, through a chance meeting once at a conference, fate had it that I would work at my current workplace. Recently I am made acutely aware of how important connections with people are. If you try your best each day, treasuring each encounter you have, your path will naturally become clear to you. Finally, if someone is trying to decide whether or not to study overseas, I recommend that they take up the challenge. In this modern day and age, when Japanese scientific technology is making great progress and you can be connected globally if you use the internet, it may seem not so necessary to study abroad. But it will bring you many chances for experiences and encounters that may change your whole life and also, even if you are not aware of it, you will mature in many ways.

Alumni working internationally

Company Employee

Fuyuki KANETO – Sumitomo Metal Mining Co., Ltd.

(Interned at Ural branch of the Russian Academy of Sciences (Russia) in AY2012 /Graduate School of Science)

Currently I am doing work searching for gold in the Hishikari Mine, in northern Kagoshima prefecture. For 2-3 months each year I visit prospecting sites (in the desert) or operational mines in Australia or Alaska. There I mix in with the local geological engineers and carry out mining activities. From April this year, I will be stationed at a copper mine in Australia and together with the local geological engineers, I'll be engaged in prospecting operations around the mine area, in order to extend the life of the mine.



Beside a light airplane used for commuting to a mining site in Western Australia (I am second from the left in the first row.)

– Opportunities in which you take advantage of your internship experience/what you learned via the program



Scene at a mining site in Western Australia

During my G.ecbo internship, while of course I deepened my knowledge of my chosen research subject about mineral deposits, I was also able to have valuable experiences such as exchanging email with my counterpart before my departure, and having discussions with researchers in the field while looking at rocks. I feel that those experiences help me now when I have to take trips overseas or when I welcome guests from overseas. Regarding my post in Australia from April, I'm a little worried as to what I will be able to do in an environment which is completely different to my current environment here in Japan, but the courage that I found during my G.ecbo internship (Things will take care of themselves), and my attitude of trying to enjoy everything will get me through.

Akira SAKAYORI – International Development Center of Japan (IDCJ)

(Interned at PADECO CO., Ltd (Bangladesh) in AY2013

/Graduate School for International Development and Cooperation)

I belong to the development consultant company, International Development Center of Japan (IDCJ). I come and go between Tanzania and Japan, and am engaged in a project for capacity building for the Agricultural Sector Development Program (ASDP) monitoring and evaluation system, which is a technical cooperation project conducted by Japan International Cooperation Agency (JICA). IDCJ is commissioned to conduct projects and survey business ordered by JICA, the Ministry of Foreign Affairs and international aid enterprises, and carries out these operations on behalf of the client. IDCJ’s fields of expertise are mainly economic and social development, regional and urban development, and evaluation services.



Courtesy call to the Regional Commissioner of the Iringa Region

– Opportunities in which you take advantage of your internship experience/what you learned via the program

Experiences gained during my internship through the G.ecbo program are being fully utilized in my work now. In particular, building good relationships with the administrative official (my counterpart) from the government of the other country, who helps manage the project together with me; and also the manner in which I work within the Japanese team of experts; these are aspects of my job that come from my internship experience. For example: how to get on well with my counterpart; and keeping an eye out for things or information that the team will need and always being ready to act for the team. Another important thing is how to look after one’s own mental and physical health while living and working in an environment different to Japan. I have cultivated this kind of know-how through real-life experience and I value very highly the experiences I accumulated while I was an intern.



National training seminar for state and prefectural officials

– For those who are aiming to work in the field of international cooperation and aid, what are the abilities required of them?

Being involved in nation building of developing countries is wonderful work which can give one a great sense of satisfaction. However, I would like people who are seeking to do this kind of work to understand that as well as the positive side, there are also many hardships as well. For reference, listed below are some of the abilities required of young people doing this kind of work.

- i) Ability to adjust to different cultures and resilience towards the unexpected (not being discouraged but tackling things in a positive manner).
- ii) Negotiation skills and the ability to express oneself well (communications skills) as well as linguistic ability.
- iii) A sense of curiosity, observational ability and analytic ability, and ability to act.
- iv) Ability to design one’s own career, being able to maintain one’s own physical and mental health.
- v) In addition to the above, if you can build up your own field of expertise for the future, that would be so much the better.

I think that G.ecbo is a revolutionary program enabling interns to acquire valuable experiences. Students should take challenges proactively as this will help in designing one’s life plan after academic research and graduation.



Master’s Theses Related to the Internship Program

The following five participants of the program composed a master’s thesis based on their intern experience.

Completed on March 2017	Graduate School for International Development and Cooperation Makoto OHASHI	Investigation of Energy-saving Techniques by Passive Cooling Strategies for Modern Houses in Hot-humid Climate of Malaysia
Completed on March 2017	Graduate School for International Development and Cooperation Toru SASAKI	Intergenerational Transfer of Altruistic Behavior Between Parent and Child in Disaster Affected Area of Rural Nepal
Completed on March 2017	Graduate School for International Development and Cooperation Yodai TANAKA	Estimating Preference on Microinsurance in Bangladesh, Evidence from Conjoint Survey Experiments
Completed on March 2017	Graduate School for International Development and Cooperation Hayao MATSUI	Solar Driven Community Water Plant and Altruism in Rural Nepal
Completed on March 2017	Graduate School for International Development and Cooperation Guo Qi	Effect of Microfinance Based on Observational Data from Revisited Bangladesh Household Survey



Evaluation of the G.ecbo Program from the Perspective of the Executive Committee and Supervisors

Professor Kazuhiko KOIKE (G.ecbo Executive Committee Member)

Department of Environmental Dynamics and Management, Graduate School of Biosphere Science

At the Graduate School of Biosphere Science, three of our students have used G.ecbo so far and experienced internships abroad. Although the number of interns dispatched is small, a solid program is provided which involves processes where interns can conduct surveys and experiments alongside researchers at the destinations to which they are dispatched. Efforts are made to find institutes that will accept our students in line with their research and internship themes in the fields of agriculture and environmental studies.

As a supervisor who dispatches students abroad, I was quite impressed by Shota Ikeda who interned at the Institute of Environmental and Marine Sciences, Silliman University, in the Philippines in 2014 (see Newsletter Issue 15). Ikeda's research topic was the genetic diversity of algae that live in symbiosis with Tridacna clams inhabiting coral reef waters. He wished to further his research about what is happening about his research topic in the Philippines and was accepted as an intern at the Silliman University, famous as an authority in this field. It was not easy to obtain permission to collect the giant clams which are a valuable resource as well as being an endangered species. Although he was able to obtain the cooperation of local researchers in the Philippines, before he could commence, it was necessary for Ikeda to give a presentation to the authority responsible for issuing such permits about the purpose of his investigative research and the plan for conducting this research. There were also requests for many documents about bringing back samples for analysis, including from Silliman University, the site of joint research. Instead of research where everything had already been prepared, Ikeda had to go to his place of internship and negotiate by himself in English. So, not only was he able to complete his research and gain results from a new connection in the Philippines, but this outcome must have boosted Ikeda's self-confidence.

Although most of the interns in the G.ecbo program are from the humanities, I would like more science students to escape from their labs and proactively use this program as an opportunity to further their research while gaining an edge in global competition.

Assistant Professor Masataka IINUMA (Teaching staff in charge of the G.ecbo Program)

Department of Quantum Matter, Graduate School of Advanced Sciences of Matter

I helped in getting three students, including those from other labs here at HU, to be accepted as interns at the Griffith University's Centre for Quantum Dynamics, Griffith University, in Australia in the 2012 academic year. I would like to express my honest opinion from these experiences.

Looking at the students after they have returned, their attitude to research has clearly changed. This is probably because they have probably been able to see clearly the significance and importance of their research, and where they stand with their research. Through lively discussion with researchers at Griffith and also students their same age, they were able to see how different their research is to others and being able to have opportunities to explain about it on a daily basis played a very big part. Accumulating experience in communication without other Japanese people nearby has clearly improved their English ability. These are all benefits of the G.ecbo Program and from that perspective, we should be very grateful.

On the other hand, there are many students who are motivated to study abroad but did not score a high enough TOEIC score to apply, or those who may have an excellent record but are hesitant about communicating in English. From the standpoint of advising students, I would like to recommend many students to apply for the G.ecbo program but as there were no Japanese people at their place of internship, some of the higher achieving students rejected the idea. Teaching staff and students at universities in English-speaking countries, including Griffith University, are fairly lenient towards exchange students who are not used to communicating in English. Therefore, I have always hoped that the students who are not so good at English would take up the challenge of doing research activity abroad. I get the impression that the G.ecbo program is not very well known amongst science students at the Graduate School of Science or the Graduate School of Advanced Sciences of Matter. Although I guess it may not be so easy but how about holding explanatory meetings in each grad school department and getting students who have gone on internships to speak about their experiences. Also, even if a student's TOEIC score may be slightly poorer, as English is just a tool, how about accepting their application for the program so long as they are very enthusiastic about it? Enabling students who are not so good at English to have the chance to build a track record in research abroad, I think there can be no better educational outcome than this.

Special Feature! G.ecbo and Job Hunting Part 1

Hayao MATSUI (Graduate School for International Development and Cooperation)
- job offer from Japan International Cooperation Agency (JICA)

1) G.ecbo Internship

(Interned at FORWARD Nepal (Nepal) from September to October in AY2015)

— Purpose of participation

To conduct a survey related to my master's research, and to see actual places in developing countries. I had a strong desire from when I first entered HU to go to a developing country and experience deep immersion there.

— Outline of the survey

For the purpose of management of forest resources for the impoverished in Nepalese farming villages, I conducted a survey regarding the social preferences of the users and their household financial conditions. For the social preferences, I used a method of financial experiment with money as the measurement, and for the survey regarding household finances I used a questionnaire.

— Event which left an impression !

At my final presentation at my place of internship, I was asked the question "How will your research help the local people?" I couldn't explain my answer very well. My research may seem to be fairly theoretical and even I myself didn't know exactly how this would help to resolve issues in the real world. I continued doing my research without a clear understanding of it. However from that question, I reaffirmed that the reason I decided to continue my studies in grad school was to contribute to resolving issues in developing countries. I am now able to fully understand the significance of my research and have decided to carry out research activities that will help developing countries even more.

2) The impact your internship had on your job-hunting activities

— Reason why you chose this organization, this field

- (i) Because I wanted to contribute to countries still in the process of developing (from when I first entered grad school)
 - (ii) I want to do work that would make the world more aware of Japan (when staying in developing countries through the G.ecbo program)
 - (iii) I felt the attraction of being involved in deciding policies (through my internship at JICA)
- I chose JICA because it was an organization that fulfilled these three points.

— Used the G.ecbo internship for promoting myself. Then I obtained an overseas internship with JICA. Then I got a job!

I wrote about my G.ecbo internship on my application for an overseas internship with JICA, and I was accepted. Then, because I was able to participate in the internship, I was able to gain a deeper understanding of how JICA employees work. That is when I felt most strongly that I wanted to work for JICA. In my job-hunting, I was asked in detail about my experience of doing a survey with two investigators during my G.ecbo internship. Because many of JICA's activities consist of doing things by collaborating with people of different nationalities, my experience in the G.ecbo program would have overlapped with working for JICA. At interviews for other companies, I often received comments such as "You had such an interesting experience" after I mentioned my G.ecbo internship experience and people were interested in hearing about it.

— Future challenges

At JICA, I will really be expected to work like someone who can really get things done. However, I hope to keep my balance between both a business perspective and an academic perspective while considering jobs at work. Also, I hope to be the kind of employee that many people find approachable.

3) Advice for your juniors

A lot of students have had some experience in studying abroad but I don't think many have had an experience like that of the G.ecbo program where you sent somewhere overseas on your own and get to experience trying to carry something out while involving local people too. Therefore, I think I think companies will be interested in job-hunters who have had such an experience. However, if you spend your time abroad without being conscious of your goal, you won't have anything left and won't be able to make the most of your experience when job-hunting. The good points about the G.ecbo program are that the person applying to be an intern can decide the content. You can be active with a purpose and the experience that you gain can be used in job-hunting while also being extremely useful in research activities in grad school. I said lots of things but really, being proactive about things that interest you is the best of all. Even if you make mistakes, it will still be a good experience so give it your best!



Special Feature! G.ecbo and Job Hunting Part 2

Makoto OHASHI (Graduate School for International Development and Cooperation)
- job offer from Taisei Corporation's Urban Development Division

1) Consider every possibility

(Interned at Institut Sultan Iskandar, Universiti Teknologi Malaysia (Malaysia)
from August to October in AY2015)

— Outline of the research

At the Institut Sultan Iskandar Training Center of the University of Technology Malaysia, situated in the Malaysian state of Johor, I participated as a member of a test house project to examine ways for saving energy in terrace houses which are a typical type of urban house seen locally.

— Purpose of participation

I graduated from a college of technology and nearly all of the students in the architectural course who were looking for jobs were only given the option to work as construction managers at construction company work sites. Most of the students took that for granted and carried out their job hunting activities based on the company, rather than the work. However, I wondered why students from a college of technology were not given any other options while students who had graduated from an architectural course at a university were offered many other options, simply because they went to a university instead of a college of technology. So, I decided to think about what I really wanted to do, considering every possibility. That's when I found the type of work called urban development. For me, the attractive part about this work is being involved from the planning stage of construction. In order to get a job in urban development, the minimum requirement was that I had to continue on to study at university after the college of technology. Rather than just starting to study at a graduate school of engineering, in order to realize my dream which I had been thinking about for a long time of working throughout the world, I decided to enter the Hiroshima University Graduate School for International Development and Cooperation, Hiroshima University. While I was in my first year at grad school, I participated in the internship program in summer and spent 2.5 months in Johor.

What struck me most while I was in Malaysia was the lack of infrastructure and building equipment. As opposed to what can often be seen in urban areas in Japan - the repetitive "scrap-and-build" which is said to be such a waste and based upon capitalism, there are not many modern buildings to be found in urban areas of developing countries. When I saw this situation, my interest in urban development in developing countries became even stronger. Instead of cramming buildings into Japan's already crowded urban areas, I felt it was better to create buildings in places where they are really needed and wanted. In the future, I hope to contribute to help developing countries become more advanced from the viewpoint of infrastructure through urban development.

2) Advice for job-hunters

When I was job-hunting, I had great difficulty due to the small number of openings in this field of work because of the nature of urban development. The largest developer only takes on about 30 recruits each year while general contractors only take on 3-5 new employees. Because of this, many companies make decisions to employ recruits by placing too much importance on their academic background. Some companies refused to give me a chance at all. I have heard that some general contractors already make decisions about recruitment from some famous universities even before the first day that recruiting activities begin, and they only hold sham explanatory meetings after recruiting activities begin. I don't think there is any correlation between proper urban development and the difficulty of university entrance exams. However, in this field where only a small number of recruits are adopted, it seems that the possibility of being selected for employment is made much slimmer from the very beginning. Therefore, I think job-hunters have to make preparations from many aspects so that they will be able to win over anyone else, without taking academic background into consideration. When a job-hunter comes across a company that places important on the actual person, then they have no alternative but to take full advantage of that opportunity.



A test house built for examining ways to save energy

Special Feature! G.ecbo and Job Hunting Part 3

Qi GUO MATSUI (Graduate School for International Development and Cooperation)
- job offer from JFE Steel Corporation



1) G.ecbo Internship

(Interned at Grameen Bank (Bangladesh) from September to October in AY2015)

— Purpose of participation and outline of the survey

My purpose was to conduct a survey for my master's thesis, and because of my interest in other cultures.

At the Grameen Bank a program of a few weeks duration has been set up for interns so basically interns conduct their research in line with the program. However, I wanted to go out into the field for the survey for my master's thesis and also I wanted to visit my research subject area. When I asked the staff in charge where I was if this would be possible, they accepted my proposal very willingly and with the cooperation of one of the Grameen Bank group companies, I was able to visit a village and conduct a survey on the current situation of micro health insurance in the farming area of Bangladesh, for my master's thesis.

— Reason why you chose this company, this field

From before, I had been thinking that I would like to work for a company developing business globally, especially in newly emerging nations. However, during my G.ecbo internship I saw before my own eyes how in Bangladesh, people were living their lives in an environment with insufficient infrastructure. This made me feel strongly that I wanted to work for a company in the infrastructure business. The steel industry especially is essential in supporting infrastructure and I was attracted to the point that this industry has a tremendous influence. When I was job-hunting, I gave this experience as one of the reasons for my aspirations and the interviewer was in full agreement with me. I wanted to work for this company because I feel that it is a company that can contribute to realizing a richer everyday life for people by producing superior products. My future goal is to learn the basics by starting from zero and cultivate the abilities needed to take part in some international project.

2) Job-hunting as an international student

— Differences in job-hunting in China and Japan

I think the main difference is that for job-hunting in Japan, self-analysis is necessary. Japanese companies place importance on the character of the job-hunter. Having to look back on past experiences in order to understand your own character for doing a proper self-analysis is what makes job-hunting in Japan different to China.

— What was puzzling for you or difficult, or a tough obstacle to have to overcome when job-hunting in Japan?

(i) Filling in the employment application form: I often received advice from my teachers and my seniors about what to write for the reasons for my application to that company. I had the bitter experience of receiving comments such as "That's not a reason" or "You won't be accepted with that for a reason." (Smiles a bitter smile.) I found it very difficult to convey in writing how the focus of my job-hunting activities and that company matched up so well.

(ii) Interview: Each company has its own way of conducting interviews and I found it difficult to prepare properly. I practiced interviews when my seniors came to visit and I made sure to utilize what they pointed out to me in the real interview.

(iii) Group discussion: I found it very difficult to convey my own opinion to someone I had met for the first time. Not just the content but having to choose the right words to make it easy for the other person to understand, were challenging for me.

— Advice for your juniors who are hoping to find employment in Japan

(i) Start preparing early: I think the Japanese language ability of exchange students is one thing that interviewers look at. Not just everyday conversation level but being able to summarize content is something that needs practice.

(ii) Try to find seniors with experience in job-hunting, or friends who will do job-hunting with you: I received lots of advice from my seniors. By seniors, I do not just mean seniors who were exchange students. Also, I found it reassuring to have friends who were also job-hunting. I shared a room with two friends and I was encouraged by us all having the same common goal.

(iii) Be prepared to give it your best right to the very end: Your feelings play an important part in job-hunting. You may feel like giving up sometimes but the most important thing is to keep on trying.



2016 Internship Report

Rie MATSUI (Graduate School for International Development and Cooperation)

Host	Indonesia University of Education (Indonesia)
Period	September 1– October 1, 2016
Objectives	To give lectures about Islam in Japan, my field of study, to students majoring in Japanese; to learn about mutual understanding between Japanese and Muslim people; and to incorporate this into my master's thesis



My duties consisted mainly helping the teachers with their classes, and as a native speaker of Japanese, to practice conversational Japanese in class with the students. Going beyond the framework of Japanese language education, I also taught classes to students in the Japanese language course about the area I am majoring in. One objective of my lectures about Islam in Japan, my field of study, focused on how by finding out about Islam in Japan, we could learn about connections between Japan and Indonesia. To tie it into the subject of my master's thesis, the students and I considered what is needed to improve life for Muslim people in Japan. In the lectures, I explained about the history of Islam in Japan and the current situation, and then I got the students to try to anticipate what kind of difficulties they would face if they went to Japan.

The students' answers included (a) whether they would be able to find halal food (food prepared in accordance with Islamic law); and (b) whether they can find mosques or places for prayer. I answered their queries using photos to explain about halal food now in Japan, whether there are mosques or not; and how Indonesian exchange students live their everyday lives by forming their own communities. We then discussed what is necessary to improve the everyday lives of Muslims in Japan. During this one month internship, I was able to have valuable experiences which would not have been possible in Japan. I was very impressed at the intense efforts of the students to study Japanese and it was a good incentive for me in my future studies. I intend to work hard in research for my master's thesis by using these experiences.

Daiki KANAO (Graduate School for International Development and Cooperation)

Host	Institute Sultan Iskandar, Universiti Teknologi Malaysia(Malaysia)
Period	August 31– November 18, 2016
Objectives	To conduct a measurement survey for examining methods to improve energy saving in urban housing in a climate with high temperature and humidity



For the measuring this time, the test house needed to have some changes made – installation of inside insulation and air conditioning, and removal of outside insulation. All negotiations had to be carried out with a contractor outside the university making travel and communication a challenge. As inside insulation is not a common practice at all, I had to prepare detailed drawings and explain about the materials to be used. Any materials that could not be found locally needed to be sent from Japan. As it was difficult to get the contractor to install the insulation, I did the work myself. As it seemed to be very costly to install air conditioning, talks were advanced in a careful manner. Finally, removal of outside insulation meant that all the insulation on the outside walls had to be removed and the contractor did all of this work. During the preparations for doing the measuring, it was very difficult to manage the schedule as I had to make many requests to the contractor. Quite often I experienced trouble with communications and as I felt the need for some way to convey instructions without relying on language, I used specific plans of the house and images to help the work progress.

I planned everything myself, from the beginning to the end. Before I arrived in Malaysia, I created detailed images of what needed to be done and I felt that unless I tried to cover every point, it would be difficult for the work to progress smoothly. Thanks to the teachers in the program and the staff in Malaysia, I was able to achieve my initial objective and finish my research successfully. I was able to have valuable experiences because I was given an opportunity like this.

Ayu Lana Nafisyah (Graduate School of Biosphere Science)

Host	Faculty of Fisheries and MarineAirlangga University (Indonesia)
Period	September 26– October 24, 2016
Objectives	Research collaboration on microalgae in mangrove ecosystem topic; sharing knowledge on fisheries and marine field



I finished my first sharing session with new students in the class of planktonology subject, I shared knowledge about harmful microalgae and they asked me some questions that impressed me at that time. I taught them based on my experience during my study at Hiroshima University, and shared how to prepare some tools and materials for sampling. We did sampling in the faculty fish pond in order to collect water samples, and observed them under the microscope. I motivated them to stimulate their eagerness on studying abroad. As a developing country, we need to learn many things from developed countries such as Japan. The problem is that young people mostly have little confidence in themselves, so that is why motivation is needed for them as a trigger. I am happy being one of the G.ecbo participants because apart from my research purpose, this program gave me challenges to improve my time management skill. In addition, I also learned how to communicate with other people properly. I would like to fully thank to my supervisor, Prof. Kazuhiko Koike, who encouraged me for this program and always helping me to understand all the things.

2016 Internship Report

Keito HIBINO (Graduate School of Advanced Sciences of Matter)

Host	Centre for Quantum Dynamics, Griffith University (Australia)
Period	October 7-December 12, 2016
Objectives	To add to my store of knowledge about the latest research at an international research institute, to acquire new perspectives on my own research, and to put together a theory that is even more convincing. Also to present the results of my practical training at an international conference.



I carried out research activities with students from the theory group lead by the director of the Centre for Quantum Dynamics, Professor Howard Wiseman. At the regular meetings held every week, each student gave a presentation on what they had read about the latest research, by using the group function on Facebook. The content that interested members the most was chosen for a presentation about twenty minutes in length. The scope covered all of quantum mechanics and it was difficult to understand everything but every week I was able to find out about the latest research. In my third week as an intern, it was my turn to present about my research and I received various questions. For the parts that I could not explain about properly, I talked to my teachers separately and explained to them, and continued with my research after receiving their advice. In my last week as an intern, I participated in an international conference being held there in Brisbane, giving a poster presentation on research I have conducted at Hiroshima University. During this time, I had the opportunity to explain about my research to many people. Amongst those people were some who were doing research from a similar position, or doing research on machine learning. Someone remarked on how we could more easily derive expression of quantum mechanics, which is one of our research outcomes. We were able to have a very meaningful discussion about this. During my time as an intern, I was able to hear about other people's motivation for research and I think it was valuable for me in terms of thinking about my own career. From my contact with a lot of other researchers, I was able to gain an insight into their ways of looking at things and ways of thinking. So apart from research, I feel that it was a very valuable experience from me in other ways as well.

Yongfeng ZHANG (Graduate School for International Development and Cooperation)

Host	Florida State University (United States of America)
Period	August 21– September 26, 2016
Objectives	To participate in the Program for Instructional Excellence (PIE), workshops, and conduct interviews by visiting schools and so on. To find a good perspective on the relationship between English ability and an international way of thinking to use in my research.



My objective was to find whether there were positive relationships between English ability and students' international-mindedness or not. Also, I tried to find how this connection was emphasized by the diversity of culture, religion, race and so on. Before this internship, I established my hypothesis that the lack of university student's international-mindedness could be related to curriculum design and the option of textbook. However, after the research activities I realized that I also needed to take the teacher training progress in universities into consideration, both from education policy's side and university decentralization's side. In China, teacher training at the pre-service stage from kindergarten to secondary school is progressing day by day. However, the system of teacher training in universities still lacks transparency and it varies from university to university. Therefore, in the next stage of my research, I will first conduct some interviews to university teachers and then redesign and complete my questionnaire that will be distributed among university students. This internship made me think a lot about internationalization of higher education. The importance of international-mindedness is aimed at not only students, but also teachers and faculties who are doing teacher training.

Yuzaburo ERA (Graduate School for International Development and Cooperation)

Host	Alternative Energy Promotion Centre, Ministry of Population and Environment (Nepal)
Period	December 16, 2016 - January 15, 2017
Objectives	The influence of comedy videos on people's social preferences in agricultural regions in Nepal



My In Nepal's mountainous regions, small scale micro hydropower plants which use water are the main source of power generation. These plants need continuous maintenance and the villagers hold meetings and collect money for the upkeep of the plants. Some villages are currently with electricity due to neglecting appropriate maintenance. In other words, the cooperation of villagers is essential in maintaining upkeep and social preferences (altruism) play a vital role in this cooperation. From previous research, we already know that in developed countries, altruism is increased by the effective use of comedy videos. However, there is a lack of data on experiments of this kind in developing countries and previous research has not validated the effectiveness in developing countries. A survey was conducted of all households in a village with electricity and a village without electricity with the objective as an analysis from an economics perspective on the influence of comedy videos may have regarding the upkeep of micro hydropower plants. This time I lived by myself for more than one month in a developing country and for me this research was full of first-time experiences for me. No matter how well I thought I had carried out preparations, I seemed to always run into something I had not anticipated and I experienced firsthand how difficult research can be. Things did not progress according to schedule and I felt how important it was to have the ability to be able to modify a planned course of action. It is my goal to work abroad in the future and I have begun to think deeply about what I should do, and especially about what I can do as a Japanese person.

2016 Internship Report

Lei CAO (Graduate School for International Development and Cooperation)

Host	Mekong School of Japanese , Cambodian Mekong University (Cambodia)
Period	October 23-December 31, 2016
Objectives	Research about a practical program for students majoring in Japanese language studies in a private university, and to investigate about the effectiveness of the curriculum



In the future I would like to contribute to Japanese language education in China, so that is why I participated in the G.ecbo program. During my internship, I was able to experience being a Japanese language teacher for the first time and utilize the knowledge I had accumulated during my studies at graduate school, and I took on various challenges. Through actually teaching Japanese language classes, I gained more confidence in myself. My interactions with Cambodian students seemed to lead to a new understanding of the research field of international cooperation in education development and I hope to expand my future even more. I'm not a native speaker of Japanese so I was able to share my experiences in learning Japanese from a non-Japanese viewpoint, and I feel this heightened the students' motivation to study Japanese. Also, I think I learned from the students about the direction I should take for education and learning, and what points I should focus on in the future. I conducted a sample survey regarding research topics which targets students majoring in Japanese, and a survey about the effectiveness of the curriculum meant to be tailored to the needs of individual students, to gauge the effectiveness the curriculum of a private university. Although I couldn't help much in improving the curriculum, I thought up ideas for ways to overcome problems that became apparent during classes. I made some efforts such as these but because I have not studied enough and do not have enough expert knowledge about curriculums, I was not able judge the importance of managing the curriculum from the viewpoint of university teachers. I think that the knowledge I gained about Japanese language education and the experiences I gained during this internship for putting international understanding into practice will help me in future and in deciding what path I should take in life. Making use of this experience, my desire to become a Japanese language teacher who can go anywhere in the world became even stronger.

Venephet PHILATHONG (Graduate School for International Development and Coopera-

Host	Permanent Mission of Lao PDR to United Nations Office at Geneva (UNOG) (Switzerland)
Period	August 12-October 19, 2016
Objectives	To acquire working experience in a recognized International Organization and collect information for the reference of writing dissertation.



I have been mainly assigned on follow up disarmament and some relevant conferences at UNOG. Before attending all conferences, I had prepared myself by studying about the meeting objectives, the procedure and the previous discussion including the position of Lao PDR and other countries on the concerned topics. The various tasks offered me some challenges and I had some concerns about the effectiveness in completing my tasks. I believed that dealing with each work required specific knowledge and considerable time to get familiar with the issue. Therefore, with my limited time and my main purpose of having this internship on disarmament sector, I could not cover other tasks sufficiently. However, I learnt some basics and generalities of other sectors. I deeply believe that this opportunity will prepare the ground of some work for me to continue building my career in the near future. Finally, all works and activities that I have done during this internship have sharpened my ideas and shaped my personality, so I am now ready to play more essential role in contributing to my academic and work affiliations fruitfully.

Momoko TOMITAYA (Graduate School of Letters)

Host	Indonesia University of Education (Indonesia)
Period	September 1- September 30, 2016
Objectives	To carry out classes in my field of study with students majoring in Japanese at the Indonesia University of Education



I was in charge of classes including intermediate conversation level, pragmatics, the Japanese social system and culture, and comparative sociology. I delivered lectures giving an outline of the complete history of Japan and Japanese culture, general concepts of Shintoism and Buddhism, and I also talked yukata, or Japanese summer kimono, origami, and the four seasons in Japan. I feel that I was able to heighten the students' interest in Japanese history and culture as well as their motivation to study. It also made them aware of issues related to religion. However, while trying to convey information to non-Japanese, I was made aware of my own lack of knowledge. My experiences of thinking how to convey content provided me with a good opportunity to look at these themes from an objective viewpoint. I conducted a questionnaire on Japanese religion (especially Shintoism) and was able to obtain answers from nearly 60 people. By comparing these to questionnaires completed by Japanese students, I was able to find the points of difference in the way of thinking of people of polytheistic and monotheistic religions, and make a presentation. I intend to pursue this research separately to my master's thesis. Through my exchanges with the students and local people, I was able to sweep away any prejudices I may have harbored about the Islamic religion. I also became even more interested in the processes of the formation and transformations of religion in the history of Asia. Although there are students in Indonesia who are very eager to study the Japanese language, I found out that there are not a lot of people or educational materials for properly conveying about the history and culture of Japan. I had a look in the library but there seemed to be mostly quite old textbooks there. When I returned to Japan, I donated the textbooks and illustrated history books that I used in senior high school and I recommend that interns who go there next time donate textbooks and other books they don't use anymore.

~Intern activities after returning to Japan~ 10 boxes of books donated to Indonesia University of Education

After finishing her internship and returning to Japan, Momoko Tomitaya solicited donations of books not being used anymore, together with her fellow students in the same course. With the help of Professor Makoto Katsube, Dean of the Graduate School of Letters, and teachers from the School of Letters History Department, the books were sent by sea mail to the Japanese language division of the Faculty of Language and Literature Education at the Indonesia University of Education on February 1.

As a way of expressing my gratitude to the students at the Indonesia University of Education for their help to me while I was there and also to encourage them in their Japanese language studies, I sent them some books with the help of those in the Graduate School of Letters History Department and the Linguistics Department. Thanks to everyone's cooperation, we were able to send a lot of books in various genres. It is my hope that the books we have sent will heighten students' interest in Japan and also be of some help in improving their language skills.

(Momoko Tomitaya, Graduate School of Letters student)



Donations of books included different genres such as novels and manga, magazines and dictionaries!

Internships from a risk management perspective

In the G.ecbo Program, students are dispatched in accordance with the *Risk Management Manual for Students Dispatched Overseas* which this university has created with information on the danger levels of various countries and regions as given on the Overseas Safety Homepage of the Ministry of Foreign Affairs of Japan. In order to be prepared for various risks they may encounter overseas, interns are required to attend the seminar on "Risk Management for Students Travelling Overseas" conducted by this university.

MOFA's Indicated Caution Level For Travelers http://www.anzen.mofa.go.jp/masters/risk.html#01		HU Risk Management Manual
Level 1	「Exercise caution」 Japanese nationals traveling to and residing in the country or area are advised to stay alert to the security situation.	Dispatch while keeping alert.
Level 2	「Avoid Non-essential travel」 Japanese nationals are advised to avoid non-essential travel, and to stay alert to the security situation and to take appropriate safety measures should they decide to travel.	Must be postponed or suspended and return to Japan, in principle.
Level 3	「Avoid all travel」 All Japanese nationals are urged to avoid all travel regardless of purposes. Japanese residents might be advised to consider the possibility of evacuation or to prepare for evacuation.	Do not permit to dispatch. Must be abandoned and return to Japan immediately.
Level 4	「Evacuate and Avoid all travel」 All Japanese nationals are urged to evacuate immediately from the country or the area and urged to avoid all travel regardless of purposes.	



G.ecbo Secretariat's response to the shooting and hostage incident in Dhaka, Bangladesh

Two students were scheduled to be dispatched on internships through the G.ecbo program in the summer of the 2016 academic year. However, when news broke of the incident, the following response was taken.

Date of incident: July 1, 2016 at 21:30 local time (Japan Stand Time: July 2, 0:30)
Location of incident: a restaurant in Dhaka, Bangladesh

- On **Saturday, July 2**, the chairperson of the G.ecbo Program Executive Committee sent out an urgent email to the i-ECBO working group, the supervisor of the students who were scheduled to be dispatched to Bangladesh, and to the program secretariat staff. The email confirmed that the danger level rating was anticipated to rise, that dispatching of the students may have to be cancelled, and that the situation required further close monitoring.
- On **Monday, July 4**, it became clear how serious the incident was and cancelling dispatching the students to Bangladesh was considered. In order to exchange opinions, including with the supervisor, a date was decided for an emergency meeting.
- On **Tuesday, July 5**, the emergency meeting of the executive committee was held and it was decided to cancel dispatching the students to Bangladesh. Then in regard to the students whose internship schedule was cancelled, it was decided to hear the opinion of the supervisor about deciding to change to a different institution to which the students could be dispatched, and continuing pre-departure training. After that, the secretariat informed the person in charge at the institute that the interns would have gone to of the cancellation, and dealt with the students who would have been dispatched.

Scholarships were awarded by the Hiroshima University Education and Research Support Foundation and the *Hiroshima University Kanmuri Jigyo Kikin* (Hiroshima University Sponsored Fund). We would like to express our sincere thanks to the contributors of these funds.

Awardees of the scholarship received words of encouragement: "We hope that your experiences overseas will broaden your outlook and that you will mature to become talented people who are active globally. Don't forget to be grateful to those around you and believe in your own potential as you find your way in life." (Award ceremony for scholarships from the *Hiroshima University Kanmuri Jigyo Kikin*)

We received support for the purpose of advancing educational and research activities, and fostering human resources who can be active in the international community. At the debriefing session held by the foundation, each intern gave a report on the outcomes of their activities. (The Hiroshima University Education and Research Support Foundation)



Activity Report of 2016

April 6 G.ecbo Day (explanatory meeting)
 April 19 Application deadline for overseas internship
 April 26- 27 Selection interview
 May 9 Study Abroad experience debriefing session (Presenter: Maskey BIJAN)
 May 18 Guidance on English presentations
 May 30- 31 1st English Preparatory training Session
 June 21 Risk Management Seminar
 June 27- 28 2nd English Preparatory training Session
 July 27- 28 3rd English Preparatory training Session
 Middle of Aug. Start to dispatch summer intern students
 August 24 1st English Preparatory training Session
 September 21 1st Management Committee of the G.ecbo program in AY2016

October 7 G.ecbo Day (explanatory meeting) for Winter interns
 2nd English Preparatory training Session
 October 18 Deadline for "Follow-Up Research Internship Program"
 October 21 Study Abroad experience debriefing session (Presenter : Youngfeng ZHANG)
 November 14 Selection interview
 November 16 Award ceremony for scholarships from the *Hiroshima University Kanmuri Jigyo Kikin*
 November 29 Pre-Internship Presentation "Follow-Up Internship Program"
 December 1 Start to dispatch Follow-up internship program students
 December 7 3rd English Preparatory training Session (Winter)
 December 14 Start to dispatch winter intern students
 December 20 Post-Internship Presentation
 February 14 Report meeting on research grants
 March 2 2nd Management Committee of the G.ecbo program in AY 2016

G.ecbo will call for 2017 participation in April! Go to our website for the list of intern locations and further details.



Editorial

The shooting and hostage incident which occurred in Dhaka in Bangladesh in July 2016 still remains fresh in our memories. Two students were scheduled to be dispatched to Bangladesh in our program. However, they were forced to change their destination due to the impact of the incident and the secretariat was kept busy dealing with this issue. Many terrorist incidents are occurring in various places throughout the world such as Indonesia, Turkey, France and the United States. There has never been such a year for making us even more aware of the necessity of being able to defend oneself. We also received reports this year of interns who nearly had their wallets stolen or were potential victims of intentional overcharging, double bookings through mix-ups with airlines, a delay in receiving hand luggage, and so on. As interns become more used to living in their host country, they tend to let their guard down regarding risk management so we intend to reinforce our warnings to them to carry out their activities with an appropriate amount of nervousness and to be proactive in gathering information about public safety while they are abroad. (G.ecbo Program Office)



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 G.ecbo Program Office
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<https://www.hiroshima-u.ac.jp/gecbo>