MEXT Program for Promoting Inter-University Collaborative Education Collaborative Education Program for the Cultivation of Strong Human Resources for Fukushima's Future

International Students of Fukushima Prefecture and International Exchanges 2012

ふくしまの留学生と国際交流 2012

Academia Consortium Fukushima





speak with everyone and learn about what is

happening locally in Fukushima. Apart from

studying, I also recommend participating in the

volunteer services

इवाडी जापान्हें। एउटा स्तेर जाके हैं। । आर्जेगलिक हिरावते श्रेन्दर, खान्त र रत्राचिय स्। यहाँका मानिएक सहमाली मानना दा

Iwaki City is a small town in Japan, but its landscape is beautiful, and the town is charming and quiet. The Japanese people who live here

progress (a proverb that I like.)

会津大学 李珍妮 生命的美丽永远展现在她的进 邪之中,自己来到全律大学攻褒博 土,祝愿自己在全律的3年有所 为有所得。

Life becomes beautiful through hard work and

I came to Japan to undertake a doctorate course. I am studying very hard at the University of Aizu so that I will achieve good results.

Higashi Nippon International University	Fukushima U
Name Zin moe wai	Name Dam Quang
Control Myanmar Position school A gi A gi: A gi A gi f: c gi A gi A gi: A gi A gi f: c gi A gi f: A gi A gi f: A gi A gi f: c gi A gi f: A gi f: A gi A gi f: c gi A gi f: A gi f: A gi A gi f: c gi A gi f: A gi f: A gi A gi f: c gi A gi f: A gi f: A gi A gi f: c gi A gi f: A gi f: A gi A gi f: c gi A gi f: A gi f: A gi f: A gi A gi f: c gi A gi f: A gi f: A gi f: f: a gi f: f: a gi	Position school TRLIONG DAI HCC FLIKEIGHT (Name) DAM CRUANG MANH XIN Chiao moi nguià, Luć dàù mich Hu a Không kế xaé drah , d' Fakuchim, Nhùng dước anh dụ scupi đơn pà nơn nguời ở đối có ya dối xứ tết với ng năn mùch đá có nguệc Mang Các kan Jauray A (English translation) I first came to Fukushima entrance exams last year. Fi wasn't my first choice, but the upperclassmen welcomo family member. They threw The people of Fukushima open towards foreigners. No how good it was that I car am looking forward to ma Fukushima.
	College of Eng
Fukushima University	Nihon Unive
Name Canete Luis Heraldo Junior Sanchez	Name Oh Ming Yo
Country or origin The Philippines (Position school) Fukashima University (Name) Line Manular & crate (1)	(Position school) University Wihor (Name) Oh Ming Yong

duis Gerardo & Camete, gr.

Bilang usang estudyarte ng inhenyero, ako ay Enmulak sa bansang Hapon upang mag-aral. Hindi Ko inaasahan na sa pagparito ay kakailangan ko din magbulik-tanaw on ating bansa upany maibahayi ang kasaganahan ng ating kultura. Naisip ko tuloy, mas hight to plang natilala ang ating bansa ng ako'y lumayo sa kanya. Pero higit pa dib, sinisiguro ko sa inyo na mas malawak pa na faranasan at sportunidad ang naghihintay sa pag punta nyorib.

Although I came to Japan as a foreign student to study engineering, I gave presentations about the Philippines and Filipino culture a number of times. I discovered many similarities and differences that I hadn't imagined. Through this experience. I think that I learned more about my own country and culture. Maybe those of you who want to come to Japan to study engineering or science will discover and learn more about yourselves.

I am enjoying being a foreign student in Japan. The reasons are that besides gaining new experiences. Japanese food is really delicious

nima University

Quang Manh



right the fear hoc minh a' otrah là se loc xole ottab la se loc m, Whing klu len tay li senjai don tap neng hau ex o' doir cung rai luich til sode nguir ngrai que da co quyer dong hen doir minh cam they that da quyel drub, whice vay. an salling bay len puterstiphing

Fukushima when I took my last year. Fukushima University choice but when I arrived here nen welcomed me as if I was a They threw a party for me.

Fukushima are friendly and reigners. Now, I think to myself as that I came to Fukushima I ward to meeting everyone in



ling Yong



Saya berasa sangat senonak belajar di Jepon sebab belajour di sini dapat banyak pengalaman yang baru dan makanan Iepun sangat sedap

University of Aizu

Name Hsueh Ching Yun

Country of origin Taiwan





一直很喜歡日本的文化,很高趣 有機會能到会津大學流書,體驗日本 富地的生活、在漂亮的松圆和日本图出 - 起學習, 到附近走走, 3 解當地的 歷史, 乞人興奮的昆在 5 瘳少見 的大雪,在這 稗 唸 鲁是我最棒的 蓬壜。

I really love Japanese culture, so I am delighted that I can study here at the University of Aizu. Within the beautiful campus it is great fun to study together with the Japanese students. I also go for walks near the university and learn about local history. One other thing: it snows so much here! We never see this much in Taiwan! I highly recommend that you come to the University of Aizu!



在人生的经验上能對是加分的。 (English translation) +++++++ In the four years that I have been in Japan I have not only learned Japanese and knowledge from my university but also gained an understanding of Japanese customs and culture through exchanges and conversations with Japanese people. Through these experiences. the international vision that I had in Taiwan has changed. In the future, these experiences will be beneficial for finding a job in Japan or Taiwan as well as for my life.





Let's do our best here in beautiful Fukushima, for the sake of our dreams!

International Students of Fukushima Prefecture and International Exchanges 2012

ふくしまの留学生と国際交流 2012 CONTENTS



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MEXT Program for Promoting Inter-University Collaborative Education Collaborative Education Program for the Cultivation of Strong Human Resources for Fukushima's Future

Fukushima University (Lead Representative) University of Aizu, Fukushima Medical University, Iwaki Meisei University, Ohu University, Koriyama Women's University, Higashi Nippon International University, Fukushima College, Nihon University, The Open University of Japan, University of Aizu Junior College, Iwaki Junior College, Koriyama Women's University Junior College, Sakura no Seibo Junior College, Fukushima College Junior College Division, Fukushima National College of Technology

Program Overview

Partner Jniversitie

The social and economic environments that surround our nation are undergoing drastic fluctuations and instability, and our younger generation is confronting harsh realities. Further, the entire prefecture's competitive strength is being seriously diminished due to a low birth rate and the outflow of its human resources. Institutions of higher education are engaging collaboratively to overcome these challenges that no single higher education institution within the prefecture can navigate alone. Moreover, to fulfill their roles as higher education institutions in the region and develop strong human resources (personnel with the ability to explore and solve problems, with a high level of ability to convey information, and leadership and networking skills) capable of thriving against the odds as expert professionals.



Purpose of the Project

This project projects Fukushima in the present into the world and furthers internationalization. Information is actively dispatched from a Fukushima riddled with negative perceptions after the nuclear accident, while the learning environment for international students is simultaneously strengthened.

This not only expunges misinformation and harmful rumors on an international scale to contribute to restoration of the entire region but contributes to supplying human resources with international capabilities.

Project Details

a) Global Education of Students from Japan via Implementation of Short-stay Courses.

Prefectural students will interact with international students who are visiting Fukushima prefecture for a short period by mutually learning from living knowledge in various regions of the prefecture, thus enhancing the effectiveness of global education for students from Japan.

b) Preparation to Receive International Students

Panel discussions are organized between international students and Japanese students as well as other events for mutual understanding of cultural diversity of Japanese and overseas cultures. This brochure, 'International Exchanges with Fukushima's International Students 2012' was also created with the aim of deepening mutual understanding.

A structure for international students to find employment in Fukushima will also be built through internships at local companies and employment support.

c) Internationally Oriented Public Relations Programs towards a Fukushima that is visited by Foreigners

A 'Fukushima Seminar' will be held after carefully selecting the regions and targets for the seminar. Also, people related to education from key nations will be invited for observation and exchange tours.

d) Collaborative Participation at International Academic Conferences (Association of International Educators)

The realities of radiation in Fukushima and Japan, as well as educational projects aimed at restoration and accurate data will be transmitted globally.

About Other Projects

We believe that educational issues in present-day Fukushima prefecture cannot be solved by targeting and solving just a few key problems. Engaging with issues on a medium- to long-term basis requires an organized and systematic approach to deploying a broad array of projects in various domains. To actualize 'the development of strong human resources,' which is the theme of this engagement, we are taking on this challenge by setting forth the five pillars listed below.

Business name	Business contents
1)Model education program enacted through collaboration	a) Development and implementation of educational programs that 'intentionally assign difficult tasks'
with local industrial institutions	 b) Theses and seminar activities that are matched to the needs of regional industry
	c) Promotion of practical, on-site education based on collaboration with the region
	d) Emphasis on management for job seeking activities
⁽²⁾ Using uneven odds to its advantage, develop	a) Area Campus Program (ACP) that sets disaster restoration as its theme
'strong human resources'	 b) Student education through disaster volunteer activities
	c) Broadening of Fukushima Studies into Fukushima Revitalization Studies
⁽³⁾ Pre-university education dispatched by college students	 a) Secondary and tertiary educational collaboration originating in college students
dispatened by conege students	 b) Science and technology education enacted with the students
	c) Upgrading the 'Universities in Fukushima'
	 d) Explanatory meetings will be held with the collaboration of multiple universities in the prefecture
	e) Dispatching information on the radiation status and countermeasures
(4) Global Education Promotion Program	a) Global education of students from Japan via implementation of Short-stay Courses
110motion 110grunn	b) Preparation to receive international students
	c) Internationally Oriented Public Relations Programs towards a Fukushima that is Visited by Foreigners
	 d) Collaborative participation in NAFSA (Association of International Educators)
⁽⁵⁾ Developing a model for a 'Transparent Internal Quality	a) Setting academic goals that reflect the expectations of the region
Assurance System'	 b) Developing first year education programs that form the foundation for further study
	c) Sophistication of the Collaboration between teachers and staff that implements human resources developme

The activities of each university in Fukushima

Connecting to the World by Transmitting Information about Fukushima

Fukushima University International Center (FUIC)

FUIC was established in April 2012 for the purpose of initiating academic and student exchange programs with overseas universities, planning education for exchange students, and promoting international exchanges in the realms of education and research. The center dispatches and receives exchange students, drafts and organizes short-stay study abroad programs, and facilitates the development and enhancement of learning and living environments for international students

Overseas media attention on the Great East Japan Earthquake Disaster and the nuclear plant accident has made Fukushima an internationally recognized name. As a result of this, since immediately after the earthquake, Fukushima University has been the focus of interest from around the world. This has given rise to many scholarships, research exchange, student exchanges as well as study opportunities that are only possible in Eukushima. International exchange, up to this point, had been geared toward experiencing foreign cultures. However, there is now an additional purpose of disseminating information about Fukushima abroad. International exchanges are perfect opportunities for students to learn about the world. What is more, at Fukushima University, the number of international students and researchers visiting the prefecture is increasing compared to previous years, and there has been a marked increase in the number of student volunteers who support these students and programs.





Receiving Middle Tennessee State University Students Week

national Student Employment Semina Study Abroad Fai

FUIC : Major Events, April 2012 to March 2013

5/9~11/21	Supplementary Japanese Lessons for International Students (Fukushima University) *Japanese Lessons for international students were held on Wednesday afternoon.	7/23	Fukushima chapter of the Japan-Vietnam Friendship Asso- ciation & Phuong Dong University students visit the univer- sity (Fukushima University) *2 Phuong Dong University students mingled with students from Fukushima University				
5/16	Welcoming reception for new international students at Fukushima University (Fukushima University) *A welcoming reception was hosted by the Fukushima University International Students Support Committee.	8/4~8/22	Two students participated in the Seoul City University Summer Program (Seoul, Korea) *These students studied Korean language and culture and participated in activities alongside local students.				
5/18	Researchers arrive from Colorado State University (CSU). (Fukushima University) *Researchers arrive from CSU and a discussion on conditions in Fukushima after the Earthquake is held with the President of Fukushima University and others.	8/28~8/29	In activities and igsue local students. Hebei University Visit (Baoding City, China) *The director of FUIC visited Hebei University, an exchange partner institution, and exchanged opinions with university personnel. Participated in the Beijing Study Abroad Fair				
5/21~5/25	First Semester Study Abroad Fair Week (Fukushima University) *Explanation and consultation sessions on partner institutions and studying abroad, as well as discussions withprevious study abroad	0.11 0.100	Sixteen students participated in the Sering Study Abroad Fair Sixteen students participated in the Short-term English				
5/27~6/1	students were held. Participation in the NAFSA 2012 Annual Conference (Houston, USA) *Held Presentations on studying abroad in Japan after the earthquake, and exchanged views with partner institutions at the annual confer-	9/1~9/23	Sixteen students participated in the Short-term English Language Program at the University of Queensland (Brisbane, Australia) *Participated in a language program during a home-stay program and held a presentation on last day on Fukushima after the Earthquake Disaster.				
6/6~6/13	ence of NAFSA (Association of International Educators) Fukushima Ambassadors Program I <short-stay program<br="">for Students from Middle Tennessee State University> (Fukushima City, Soma, Aizu and Iwaki) *10 exchange students from the US participated and learned about the</short-stay>	9/10	Lecture by visiting scholars from University of Melbourne (Fukushima University) *Professor Richard James from the University of Melbourne and other gave a lecture on 'Undergraduate reform and quality assurance in Australian higher education'				
6/20	restoration progress of Fukushima after the earthquake disaster. Visit by the Romanian Ambassador Extraordinary and Plenipotentiary to Japan (Fukushima University) *Ambassador Serban, visited the university and held discussions with	9/18	International Understanding Workshop (Tsukinowa Elementary School) *Five international students held the International UnderstandingWo shop and introduced the games of various countries.				
6/22	the university president and some of our students. Visit by the Rice Lake Friendship Group and the Miharu International Exchange Association (Fukushima University)	10/4	Hanoi Philharmonic Orchestra visited the university (Fukushima University) *Hanoi Philharmonic Orchestra and students of Fukushima University performed ensemble.				
	*Rice Lake Friendship Group from Wisconsin, USA, which has an established relationship with the town of Miharu, visited the university and toured the campus and exchanged opinions at the Radiation Protection Seminar.	11/14~11/17	Participation in MEDICA2012 (Dusseldorf, Germany) *Participated at MEDICA (an international medical equipment exhibition) together with exhibiting companies, presenting research outcomes.				
6/27	US Ambassador to Japan visits the university (Fukushima University) *Ambassador John V Roos visited the university and held discussions with the university president and some of our students.	11/28~12/4	Second Semester Study Abroad Fair Week (Fukushima University) *Explanatory meetings on required fees and costs for studying abroad, formats of international study and attributes of various nations.				
	Student Event 'lecture by Natsuki Yasuda' *Photographer Natsuki Yasuda was invited as the lecturer for the international exchange program held by Fukushima University students.	1/8~1/18	Fukushima Ambassadors Program II <short-stay albany="" for="" programs="" students="" university=""> (Fukushima City, Soma, Aizu and Iwaki) *Nine students from the US participated and learned about the restora-</short-stay>				
7/11	Visit by the Deputy Manager of IRSN (Fukushima University) *The deputy manager of the French Institute for Radiological Protection and Nuclear Safety (IRSN) visited the university and held discussions with the vice president who is in charge of researchs of the university rearrding radiation related activities and decontamination progress.	2/12~14	tion progress in Fukushima after the Great East Japan Earthquake Disaster. MD&M WEST2013 (California, USA) *Introductory presentations on research technologies were held at MD&M (a medical technology conference).				
7/18~11/21	Employment Seminar geared toward international students (Fukushima University) *Basic knowledge and attitudes required by international students when searching for employment in Japan was taught over 6 sessions	2/15	Student Event 'Lecture by Tatsu Sakamoto' (Corasse Fukushima) *Mr.Tatsu Sakamoto from Miki House was invited as part of interna- tional exchange events organized by Fukushima University students.				

The activities of each university in Fukushima

Tatsuki Kawaguchi

As the process toward recovery is prolonged, answers to the harmful rumors and misinformation stemming from the nuclear power plant accident are proving to be a major issue as well, and one that cannot be easily overcome. During this time, broadcasting and transmitting the current state of Fukushima and the University of Aizu is something that we can do and ought to be engaged in, and we ought to be maximizing the strengths of Fukushima and the University of Aizu by deepening ties with the community, providing support to international students, and developing globally relevant human resources. I would like to introduce some of these activities in this essay.

1. Discovering Fukushima, and Global Transmission Team

As the effects of the Great East Japan Earthquake Disaster and the nuclear power plant incident spread out to all of Fukushima prefecture university students were dispatched to depopulated and mountainous regions, where further aging and a declining population were (and still are) a concern, to maintain and strengthen their spirit of mutual support and the human bonds between residents, their unique traditional cultures and practices as well as their rich natural beauty and vistas that form the inner strengths that had already existed in these communities. Through these activities the program is planned and executed by teams made up of international students and Japanese students, and utilizing the new perspectives, initiative, expert skills, expert knowledge, and other external strengths that are present in university students in combination with the inner strengths, this enhances the regional strengths of these localities that are revived and nurtured to restore and revitalize the region.

Localities within two hours travel from Aizu Wakamatsu are visited two to three times a month, and local practices and culture are experienced to discover the attractiveness of that locality. This has been transmitted to the world via posters and websites. While a negative image of the region is being spread chiefly through the media, by building a trust relationship with the people in the region, the voices of the local people, Japanese students, and international students are counteracting the harmful rumors and misinformation and creating opportunities for building a stronger fan base for Fukushima. We wish to collaborate with the people in the region in the future and, by transmitting an attractive Fukushima, build a foundation that will facilitate larger numbers of oversea students and visitors to Fukushima.



2.Networking and Information Transmission to the People Responsible for al Exchange in Different Count

In the promotion of programs that accommodate or dispatch research staff members to and from research institutions and universities in various countries, the people who are responsible for international exchanges play an important role as sources of information. A relationship with them that is based on trust and mutual understanding is essential. Although we had rapport with these people through e-mails and videoconferences, we strengthen these relationships by meeting them in person and discussing various matters.

At the annual conference of the Korean Association of International Educators (KAIE), we were given an opportunity from the Japan Network for International Educators (JAFSA) to hold a special session to deepen the understanding of international exchange representatives from various countries about Aizu and Fukushima in the Present Tense

This presentation was not merely a recitation of the events that transpired. but was a space for dialogue for us to obtain further perspectives on international exchanges and engagements to promote internationalization in South Korea and Taiwan. We also talked about common challenges in supporting international students and deepened our mutual understanding. We were especially impressed with the passion of individuals responsible

Collaboration with the Academia Consortium Fukushima (ACF) Global Education Promotion Program : Transmitting Fukushima's Present Conditions and Attractiveness into the World

University of Aizu Center for Strategy of International Programs

for international exchange in South Korea and Taiwan towards their engagement with international students, and we renewed our desire to promote international student exchange in the Asia of tomorrow in unison. We presented Lessons Learned from the 3/11 Tohoku Earthquake: Understand How to Provide a Better Crisis Support for International Students and explained crisis management measures, international student support, and effective information transmission and broadcasting following the earthquake disaster, as well as a video that conveyed the voices of our international students.

For example, during the period when aftershocks came intermittently and the nuclear incident and contradictory and confusing media information exacerbated anxieties in international students, objective information transmitted from international students and university staff who remained on site was effective in mitigating these anxieties for international students.

Also, from the viewpoint of crisis management measures, by having students who experienced the earthquake disaster participate in the international student orientation, specific countermeasures to be taken when disaster strikes as well as each of their experiences were shared with the incoming students. Disaster prevention awareness was enhanced in the student body through activities such as campus tours that confirmed evacuation sites, and the importance of crisis management in day-to-day life was emphasized

Before the presentation, there were numerous comments that shared the dubious sentiments of 'Is Fukushima OK?' but we felt that these sentiments in the participants had been changed after the presentation. At the conference sites, best practices for crisis management and international student support at the various universities were shared to facilitate network building with the people who work in international student exchange and to deepen mutual understanding.

I hope to cooperate with the ACF and participating universities in the future to build an attractive international exchange program that maximizes the unique characteristics of Fukushima

In closing

Through my work duties as the person in charge of international exchange and international students, I have been in direct contact with the issues and needs that affect the students and have run trials on a variety of methods and approaches for providing support to international students. Through this process, I have come to understand the crucial importance of the academic institution having a well-rounded system for accommodating international students and linkages to people in the region. It is not merely a problem solving of the various issues that arise from one day to the next, but birthing a support system through interactions with people in the region and understanding their needs that will lead to further enhancement of the network. I am committed to my role as a liaison between students, staff and local residents and hope to further my contributions in the future.

Also, with the 20th anniversary of the establishment of University of Aizu in 2013. Lam planning a wide variety of international exchange activities including a symposium that will bring together the presidents of partner universities from overseas and a panel discussion between Japanese and international students who are ACF members. I sincerely hope that you will come and visit Fukushima



The activities of each university in Fukushima

Higashi Nippon International University

Employment Support to International Students

Xu Gui Qin, International Center, Higashi Nippon International University Iwaki Junior College

In recent years, a growing number of companies are actively utilizing overseas students due to a decrease in the population of workers and corporate expansion overseas. These companies are viewing international students as crucial assets because of their unique backgrounds that differ from their Japanese counterparts. The previous norm for international students was to advance to postgraduate studies or to return to their home countries. These days, however, there are more international students with the view that they have come all the way to Japan to study, so it only makes sense to utilize the knowledge gained in Japan after graduation. Others are hoping to gain some experience in a Japanese company, and then return to their home country to realize their potential.

Understanding this situation, the International Center at Higashi Nippon International University is actively catering to both prospective workers seeking employment in Japanese companies and companies seeking to hire international students through a unique type of support that engages closely with the international students. This engagement has been successful and the number of international students hired by Japanese companies is increasing yearly. International students are gaining employment in greater numbers, especially since 2008, within companies based in the Tokyo Metropolitan, Kanagawa, Saitama and Miyagi Prefectures; Koriyama City



in Fukushima, and the local city of lwaki. Employment support at the International Center has been developed in various ways to actuate optimal career paths for international students, while collaborating with career centers within the University to provide total support for employment activities of international students. Our philosophy of journeying along side the job seeker in all matters can be seen in our support given individually to each international student, so that we can see the situation from their eyes. We continually gather information from corporate employment presentations and give out detailed advice to participating international students to foster an understanding of the unique employment activity culture in Japan, instruct them in resume writing skills, and prepare them for interviews and to appeal to prospective employers. We even provide transportation for students to and from job fairs. Center employees also make casual visits to companies where students work part-time to gather information, facilitate mutual understanding, and to maintain an amicable relationship between the companies and international students.

This spring there are a few graduating international students who have confirmed places in Japanese companies. By the time the cherry blossoms are in bloom, these students will be starting their new life as new employees in Japanese companies.



The activities of each university in Fukushima

College of Engineering, Nihon University

Obara

Obara Yukinori, Fourth Year, Department of Chemical Biology and Applied Chemistry, College of Engineering, Nihon University

I was always curious about countries that have English as the mother tongue, the language I have studied since junior high school. In an English class I had taken in my first year of university, I read the book Notting Hill set in England, and watched the movie as well. It made me further attracted me to England, and was the catalyst for my studying abroad.

The destination school was Aberystwyth University, in Wales, UK, where I participated in the English and Communicative Skills program designed for short term international students. I had lessons in listening, reading, writing and speaking. The lecturers used their strong personalities to create enjoyable learning environments. There were classes employing English study materials from the BBC as well as movie appreciation sessions. The objective was to study while having fun, which was an ideal environment for me.

I lived in a dormitory, where I cooked for myself or ate at restaurants on campus, and on occasion ate at restaurants near the campus to enjoy traditional English cuisine.

There were many events during my visit, and I made a point of attending these events. The weekly welcoming

Study tours for students in the College of Engineering, Nihon University

Short Term Study Abroad Programs for undergraduate and postgraduate students at Nihon University





I want to be employed in a foreignowned company in the future!

parties for new participants were especially great because I was able to meet people from many countries. I also sought out trips to cities such as Liverpool or to castles from the medieval period. I was able to interact with many people through these activities and made many friends. I not only attended organized events, but also enjoyed going to see soccer matches with these friends or playing soccer with them at the soccer field on campus.

By meeting people from many different countries, what I gained most from this trip was a different view on living overseas. I still keep in contact with the friends I met in the UK. I hardly had any English conversation experience before studying abroad, and did not have much confidence in my English skills. However, I found the joy of communicating, even with my limited English, and using English became more fun for me. Now, I have a stronger desire to become capable at using English, and I am looking into long-term overseas study. In the future, I am hoping to be employed at a foreign-owned company where I will go on overseas business trips and interact with foreigners.

I personally think that studying abroad is a very meaningful experience for expanding your worldview and horizons, and I recommend this experience to any of you.

Europe Study tour

 Pembroke College, Cambridge University(UK) Short Term Study Abroad
 Postgraduate Course, Pembroke College, Cambridge University(UK) Short Term Study Abroad
 Elizabethtown College(US) Short Term Study Abroad
 Australia Short Term Study Abroad

Study Abroad in Japan, and other countries



Third Year, Faculty of Administration and Social Sciences, Fukushima University Mai Tanaka

My Experience of the Student Exchange Program with Ruhr University Bochum

 \sim About my life in Germany \sim

On weekdays, I spend my days learning German, taking German classes and participating in tandem activities. 'Tandem activities' is a study method in which participants find a time that is mutually convenient to teach their own language to each other at a café, library, or any other place that they like. In my case, I spend about 1 or 2 hours per person at a library or a café for my tandem activities. As for other activities, I am participating in a self-directed seminar run by the Japanese History Department. This is because an instructor at the department extended an invitation. Many Japanese exchange students are participating. During the self-directed seminar, I analyze old historical materials relating to Japanese or German history, together with a German student. One of my goals since I arrived in Germany had been to study something in Germany. Now I am participating in school choir practices every Monday and attend watercolor classes twice a month.

On my days off I am having fun in many different ways, including traveling with my friends, going to cafes together, attending house parties, and playing sports.

Before arriving in Germany I had many apprehensions about coming here. But, many people have helped me along the way and my days are very fulfilling. There are opportunities to use my English as well and many moments where I am frustrated by my lack of language skills in German and in English. Although I do regret that I did not study English and German harder before coming, it has been a great experience to be able to start my German study from scratch in Germany.



With my friends



A class at Ruhr University



Second Year, Faculty of Computer Science and Engineering, University of Aizu Avaka Ohno

Training Report (Rose-Hulman Institute of Technology)

After starting my studies at University of Aizu, I had many chances to interact with international students, and my desire to study abroad grew stronger and stronger. Through my three-week training, I was struck by the large differences with Japan with regard to a lesson format environment that facilitates student input, and the attitude of students who eagerly raised questions even when there was a shadow of doubt in their minds.

Through this study abroad, I learned the importance of English pronunciation and grammar, and the difficulty of communication, and at same time was able to have first hand experience of cultural differences and other modes of thinking. I would say it was a fruitful training overall. Through this overseas study, I gained a strong desire to become fluent in English. I am aiming to put further emphasis on learning English with a view towards studying abroad again.



Ohno is 3rd from the right (in front)







▲Ohno is 3rd from the left



Third Year, Master's Program Mechanical Engineering Course, Graduate School of Engineering, Nihon University

Kazunori Nagasawa

I learn and research in the world in order to revitalize my hometown, Fukushima.

As a 2011 Nihon University Postgraduate Overseas Scholarship recipient, I was given the opportunity to study abroad at the University of Texas, located in Austin, the capital of the State of Texas. That was six years after reading the study abroad testimonials in a brochure sent out after choosing a college. From that moment my vague notions of studying abroad became a firm reality.

There are many forms of overseas study, including language study, pursuing a degree or conducting research, and in my case I was to be a resident at a laboratory at the university for one year. Out of the many topics related to energy and sustainability, I chose for my research topic the smart grid, a topic related to energy management on a regional scale that had just started in Austin.

Having been through the Great East Japan Earthquake Disaster and coming from Koriyama city in Fukushima Prefecture, a part of me wanted to pursue a field that was relevant to restoration in Fukushima. It was my first trip to the US and there were some barriers to life and research. However, when I thought about how I was in a strange land, taking on challenges that I had never experienced, my excitement grew faster than my anxieties. Participating in three conferences, I even gave a lecture at ASME, a conference held in San Diego, California, and was able to present a paper on my year abroad for my conference presentation.

Although I was overseas to do research, the city of Austin, which is known for its greenery and live music, provided its own experiences, mainly through the friends I had made at the laboratory. Surrounded by nature, I tested the limits of my muscular strength while rock climbing, danced the Texas two-step to the rhythms of country music and enthusiastically sought out many other experiences I could not have had in Japan.

Studying abroad is not just a string of pretty stories. I feel that the failures are obviously more numerous. My not being able to utter a word at the reception for the joint research project because corporate officers were attending, having no house to move to on the day I had to move out, and my dancing partner having a look of pity when I got teased for my clumsy dance moves...all became something to laugh about after the fact. But during my time overseas, I was not so much lonely as rather miserable and hating myself for not being able to get the hang of the life there. But I also was able to recognize that it is these experiences that open your world a little wider. I sincerely hope that all of you will not take a calculating approach but instead have an attitude of accepting the unpredictable when you take on the challenge of studying abroad.







Study Abroad in Japan, and other countries Second Year, Faculty of Economics and Business Administration, Fukushima University Xu Jiedi [China]

Beautiful Fukushima ~The People I Have Met in Fukushima~

Time flies like an arrow, and in the blink of an eye I have now started my second summer since coming to Fukushima. I have weathered five seasons here of sleepless nights studying for final exams, hanging out with friends in my club until dawn or sometimes shedding tears of homesickness. People say there is not much here in Fukushima, but I have found in this place, a well-grounded, soulful culture.

When I first arrived in Fukushima, I had been reading the over-exaggerated reports about the radiation problems in the Chinese press, and I must say, my firm conviction [to study here] was wavering. For the first two weeks, I wore a mask every time I ventured out, and avoided corners or puddles as much as possible. However, as I studied more about radiation, these protection measures became unnecessary. The Japanese government is seriously engaging with the radiation problem. Especially at Fukushima University, the surface layer of earth in the campus has been thoroughly replaced, and concrete blocks have been decontaminated via high pressure cleansing.

Life in Fukushima is very fun because of the people that I have met and social circle activities. I jog every day because of the poetic pastoral landscape. Old people that I pass in the street are friendly and greet me as I pass them by. The snow-covered campus on winter nights and cherry blossoms in full bloom are unforgettably beautiful. Yester-day, I went to the Waraji festival. It was more festive than the festivals in Tokyo.

It is a rare pleasure to meet a person through a common bond and to get to know each other. Why don't we seek out these common bonds together?



Study Abroad in Japan, and other countries



University of Aizu Donna Marsh [US]

JASSO Program Final Report

My time spent studying abroad at the University of Aizu has been a remarkable experience that has changed my life. I have spent time doing amazing things that I never thought I would get a chance to do. I have traveled around to places like Niigata, Tadami and Tokyo learning about the history and culture of each region.

I have been able to immerse myself in the history and culture of Japan by visiting museums like the Nature Museum in Tadami, the Ueno Royal Museum in Tokyo and the Niigata City Art Museum. I have also participated in events such as making soba noodles by hand, climbing to the top of Mt. Bandai on opening day and visiting historically significant places such as Mt. Iimori-yama and the tombs of the Byakko-tai, Tsuruga-jo castle, and Nisshinkan samurai school.

I will be the first to admit that I had more than one reservation about studying abroad; especially in Japan. I knew virtually no Japanese and thought I would not be able to make any friends and would be counting the seconds until I was able to go home. Nevertheless I thought this would be a great opportunity to see other parts of the world, see how others actually see Americans and America and to put myself in a totally new situation and environment.

I will also say that I had a few stereotypes in my mind about how Japan would be. I thought that everyone would be extremely rigid and aloof and that everything would be extremely high tech. I was also concerned about being either overlooked and becoming overwhelmed with the task of settling into Japan or that I would be doted upon too much and not be able to see the reality of daily life in Japan.

As soon as I arrived here in Aizu I felt welcomed and like I was at home. Through my experience I have gained a new perspective along with many new friends. Everyone here has accepted me into their community and treated me as one of their own. I was able to create my own experiences, but the entire Aizu community was there for me with whatever I needed. I have participated in cultural events, gone to parties, parades, gone to karaoke with my friends and even given presentations at elementary schools.

Before arriving, I believed that my main goal was to take some classes so that I could gain credit and graduate. The longer that I stayed the more I realized that I was here to experience Japan first hand and how the rest of the world operates. Recently I was asked to give a presentation on my experiences in Japan and the main differences of difficulties that I have faced. While preparing for this presentation I realized that no matter where you go people are pretty much the same. All people want to be happy and have a nice life, and are generally good people. Though most people think that there may be major differences between peoples have come across none that are absolutely insurmountable.

My time spent here at the University of Aizu has been truly remarkable. After this experience I highly recommend studying abroad and think that it should become a mandatory part of higher education. I feel that visiting Japan even for this short period of time has opened me up to the entire world, which previously seemed more distant and closed off.

I now know that it is very possible for me to study, work and live in another part of the world and not only survive but be happy and thrive.

In conclusion, I would love to study abroad again, and I also think that it is very important and would be life changing to for others to do also.







Higashi Nippon International University Evan Setioso [Australia]

Studying in Japan

When I was a third-year student in high school, I took part in a student exchange program during my gap year and studied at a high school in Koriyama for 10 months. The "gap year" is a system that is particular to schools in Australia and the UK. If they want to, students can take a break for a year after they graduate from high school. Many students use their gap year to get involved in volunteer work or, like me, to go off and study abroad. I decided to go and study at a high school in Japan. It was tough at first. I didn't understand any Japanese, and it was my first time overseas by myself. It was quite a challenge for me to attend high school while in a home-stay in an unfamiliar country.

I learned a lot during my studies in Japan. I was interested in not only the language, but also in Japanese culture and economics. My studies in Japan gave me an opportunity to turn my attention to the countries of Asia. I learned that the emerging nations of Asia are just like the Japan of many years ago. I also became aware that these countries, with their wonderful traditional cultures, are also tending to lose these treasures after they achieve economic development. At the end of my studies, my Japanese language skills were still only half-developed. I knew that I wouldn't be satisfied if I returned home like that, so I vowed that I would come back to Japan. After I got back to Australia, I continued to feel that way. Two years ago, I was able to become a foreign student studying in Japan, and I began studies in a special course at Higashi Nippon International University.

They say that time flies like an arrow, and these last two years have certainly passed by quickly for me. Now I can say with certainty that I am so glad that I came back to Japan. University is really fun, and I have a full social life. After about 6 months, I passed the Japanese Language Proficiency Test Level 2. I got some part-time jobs. I work at an okonomiyaki restaurant, and I am also an English instructor at an English conversation school. For me, with no experience at being a teacher, it is a tremendous challenge.

My goals for the future are to go to university and study economics in order to obtain a broad knowledge base. I also want to continue to study Japanese, and want to pass the Level 1 examination of the Japanese Language Proficiency Test. In addition, I will continue my part-time jobs that have given me so much valuable experience for four years. If I manage to achieve these goals, I believe that I will have a bright future ahead of me.





Higashi Nippon International University Li Lin [China]

The Japan that Resides in My Heart

Japan is a beautiful country.

The mountains and the water in the rivers are pristine with their own unique vistas.

It has only been a year since I have started living in Japan, but I have been deeply struck by the love and care that the Japanese people feel for their home and country.

Everyone who lives here is working hard to protect their land. How beautiful this all is! I am attracted to everything that is found in these natural places.

Japan and China are very close in distance. They also have similar cultures.

We use the same written characters and study Confucius. The Four Great Classical Novels, such as The Water Margin and Journey to the West are well loved and widely read here as well.

Still, each country also has its own unique cultures. The fact that a distinct culture exists within the similarities gives me a sense of familiarity, having just arrived in Japan. I am leading my life in Japan without any hesitation or fear. Japan is a place that is convenient and puts the heart at peace. I hope that I can always live in pleasant Japan with its natural abundance.



Li Lin is on the left

Study Abroad in Japan, and other countries First Year, Master's Program Mechanical Engineering Course, Graduate School of Engineering, Nihon University

Prawatroi Noppadon [Thailand]

An Amazing Study Abroad Experience

In October 2006, I arrived in Japan from Samut Prakan province, neighboring Bangkok, in Thailand, the land of smiles. I spent the first year and a half studying Japanese in Tokyo. I was accepted to the College of Engineering at Nihon University, located in Koriyama City, Fukushima Prefecture, in 2008, and I am now pursuing my studies in mechanical engineering at the graduate level.

Through these six years of studying abroad, my ideas about things, my lifestyle, and my views toward my future have been enhanced by a multifaceted viewpoint. It has been an amazing experience for me. In particular, this was my first time studying abroad, and my first time living alone. It has been punctuated by many difficulties and joyful moments. University life is busy with study and research, and it is thanks to committed teachers and colleagues who instructed me along the way that I have been able to progress this far without any issues.

I joined the brass band at the university where I played the trumpet. In the band, I met many friends from various departments and year levels. My days off were spent with my friends, where I learned the cultures and lifestyles of Japan. I actively participated in local festivals and experienced many things that were only possible in Japan. These include the fireworks festival in the town of Asakawa, Bon-Odori dances in front of the Asaka Nagamori Station, the Naganuma festival, and the Taimatsu Akashi fire ceremony in Sugagawa.

By coming in contact with many Japanese people this was through these activities, I have experienced different values and perspectives. Through this mutual understanding, my hope has been that I can in the future become a bridge between Japan and Thailand, and build an even more amicable relationship between the two countries.



Noppadon is 2nd from the right

Trends in the numbers of international students

As of May 1, 2011, a total of 138,075 international students were studying at universities and other tertiary educational institutions in Japan-3.699 (2.6%) fewer than in the 2010 period. Looking at a breakdown of these students according to their country and region of origin, we see that approximately 90% of all these international students come from the Asian region. Geographical and cultural aspects are no doubt a factor here. Looking at regions in Asia, we see that 78.8% of all international students come from China, South Korea or Taiwan.

Trends in international student numbers

No. of students enrolled in universities, technical institutions, etc. (as of May 1 each year) 150,000





Numbers of international students by country or region of origin

Note : Limited to students enrolled in universities, technical institutions, etc. (as of May 1, 2011)

Name of country or region No. of students % of total China 86,324 62.7% South Korea 16,651 12.1% Taiwan 4,617 3.4% Vietnam 4,373 3.2% Nepal 2,451 1.8% Malaysia 2,319 1.7% Indonesia 2,276 1.7% US 2,167 1.6% US 2,133 1.5% Myanmar 1,151 0.8% Others 13,294 9.5%				
South Korea16,65112.1%Taiwan4,6173.4%Vietnam4,3733.2%Nepal2,4511.8%Malaysia2,3191.7%Indonesia2,2761.7%Thailand2,1671.6%US2,1331.5%Myanmar1,1510.8%Others13,2949.5%		Name of country or region	No. of students	% of total
Taiwan4,6173.4%Vietnam4,3733.2%Nepal2,4511.8%Malaysia2,3191.7%Indonesia2,2761.7%Thailand2,1671.6%US2,1331.5%Myanmar1,1510.8%Others13,2949.5%		China	86,324	62.7%
Vietnam4,3733.2%Nepal2,4511.8%Malaysia2,3191.7%Indonesia2,2761.7%Thailand2,1671.6%US2,1331.5%Myanmar1,1510.8%Others13,2949.5%		South Korea	16,651	12.1%
Nepal2,4511.8%Malaysia2,3191.7%Indonesia2,2761.7%Thailand2,1671.6%US2,1331.5%Myanmar1,1510.8%Others13,2949.5%		Taiwan	4,617	3.4%
Malaysia2,3191.7%Indonesia2,2761.7%Thailand2,1671.6%US2,1331.5%Myanmar1,1510.8%Others13,2949.5%		Vietnam	4,373	3.2%
Indonesia 2,276 1.7% Thailand 2,167 1.6% US 2,133 1.5% Myanmar 1,151 0.8% Others 13,294 9.5%		Nepal	2,451	1.8%
Thailand2,1671.6%US2,1331.5%Myanmar1,1510.8%Others13,2949.5%		Malaysia	2,319	1.7%
US2,1331.5%Myanmar1,1510.8%Others13,2949.5%		Indonesia	2,276	1.7%
Myanmar1,1510.8%Others13,2949.5%)	Thailand	2,167	1.6%
Others 13,294 9.5%		US	2,133	1.5%
		Myanmar	1,151	0.8%
Total 137,756 100%		Others	13,294	9.5%
		Total	137,756	100%

(Survey by the Ministry of Education, Culture, Sports, Science and Technology, and the Japan Student Services Organization)

Numbers of international students by region and prefecture in Japan

Note : Limited to students enrolled in universities, technical institutions, etc. (as of May 1, 2011)



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Prefecture Funded Privately

Funded Total

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Overview of nternational Student

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in the prefecture
n campus.

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Mie	946
Shiga	454
Kyoto	6,900
Osaka	10,521
Hyogo	5,128
Nara	1,463
Wakayama	279
Tottori	183
Shimane	195
Okayama	2,273
Hiroshima	2,499
Yamaguchi	1,671
Tokushima	332
Kagawa	351
Ehime	462
Kochi	164
Fukuoka	10,434
Saga	292
Nagasaki	1,461
Kumamoto	724
Oita	3,562
	170
Miyazaki	170
Miyazaki Kagoshima	968

(as of Oct.1,2011) Total % 5 12 3.1 2.3 9 0 0.0 138 **372** 94.7 0 **1 143 393** 100.0

	(as of Oct.1,2012)									
Nippon International University	Iwaki Junior College	Fukushima College	Fukushima College. Junior College	Sakura no Seibo Junior College	Fukushima National College of Technology	Fukushima University	Total	%		
						З	11	3.8		
							10	3.5		
							0	0.0		
14						102	266	92.7		
14	0	0	0	0	0	105	287	100.0		

Note : Universities that do not accept international students are not listed

Status in Fukushima **Prefecture**

Foreign Students, by Country and Region

(as of Oct.1,2012)

Ву	By Institution Region/Country	Fukushima Medical University	University of Aizu	Nihon University. College of Engineering	Iwaki Meisei University	Higashi Nippon International University	Fukushima University	Total	% by region
	China	2	16	9	1	59	79	166	
	Taiwan		6]]	8	
	South Korea		2		1	17	9	29	
	Nepal					16		16	
	Mongolia			1		2	5	8	
	Malaysia			3			2	5	
	Indonesia								
<u>.</u>	Myanmar					18		18	07.00/
Asia	Vietnam		11				8	19	97.2%
	Laos		1					1	
	Thailand			1				1	
	Philippines						1	1	
	Sri Lanka		5					5	
	India		2					2	
	Bangladesh								
	Subtotal	2	43	14	2	113	105	279	
	Brazil								
and	Peru								
ntral	El Salvador		1					1	0.204
North, Central and South America	Colombia								0.3%
Nort	US								
	Subtotal	0	1	0	0	0	0	1	
Oceania	Australia]		1	0.3%
Oce	Subtotal	0	0	0	0	1	0	1	0.370
	Germany								
ЭС	Bulgaria		1					1	
Europe	Hungary								1.4%
Ē	Russia		3					3	
	Subtotal	0	4	0	0	0	0	4	
	Nigeria								
	Uganda								
Africa	Tunisia		2					2	0.7%
Afı	Democratic Republic of Congo								0.770
	Tanzania								
	Subtotal	0	2	0	0	0	0	2	
	Total	2	50	14	2	114	105	287	100%

Funding Status of Privately Funded International Students by Scholarship

Scholarship Name		No. of Students	University Name	Scholarship Name		No. of Students	University Name	
Rotary Yoneyama Memorial Foundation	Graduate School	5	Fukushima University	JGC-S Scholarship	Graduate School	1	Nihon University, College of Engineering	
Rotary Yoneyama Memorial Foundation nc. Scholarship Japan Student Services Organization Honors Scholarship Yamawa Scholarship Japan Student Scholarship	Graduate School	2	University of Aizu	Foundation Scholarship	College	1	Nihon University, College of Engineering	
Rotary Yoneyama Memorial Foundation Inc. Scholarship Japan Student Services Organization Honors Scholarship Yamawa Scholarship Foundation Scholarship	Graduate School	1	Nihon University, College of Engineering		Subtotal	2		
	Graduate School	1	Fukushima Medical University	Nihon University, College of	Graduate School	2	Nihon University, College of Engineering	
	College	2	Fukushima University	Engineering, Type 3 Scholarship Recipient	College	1	Nihon University, College of Engineering	
	College	1	University of Aizu		Subtotal	З		
	College	1	Higashi Nippon International University	JEES Scholarship	College	1	Fukushima University	
	College	1	Nihon University, College of Engineering		College	1	Higashi Nippon International University	
	College	1	Iwaki Meisei University		Subtotal	2		
	Subtotal	15		Student Exchange Support Program	Graduate School	2	University of Aizu	
Japan Student Services Organization Honors	Graduate School	7	University of Aizu	(Scholarship For Short-Term Study In Japan)	College	1	Fukushima University	
	Graduate School	З	Fukushima University		Subtotal	З		
	College	12	Higashi Nippon International University	Yasuda Scholarship Foundation	College	1	Fukushima University	
	College	8	Fukushima University	Mabuchi International Scholarship Foundation Scholarship	College	2	Fukushima University	
	Special Course	1	Higashi Nippon International University	University of Aizu Dual Degree Program Scholarship	Graduate School	2	University of Aizu	
	Subtotal	31		Kaneko Foundation for International Cultural Communication Scholarship	College	1	Higashi Nippon International University	
Foundation	Graduate School	1	Fukushima University	Hirose International Scholarship Foundation	College	1	Fukushima University	
Scholarship	College	6	Fukushima University	University of Aizu "International IT Nisshinkan" Scholarship	Graduate School	1	University of Aizu	
	Subtotal	7		Nihon University Full Scholarship	College	1	Nihon University, College of Engineering	
Kobayashi International	Graduate School	1	Fukushima University	Sato Yo International Scholarship Foundation	College	1	Fukushima University	
Scholarship Foundation Scholarship	College	1	Fukushima University	Heiwa Nakajima Foundation Scholarship	College	2	Fukushima University	
ocholaí Shilp	Subtotal	2			Total	77		

Residential Situation of International Students



(as of Oct.1,2012)



Academic (Research) Exchange and Student Exchange Agreement Partners Number of International Students Dispatched and Received

(as of Oct.1,2012) Student Exchange Agreement No. of International Students Received Dispatched Academic Exchange Agreement University Name Exchange Agreement Partner School Country Location University of Indian Institute of Technology India New Delhi \bigcirc \bigcirc Kongju, Chungcheongnam 0 0 2 Kongju National University South Korea \bigcirc 0 University of Seoul South Korea Seoul 0 0 Hallym University South Korea Chuncheon, Gangwon Pohang University of Science and Technology, X-ray Imaging Center 0 0 South Korea Pohang, Gyeongsangbuk Biometrics Engineering Research Center, Yonsei University 0 0 South Korea Seoul \bigcirc \bigcirc Pusan National University South Korea Busan Metropolitan City 0 0 Korea University South Korea Seoul Special City Chungbuk National University South Korea Cheongju, Chungcheongbuk 0 0 Nati Chao Grac Hark H Sc Shar Ins Chin Scho Jo Phy Dal Ce

Region

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APEC Climate Center	South Korea	Busan	0				1
National Chi Nan University	Taiwan	Puli Township, Nantou County	0	0			1
Tamkang University	Taiwan	Taipei County	0	0			1
Chaoyang University of Technology	Taiwan	Wufeng District, Taichung County	0	0	5		1
Graduate Institute of Astronomy, National Central University	Taiwan	Zhongli City, Taoyuan County	0				1
Harbin Institute of Technology	China	Harbin, Heilongjiang	0	0	1		1
Huazhong University of Science and Technology	China	Wuhan, Heibei	0	0	1		1
Shanghai Jiao Tong University	China	Shanghai	0	0			1
Shanghai University	China	Shanghai	0	0			1
Institute of Modern Physics, Chinese Academy of Sciences	China	Lanzhou, Gansu	0	0			1
Nanjing University	China	Nanjing	0	0			1
Fudan University	China	Shanghai	0	0			1
School of Software & Microelectronics of Peking University	China	Beijing	0	0			1
Joint Center for Nuclear Physics, Peking University	China	Beijing	0	0			1
Dalian Neusoft Institute of Information	China	Dalian	0	0			1
Central South University	China	Changsha, Hunan	0	0			1
FPT University	Vietnam	Hanoi	0	0			1
Hanoi University of Technology	Vietnam	Hanoi	0	0	10		1
Hanoi University of Languages and International Studies	Vietnam	Hanoi	0	0			1
Posts and Telecommunications Institute of Technology	Vietnam	Hanoi	0	0	1		1
Vietnam National University University of Engineering and Technology	Vietnam	Hanoi	0	0			1
International University - Vietnam National University, HCMC	Vietnam	Ho Chi Minh City	0	0			1
West Virginia University	US	Morgantown, West Virginia	0	0	••••••		2
University of South Carolina	US	Columbia, South Carolina	0	0			2
Taylor University	US	Upland, Indiana	0	0			2
Mercer University	US	Macon, Georgia	0	0			2
Rose-Hulman Institute of Technology	US	Terre Haute, Indiana	0	0		1	2
University of Waikato	New Zealand	Waikato	0	0			4
University of Porto	Portugal	Porto	0	0			5
University of Rome, Sapienza	Italy	Rome	0	0			5
Umea University	Sweden	Umea	0	0			5
University of Applied Science Dusseldorf	Germany	Dusseldorf	0	0			5
Technical University of Munich	Germany	Munchen	0	0			5
National Polytechnic Institute of Lorraine, Mines de Nancy	France	Nancy, Meurthe-et-Moselle	0	0			5
National Institute of Applied Sciences, Rennes	France	Rennes	0	0			5
Gdansk University of Technology	Poland	Gdansk	0	0			5
Polish Japanese Institute of Information Technology	Poland	Warsaw	0	0			5
Politechnica University of Timisoara	Romania	Timisoara	0	0			5
University of Eastern Finland	Finland	Joensuu	0	0			5
Max Planck Institute for Molecular Genetics	Germany	Berlin	0	0			5
St. Petersburg State Polytechnical University	Russia	St. Petersburg	0	0			5
St. Petersburg State University of Information Technologies, Mechanics, and Optics	Russia	St. Petersburg	0	0			5
St. Petersburg State Electrotechnical University	Russia	St. Petersburg	0	0	1		5
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University Name	Exchange Agreement Partner School	Country	Location	Academic Exchange Agreement	Student Exchange Agreement	No. of International Students Received	No. of Students Dispatched	Regio
University of	Novosibirsk State University	Russia	Novosibirsk				Biopatorioa	5
Aizu	Moscow Institute of Radioengineering, Electronics and Automation	Russia	Moscow	0	0			5
	Moscow Institute of Physics and Technology	Russia	Moscow	\bigcirc	0			5
	Moscow State Pedagogical University	Russia	Moscow	\bigcirc	0			5
	African University of Science and Technology	Nigeria	Abuja	\bigcirc	0			6
Ohu University	Kvunghee University	South Korea	Seoul	0	0			1
ond oniversity	Loma Linda University	US	California	\bigcirc				2
Nihon University,	The University of Texas at Austin, College of Engineering	US	Texas	0	0		1	2
College of	Katholieke Universiteit Leuven	Belgium	Louvain-la-Neuve	0	0		•••••	5
Engineering	Faculty of Engineering Umea University Faculty of Science and Technology	Sweden	Umea	\bigcirc	0			5
Higashi	Fortune Institute of Technology	Taiwan	Kaohsiung	0	0			1
Nippon	Kimpo College	South Korea	Gyeonggi	0	0			1
International				~~~~~				י 1
University	Saekyung University College	South Korea	Gangwon	0	0			1
	Sungkyunkwan University	South Korea	Seoul	0	0			1
	KaiNan University	Taiwan	Taoyuan County	0	0			1
	Anhui University	China	Hefei, Anhui	0	0			1
	Qufu normal college	China	Qufu, Shandong	0	0			1
	Qufu Normal University	China	Qufu, Shandong	0	O			1
	The Confucian Academy	China	Kowloon, Hong Kong	0	0			1
	China University of Political Science and Law	China	Beijing	0	0			1
	Dalian Nationalities University	China	Dalian, Liaoning	0	0			1
	Fushun Teachers College	China	Fushun, Liaoning	0	0			1
	Shenyang Sport University	China	Shenyang, Liaoning	0	0			1
	Mudanjiang University	China	Mudanjiang, Helongjiang	0	0			1
	Shandong University	China	Jinan, Shandong	0	0			1
	First Global Community College	Thailand	Nong Khai	0	0			1
	California Polytechnic State University	US	San Luis Obispo, California	0	0			2
	Kaua'i Community College	US	Hawaii	0	0			2
Fukushima	Beijing Normal University	China	Beijing	\bigcirc				1
University	Hankuk University of Foreign Studies	South Korea	Seoul	0	0		2	1
	Baekseok University / Beakseok Culture University	South Korea	Cheonan	\bigcirc	0			1
	National Taipei University	Taiwan	Taipei	0				1
	Hebei University	China	Baoding	0	0	1	2	1
	East China Normal University	China	Shanghai	0	0	•••••••		1
	Zhongnan University of Economics and Law	China	Wuhan, Hubei	0				
	Economics and Law Hanoi University of Science, Vietnam National University	Vietnam	Hanoi	0				י 1
	Vietnam National University University of Social Sciences and Humanities – VNU, Hanoi	Vietnam	Hanoi	0	\square			
				~	0			1
	University of Wisconsin Eau Claire	US	Eau Claire	0				2
	Middle Tennessee State University	US	Murfreesboro	0	\sim		1	2
	University of Queensland	Australia	Brisbane	0	0		4	4
	University of Stirling	Scotland	Sterling	0	0			5
	University of Winchester	UK	Winchester	~	0		~	5
	Ruhr-University Bochum	Germany	Bochum	0	0		2	5
	University of Seoul	South Korea	Seoul	0	0			1
	Southwest Jiaotong University	China	Chengdu, Sichuan	0	0			1
	University of Bucharest	Romania	Bucharest	0	0		2	5
	Belarusian State University	Belarus	Belarus	0	0			5
Fukushima	Thammasat University	Thailand	Bangkok	0	0			1
National	Middlesex University	UK	London	0	0			5
College of	Lille1 University	France	France	0	0	2	3	5
Technology	Helsinki Metropolia University of Applied SciencesTurku University of Applied Sciences	Finland	Turku, Helsinki	0	0			5
Iwaki Meisei	Liaoning Shihua University	China	Fushun, Liaoning	0	0			1
University	Shenyang Pharmaceutical University	China	Shenyang, Liaoning	0	0	1		1
Fukushima Medical University	Wuhan University	China	Wuhan, Hubei	0	0			1

St. Petersburg State University

Novosibirsk Sate Technical University

Russia

Russia

St. Petersburg

Novosibirsk

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