

CAMPUS Asia Program

Final Report
2016-2020

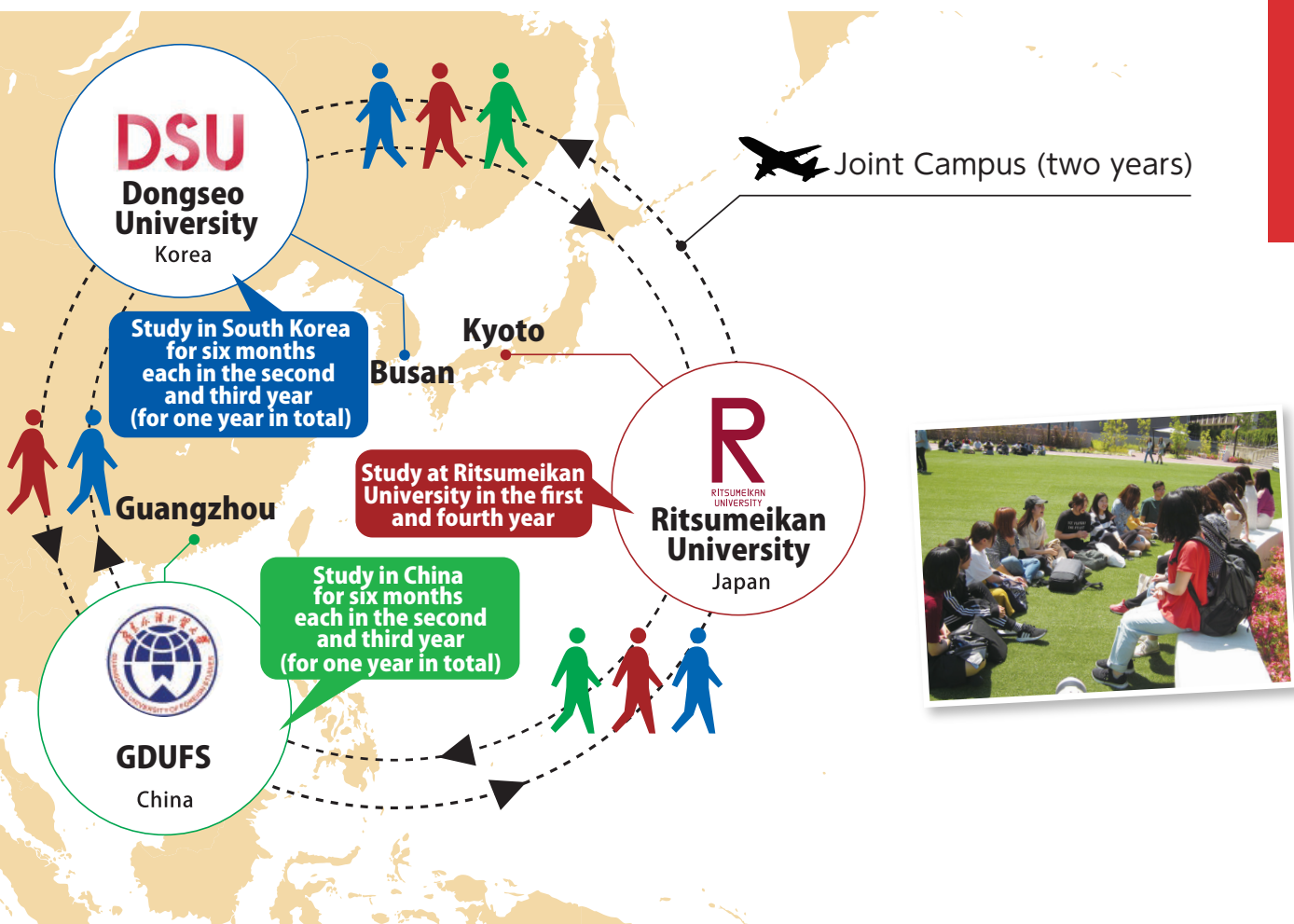


Two Rounds of Studying Abroad Over Two Years

CAMPUS Asia Program (CAP) is a four-year international education program jointly operated by three universities in Japan, China, and South Korea, namely Ritsumeikan University (Kyoto, Japan), Guangdong University of Foreign Studies (Guangzhou, China), and Dongseo University (Busan, South Korea). Based on CAMPUS Asia Pilot Program implemented as part of the Re-Inventing Japan Project of the Ministry of Education, Culture, Sports, Science and Technology of Japan from fiscal 2011 to fiscal 2015, CAP has been operating as a permanent program since fiscal 2016. The program aims to cultivate East Asian humanities leaders who are proficient in the regions' languages, have specialized knowledge of humanities focused on East Asia, and have the communication skills for international collaboration. The aims also include establishing a network of these leaders in the three historic cities, namely of Kyoto, Guangzhou, and Busan.

East Asian humanities leaders refers to individuals with knowledge of humanities including that of the societies, cultures, and histories of East Asia acquired from their practical language proficiency, as well as their willingness and ability to actively work to solve various problems across East Asia. To deeply learn about the cultures and histories of East Asian countries and develop mutual understandings with people in these countries, it is very important to have the skills to communicate in the local languages. This program aims to improve the Japanese, Chinese, and Korean language skills of the students to a level where they can communicate directly with local people and also collect and analyze expertise. A target of the program is that the students who complete the program become humanities leaders with a focus on East Asia and have a deep understanding of the respective languages, cultures, societies, and histories of Japan, China, and South Korea, and work to contribute to the creation and promotion of a society and environment where people with different backgrounds live in harmony.





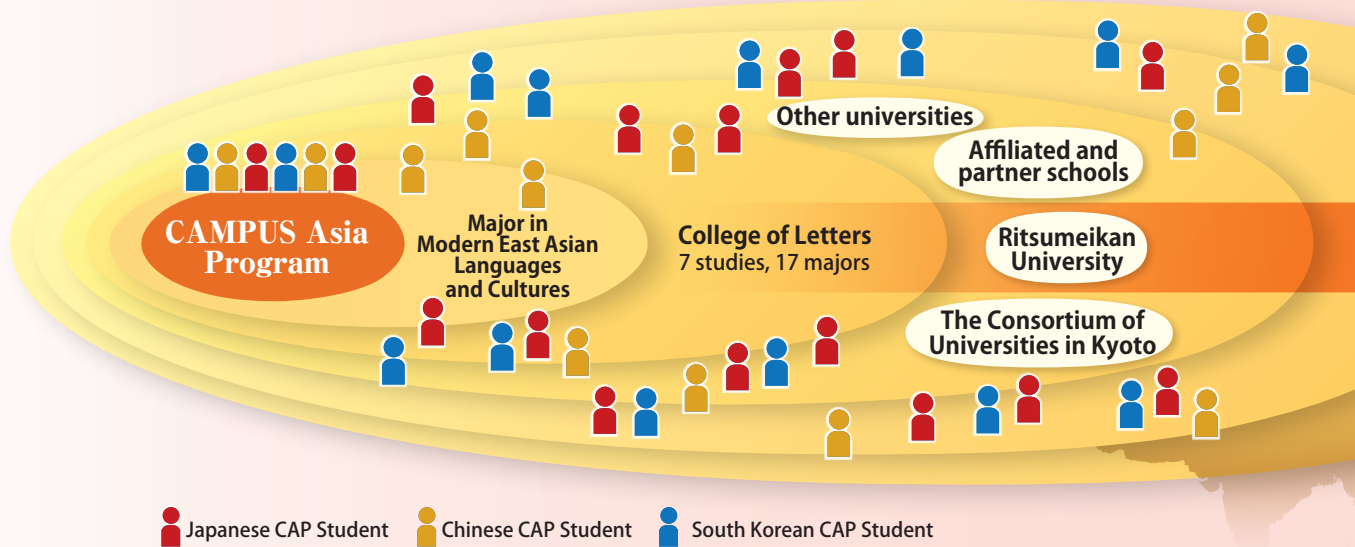
Twenty members are selected as CAMPUS Asia Program Students from each university every year. Through pre-dispatch education during their first year at each university, CAP students intensively study the languages of the countries to which they will be sent and also gain knowledge of humanities. Students participate in "Joint Campus" for two years in their second and third year by studying at each of the two universities outside their home country for six months twice to deepen their education with local students. In Joint Campus, a new form of international educational program, Japanese, Chinese, and South Korean students jointly learn the local society, culture, and history in the local language at each of the universities. Internships at local companies are also offered during Joint Campus to help them consider



working for overseas and global companies in their job-hunting activities.

In their fourth year, the students return to the university in their home country to write graduation theses using the knowledge and experience acquired through Joint Campus and also try to further improve their language skills.

Even in the middle of the COVID-19 pandemic, various online tools are being effectively used to maintain language learning and local learning activities under the slogan "Do not stop local learning."



At the Guangdong University of Foreign Studies, while acquiring practical and academic Chinese language skills through classes on conversation, intensive reading, essay writing, and reading of selected literary works, the students took courses on humanities such as Chinese Social Studies, China and the World Cultural Exchange, and Guangdong Folk Culture to deepen their knowledge of East Asian societies with a focus on China. They also participated in CAP cultural festival and other events to strengthen exchanges between students of all school years and expanded their connections beyond the program through active participation in events such as South Guangdong Ancient Post Road Orientation and the World Cultural Festival, as well as volunteer activities in kindergartens and clubs.



Learning in JOINT CAMPUS

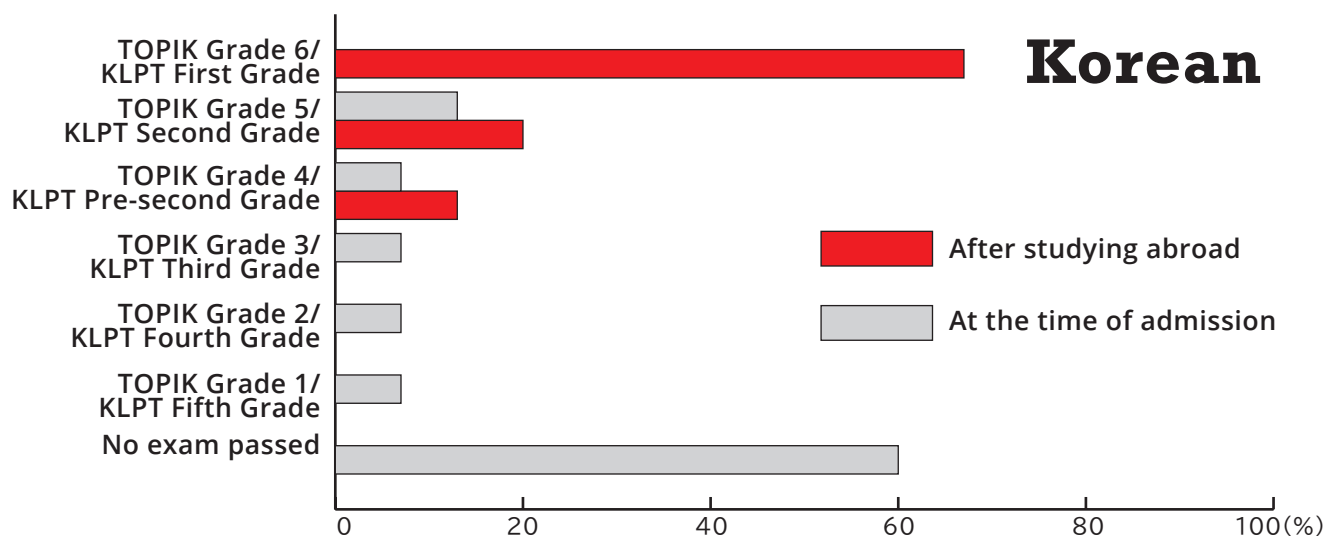
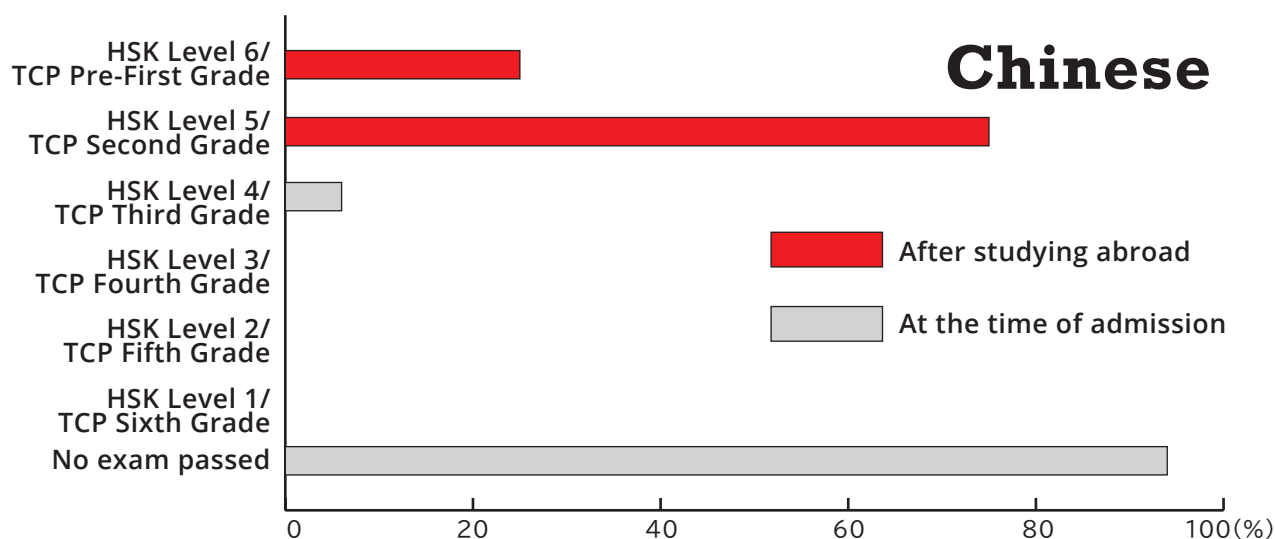
At Dongseo University, students learned the history, culture, and literature of South Korea based on their abilities to use the Korean language cultivated through classes on conversation, reading, writing, communication, etc., and also engaged in problem-based learning (PBL) on issues of concern in East Asia. In 2019, when the inaugural students were in their final year, a joint graduation thesis workshop was organized for Japanese, Chinese, and South Korean third and fourth-year CAP students. Extracurricular events were also held frequently, including the study tour organized each semester and special lectures. An emphasis was placed on the development of next-generation leaders in East Asia through participation in the Trilateral Youth Diplomacy Camp in Seoul and a visit to the Trilateral Cooperation Secretariat (TCS).

At Ritsumeikan University, while improving practical Japanese language skills, students enhanced their critical thinking skills through thesis reading, research presentations, and discussions in the CAMPUS Asia Seminar, which is a joint course offered in Japan, China, and South Korea. Cooking competitions and study tours were also organized at the initiative of students to promote harmony among CAP students and cultivate their independence. Using the differences in the timing of semesters between Japan, China, and South Korea, a study abroad briefing session was held with the participation of not only CAP students from Japan, China, and South Korea but also graduates and high school students. An exchange meeting with high school students in Kyoto was also organized concurrently, to establish a next-generation network and expand it in both vertical and horizontal directions.



CAMPUS Asia Program aims to have the students learn practical language skills. As an objective indicator, CAP students from Ritsumeikan University should pass HSK (Chinese Proficiency Test) and TOPIK (the Test of Proficiency in Korean) with high grades (level 5 or 6). Among the 2019 and 2020 graduates of Ritsumeikan University who completed CAP, the target was met by 100% of them for HSK and 87% for TOPIK.

Language proficiency



※TCP refers to the Test of Chinese Proficiency and KLPT stands for The Korean Language Proficiency Test.
These are the results of 15 students who completed CAP and graduated from Ritsumeikan University in 2019 or 2020.

Many students who completed CAP at Ritsumeikan University selected job types and workplaces in which they could demonstrate the abilities they acquired in the joint campus program, such as airlines, travel agencies, and tourism businesses. While some graduates found jobs at manufacturers, temporary work agencies, and local government bodies, they also selected a career path involving operations and environments where diverse people from various countries worked so that they could make use of their experience in Joint Campus. In addition, some graduates pursued more international career paths such as becoming a Korean language teacher, finding a job at a food company owned by a South Korean firm, or enrolling at a graduate school in China.

Career Path after Graduation

Industry	Number of people
Manufacturer	4
Travel agency/tourism	3
IT	3
Aviation-related	2
Temporary staffing	2
Education	2
Food	2
Finance/banking/ securities	2
Real estate	1
Retailing/distribution	1
Local government/public agency	1
Graduate school	1
Other	1

※These are the results of 25 students who completed CAP and graduated from Ritsumeikan University in 2019 or 2020.



Ms. Akiha Kushihi

(2020 graduate)

CAMPUS Asia Program allowed me to have a broader vision. I acquired the ability to listen to any opinion, learned the importance of properly accepting differences in values and dealing with

each person individually, and gained the confidence to clearly express my opinions. Through communicating with a variety of people, I was able to reconsider what kind of a person I am. Participating in the program was a major turning point in my life and paved the way for my future.

I learned the importance of seeing things from various perspectives through CAMPUS Asia Program. When studying abroad, I spent good times and bad times with friends who not only spoke different languages but also had different national characters and values. At first, I was confused by those differences which sometimes resulted in conflicts with my friends. Nevertheless, I learned that friendly relationships can be built with



foreign people only when you do not treat such differences negatively but try to accept and understand those differences by putting yourself in their shoes.

Ms. Mami Yamamoto

(2020 graduate)

Ms. Noriko Tashiro

(2020 graduate)

Lots of things happened while I was studying abroad in CAP. Although some were difficult or tough, most of them gave me happy joyful memories. Through



living with different people, I discovered their ways of thinking and learned to see things from various perspectives.

The two years were so fulfilling and meaningful that the time was too short to be active inside and outside of classes. I wish I could do it again.

The greatest progress I made through CAP was adopting the attitude of trying to act boldly. While

I sometimes found it difficult to meet the demands when they were greater than my abilities during my stay abroad, I was able to overcome challenges and grow with daily effort and support from others. During my second year of studying abroad, I also taught Japanese and participated in local volunteer activities actively where I met friends and had invaluable experiences that I could not have imagined before studying abroad.

Ms. Himeka Hakamada

(2019 graduate)



Alumni Voices

We have taken various initiatives to guarantee and further improve the quality of education since the establishment of CAP as a permanent program. In fiscal 2017, the CAMPUS Asia Faculty Council was set up as an organization to discuss the joint teaching systems of the three universities. In council meetings, which are held twice a year, academic members in charge of the program at the three universities have discussions about issues including the establishment of joint courses for the three universities and matters related to managing students. The council also since fiscal 2019 certifies the completion of programs on the basis of the conditions for completion. Faculty members of Ritsumeikan University receive FD training in China and South Korea every year to survey and inspect advanced initiatives in the two countries, exchange opinions with other CAP consortiums, and collect information for the improvement of overseas internships. BEVI-j, the Japanese version of the BEVI test that is known as a world-class system to evaluate the experience of studying abroad, has also been introduced on a trial basis to objectively verify the results of this unprecedented program which has two years of studying in two foreign countries. In addition, to constantly improve the quality of the program, we receive multi-dimensional verifications and evaluations from multiple scientific research projects by researchers in the fields of linguistic education, cross-cultural coeducation, and symbiotic linguistics.

Quality Assurance in Education



Dongseo University

Established in 1970 as the Dongseo Educational Foundation, it was reorganized several times before becoming Dongseo University in 1996. The three major strategies at Dongseo University are specialization, informatization, and internationalization. The university has approximately 11,000 students in 15 faculties and 75 majors. The university is highly regarded in South Korea for its close cooperation with local industries in the fields of film and video, IT, design, and digital content. The university has also set up campuses in the United States and China to provide global education in a variety of ways and has formed partnerships with 230 universities in 39 countries, and offers a variety of international programs with the aim of transforming into an innovative future-oriented university.

Guangdong University of Foreign Studies

The university was founded in 1995 through the merger of the Guangzhou Institute of Foreign Languages (established in 1964) and the Guangzhou Institute of Foreign Trade (established in 1980) and is located in Guangzhou, an economic hub in southern China. It has eight faculties (literature, economics, management, law, engineering, science, education, and art) and offers 67 degree courses to approximately 24,000 undergraduate and postgraduate students on four campuses as a university of the highest standard in southern China. The university also engages in academic and cultural exchanges with overseas organizations actively and has partnerships with 475 universities and academic institutions and receives many international students.



Cooperating Universities



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