



JAYSES 2010

Japan-Asia Young Scientist and Engineer Study Visit
2010

Final Report



Acknowledgement

All of the JAYSES 2010 (Japan-Asia Young Scientist and Engineer Study Visit 2010) members would like to thank **International Affairs Department of Tokyo Tech** for the precious opportunity to visit various organizations in Viet Nam and to discuss the students from the partner universities in ASEAN and Japan.

Special thanks to **Tokyo Tech Fund** for supporting students' trip expense.

Also sincerest appreciation to all the cooperating organizations, companies and universities. (in order of visits, lectures, cooperation)

Japan – Thailand Economic Cooperation Society (JTECS)

Thanh Long Industrial Park

DENSO Manufacturing Vietnam

The Bach Mai hospital

National Office of Intellectual Property of Vietnam

Hanoi University of Science and Technology (HUT)

Dong Du Japanese Language School

Saigon High-Tech Park (SHTP)

Ajinomoto Vietnam, Longtang Factory

Capacity Development on Sewerage Management

Ho Chi Minh City University of Technology

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1. Program Information

a) Outline

Tokyo Tech started a new type of student exchange short program in 2007 to establish a close human network of key persons in Asia in their early age. The program titled JAYSES (Japan-Asia Young Scientist and Engineer Study Visit) gives the opportunities for the participants to broaden their viewpoints, to brush up their skill of English communication, to have an experience of collaboration with their partners with different background and to make close friends beyond nationality, culture or religion.

From this year, Viet Nam, Philippines and Singapore university's students participated in JAYSES and JAYSES visited Viet Nam for the first time. JAYSES is now getting more and more international and interdisciplinary.

JAYSES 2010 is mainly consists of Preparatory studies, Activities in Viet Nam and Reporting as follows:

1) Preparatory studies

The participants visited organizations in Japan related to those they would visit in Viet Nam. They made small groups to study about the organization to visit and gave presentation to the other groups. Sessions should all be in English. They also learned basics of local language (Viet Nam).

2) Activities in Viet Nam

a. Technical visit

The participants visited Japanese companies in Viet Nam, government organization, universities, Japanese language school, research institute and JICA projects.

b. Student forum

Student forum consists of Group Discussion and Presentation.

① Group Discussion

Participants were separated into several groups, and discussing their own topics such as international collaboration, multinational corporation, sustainable development and so on.

② Presentation

Each discussion group finally gave their presentation about their topic.

3) Reporting

Tokyo Tech students held final reporting session in Tokyo Tech and published the Final Report (this report).

b) Objectives

- 1). To learn how ODA (Official Development Assistance) or private investments affect Viet Nam society and industry and to understand how the Japanese technology and methodology are applied to the practical stage as appropriate technology.
- 2). To experience the collaboration with the students from different nationality, culture, language, viewpoints or field of study.
- 3). To brush up English skills as the tool for international communication.
- 4). To make close and international friendship.

c) Participating Universities

| | |
|-------------|--|
| Japan | Tokyo Institute of Technology (Tokyo Tech, TIT) |
| Viet Nam | Hanoi University of Science and Technology (HUT) Ho Chi Minh City University of Technology (HCMUT) |
| Thailand | Chulalongkorn University (CU) Kasetsart University (KU) King Mongkut's Institute of Technology Ladkrabang (KMITL) King Mongkut's University of Technology Thonburi(KMUTT) |
| Indonesia | Gadjah Mada University (UGM) Institute of Technology Bandung (ITB) University of Indonesia (UI) |
| Philippines | University of the Philippines Diliman (UPD) |
| Singapore | National University of Singapore (NUS) |

d) Merits for the participants

- 1). Participants can establish human network (make friends) with Japanese and neighboring countries' students.
- 2). Participants can learn the relation of ASEAN countries and Japan through private investment or Official Development Assistance (ODA).
- 3). Participants can be awarded the certificate of official participation by Vice President of Tokyo Tech.
- 4). Participants can collect useful information about studying at Tokyo Tech.
- 5). Participants can improve their English skill.

e) Expectation

- 1). More Japanese students to study abroad
- 2). More ASEAN students to study in Japan
- 3). Establishment of intimate and international students' network among top-ranking universities in ASEAN and Japan

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2. Schedule of JAYSES 2010

Overall schedule (2010) is as follows;

| | |
|--|--------------------------------------|
| April ~ May | Announcement in campus & Application |
| June | Interview |
| July ~ August | Preparatory studies |
| August 19 th ~ 29 th | Activities in Viet Nam |
| October 13 th | Final presentation session |
| January | Publish of Final report |

Schedule of preparatory studies

Outside of Tokyo Tech

| Date | Time | Theme |
|--------------------------|-------------|--|
| Jul 11 th Wed | 10:00-13:00 | JTECS visiting (Lecture of Viet Nam and ASEAN culture, economy, and so on) |

In Tokyo Tech

| Date | Time | Theme |
|-----------------------------|-------------|---|
| July 17 th , Sat | 16:40-18:40 | Kick-off meeting, part1 |
| July 21 st , Wed | 10:30-12:30 | Kick-off meeting, part2 |
| Aug 7 th , Sat | 13:00-16:00 | Viet Nam language class |
| Aug 14th, Sat | 13:00-16:00 | Participants presentation: <ul style="list-style-type: none"> ■ Vietnamese Government Organizations ■ Japanese Companies |
| Aug 18th, Wed | 9:30-12:30 | Participants presentation: <ul style="list-style-type: none"> ■ About Vietnam and ASEAN ■ ODA and JICA's projects ■ Dong Du Japanese School and universities in Vietnam |

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Schedule of Activities in Viet Nam

| Date | Time | Place | Activity |
|------------------|-------|-------|--|
| 19 Aug. (Thu) | | | All the participants should arrive in Hanoi and check in hotel |
| 8/20 (Fri) | 07:15 | Hanoi | Leave hotel |
| | 08:30 | | Thang Long Industrial Park |
| | 09:30 | | DENSO Manufacturing Vietnam |
| | 14:00 | | The Bach Mai hospital project for functional enhancement (JICA) |
| 8/21 (Sat) | | Hanoi | (Student pre-discussion) |
| | | | Free program |
| 8/22 (Sun) | | Hanoi | Free program |
| | | | |
| 8/23 (Mon) | 08:00 | Hanoi | Leave hotel |
| | 09:00 | | National Office of Intellectual Property of Vietnam |
| | 12:00 | | Student Forum at Hanoi University of Science and Technology (Group discussion) |
| 8/24 (Tue) | 08:30 | Hanoi | Check out hotel and leave |
| | 09:00 | | Interim Reporting session/Closing in Hanoi at HUT |
| | | | After taking lunch at HUT, go to the Hanoi airport |
| | 15:30 | | Leave Hanoi by VN225 |
| | 17:30 | HCMC | Arrive in Ho Chi Minh City (HCMC)airport, go to the hotel |
| 8/25 (Wed) | 07:45 | HCMC | Leave hotel |
| | 09:00 | | Dong Du Japanese Language School |
| | 14:00 | | Saigon High-Tech Park |
| 8/26 (Thu) | 07:30 | HCMC | Leave hotel |
| | 09:00 | | Ajinomoto Vietnam, Longtang Factory |
| | 14:00 | | Capacity Development on Sewerage Management (JICA) |
| 8/27 (Fri) | 08:00 | HCMC | Leave hotel |
| | 09:00 | | Student Forum at Ho Chi Minh City University of Technology |
| | 14:00 | | Final Presentation/Closing at Ho Chi Minh City University of Technology |
| 8/28 (Sat) | | | The participants can leave Ho Chi Minh |
| | | | |

3. Selection

a) For Tokyo Tech students

1). Announcement for Tokyo Tech students

JAYSES Working Committee (JWC) called for application started in April 2010 by website, poster, flyer, electronic bulletin board and mailing lists.

2). Application

Applicants should have submit their application with an essay titled “What would you like to realize in JAYSES” within 500 words in English by 31 May 2011.

Number of application was 34.

Statistic of application (by nationality and sex)

| | Female | Male | Total |
|---------|--------|------|-------|
| Japan | 7 | 21 | 28 |
| Vietnam | 1 | 2 | 3 |
| China | 1 | 1 | 2 |
| Taiwan | 1 | | 1 |
| Total | 10 | 24 | 34 |

Statistic of application (by grade, school and sex)

| Year of study | Grade | Female | Male | Total |
|-----------------------------|-------|--------|------|-------|
| Undergraduate | B1 | | | |
| | B2 | 1 | 2 | 3 |
| | B3 | 1 | 4 | 5 |
| | B4 | | 3 | 3 |
| Subtotal for Under Graduate | | 2 | 9 | 11 |
| Graduate | M1 | 6 | 11 | 17 |
| | M2 | 2 | 4 | 6 |
| Subtotal for Graduate | | 8 | 15 | 23 |
| Total | | 10 | 24 | 34 |

3). Interview

JAYSES Working Committee held interview with applicants in June. The applicants were divided into several groups of 3-6 persons and they were asked to have discussion within 20 minutes and to make presentation of the resolution. The given topic was “If you are belonging to an international circle and planning to an international event with foreign universities’ students, what kind of the event you are trying to plan, and what output do you want to get through this event?”

4). Screening system

All applications were screened by criteria of English ability, logic cooperative attitude, constructiveness, calmness and speaking skill based on the submitted essay and marking by Tokyo Tech staff during discussion.

As a result, 12 applicants were selected as supported applicants (All successful applicants with scholarship by Alumni Association).

b) For ASEAN universities' students

Participants from ASEAN universities were selected or nominated by their university. The official participants were awarded the certificate signed by the Executive Vice President of Tokyo Tech.

4. Preparatory Studies in Japan

Introduction:

In this JAYSES2010, Tokyo Tech students had preparatory studies before we visit Viet Nam to make the technical visit more valuable and understandable. Thankfully, one of participants who are from Viet Nam gave us Viet Nam language class.

Contents:

July 11th, 10:00 ~ 13:00

JTECS visiting (Lecture of Viet Nam and ASEAN culture, economy, and so on)

Aug 7th, 13:00 ~ 16:00

Viet Nam language class by exchange students fro Viet Nam

Moreover, we investigated “Vietnamese Government Organizations”, “Japanese Companies”, “Vietnam and ASEAN”, “ODA and JICA's projects”, and “Dong Du Japanese School and universities in Vietnam” by ourselves.

The lesson for Vietnamese language and cuisine culture

Reporter: ISHIZAKA Kazuya (Kazuya)

Date & Time: August 7th, 2010, 13:00 ~ 16:00

Program:

Studying the basics of Vietnamese language and their cuisine culture before visiting Vietnam

Lecturer: Dzung, Thanh (JAYSES2010 participants)

Contents of visiting and Reporter's comment:

In order to understand Vietnamese culture and deepen our comprehension about them, we learned Vietnamese language and food culture. Fortunately we had three students from Vietnam who participated JAYSES2010 as Tokyo Tech students, and two of them volunteered to be lecturers. They were Dzung and Thanh.

Dzung was in charge of Vietnamese class, and it focused on basic conversation, pronunciation and intonation. Although Vietnamese pronunciation and intonation are difficult, at least I guess, we did practice efficiently to speak Vietnamese. Not only pronunciation but he taught us some useful phrases when we were in Viet Nam.

As for food culture in Viet Nam, Thanh taught us them from popular diet to a variety of Vietnamese sweets. We found a lot of attractive dishes there, so that we became more motivated to study in Viet Nam. She also explains about Vietnamese currency and price of commodity so that we are able to imagine our life in Viet Nam.

I think that languages and cuisine cultures are closely connected to the culture there, and also I think that the way of thinking is likely to depend on their culture. Therefore, if we would like to understand foreign countries and people there, I believe that it is effective way to study their languages and diets. In this point we had a meaningful class as one of previous studies regarding Vietnam. We all were grateful to their kindness. Xin cam on, Dzung and Thanh!



A lecturer Dzung at a Vietnamese class

Japan-Thailand Economic cooperation Society: JTECS Visiting

Reporter: Hiroaki Natusono (Natchan), Nguyen Dung Dong (Dzung)

Date & Time: August 11th, 2010, 10a.m. ~ 1p.m.

Program: Presentation by Mr. Sato, Q&A session

Contents of visiting and Reporter's comment:

About Presentation by Mr. Sato

Visiting JTECS is for deepening the understanding of relationship between Asian developing countries and Japan. Even though our program is to visit Vietnam not Thailand but Mr. Sato kindly taught us basic information of Asian countries by using the relationship between Thailand and Japan.

The presentation consisted of 3 factors. The first factor was the background of JTECS and TPA. He explained why Japan started to contact with Asian countries is contribution and compensation for World War. Then he also explained how JTECS and TPA were established and what they did for Thailand and Japan, which helped us to understand Japanese strategy toward developing countries. The second one was the development of TPA and IMT. TPA was established by the students who had studied in Japan for developing Thailand's economy and industry. On the other hand, IMT called Institute of Management and Technology Promotion, was established for assisting Vietnamese companies to make global market. Their strategy was learning the experience and cooperating with similar function institutes such as TPA in Thailand. He mentioned this institute was important for improving Vietnamese business and research. Finally he talked about Dong-Du language school in Vietnam. This school was aimed to help Vietnamese students learning Japanese with advanced technology to study in Japan. This part was also what we would visit in our program. In his speech, he insisted that in order to help a lot of Vietnamese study in Japan, there were still a lot of problems we had to solve. That was the main issue why we would visit Dong-Du language school.

Q & A:

Q: TPA now successfully becomes a big institute in Thailand. Can IMT become bigger and bigger like TPA?

A: Now it is difficult to grow bigger because there is no subsidy from government and about their committee, who also consists of the people who have studied abroad like Japan, there is less time to make group meeting. But if they can overcome this problem there is still possibility that IMT can become bigger and bigger.

5. Technical Visit in Viet Nam

Introduction:

Technical visit is the point of JAYSES. The participants learned so many things from the visit and the foreign students. We learned the ‘real’ situation of ASEAN organization and the relationship between ASEAN and Japan and way of thinking of foreign students.

In this JAYSES2010, we could visit 10 organizations near Hanoi and Ho Chi Min City, Viet Nam. All JAYSESers really would like to appreciate the favor for person who concerned our visiting, Prof. Dr. Tanaka, and Mr. Shimura.

In this section, Tokyo Tech students report activities in Viet Nam.

Contents:

Detailed schedule is described in a table of “Schedule of JAYSES2010”

August 20th;

Thang Long Industrial Park, DENSO Manufacturing Vietnam, The Bach Mai hospital project for functional enhancement

August 23rd;

National Office of Intellectual Property of Vietnam

August 25th;

Dong Du Japanese Language, Saigon High-Tech Park

August 26th;

Ajinomoto Vietnam, Longtang Factory, Capacity Development on Sewerage Management (JICA)

The Thang Long Industrial Park

Reporter: Nguyen Thi Thanh Nha (Nya), Kenji Wada (Kenji)

Date & Time: August 20th, 2010, 8:30 ~ 9:25

Program

Presentation of general information about Thang Long Industrial Park (TLIP),
Q&A session.

Contents of visiting and Reporter's comment:



TLIP is located on intermediate position along the highway linking the center of Hanoi and Noi Bai International Airport. Its ideal location offers easy access for transportation and commuting. The slogan of Thang Long Industrial Park is “To achieve the prosperity and realize the dreams”. There are 86 firms’ tenants in TLIP, most of these firms are manufacturing companies, and some of others are service providers. The number of employees here are 50,000 people and TLPI contributed a great part to the Industry of Northern Vietnam and Vietnam export activities.

Q&A:

Q: As you said, the number and scale of industrial parks in the Southern Vietnam is bigger than in the Northern Vietnam, what is the strategy of TLIP to make a difference with other industrial parks?

A: Of course there are more industrial parks in Southern VN. But we, TLIP focused on high and advanced technology firms. As you can see in our list of tenants, there are Canon, Denso, Panasonic, Hoya, etc. We say sorry to firms in low-tech industry like textile or food-processing those want to enter our industrial park

DENSO Manufacturing Vietnam

Reporter: Yumi OKUI (Yumi)

Date & Time: August 20th, 2010, 9:35 ~ 13:00

Program:

Presentation of general information about DENSO and DENSO Manufacturing Vietnam, Tour of Plant facility, Q&A session, Lunch in company cafeteria, and finally photo session.

Contents of visiting and Reporter's comment:

The products of DENSO Manufacturing Vietnam are very high quality. Therefore, DENSO offers workers high tech training (2 months) and steady employment. So, many workers will have excellent skills from DENSO philosophy. I think DENSO Vietnam becomes a very important role in manufacturing base (especially ASEAN area) in the future.



Q&A:

Q1: In the tour of the factory, many female workers inclusive of pregnant work in factory. What do you do to support pregnant women in the factory?

A1: Vietnamese women are industrious and have a light hand. So, we employ many women willingly. And many female workers are very young, about 20~23 years old. So, there are always pregnant women in the factory. For them, we provide the opportunity of working in air-cooled room and seated.

Q2: How many factory lines do you have in the factory?

A2: We have five lines in the factory, which separates in specific products. The flow of the factory lines is very systematic, for example rigorous inspection system. Therefore, we can make high-quality products which are exported all over the world.

Q3: What do you think of the importance in production lines?

A3: As you know production lines have dangerousness. So, we think of homogeneous speed in production lines for sidestep troubles. To accomplish this, we promote a high qualified human education system (worker training).

The Bach Mai hospital project for functional enhancement (JICA)

Reporter: Kunio NAGAI (Kunio)

Date & Time: August 20th, 2010, 14:00 ~ 16:30

Program:

Presentation of general information about Bach Mai hospital, video presentation of Bach Mai hospital history, Q&A session, Tour of Back Mai hospital

Contents of visiting and Reporter's comment:

Bach Mai hospital is located in Hanoi and is one of the largest and the oldest (nearly 100 years) hospitals in Viet Nam. We watched the video of Bach Mai hospital history and it showed Bach Mai hospital began as a small hospital specializing on internal healthcare and infectious disease. In the last 100 years, the government and many countries have furnished and financial supported it, and finally the hospital has become what it is now.

Bach Mai is the center of Viet Nam hospital system and has a Direction Office for Healthcare Activities. Previously, JICA's project contributed to build a new building in Bach Mai hospital. In recent days, JICA supported the project of "The Bach Mai Hospital Project for Strengthen Training Capacity for Provincial Hospitals." This project was to improve the medical gap between city area and local area. Medical specialists on the 4 properties and related fields, which were Emergency, Pediatrics, Total Care and Nosocomial Infection, from JICA and Bach Mai hospitals, trained medical staffs in rural area to improve rural hospitals' medical level.

In Bach Mai hospital, there were many staffs and patients, and the atmosphere was a bit noisier than what I thought. It looked and sounded like a dormitory or a caring family.



Q&A:

Q1: Are there any other countries else which have furnished financial assistance?

A1: Yes. Many Europe countries, especially France and Germany have.

Q2: What is the difference between Japanese financial aid and that of Europe's?

A2: Basically, the same. Not countries but projects made difference.

National Office of Intellectual Property of Vietnam (NOIP)

Reporter: Zuofu DONG (Sao)

Date & Time: August 23rd, 2010, 09:00 ~ 11:30

Program:

At first the officers made a presentation of general information about the Intellectual Property situation in Vietnam, and a presentation on what Intellectual Property was. After the presentations, there were Q&A session and closing ceremony.

Contents of visiting and Reporter's comment:

Their presentations were full of important information and knowledge about Intellectual Property. Almost participants listened to the presentations seriously. But all the slides were written in Vietnamese, it made me a little difficult to follow them.



Q&A:

Q1: There are so many patent applications by foreign companies in NOIP, how do you think about it? And are you taking some actions?

A1: It is the situation now in Vietnam. Domestic companies should make applications to keep their competitiveness. Actually we hope more and more applications by domestic companies, and we are trying to take some action to motivate domestic companies.

Q2 (1): About illegal downloading and piracy products, do Vietnamese have awareness about it?

A2 (1): It is not the problem only in Vietnam but also in other countries. As to Vietnam, people don't have awareness about illegal downloading and piracy products.

Q2 (2): And do you do some education to domestic people about copyright?

A2 (2): Yes, we do. We have education programs in high school and universities.

Dong Du Japanese Language School

Reporter: Hiroaki Natsusono (Natchan), Nguyen Dung

Date & Time: August 25th, 2010, 09:00 ~ 13:00

Program:

Presentation of general information about Dong Du Japanese School system, Tour of Dong Du Japanese School guided by Dong Du students, Q & A session, Lunch time with the Dong Du students

Contents of visiting and Reporter's comment:

JAYSES members were divided into groups in order to visit Japanese language classes. We were guided by students in Dong Du's students to each class. Our group was guided to elementary conversation class and advanced Japanese class. Both class's teacher were Japanese teachers. JAYSES groups had to report their visit to each class to everybody, we had to state their opinions and thinking about classes. Dong Du students study Japanese eagerly and really welcomed us. Thanks for guided us warmly!!



Q&A:

Q1: How to enter to the school, what do they study here?

A1: There 2 types of students: common students and students going to study in Japan. For common students there are no entrance exams just to apply. For students want to study in Japan, Dong Du school considers on the university entrance exam score (All Vietnamese Universities have the same entrance exam) and students must younger than 30 years old.

Q2: What is different between studying Japanese in Japan and in Dong Du?

A2: In Dong Du school students must study more Kanji than normal and they must students don't have a lot of chance to communicate with Japanese people.

Q3: How about teachers in Dong Du School?

A3: Nearly half of number of teachers here are Japanese. Others have to be trained by Dong Du in order to become Dong Du's teacher.

Saigon High-Tech Park – LABS (SHTP)

Reporter: Yoshifumi Otaki (Taki)

Date & Time: August 25th, 2010, 14:00 ~ 16:00

Program:

Presentation of general information about Saigon High-Tech Park, Q&A session, Tour of laboratory in Saigon High-Tech Park (SHTP).

Contents of visiting and Reporter's comment:

PhD Khe C. Nguyen, graduated from Tokyo Institute Technology, information physics in 1982, made a presentation about SHTP history. He had worked in a lot of global companies, for example Dainippon Ink Chem., Hewlett Packard Lab etc , in Japan and US as a researching engineer. And he was deeply related to the establishment of the laboratory.

He also mentioned to the philosophy of engineer. He said "if you can't create anything for the better human being, you are just worker, not an engineer". We are deeply impressed with his philosophy.

After that we visited the laboratory in STHP, and the staff explained some technology that engineer research about.



Q&A:

Q1: Are the amount of engineers increasing in Vietnam, and how do you think about the technology level in Vietnam

A1: Almost engineers who worked in laboratories like STHP usually go to foreign countries to research for 2~5 years. However, the researchers, who have high ability, do not return to Vietnam. So, the technology level is not growing as they expected, while there is potential to grow.

Q2: Are the researcher content with the equipment of STHP

A2: Researcher are almost content with environment and continue to the research that they are interested in.

Ajinomoto Vietnam, Long Thanh Factory

Reporter: Hiroki Takamura (Takamu)

Date & Time: August 26th, 2010, 9:00 ~ 13:00

Program:

Presentation of general information about Ajinomoto Vietnam, Long Thanh Factory, Q&A session, Tour of Long Thanh Factory

Contents of visiting and Reporter's comment:

We visited Long Thanh Factory, located in Long Thanh industrial zone, Dong Nai Province, Vietnam. It was built on May 2007, and started operating on September 2008. The number of employees is approximately 400 for three shift operation. I was impressed by the music when one shift was finished and the employees were replaced because the music was the same as that of Japanese school.

The site area was approximately 90 thousand square meters; about twice as large as Tokyo Dome. The factory began operating in September 2008 and making Aji-nhon flavor seasoning in response to the continuing rapid growth of the flavor seasoning market in Vietnam.

Ajinomoto Vietnam renewed its recipe and package design of Aji-nhon in 2007 to reflect consumer needs, and in 2008, it began Long Tang Factory operating and expanded its market share through aggressive marketing and nationwide sales channels. The company will strengthen its position in the flavor seasoning market with the aim of achieving top market share by 2010.



Q&A:

Q1: Are the products of this factory produced only for Vietnamese consumers?

A1: Yes, we do not export the products of this factory.

Q2: What are the geographical advantages to locate the factory in south area?

A2: In the past, it was easier to enter the market of South Vietnam than that of North because of the attraction of enterprises.

Capacity Development on Sewerage Management (JICA)

Reporter: NguyenVinh Xuan Thanh (Thanh)

Date & Time: August 26th, 2010, 15:00 ~ 16:30

Program

Presentation on the project for Capacity Development on Sewerage Management in Ho Chi Minh City, financially and technically supported by JICA

Contents of visiting and Reporter's comment:

After receiving a warm welcome from the staff at Binh Hung Sewerage Plant (Ho Chi Minh City - HCMC), we were introduced thoroughly about the establishment and the main role of the plant.

Adapt to the needs for industrialization, the population of HCMC has been increasing rapidly in these days. According to the statistic result in year 2006, the population has reached at 6.1 million, but the real number is estimated to be 7.0 million including the residents without registration. Moreover, the population increases 0.2 million for each year. The rapid urbanization and industrialization in HCMC causes the problem of river contamination and overloading of old waterways of domestic sewage and untreated industrial discharge.

Currently, the plan on HCMC sewerage system has been developing, based on the study on Drainage Sewerage Maintenance Project in 1998-1999 and HCMC Water Environment Improvement Project (Phase 1.2) of JICA and the support from World Bank and Belgium. However, the Flood Prevention Center who is responsible for managing the sewerage facilities is now facing a problem of deficiency of human resources, technology, equipment, systems and other terms. From this background, for the purpose of developing the management skill, the project by JICA for Capacity Development on Sewerage Management in HCMC (phase 1) has been initiated.

The project has just begun at the first steps and is still continuing, but has gained some achievement: (1) Optimal administration organization has been proposed, and the improvement for the system has been established. (2) Through the facility management of discharge lines in Tau Hu – Ben Nghe area, the ability of sewerage system management of Flood Prevention Center has been improved.



After the presentation we were guided to see the facilities of the plant and had chances to talk with the staff individually.

6. Student Forum (Discussion and Presentation)

Introduction:

In JAYSES program, every year we discuss some topics related to our technical visits. In JAYSES2010, “Engineering Tomorrow Asia” was a common theme for the student forum. We were divided into 6 discussion groups and the students belonged to the group they were interested in. Each discussion group consisted of students from many countries: Japan, Viet Nam, Thailand, Indonesia, Philippines and Singapore. Therefore, the students could hear valuable opinions from these many countries’ students and we could do really substantial discussion. We made an interim presentation about these discussions at Hanoi University of Science and Technology (HUT) and made the final presentation at Ho Chi Minh City University of Technology (HCMUT). Following articles are final reports from these 6 groups.

Contents:

Group A: Strengthening ODA projects

Group B: Multi National Company

Group C: Sustainable Development

Group D: Cluster Collaboration System

Group E: The expected career for the future Asia

Group F: What do you expect from Japan?

Group A:

Strengthening ODA projects

Member:

Kazuya, Cao, Fik, View, Dea, Shirley, Bay, Nha, Minh

Contents:

1. Introduction

The purpose of ODA (Official Development Assistance) is promoting economic growth of developing countries and assisting poverty alleviation. Japan now is the largest donor to ASEAN (about 23% of ODA in ASEAN comes from Japan) and Japan's ODA is contributing in ASEAN countries in wide range of fields such as infrastructure development, construction of schools and hospitals, education, disaster prevention. Our group discussed about the ODA projects in VN.

2. ODA projects that we visited during Jayses2010

During the JAYSES programs, we had chances to visit the ODA projects in Vietnam like the Bach Mai hospital and the Binh Hung sewerage plant. With the ODA from Japan, a new building with fully modern equipped was constructed in Bach Mai hospital, helping Bach Mai hospital to solve the problem of over-capacity in this central hospital. In Binh Hung (Ho Chi Minh City) a sewerage plant was constructed to improve sanitation standards in VN. It started operation in 2009, and the area which the plant can treat will be expanded in the near future.



Fig1. New building in Bach Mai hospital that was constructed by Japan ODA



Fig2. JAYSES2010 members visiting at Binh Hung sewerage plant

3. Discussion

As ODA is from the tax of the ODA donor country's people, there is a need to evaluate whether the ODA budget is efficiently used in each ODA recipient countries and whether the ODA projects meet the need of people in ODA recipient countries. Our group discussed about what ODA was really needed in each ASEAN countries, the problems that ODA projects were facing in each countries and then we suggested about how to strengthen ODA in ASEAN.

3.1 What kind of ODA that we think that are needed in each country

Our group members came from Japan, Vietnam, Indonesia, the Philippines, and Thailand. Each of us suggested what kind of ODA we thought the most needed in his/her home country. For example, Shirley came from the Philippines and suggested that since there were many natural disasters in her countries, disaster prevention was the most needed in her country. However, as she said, that the ODA in the Philippines focused mostly in economic infrastructure (the allocation of ODA funds in economic infrastructure is about 65% onward the year 2000). Japan also had provided disaster relief assistance, but she hoped that with its experience in disaster prevention, Japan could help the Philippines in disaster prevention rather than just disaster assistance. Besides that, Vietnamese members in our group suggested that the most 3 needed sector of ODA in Vietnam were: Education, Healthcare, and Transportation. With the Thailand member's opinion, the answer was Education, and the result for the Indonesian students was Education and Transportation.

3.2 Problem of that ODA projects are facing

During our discussion we found some problems on ODA projects, which were the difficulty of communication, the technology transfer and how to monitor each project. In Binh Hung sewerage plant, not all of the Vietnamese workers there were good at English and Japanese, and dispatched staffs from Japan do not speak Vietnamese. Therefore, it seemed that communication among them was not going well and we thought that it was likely to decrease the efficiency of the plant operation. Not only lack of the efficiency but the difficulty of technology transfer would be caused. If the technologies were not transmitted properly and if ODA support to the plant from Japan were stopped, the plant would have never been operated without Japanese staffs and then would go to stop operation. Corruption is also one of the most serious problems. That means ambiguity in ODA project.

4. Our suggestion

To improve current situation, we suggested we should have the system to improve the ODA projects in terms of education for workers and to increase transparency of ODA. The linguistic education should be included in the projects to improve it, and a fabric to monitor ODA projects is also needed to ensure transparency of ODA.

5. Conclusion

Some ODA projects in VN are working well but some problems are still no improvement. To solve the problems, we have to establish a framework to improve the education for workers in ODA project and to systematize of governmental procedure.

Group B:

Multi National Company

Member:

Agra, An, Ivan, Long, Moe, Natchan, Pui, Que, Taki, Toan, Tung, Yumi

Contents:

1. Introduction

Multi National Company registers any corporation and operates in more than one country at a time. They have manufacturing base and plant and equipment in some countries. Therefore, its advantages include both vertical and horizontal economies of scale. In JAYSES program, we visited two Japanese Multi National Companies, DENSO Manufacturing Vietnam (DMVN) and Ajinomoto Vietnam, Long Thanh Factory. After visiting the companies, we discussed the future of Multi National Company in local country (for example, Vietnam).

2. Japanese Multi National Company

2.1 DENSO Manufacturing Vietnam (DMVN)

DENSO is the biggest motor part maker in Japan and have high technology quality and produces a wide variety of motor parts. In DENSO Manufacturing Vietnam, many workers are trained and learn DENSO's philosophy. Therefore, they have Japanese detailed technology.

In DENSO Vietnam there are a lot of Vietnamese workers not only in factory but also in CAE center that makes plan of components. In the factory, around 2.000 people work, and Japanese staff say that it become more difficult to hire factory workers. The reason is there are many manufactures around Ha-Noi. Moreover, we see that the work of component assembly is based on human ability, not using automatic machine. There is also some management process to manage worker. For example, if a problem happens in the assembly line, they will have meeting with Vietnamese workers and Japanese staff, then they will discuss about the issue and decide a solution soon.

2.2 Ajinomoto Vietnam

Ajinomoto is the biggest food maker in Japan and have sub-companies in 22 countries and sells the product for over 130 countries. Ajinomoto Vietnam produces condiment (Ajigon) which is rooted in the community from thorough marketing.

After visiting the Ajinomoto Vietnam, we think the environment of factory is very good. There is a delicious lunch for labor and a game place in which workers can play billiards and other games. The equipment of the factory is automatic, so worker only operates the interface of the machine. Moreover, these equipments are made in Japan, because no Vietnam company can make such high-tech machine like Ajinomoto factory machine. So Ajinomoto Vietnam imports their machine from Japan.

After visiting Denso&Ajinomoto factory
what we think?

| DENSO | AJINOMOTO |
|--|---|
| <ul style="list-style-type: none"> Working environment <ul style="list-style-type: none"> A lot of Vietnamese young people High temperature & humidity in factory Factory equipment <ul style="list-style-type: none"> Assembly is based on human ability Almost equipment is made in Japan Management <ul style="list-style-type: none"> Morning meeting for trouble Designate some worker to leader in each assembly line | <ul style="list-style-type: none"> Working environment <ul style="list-style-type: none"> Good environment Delicious lunch for worker Factory equipment <ul style="list-style-type: none"> Clean & stable Worker only operate the equipment Almost equipment is made in Japan Management <ul style="list-style-type: none"> Make a manual to operate the machine |

Fig1. Impression from Visiting MMC

3. The contribution to developing countries

We find there are 3 types of contributions. The first one is technology transfer which is really significant in developing countries, because in order to improve economy developing countries needs to create highly valuable products. The second one is taxation. MNC is usually very huge company so their profit is much higher than domestic company. That is why MNCs' tax is really important for government. The last one is job creation. Thanks to big MNCs many young people can work in these companies.

4. Conclusion (Win-win relationships in Triangle Framework)

In order to make better cooperation and contribution, we need win-win relationships in Triangle Framework. Government should support MNCs by reducing tax to normal and protect IP rights for companies to make business easily while successful MNC can send more and more tax to government. MNCs should provide more and more scholarship for university's students to study more. After that universities can send a lot of intelligent people to companies. Moreover government also needs to make a place for increasing number of high school students to study in university. If this triangle relationship becomes true, it would make both MNCs and local citizen happier.

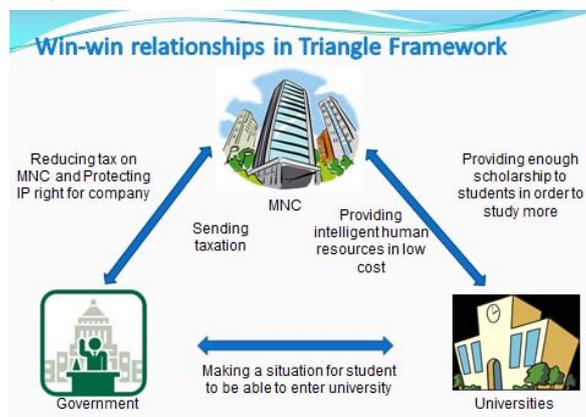


Fig2. Win-win relationships in Triangle Framework

Group C:

Sustainable Development

Member:

Ant, Duc, Kazu, Kunio, Nikki, So, Tridan, Tung, Bac, Wang and Yosi

Contents:

1. Introduction

Global warming and limited energy resource are imminent and large problems. Because their scale is “global”, we decide to focus on our collaboration and our rolls and technologies to solve these problems.

2. Discussion

At the beginning of discussion, we brainstormed our technologies and the governments’ policy for sustainable development. There were many technologies we provided such as King project from Thailand, Biopori water storage from Indonesia and renewable energy from the Philippines. We learned a lot about each country’s technology, each country’s situation and what they think about sustainable development through discussion. For example, in Vietnam, they are still in developing stage and they can not afford to use a lot of money for global warming. They would like to improve their city environment first. In other words, they need to take some measures to solve traffic problems, water problems and others first. In Thailand, they can spare some budget for sustainable development and they are interested in Bio Fuels technology. In Japan, they have a lot of technologies related to sustainable development such as solar cells, IGCC plants and Fuel Cells.

Finally, we chose two technologies for presentation: Bio Fuels from Southeast Asia and Fuel Cells from Japan. We can get synergy effect if these two technologies are combined.

3. Our suggestion

We focused on Global warming and Limited energy resource as Sustainable development. We chose following two technologies to solve these problems:

- Fuel Cells (Japanese technology) → for global warming
- Bio Fuels (Southeast Asian technology) → for limited energy resource

Whole system of our suggestion

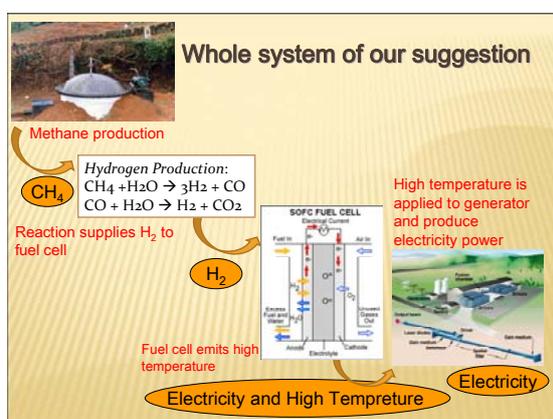
We combined Bio Fuels and Fuel cells. In this system, there are 5 steps as follows:

1. Producing Bio Fuels in ASEAN countries
2. Deriving methane gas from the Bio Fuels
3. Producing hydrogen from the methane gas using chemical reactions so called “steam

reforming ($\text{CH}_4 + \text{H}_2\text{O} \rightarrow 3\text{H}_2 + \text{CO}$)” and “water gas shift reaction ($\text{CO} + \text{H}_2\text{O} \rightarrow \text{H}_2 + \text{CO}_2$)”

4. Delivering hydrogen gas to Fuel Cells and producing electricity and exhaust heat
5. Utilizing exhaust heat in Gas Turbine to produce electricity (Exhaust Heat Recovery) and in the process of producing hydrogen from methane gas to improve efficiency

This system’s key points are using Bio Fuels as fuel and high efficiency. Bio fuels are derived from biomass which absorbs CO_2 when it is growing and “renewable” that means can be re-produced. High efficiency is accomplished owing to Fuel cells and Gas Turbine combined system which is one of the best systems to make the most of chemical potential of methane. In summary, this system enables us to help solve the limited energy resource problem and global warming.



| ASEAN Biofuels Developments | | | | | | | | |
|-----------------------------|------|---------------------|---------------------|------|--|--------------------------|-------------------------|---------------------------|
| Country | 2007 | 2008 | 2009 | 2010 | 2011 | 2016 | 2020 | 2022 |
| Brunel | | | | | x | | | |
| Darussalam | | | | | | | | |
| Cambodia | | | | | x | | | |
| Indonesia | | | | | 2% biofuels in the energy mix by 2010, 3% by 2015, 5% by 2020 | | | |
| Lao PDR | | | | | x | | | |
| Malaysia | | B5* | | | | | | |
| Myanmar | | | | | Plan to use E15 (details not available) Plan to use biodiesel at national level (details not available) | | | |
| The Philippines | B1 | | E5 & B2 (Feb 09) | | E10 | | | |
| Singapore | | | | | | | | x |
| Thailand | | E20, E8.5, B2 | | | B5 E10H 3 ML BD 3 ML | E10H 6.2 ML BD 3.6 ML | | E10H 9 ML BD 4.5 ML |
| Vietnam | | | | | | | E10H 500 ML BD 50 ML | |

Source: FTI compilation
 Note: * B5 was initially planned to be mandated in 2008. However, the Malaysian government suspended its implementation due to the palm oil supply and price considerations.

Fig.1 (left) Bio Fuels and Fuel Cells collaboration between ASEAN countries and Japan
Fig.2 (right) ASEAN Bio Fuels Developments

Bio Fuels

Bio Fuels technologies are developed eagerly in ASEAN countries (Fig.2). Plants for Bio fuels grow faster in ASEAN tropical climate, and therefore, their Bio Fuels industries are competitive. In fact, Bio Fuels are already used as alternative fuels for gasoline fuel and diesel fuel.

Fuel cells

Fuel cells convert a source fuel into an electric current. We chose, here, Solid Oxide Fuel cells (SOFCs) because of their high efficiency and their high utilization ratio with methane. SOFCs are eagerly developed in Japan.

4. Conclusion

ASEAN is a new power of the world. For sustainable development, our collaboration is important, and for our collaboration, understanding each other is absolutely imperative. There are many solutions, and here, we provide just one of them. LET’S COOPERATE FOR OUR FUTURE!!

Group D:

Ifan, Kat, Quyen, Ampere, Kimu, Zung, Bonnie, Visky

Cluster Collaboration System

1. Introduction

Before we start to discuss how to build a better collaboration system in Asia, we have to think about why we need to collaborate.

(1) Geography

Firstly, it is easier and more efficient to cooperate with countries which are next to us geographically. As the global competition become more and more seriously, countries either in Europe or in the Middle-East have more and more close collaboration with each other. Therefore, Asian countries should also build a better collaboration system to strengthen each other.

(2) Cultural similarities

Most of Asian countries share a similar culture which is formed by historical and geographical reasons. This similarity may help the collaboration system more functional.

(3) Diversity of resources

Each country has its own natural resources and lack of certain natural resources, therefore, it is necessary to rely on each other to support.

(4) Growing needs of developing Asia

The growing needs in developing Asia such as the market in China or India attract the whole world to invest here.

2. Discussion

After figure out the reasons why we need to collaborate, we continue to discuss about “HOW” we Asian countries can collaborate. Since the members in our group come from different countries (Indonesia, Japan, Philippine, Taiwan, Thailand, Vietnam), we discuss about the questions below based on our own countries.

-What is the strength of your country?

-What technology field does your country focus on?

-Considering of these facts, what kind of collaboration system should Asia countries build together?

The simple conclusion we reached is:

* Semiconductor electronics: Japan, Taiwan, Philippines, Vietnam

* Machinery: Japan, Philippines, Vietnam

* Agriculture technology: Thailand, Indonesia, Vietnam

* Energy and Resources: Vietnam, Indonesia, Philippines

Then, we decide to narrow down the cluster of collaboration in our discussion. The fields we focus on are “Industry”, “Education”, and ”Policy”.

3. Our suggestion

(1) INDUSTRY

* Select and Focus:

As we concluded above, each country should make its own “select and focus” strategy. Which industry field or technology field they should develop based on the natural resource or the capability they already have. And every country focuses on different field or different stage in the same field to avoid competing with each other.

* Technology Transfer:

“Technology transfer” is a generalized word, the definition can be broad. Here we define it in the industry field, can be explained as direct foreign investment, joint venture, licensing, equipment purchasing contract, etc. As these activities held more frequently, it may benefit both countries.

(2) EDUCATION

As to the education, there are a few suggestions that we think they can be cooperated:

- 1) Collaborative Research
- 2) Exchange Program
- 3) Short-term study visit
- 4) Scholarship grant
- 5) Cooperation with industry
- 6) Organization cooperation, etc.

(3) POLICY

Either the technology transfer or the collaborative research, most of the cooperation field should be supported by the country’s policy.

- 1) Ease Of Trade: The FTA (Free Trade Area) is one of the good example to make the trade among Asian countries can work more smoothly and efficiently. Also, to make the costume procedure more simple and efficient, standardization and the electronic documentation may be required in each system.
- 2) Protect product and human through strengthening the Intellectual Properties Rights system in each country.

4. Conclusion

ASEAN is a new power of the world. We have a lot of growth potential. However, we have some issues to be resolved, such as

- *Inadequate infrastructure,
- *Absence of trained manpower,
- *Insufficient management skills.

Therefore, we have to cooperate with each other about Education and Policy Insufficient management skills and absence of trained manpower could be solved through Education. Developed countries like Japan, Korea and Singapore should be more active to in education aspect in order to overcome these problems. They should build more education models in each country to provide enough and efficiently educated people.

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Inadequate infrastructure is able to be solved if Asians developing countries open more in policy, let developed countries to come establish infrastructure.

Globalization tendency forces countries in the world to collaborate with each other more strongly. The world will divide into few clusters and Asia will become one, strong enough to compete with the rest of the world. That will improve each nation improvement and global competitiveness!

We hope that for each nation improvement and global competitiveness!!

Group E

The expected career for the future Asia

Member:

Pham, Viiew, Palm, Van, Park soon, Hayato, Kenji, Shun, Van, Ceen

Contents:

1. Introduction

Group E discussed about the expected career for the future Asia. To make the better future of Asia, we focused on two problems to be solved. The first one is about technology, another is about human resource.

The difference of technology level among countries is technological problem. Some countries have good technology, facilities, and management systems. But other countries do not have enough technology or facilities. These qualitative differences are obstacles disturbing efficient development of Asia.

Human resource is another critical problem. In the developing countries, there are still many students who do not get enough education and good environment for study. Education is deeply related to the technological problem we pointed out above. These two problems effect with each other, so mutual salvation will be needed for effective and efficient development of Asia.

2. Discussion

Considering the problems we faced on, socializing with people from different fields is the clue to realize our purpose. In most of the cases, we have only the ability to learn one specific field. Although it is possible for one to have expertise in more than 2 fields, it is quite difficult to have one person to be able to specialize in 3 or more fields. Therefore, socialization skills are required to enable the interaction of information. This is a faster and easier way to look at a same problem from different point of view. Thus, socialization skill will be one of the most important characteristics for the expected career in the future.

3. Our suggestion

To make the better future for Asia, good human resource is absolutely necessary. So we need advanced education systems which give us wonderful opportunity to learn another field of culture, technology and science. Concretely speaking, it will offer us good environment for study and links to other universities and companies. There are two types of achievements. The one is a long term plan, like ODA which support developing countries from developed countries. The another is short term plan like exchange students programs, such as scholarships and JAYSES

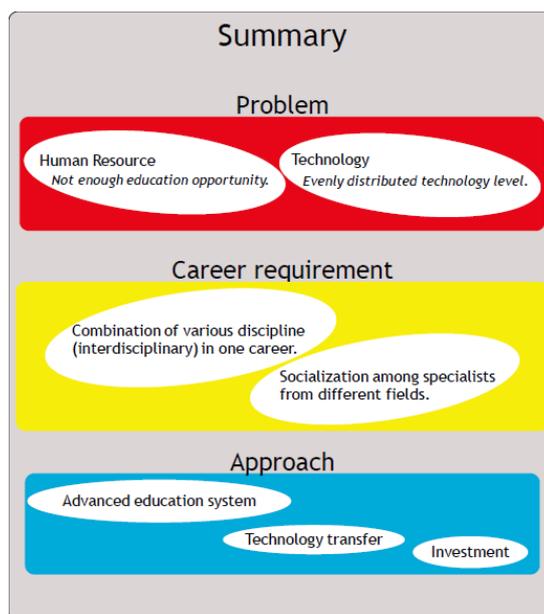
We pointed out that to develop Asian countries efficiently, equalizing technology levels are necessary. One of the solutions for this problem is technology transfer. Tech transfer has a function teaching and learning activity and bilateral cooperation. For example, JICA provided Japanese sewage system to Vietnam. In the case of Sai Gon High

Tech park, many research centers are there, enable to share their technologies and to develop together efficiently.

To achieve results, we should invest in the facilities gaining profitable returns. The good examples are Ajinomoto companies and Dong du Japanese School. Ajinomoto companies have its own strategy to make its products efficiently and management skills. On the other hand, Dong du Japanese School provides an opportunity to learn Japanese and stimulate students to go abroad for study.

4. Conclusion

We discussed about the expected career for the future Asia, and found that there are so many possibilities and so many problems. To meet these requirements, we proposed the resolution methods. Although, our approach may includes a distant idea, but the most important thing is not to give up to make ideal future and continue to think what to do for a better future. With all things considered, our conclusion is that career development is the keys for the better future of Asia.



Group F:

What do you expect from Japan?

Member:

Fia ,Thanh, Sao, Farjar, Por, Takamu, Kim, Yim

Contents:

1. Introduction

Japan is one of the developed countries in the world. Therefore, Southeast Asia countries need support from Japan. On the other hand, Japan is now facing an aging society with falling birthrate. We think that there are good systems where all countries support each other and all of them can benefit. We discussed it from the viewpoint of a university student.

2. Discussion

We focused on Japanese problems because we hope Japan and Southeast countries have win-win game solutions. Japan is now facing an aging society with falling birthrate and lowering student's awareness of humanity and the world. Therefore, Japanese government tries to increase the number of foreign students in Japan. For example, Japanese government had a plan in 2000 to increase the number of foreign students up to 100,000. It was achieved in 2003. Now Japanese government has a plan to increase the number up to 300,000 by 2020. 300,000 students are 12.3% of the whole students in Japan.

3. Our suggestion

There are two suggestions to these problems; providing more chances for foreign students and building networks or parties such as alumni associations, entrepreneurship associations, and R&D centers. Increasing the number of foreign students make Japan younger and open minded. It also leads to transferring technology to Southeast Asia.

The good points of building networks or parties are that we can make international human networks and take care of good relationships for long term. It results in building strong cooperation and offering more scholarships & entrepreneurships for the talented Southeast Asia students.



4. Conclusion

We all know that Japan is the most developed country in Asia. In order to make further development of Asia, it cannot be done without the leadership of Japan. As to the relationship of Give & Take, we believe that Japan is at the “give” position now. As a result of our discussion, ASEAN countries want technology development and more oversea study chances for talented students. Fortunately, Japan can do these supports as the most developed country in Asia! On the other hand, Japan needs more and more international talented human resources. Thus Japan providing more chances to study abroad and transferring technology are exactly the solutions to solve the problems each country confronts.



Additionally, we discussed the model of technology transferring. Most Japanese companies established branch offices and factories in ASEAN countries, but we thought it is not TRUE technology transferring. Big multinational companies like IBM make a R&D center in many countries to develop technologies and attract talented people. To become a TRUE global company, we think Japanese companies should try to establish a R&D center in foreign countries. We believe this leads to not only TRUE technology transferring but also a solution for Japanese companies to attract more and more talented people in ASEAN countries.

7. Evaluation of JAYSES2010

[Section A] Evaluation for overall JAYSES2010 program

Question No.1

What was your FIRST MOTIVATION to participate in this program? And did you achieve your goal?

Answer No.1

First Motivation

To build human networks with JAYSES participants was the key first motivation for all participants of JAYSES2010.

For most participants who belong to Tokyo Institute of Technology, they said the first motivation was to improve their skills in English. And also building human networks, going to see the development of Vietnam motivate the participants who belong to Tokyo Institute of Technology. On the other hands, chance to visit multinational companies and chance to improve oneself motivate many participants from other universities.

Edited by Zuofu DONG

Question No.2

Were you satisfied with JAYSES program?

1: Not satisfied at all, 2: Not satisfied so much, 3: Moderate, 4: Satisfied, 5: Satisfied very much

Answer No.2

| All members | TIT | Indonesia | Philippines | Singapore | Thailand | Vietnam |
|-------------|------|-----------|-------------|-----------|----------|---------|
| (53) | (15) | (6) | (2) | (2) | (9) | (19) |
| 4.3 | 4.4 | 4.2 | 4.5 | 4.5 | 4.6 | 4.1 |

Over 90% answered that they were satisfied or satisfied very much. There were 4 participants who marked that satisfied at all or not satisfied so much.

I confirmed with these 4 participants about their answers about this question. I got response from 3 of them. I found out two said they make wrong mark. They said they were going to mark 4 and 5 for their answers. On the other hand, one of them said she didn't make mistake. She also gave me the opinions which I show as below.

*The procedure's not bad at all, but it should be more challenging!

Idea: Divide the time slot into two. The first half (at morning) is for a formal lecture about engineering (also other subjects related to technology) from TIT lectures. And then the other half (at afternoon) is for the field trip to companies, not only Japan's but also locals'.

*Divide the participants into groups, and challenge each group with a competition!

Idea: Assign each group to a project to answer the problem (ex. Technology transfer, etc...) about engineering related area. The projects have to be completed within 10 days and have a presentation session on the last day in host university. Have TIT lecturers and host university's students (which is not registered as participants) to be the judges of the presentations by all the groups. On the closing ceremony, the best team would be given such award and certificates of winner. Also the award

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could consist of some categories, i.e. the most creative idea, the best design, the most favorite, etc... By doing so, participants will have a sense of accomplishments during the completion of JAYSES program.

From this response, I think we should add some new ideas to motivate participants and make JAYSES program better and better.

The revised table is showing as below.

| | | | | | | |
|---------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
| 4.4 | 4.6 | 4.2 | 4.5 | 4.5 | 5.0 | 4.1 |

Edited by Zuofu DONG

Question No.3

What did you think of schedule arrangement? (Participants in Hanoi or HCMC only, please answer the item which you joined.)

1: Not hard at all, 2: Not so hard, 3: Most appropriate, 4: Hard, 5: Too hard

Answer No.3

| | | | | | | |
|---------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| Hanoi | | | | | | |
| All members (43) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (9) |
| 2.8 | 2.9 | 2.5 | 2.0 | 3.0 | 3.0 | 2.9 |
| HCM | | | | | | |
| All members (44) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (10) |
| 2.9 | 3.1 | 2.3 | 4.5 | 3.0 | 2.6 | 2.8 |

The schedule arrangement was thought to be most appropriate as whole. But as far as I know, some participants said that the schedule in Ho Chi Minh City was tight because we had activities everyday. And also some participants said they didn't get the information about the whole schedule beforehand.

It seems to be good to send such information to every participant directly.

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Question No.4

What do you think about the length of JAYSES2010 activities in Vietnam?

1: Too short, 2: Short, 3: Most appropriate, 4: Long, 5: Too long

Answer No.4

| | | | | | | |
|---------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
| 2.3 | 2.4 | 2.3 | 3.0 | 2.0 | 2.4 | 2.2 |

From these answers, we can find out that most participants thought it was not long enough to

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fully enjoy the JAYSES2010 program. Especially for participants from Vietnam, participants belonging to HUT couldn't join the activities in Ho Chi Minh City, and participants belonging to HCMUT couldn't join the activities in Hanoi city, they couldn't enjoy whole JAYSES program.

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Question No.5

What did you get from JAYSES2010? Please evaluate A-G below.

1: Not at all, 2: Not so much, 3: Moderate, 4: More than expectation, 5: Great!

Then, describe your comment.

A: English skill

B: Human network

C: International experience

D: Culture understanding

E: Understanding the relationship between Japan and Asian countries

F: Understanding the contribution and effect of Japanese technology in Asia

G: New motivation

Answer No.5

| A: English skill | | | | | | |
|---------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
| 3.5 | 3.8 | 3.2 | 2.0 | 3.0 | 3.9 | 3.5 |

Participants from TIT, Thailand, and Vietnam marked high score of English skill. I think JAYSES program provides a good chance for students who don't have chance to use English in usual activities. On the other hands, participants from Philippines didn't mark high score because they are native English speaker.

| B: Human network | | | | | | |
|---------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
| 4.4 | 4.8 | 4.7 | 5.0 | 4.5 | 4.6 | 3.9 |

As the answer of question No.1, to build human networks with JAYSES participants is the key first motivation for all participants of JAYSES2010. We can confirm whether participants made good results or not. From the answer of this question, we can say that participants did a good job in building human networks with JAYSES participants.

| C: International experience | | | | | | |
|-----------------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
| 4.3 | 4.5 | 4.2 | 5.0 | 4.5 | 4.6 | 3.8 |

High score marked for this question, participants get international experience through JAYSES2010 program. Though it was taken place in Vietnam, participants from Vietnam also get

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international experience to some degree through communication and discussion in English with other participants.

| D: Culture understanding | | | | | | |
|--------------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
| 3.8 | 3.9 | 3.8 | 4.5 | 5.0 | 4.6 | 3.2 |

As one mission of JAYSES program, we really hope all the participants try to understand other culture through all activities they have in JAYSES program. From this result, we can say this mission is basically achieved. I think it is because participants from Vietnam couldn't join all of JAYSES2010 program, the average score of them is not high compared with other participants.

| E: Understanding the relationship between Japan and Asian countries | | | | | | |
|---|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
| 3.7 | 3.5 | 4.2 | 5.0 | 4.5 | 4.1 | 3.4 |

To let participants understand the relationship between Japan and Asian countries is also a mission of JAYSES program. From the result, we can say that participants could get some information about the relationship between Japan and Asian countries from JAYSES2010 program.

| F: Understanding the contribution and effect of Japanese technology in Asia | | | | | | |
|---|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
| 3.6 | 3.7 | 3.5 | 4.5 | 4.0 | 4.1 | 3.3 |

To let participants understand the contribution and effect of Japanese technology in Asia is also a mission of JAYSES program. From the result, we can say that participants could feel the contribution and effect of Japanese technology in Asia through the technical visiting we had in JAYSES2010 program.

| G: New motivation | | | | | | |
|---------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
| 4.3 | 4.7 | 4.3 | 4.5 | 4.0 | 4.7 | 3.9 |

At a meeting between JWC members, we thought that we got some new energy after JAYSES2010 program. So we decided to ask every participant if everyone also get some new energy, new motivation after JAYSES2010 program. From the result of this question, the average score is much higher than our expectation! We are glad to know that many participants get new energy, new motivation from JAYSES2010 program.

[Comments from participants]

~ I was not able even to talk in English at first, but by little and little I felt pleasure of speaking, meaning of the Japanese-affiliated company and difference culture between Japan and another country. I wanted to play an active part as an Asian from now on in the world.

~ I think JAYSES is a good program. But maybe the committee can arrange not just schedule for visiting time, but also arrange some together activities that held in a free time, so everyone know each

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other with some help from the committee.

~ Although we are thankful to Tokyo Institute of Technology for organizing JAYSES 2010, it would have been just as good to focus on technologies other than those from Japan. At times it felt like we were focusing too much on Japanese technology and culture.

~ It was to my astonishment that the cultural difference among countries which appear to be so close on the map is that huge. It was my pleasure to be able to attend in this program.

~ I stayed in Vietnam around 9 days with international friends and do activities and assignment. I got many things from this program and i love this program very much. This program gives me more than I think. If I have more change I hope I could participate about this program and see my professor Tanaka ,P'Shimu and international friends again~ In my opinion, I learn a lot of useful things more than I expect. The useful knowledge is very necessary for me to working or studying in multi-culture environment.

Edited by Zuofu DONG

Question No.6

If you get others (skill, experience, understanding and so on), please write here.

If you don't, you don't need to write here.

Answer No.6

Many participants said that they got the skill of presentation through the final presentation session, and the skill of teamwork through the group works in every activity of JAYSES2010 program.

Some participants said that they could feel the difference between Hanoi city and Ho Chi Minh City because they visited both of Hanoi city and Ho Chi Minh City.

Some participants said that they learned some Thai, Vietnamese, and Japanese from talking with participants of JAYSES2010.

Edited by Zuofu DONG

Question No.7

As you know, JAYSES is "multinational program." What do you think about it? What did you learn from foreign students? Please, write your impression freely.

Answer No.7

[Comments from participants]

~JAYSES is a really nice program which gives Tokyo Tech students chance to do cooperation and discussion with foreign students. There are so many foreign students who have vision of future and motivated to work hard for their dreams. I learned from them that I should have my own vision and be more active for it.

~it is really help student to improve their skill, to know more about other country. to make self-esteem that they should work harder to build their nation, and of course to cooperate with other, so together we could make the better life for the world.

~I learned so much about the different cultures of the students who participated in JAYSES. We were able to exchange our ideas, the historical background and current situations of our countries, and most importantly, the goals we have as science and engineering students. Perhaps the most important

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realization was that we all desire progress for our own nations, as well as for Asia and the world, and that we each have our own way of contributing to this progress. In order to achieve development, it is crucial that we all work together and build a strong network where we can freely exchange ideas, transfer technology and share our efforts. The fun part about JAYSES is that the learning is not limited to academic discussion. Maybe the best learning I had were those found through social interaction. We were able to teach one another about our languages, music, culture and traditions. I was able to make friendships that lasted beyond the duration of the program, and will hopefully become stronger over time, as we continue to communicate and exchange our ideas.

~Having been studying in Singapore for the past year, I got to realize how a being exposed to a multinational environment broadens one's thinking. For instance, the way students studying in their home country approach problems is different from how students studying in foreign countries (as evident from our group discussions). And hence, JAYSES really helps people to get exposed to an international environment and broaden their thinking and perspectives.

~In my opinion, Multinational Program is really nice. I have learnt many things from foreign students including culture, languages, science and technologies, etc.

After I attended JAYSES, my human network got bigger. I had a very fantastic chance to meet new friends from many countries.

~It is not clear about the term "multinational". We are from several countries, but the relationships which are discussed are just only between Japan and the home country. About the foreign students, I think they have not few opportunities to talk about themselves. If it is, we have a more generally view of multinational relationships.

Edited by Zuofu DONG

Question No.8 (For participants belonging to TIT)

Describe your suggestions, ideas, and comments for all of JAYSES program (including activities in Japan).

Answer No.8

[Comments from participants]

~ I participated in such a global program for the first time. I think that it is a very important program that becomes a chance to go to foreign countries in the future. Of course, the joining to insurance should be an obligation.~ When we visit Denso or Ajinomoto, we just learn from their official presentation, describe over all about their business which we could somehow find from internet. But if we divide into small groups and have a group conversation with the leaders we could learn more about their view the opinions which could not find anywhere. The topic is too general, and i could see some group could not find more specific topic to present then they have to present in very general way. Maybe due to the lack of time, students could not show the problems and then propose the solutions. They trend to show some information rather than to point some problems and solve them. My point here is because of topic is too general and lack of time students are not be able to have very good quality of presentation. maybe the presentation topic should be decided very soon before the visit to Vietnam and should be informed to all students is a good way in my opinion. They could have their investigation very soon about the topic and then they could confirm discuss and present what they done

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through the real visit.

~ Actually I think the program was very good. If possible, there should be some free time for students to have a free topic discussion.

~ Vietnamese students (especially in Hanoi) could hardly join the group discussion since the time was so limited (for example: in Hanoi, we met our Vietnamese member just the day before the presentation. And we already had group discussion many times, so to be honest she could not join the discussion but just followed our direction.) Therefore, i suggest to make all the students can participate the whole program rather than separating them to two.

~ The number of students is a bit too many. 2 Buses and 2 Hotels are sometimes inconvenient. We should have a party as soon as possible after we gather to make strong relationship smoothly. Presentation slides should be English.

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[Section B] Evaluation for parts of JAYSES2010 program

Question no.1

Please grade each part of the program. (1: Not satisfied at all, 2: Not satisfied so much, 3: Moderate, 4: Satisfied, 5: Satisfied very much)

Answer no.1

Programs in Japan (evaluated by Tokyo Tech students)

| | TIT (10-15) |
|---|----------------|
| Preparatory lecture and visiting | Average |
| Kick-off meeting (self-introduction & topics discussion) | 3.7 |
| Vietnamese lecture | 4.2 |
| JTECS visiting | 3.7 |
| Safety lecture | 4.6 |
| Preparatory Presentation | |
| Group A - Vietnamese Government Organizations | 4.4 |
| Group B - Japanese Companies | 4.1 |
| Group C - ODA and JICA's projects | 4.4 |
| Group D - Dong Du Japanese School and universities in Vietnam | 4.3 |
| Group E - About Vietnam and ASEAN | 4.3 |

Editor's comment

All programs, especially the safety lecture and Vietnamese lecture and all the preparatory presentation, got sufficient score. I would venture to say that we should improve the content of Kick-off meeting. We discussed topic of student forum from zero this year — we should discuss it based on this evaluation sheet next year.

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Programs in Viet Nam (evaluated by All JAYSESers)

| | All members *(41-44) | TIT *(14-15) | Viet Nam **(7-10) | The other ASEAN (19) |
|--|-------------------------|-----------------|----------------------|----------------------------|
| JICA Projects | Average | Average | Average | Average |
| The Bach Mai hospital project for functional enhancement | 2.8 | 2.9 | 2.6 | 2.7 |
| Capacity Development on Sewerage Management | 2.9 | 2.4 | 2.7 | 3.4 |
| Japanese corporation | | | | |
| Thang Long Industrial Park | 3.7 | 4 | 3.7 | 3.5 |
| DENSO Manufacturing Vietnam | 4.3 | 4.5 | 4.4 | 4.2 |
| Ajinomoto Vietnam, Longthanh Factory | 4.6 | 4.9 | 4.4 | 4.5 |
| Government | | | | |
| National Office of Intellectual Property of Vietnam (NOIP) | 3.1 | 3.0 | 2.6 | 3.4 |
| Educational Institution | | | | |
| Dong Du Japanese Language School | 3.8 | 4.1 | 3.3 | 3.7 |
| Research Institution | | | | |
| Saigon High-Tech Park | 4.4 | 4.3 | 4.0 | 4.6 |
| Student Forum | | | | |
| Student Forum at HUT | 4.3 | 4.3 | 4.3 | 4.3 |
| Interim Reporting session/Closing in Hanoi at HUT | 4.3 | 4.3 | 4.1 | 4.3 |
| Student Forum at HCMUT | 4.3 | 4.2 | 4.5 | 4.4 |
| Final Presentation/Closing at HCMUT | 4.6 | 4.6 | 4.4 | 4.6 |
| AVERAGE | 3.9 | 4.0 | 3.8 | 4.0 |

* : Some students were absent from programs because of sick.

** : The HUT students evaluated the programs in Hanoi city and the HCMUT students evaluated the program in Ho Chi Min city.

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Editor's comment

Student forum, Japanese corporations and Saigon High-Tech Park got excellent score. The common good point of these is that students' attitudes were positive. They asked many questions on Q & A sessions and during study tours. It is important to make atmosphere nice easy to ask questions.

Unfortunately, JICA projects and NOIP got less point than others. During the visits to NOIP and Sewerage Management, their presentations are not in English. At least, we should have asked them to make their presentation file in English. During the visit to Bach Mai hospital, the hospital tour is very noisy to hear from a guide. If possible, we should have taken a portable microphone or a speaker. However, we should care also our voice volume during the tour for their patients.

Regarding Dong Du Japanese Language School, the difference between the score evaluated by TIT and that by ASEAN students is large. During study tour of Dong Du, some Dong Du students are better at speaking Japanese than at speaking English. Therefore, TIT students could understand the school more deeply than ASEAN students. This resulted in the score evaluated by TIT students better.

Generally, the scores are dependent mainly on "how the students understand visiting places." The better students understand a visiting place, the nicer a score is. We, JWC, should make every effort to make their presentations and explanations easily understood.

Edited by Kunio NAGAI

Question no.2

Please choose the best 3 and NOT satisfying programs from your viewpoint. Then, describe the reason of your choice.

Answer no.2

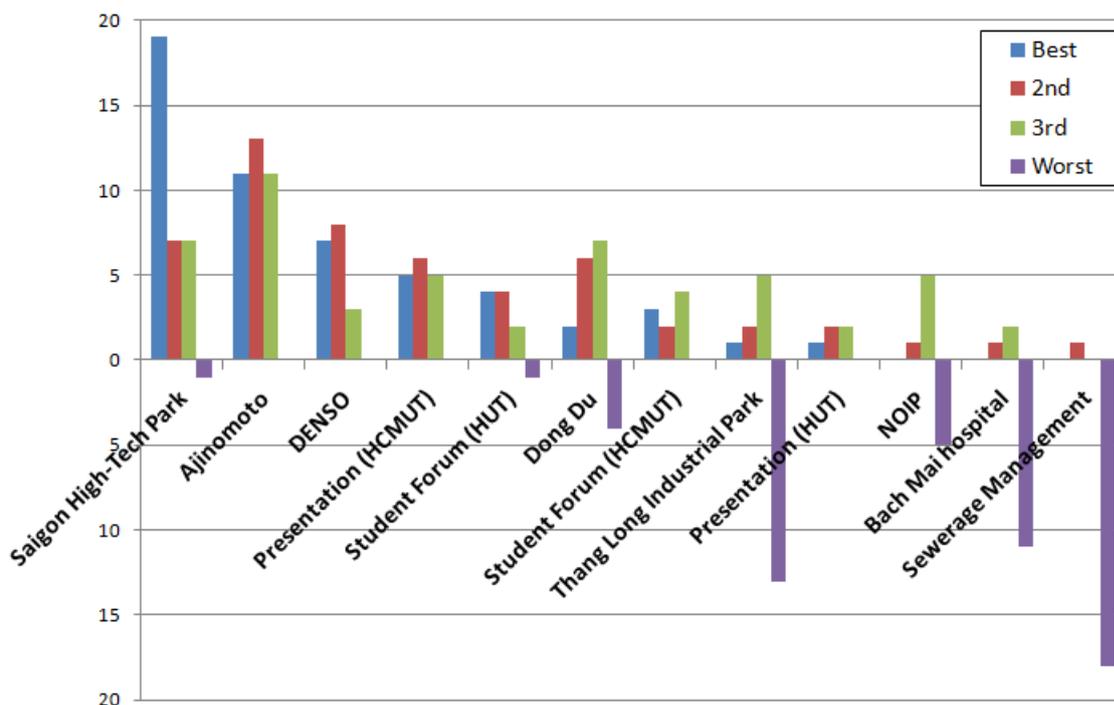


Fig.1 The best 3 and NOT satisfying programs

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Participants' comment

[Saigon High-Tech Park]—Reasons for Best

- Saigon Park is one of the most success laboratories in Viet Nam. Also person who established is Vietnamese. He can be a really good inspiration for new generation to be like him. Exactly he inspired me too. He gave us a lot of good information such as how to think, how to be successful, etc. I could see many labs and new technologies.
- He gave inspiration to me. Although he is success in USA. He come Vietnam, his home town to transfer technologies and knowledge to new generation of Vietnamese.

[Ajinomoto]—Reasons for Best

- We are presented with very useful information on how Ajinomoto provides the products of best quality. Besides, we have learnt the basis of the fine management skills in Ajinomoto, which is very crucial in resource saving.
- The Ajinomoto visit was very fun for me, because it is most relevant to my field of study as a Chemical Engineer. I was thrilled to see the processing plant, and I was also very impressed with their presentation.

[DENSO]—Reason for Best

- I know more about technology of japan and hour of Denso worker. To increase productivity, all managers and staffs have to work hard. I learn about discipline at Denso.

[Presentation (HCMUT)]—Reason for Best

- I worked and discussed with international students and tried to get some new creative idea and present it out. In the other hand, I have learned from other's presentation. They have so interesting ideas.

[Student Forum (HUT)]—Reason for Best

- I had an enthusiastic discussion with my group and I learned more about my friends and their culture.

[Dong Du Japanese Language School]—Reason for Best

- It was first time for me to visit Japanese school in foreign country, and I was impressed their strong motivation to study Japanese. We can never understand if we are not there.

[Dong Du Japanese Language School]—Reason for **Not Satisfying**

- I had a bit of difficulty at the school because most of the people could speak only Vietnamese and Japanese. Since I can only understand English, I was not able to get as much out of the visit as I had hoped.

[Thang Long Industrial Park]—Reason for 3rd Best

- Vietnam should have more and more this kind of park which could help Vietnamese Industry. in order to have sustainable development in my opinion Vietnam with crowded population should have good basic industry and technology development.

[Thang Long Industrial Park]—Reason for **Not Satisfying**

- I think this place is very nice but it may be because I don't understand Vietnamese including English (Vietlish) and the slide is Vietnamese so I cannot understand it.

[NOIP]—Reason for 2nd Best

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- National office of Intellectual Property of Viet Nam brought in my knowledge about using Intellectual property.

[NOIP]—Reason for **Not Satisfying**

- It's a good place. But I couldn't understand their presentation. If their pot would be English, I could understand more.

[Bach Mai Hospital]—Reason for 2nd Best

- From visiting to Bach Mai hospital that make me learn about supporting of JICA to Bach Mai hospital. Japanese government has funded ODA for Bach Mai without returning. It helps upgrade infrastructure of Bach Mai and support more modern equipments for diagnosing and treating.

[Bach Mai Hospital]—Reason for **Not Satisfying**

- They took us to some place inside of the hospital, but I cannot hear the doctor's voice. The doctor only mentioned JICA, I wanted to know more about the cooperation from other countries in order to know the difference between JICA and them.

[Sewerage Management]—Reason for 2nd Best

- I saw that Japanese technology is very modern and sophisticated

[Sewerage Management]—Reason for **Not Satisfying**

- Language problem about the slide and translator. The content there is too technical.
- The visiting around Capacity Development on Sewerage Management was good, but the presentation was not well prepared.

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[Section C] Evaluation for “Student Forum” Session

Question No.1

Please grade following items, then describe your opinion about time for discussion and number of members in each group

- 1: Not satisfied at all,
- 2: Not satisfied so much
- 3: Moderate,
- 4: Satisfied
- 5: Satisfied very much

Answer No.1

About time for discussion

| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
|---------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| 3.6 | 3.1 | 3.5 | 4.5 | 3.5 | 3.8 | 3.8 |

85% answered that they satisfied with the time for discussion. Some of these said that the group could manage well because they used the time for not-in-schedule activities and had suitable partition of work. The other 15% thought that the time is too short and limited, especially some of these are HUT and HCMUT students who participated only in one venue (Hanoi or Ho Chi Minh City) therefore the time for them to present there opinions was just half of the others’.

About number of members in each group

| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
|---------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| 4.0 | 3.7 | 4.0 | 4.0 | 4.5 | 4.4 | 3.9 |

Major (83%) agreed that the number of members in each group is good. Most of the other (9%) said that it was too crowd for about 10 students in one group because some members would not have enough time to show their opinions, and even some did not work or join the discussion. 6% were not satisfied that the grouping was not to all the nationalities and 2% said that it was hard for one certain group to have 2 committee members because the JWC had to go around all the time so they could not fully take part in the discussion

Edited by Thanh NGUYEN

Question No.2

What did you learn throughout discussing with members?

Answer No.2

Most of the answers talked about the skills for team-working: ability to communicate effectively in speaking knowledgeable, listening actively the others’ opinion with open-mind and making decision; ability to manage the schedule and control the

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discussion; ability to support other team members and how to be confident to speak out new ideas or opinions, and ability to make presentation informatively and thoroughly. Besides, the social skills such as speaking moderately, polite negotiation, and making jokes were also concerned.

The participants also said that they learned a lot from others such as knowledge, culture, industrial information and other aspects of their countries. Some also figured out that they had found a spirit to give the best effort in doing everything, and a view to trying to make a new positive way of life.

Edited by Thanh NGUYEN

Question No.3

What discussion topic do you want to suggest for the future JAYSES programs?

Answer No.3

In general, most of the topics suggested were about these fields: education, entrepreneurship, technology, the future of Japan and other Asian nations, and role of the youth.

(1) About education, there are some significant suggestions such as:

- _ How to enhance the location of Asia education when comparing with the great education in the world like U.S, U.K, etc.?
- _ Comparison on continuing to study higher education or go to work.
- _ Should we establish multinational research institutes in order to elaborate the knowledge of all Asian countries to promote the development of science and technology?
- _ What do you want to create for learning in the future? And how to create?
- _ More finance support from universities for students.

(2) About entrepreneurship, there are some specific opinions such as:

- _ How could entrepreneurship change the developing country developed?
- _ Entrepreneurship and cultural issue.

(3) About technology, some specific opinions are:

- _ Innovation in technology or science to make better life.
- _ What is the important technology that could answer the sustainable and comfortable people life and it will not make bad result to the environment in to the future?
- _ The invention of new technology and how are they been applied in reality.
- _ Implementing Japan's technology to poor people in each country.
- _ Water business

(4) About the future of Japan and other Asian nations

- _ Suggestion of new business collaboration between ASEAN and JAPAN.
- _ How do students at university can contribute better for Asia development?
- _ Development for future Asia based on the multilateral relationship among Asian nations.
- _ Suggestion of career cavitations for development of Asia

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_ The co-operation relationship among developing countries, and what Japan can do for them.

(5) Role of the youth:

_ As youth, how can we develop our countries?

_ The role of the youth in improving the state of our nations.

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Question No.4

Did you need the Internet during your discussion?

1: Not at all (Unnecessary), 2: Not, 3: Moderate, 4: Yes, 5: Very much

Answer No.4

| | | | | | | |
|---------------------|-------------|------------------|--------------------|------------------|-----------------|-----------------|
| All members (53) | TIT (15) | Indonesia (6) | Philippines (2) | Singapore (2) | Thailand (9) | Vietnam (19) |
| 4.4 | 4.4 | 4.7 | 5.0 | 4.0 | 4.9 | 4.0 |

Only one participant said that he did not use the internet at all during the discussion. This shows that internet was very convenient in group discussion and that the need for searching information through internet was really high. However, we should recommend the participants consider on the reliability and the reference literature of information.

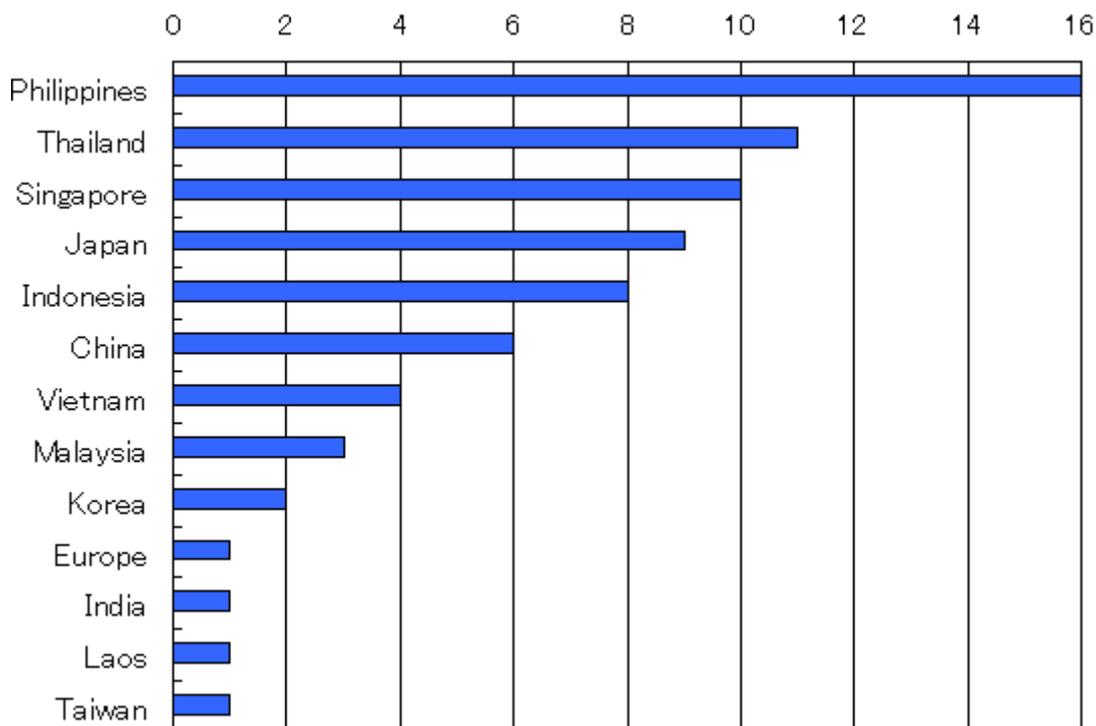
Edited by Thanh NGUYEN

[Section D] Evaluation for parts of JAYSES2010 program

Question no.1

Where / which country would you suggest for the next JAYSES program to visit?

Answer no.1



*Multiple selections are allowed

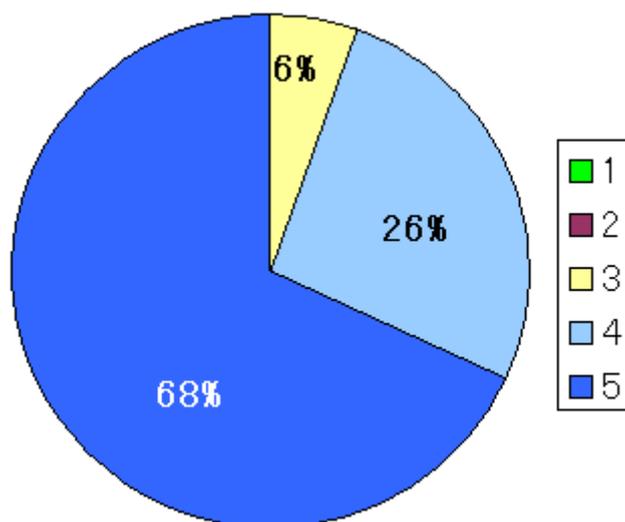
Philippines, which JAYSES has not visited yet, got the most votes and Thailand got the 2nd. This is the first time for Philippines students, Singapore students and Vietnamese students to participate JAYSES program. This made answers more international than before.

Edited by Kunio NAGAI

Question no.2

Do you want to recommend JAYSES program to your friends, juniors? And if yes, add some opinions. Please grade following items, then describe your opinion. (1: Never, 2: Not so much, 3: I am not sure, 4: Yes, 5: Strongly yes!!)

Answer no.2



Thankfully, almost all participants (over 90 %!) would like to recommend JAYSES program to their friends. Let's see participants' opinions.

Participants' opinions

- JAYSES program is very good and interesting program for people who would like to share the opinion with foreigners. You can visit many interesting industry. And you also can practice English language and learn about nice culture from many countries!!
- Because JAYSES is very good program, and because it is held in ASEAN, it does not cost too much for us who live in ASEAN. If many people willing to join JAYSES, there will be more competitive people in JAYSES network
- Of course! I want to pass this great program to my lovely friends and juniors. I want to say it again and again that this program is Great!!
- Because JAYSES will give them a lot of good stuffs such as good experiences, new friends, knowledge. We couldn't get all of it in classes. So if they participate in this program they will know how impressive we got this year
- Yes, I think JAYSES program is important experience because you will get knowledge and open your eyes for the real world about responsibility and you can improve about English skill and make a good friend with international student. I think it is very special experiment.
- The more it spread, the better!
- I am thrilled that I was able to participate in the JAYSES program and I would definitely recommend it to my friends who will be eligible to participate next year. It is truly an excellent opportunity to exchange culture and ideas, and to create a solid network.
- This is second time that I joined JAYSES program, the first time in 2009 at Bangkok, Thailand. I think that I do not waste time during join in this program for 10 days or about 2 weeks. I got many new and excellent experiences that I have never had. I learned the culture way of each country from all participants. In group discussion, all people had an open mind, not by cramming it full of information, but by being aware of our own thoughts by listening to others. In JAYSES program, I

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learned technologies and knowledge that are implemented in industries directly from the master who had long-term experience in business and engineering. Moreover, I can improve communication and relationship skill. I also will make my network with kindly friends. I would like to thank JAYSES that bought me to get the excellent experience and also have large network of kindly friends for international scale.

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Question no.3

Your suggestions, ideas, and comments for future JAYSES programs

Answer no.3

There are many suggestions, ideas and comments for future JAYSES programs and they loosely fall into 5 categories: Suggestions for length and time management, Hoping expansion of scale, Ideas for after participating in JAYSES, Other suggestions and ideas and Comments. Following is only part of them:

[Suggestions for length and time management]

- I think it is better if the program can take place longer.
- Next, the main topic of the program should be published as soon as possible and the places we visit should be correlated with the topic.
- Changing the time not during Ramadhan (fasting month)
- From my opinion I think it will be better if we could spend more time in this program. I think this program is really good. JAYSES programs can make very nice relationship among Asian country so I'm very agree if this program could be continued in to the future.
- We can strive for better time management. We had a lot of free time in Hanoi because we arrived on a Thursday, and there were no activities scheduled on the weekend. On the other hand, we had so many activities cramped in 3 days in HCM. It was so tiring. I also suggest to have team building activities at the start of the program so that it will be easier for the participants to be comfortable with each other.
- More student discussion forums, with shuffling of group members from one forum to the next, so as to maximize interaction amongst participants
- I suggest that there should be a little more free time. It would be better if the program have entertainment activity that everyone can attend at the same time.

[Hoping expansion of scale]

- More countries participate to this event.
- We need to visit more places as well as time to go out together, travel...
- Putting more new places to visit, not only multinational company but also small & medium local companies
- Involve more countries, more students
- Include technical visits that are not focused on Japan

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[Ideas for after participating in JAYSES]

- Developing alumni association
- Foster interaction of students prior to the program and after the program (through Facebook, email, etc.)

[Other suggestions and ideas]

- JAYSES program should be organized yearly and the university should have more finance support to students.
- I think it's better to have a moment such as gala dinner together, so we can meet and great together among JAYSES participants.
- Sao's suggestion of expanding JAYSES to JAYSEES (Japan-Asia Young Scientist, Engineer, and Entrepreneur Study Visit) is definitely worth considering. Partnering with student-led organizations in other universities can also be helpful. Including university lectures/talks may also be an option to give the theoretical context of the visit.
- JAYSES2010 is a successful program. I think that to make future JAYSES programs more successful, the discipline must be more strict. Students must be on time and keep silence when the presenters do the presentation.

[Comments]

- Just continue doing this program. I want to help the JAYSES organizer to make this program continue to next and next year.
- I want to say thank you to JAYSES program. It is really a good program. And I want TIT to continue this program next year.
- "I strongly would like to participate JAYSES2011 if I can. But anyway, thank you for Shimura-san and all of JWC members!"

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[Section E] Present state in your university

Question No.1

When did you know about JAYSES2010 first?

Answer No.1

The most answers for each university are following

HCMUT: July 10th 2010

HUT : the end of May 2010~June

CU : year 2008

KMITL : not clear

KMUTT: the end of July 2010

KU : June~July 2010

NUS : June 2010

ITB : year 2009 or July 2010

UI : not clear

UGM : year 2009

UPD : July 14th 2010

Edited by Thanh NGUYEN

Question No.2

How did you know about JAYSES2010? Please make the all appropriate choices.

A:Poster in your university

B: Ex-JAYSES participants

C: Professor

D: Website

E: other (Write your answer)

Answer No.2

The answer is shown in the following table

| University (numbers of students) | A(Poster) | B(Ex-participants) | C(Professor) | D(Website) | E(Other) |
|-------------------------------------|-----------|--------------------|--------------|------------|-----------------|
| HCMUT(10) | 2 | | 7 | | 1(Office) |
| HUT(9) | | | | 8 | 1(Parent) |
| CU(1) | 1 | | | | |
| KMITL(2) | | 2 | | | |
| KMUTT(4) | 2 | | | 1 | 1(friend) |
| KU(2) | 1 | | 1 | | |
| NUS(2) | | | | | 2(email) |
| ITB(4) | | 4 | | | |
| UI(1) | | | | | 1(mailing list) |
| UGM(1) | | | | | 1(Nasih) |

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| | | | | | |
|--------|--|--|----------|--|--|
| UPD(2) | | | 2 | | |
|--------|--|--|----------|--|--|

While most of the students of HCMUT knew about JAYSES2010 through their professors and the students of HUT were through the website, in other universities like NUS and UPD, which also first participated this year, students got the information on JAYSES first through emails or mailing lists. For other universities, they knew about JAYSES2010 through their seniors or participants in the past. This shows that the conditions in all universities are different. Considering on the statistical result, we can choose the best way in each university to make the information much more easy-to-access.

Edited by Thanh NGUYEN

Question No.3

When was the deadline for application of JAYSES2010 in your university?

Answer No.3

The most answers for each university are following

- HCMUT: not clear
- HUT : June 30th 2010
- CU : June 30th 2010
- KMITL : not clear (June 30th 2010?)
- KMUTT: July 28th~30th 2010
- KU : July 12th 2010
- NUS : June 21st 2010 or July 6th 2010
- ITB : July 8th 2010
- UI : 2nd week of July
- UGM : not clear
- UPD : July 15th 2010

Based on the answers, we can see that in some universities such as HCMUT and UPD the deadline for application was only 1 or 2 days after the announcement. This is not good and must be considered for next year's program.

Edited by Thanh NGUYEN

Question No.4

Were there any requirements of essay to apply? (Yes / No)

Answer No.4

The number of answer "yes" and "no" are shown in the following table

| University (numbers of students) | Yes | No |
|-------------------------------------|----------|----------|
| HCMUT(10) | 2 | 8 |
| HUT(9) | 3 | 6 |
| CU(1) | 1 | |

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| | | |
|----------|----------|----------|
| KMITL(2) | 2 | |
| KMUTT(4) | 4 | |
| KU(2) | 2 | |
| NUS(2) | 2 | |
| ITB(4) | 4 | |
| UI(1) | | 1 |
| UGM(1) | | 1 |
| UPD(2) | 2 | |

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Question No.5

Were there any interview tests in your university? (Yes / No)

Answer No.5

The number of answer “yes” and “no” are shown in the following table

| University (numbers of students) | Yes | No |
|-------------------------------------|----------|----------|
| HCMUT(10) | 1 | 9 |
| HUT(9) | 2 | 7 |
| CU(1) | | 1 |
| KMITL(2) | | 2 |
| KMUTT(4) | 4 | |
| KU(2) | 2 | |
| NUS(2) | | 2 |
| ITB(4) | 4 | |
| UI(1) | | 1 |
| UGM(1) | | 1 |
| UPD(2) | | 2 |

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Question No.6

Were there any preparatory study sessions in your university? (Yes / No)

Answer No.6

The number of answer “yes” and “no” are shown in the following table

| University (numbers of students) | Yes | No |
|-------------------------------------|----------|----------|
| HCMUT(10) | 4 | 6 |
| HUT(9) | 6 | 3 |
| CU(1) | | 1 |

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| | | |
|----------|----------|----------|
| KMITL(2) | 2 | |
| KMUTT(4) | 4 | |
| KU(2) | | 2 |
| NUS(2) | | 2 |
| ITB(4) | 1 | 3 |
| UI(1) | | 1 |
| UGM(1) | | 1 |
| UPD(2) | | 2 |

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Question No.7

Did you check the links of homepage by yourself before you join JAYSES2010? (Yes / No)

Answer No.7

The number of answer “yes” and “no” are shown in the following table

| University (numbers of students) | Yes | No |
|-------------------------------------|----------|----------|
| HCMUT(10) | 9 | 1 |
| HUT(9) | 9 | |
| CU(1) | 1 | |
| KMITL(2) | 2 | |
| KMUTT(4) | 4 | |
| KU(2) | 2 | |
| NUS(2) | 1 | 1 |
| ITB(4) | 3 | 1 |
| UI(1) | 1 | |
| UGM(1) | 1 | |
| UPD(2) | | 2 |

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Question No.8

How & from whom did you get information after you received the announcement of acceptance?

Answer No.8

The answer is shown in the following table

| University (numbers of students) | Officers | Other participant | Ex- participant | Website | Group leader | Mr. Shimura | Prof. Tonette | JWC |
|-------------------------------------|----------|----------------------|--------------------|---------|-----------------|----------------|------------------|-----|
| HCMUT(10) | 8 | 1 | | 1 | | | | |
| HUT(9) | 2 | | | 1 | 2 | | 2 | 1 |

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| | | | | | | | | |
|----------|---|--|---|--|--|---|---|--|
| CU(1) | 1 | | | | | | | |
| KMITL(2) | | | | | | 2 | | |
| KMUTT(4) | 3 | | | | | 1 | | |
| KU(2) | 2 | | | | | | | |
| NUS(2) | | | | | | 2 | | |
| ITB(4) | | | 4 | | | | | |
| UI(1) | 1 | | | | | | | |
| UGM(1) | 1 | | | | | | | |
| UPD(2) | | | | | | | 2 | |

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Question No.9

What is the smoothest way in contacting between members in your country?

Answer No.9

The answer is shown in the following table

| University (numbers of students) | Email | Cell phone | Facebook | MSN | Face to face | Other |
|-------------------------------------|-------|------------|----------|-----|-----------------|-------|
| HCMUT(10) | 5 | 3 | 2 | | 1 | |
| HUT(9) | 3 | 2 | 1 | | 1 | 1 |
| CU(1) | | | 1 | | | |
| KMITL(2) | | | 2 | | | |
| KMUTT(4) | 3 | | 3 | 3 | | 1 |
| KU(2) | | | 1 | 1 | | |
| NUS(2) | 1 | 2 | | | | |
| ITB(4) | 1 | 2 | 3 | | | 1 |
| UI(1) | | 1 | | | | |
| UGM(1) | 1 | 1 | 1 | | | |
| UPD(2) | 2 | 2 | | | | 1 |

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Question No.10

Any suggestions, ideas, and comments to improve future application process?

Answer No.10

There are many comments which show participants were very pleased and satisfied with the program.

Many students in HCMUT suggest that the application should be more publicly and open to all ASEAN countries, and should have an online form on the JAYSES homepage, while students in HUT suggest that they need preparatory study sessions in their university as well as more requirements for English proficiency and basic

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understanding about related topics.

A student from CU comments that the schedule should be more fun, while some other students from Thailand suggest there should be more advertisement on JAYSES.

Students from NUS comment that only few students in NUS know about JAYSES. It shows that the advertisement in NUS was not effective. They also require preparatory studies before coming to the visiting country.

Students from ITB and UI focus deeply on the process of selection. They require a standardization in application process such as essay topic, interview form and English proficiency; and an independent reviewer from committee to evaluate the essay of each participant beside reviewer from each country. Besides, one says that he hopes the deadline selection process, and acceptance notice can be done further from the date of JAYSES.

Students from UPD suggest that we should produce an FAQ's sheet about JAYSES by asking JAYSES alumni to write testimonials about the program to encourage people to apply. Moreover, they require interview sessions, as well as suggest that the application process can be better publicized through Facebook and other social networking sites for the reasons that students spend much time on these and it will also help to involve all JAYSES alumni, who can promote the event to their friends and help in organizing future JAYSES programs.

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Appendix

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Photos

Mr.Sato, Advisor, JTECS



Participants presentation
(preparatory study)



Technical Visit (DENSO)



Student forum ①



Student forum ②



Interim Presentation



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Certification session for HUT students



Final presentation



Q and A session of final presentation



Certification for HCMUT students



Acknowledgement ceremony ①



Acknowledgement ceremony ②



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Participants list

| Name | Nick name | sex | Univ. | Department | Grade |
|---------------------------|-----------|-----|-----------|--|-----------|
| NAGAI, Kunio | Kunio | M | TIT | Department of Mechanical and Control Engineering | M2 |
| DONG, Zuofu | Sao | M | TIT | Department of Technology Management | M2 |
| NGUYEN, Vinh Xuan Thanh | Thanh | F | TIT | Department of Mechano-Micro Engineering | M1 |
| TAKAMURA, Hiroki | Takamu - | M | TIT | Department of Chemical Engineering | B3 |
| YAMAURA, Hayato | Hayato | M | TIT | Department of Electrical and Electronic Engineering | B2 |
| WADA, Kenji | Kenji | M | TIT | Department of International Development Engineering | B3 |
| NATSUSONO, Hiroaki | Natchan | M | TIT | Department of Electrical and Electronic Engineering | B3 |
| OKUI, Yumi | Yumi | F | TIT | Department of Electronic Chemistry | M1 |
| KIMURA, Yoshiko | Kim | F | TIT | Department of Management of Technology | M1 |
| MITANI, Shunsuke | Shun | M | TIT | Department of Bioengineering | M1 |
| NGUYEN, Thi Thanh Nha | Nha | F | TIT | Department of Industrial Engineering and Management | M2 |
| WEN, Su Hua | Bonnie | F | TIT | Department of Management of Technology | M2 |
| ISHIZAKA, Kazuya | Kazuya | M | TIT | Department of Mechanical and Aerospace | M1 |
| OTAKI, Yoshifumi | Taki | M | TIT | Department of Management of Technology | M1 |
| NGUYEN, Dung Dong | Dung | M | TIT | Department of Mechanical and Control Engineering | M1 |
| KUROIWA, Kazuma | Kazu | M | TIT | Department of Metallurgy and Ceramics Science | M1 |
| SUGIURA, Moeko | Moeko | F | Grad. TIT | graduated: Mechanical Science and Engineering | Graduated |
| YAMAGUCHI, Takahiro | Taka | M | Grad. TIT | graduated: Dept of Industrial Engineering and Management | Graduated |
| Maytridan Yoshua Sumalong | Tridan | M | ITB | Mechanical Engineering | B4 |
| Fajar Hadi Pratama | Fajar | M | ITB | Industrial Engineering | B4 |
| Anugerah Suseno | Agra | M | ITB | Industrial Engineering | B4 |
| Dellyna Septia | Dea | F | ITB | Informatics Engineering | B4 |
| Yosi Ayu Aulia | Yosi | F | ITB | School of Life Science and Technology / Microbiology | B4 |

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| Name | Nick name | sex | Univ. | Department | Grade |
|---------------------------|-----------|-----|--------|--|-------|
| Akifan Hanggraito Jannata | Ifan | M | UGM | Department of Mechanical And Industrial Engineering | B3 |
| Fikriyah | Fik | F | UI | Geography Dept, F. of Mathematics and Natural Sciences | B4 |
| Visky Katerina Putri | Visky | F | UI | Industrial Engineering Department | B4 |
| Alifia Fithritama | Fia | F | UI | Electrical Engineering Department | B4 |
| Maria Katrina D. Guevara | Kat | F | UPD | Electrical and Electronics Engineering Institute | B5 |
| Shirley Anne Corral | Shirley | F | UPD | Chemical Engineering | B5 |
| Nicole Andrea S. Yazon, | Nikki | F | UPD | Chemical Engineering | B5 |
| Ivan John Mercado Clement | Ivan | M | NUS | Computation Biology | B1 |
| Wai Park Soon | Park Soon | M | NUS | Computer Engineering | B3 |
| Saran Songyod | Palm | M | KU | COMPUTER ENGINEERING | B4 |
| Passara Thapthimdaeng | Por | F | KU | SCIENCE/ZOOLOGY | B3 |
| Punyapat Saksupapchon | So | F | CU | Information and Communication Engineering | B4 |
| Mondheera Pituxcuusuvann | Ampere | F | KMU TT | Computer Engineering -Individual Base Program (IBP) | B2 |
| Noppharat Yoksen | Pui ปุ๋ย | F | KMU TT | Production and Mechatronic Engineering | B2 |
| Thitima Chukijrunroj | Viiew | F | KMU TT | Production Engineering | B2 |
| Wipawan Atipthamwaree | Ant | F | KMU TT | Control System and Instrumentation Engineering | B2 |
| Tewtad Sattarattanakajorn | View | F | KMIT L | Industrial Engineering | B4 |
| Soontaree Kraupeng | Yim | F | KMIT L | Industrial Engineering | B4 |
| TRAN, Van Dung | Dung | M | HUT | Center for Training of Excellent Student | Final |
| TRAN, Van Toan | Toan | M | HUT | Center for Training of Excellent Student | 3rd |
| CAO, Quang Nguyen | Cao | M | HUT | Faculty of Material Science and Tech | 3rd |
| NGUYEN, Thu Ha | Ha | F | HUT | Inst. of Food and Bio-tech | Final |

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| Name | Nick name | sex | Univ. | Department | Grade |
|-----------------------|------------|-----|--------|---|-------|
| NGUYEN, Minh Duc | Duc | M | HUT | Faculty of Electronics and Telecommunications | 3rd |
| NGUYEN, Son Tung | Tung | M | HUT | School of ICT | Final |
| PHAM, Toan Thang | Pham | M | HUT | Center for Training of Excellent Student | Final |
| VU, Van Luong | Long | M | HUT | Faculty of Economics and Management | 4th |
| LAM, Thi Van | Van | F | HUT | Faculty of Electricity | 4th |
| PHAM, Quoc Su | Pham | M | HUT | School of Mechanical Engineering | Final |
| NGUYEN, Xuan Bac | Bac | M | HCM UT | Faculty of Electrical and Electronics | M3 |
| TRAN, Thi Que Nguyet | Que Nguyet | F | HCM UT | Computer Science and Engineering | M3 |
| NGUYEN, Thi Kim Cuong | Kim | F | HCM UT | Biomedical Engineering Dept, Faculty of Applied Science | M1 |
| NGO, Hoang Nhat Minh | Withering | M | HCM UT | Bachelor of Engineering, Faculty of Applied Science | B2 |
| HOANG, Linh | Wang | M | HCM UT | Faculty of Civil Engineering | B2 |
| NGUYEN, Thanh Tung | Tung | M | HCM UT | Chemical Engineering | B5 |
| CHAU, Ngoc Do Quyen | Quyen | F | HCM UT | Chemical Engineering | B5 |
| LE, Bay | Seven | M | HCM UT | Transport Engineering | B5 |
| TRAN, Thi Ai Que | Que | F | HCM UT | Computer Science and Engineering | B3 |
| LE, Thi Tuong Van | Tường Vân | F | HCM UT | Environmental Engineering | B5 |

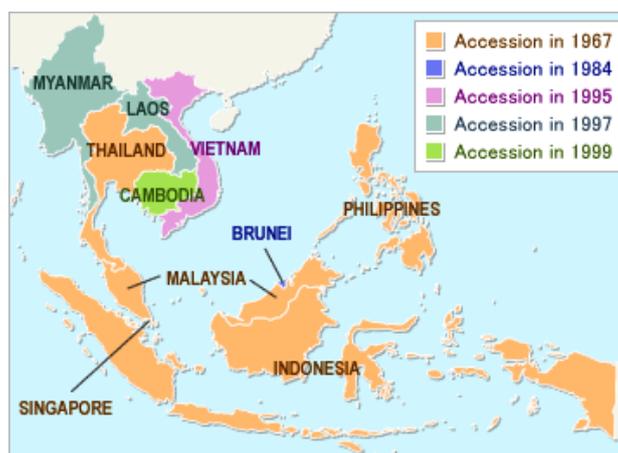
ASEAN and VIETNAM

Reported by Hayato, Shun, Bonnie

ASEAN

The Association of Southeast Asian Nations, or ASEAN is a regional cooperative organization of 10 countries in the Southeast Asia. The 10 Member Countries vary widely in terms of geography, population, languages, political and economic structure, among others, to an amazing degree. Even in the same country, different ethnic groups and religions intermingle and various cultures exist in harmony.

Before the establishment of ASEAN, Southeast Asia had the Association of Southeast Asia (ASA), formed in 1961 by Thailand, the Philippines and the Federation of Malaya (now Malaysia) under the initiative of the then Prime Minister Rahman of Malaya. At that time, the Vietnam war occurred in Vietnam, Laos, and Cambodia from 1955. But the Vietnam War encouraged active regional cooperation. While the ASA remained dormant due to the political disputes between member nations, there emerged a fresh movement to form a new regional body comprehensive Indonesia and Singapore as well. On August 5, 1967, foreign ministers of Indonesia, Malaysia, the Philippines, Singapore and Thailand gathered in Bangkok. On August 8, they adopted the ASEAN Declaration, declaring the establishment of ASEAN. This dissolved the previous ASA. After that, Brunei, Vietnam, Myanmar, Laos, Cambodia, joined this community and formed present ASEAN.



Vietnam

<Geography>

Vietnam occupies the eastern and southern part of the Indochinese peninsula in Southeast Asia, with the South China Sea along its entire coast. China is to the north and Laos and Cambodia are to the west. Long and narrow on a north-south axis, Vietnam is about twice the size of Arizona. The Mekong River delta lies in the south.

<Climate&Weather>

Basically, the whole country falls into the tropic and subtropics but its stretching length and diverse topography allow it to span several different climate zones. The weather thus, tends to vary considerably from season to season and also from region to region.

The North of Vietnam is generally cooler than other South East Asian regions in the same longitude. It experiences two main distinct seasons. In winter months, the weather gets colder and colder from Nov to March and considerably warmer in April (a leap into summer). This is also time to observe much cloud and frequent drizzle. The average winter temperature is 17.2°C (62.9°F).

In the summer (from May to Oct), the whole region is quite hot. Temperature may rise to 37°C (98.6 °F) in the peaks of June and July. Hanoi and coastal provinces around the Red River Delta generally enjoy equitable weather with high average humidity (80%) all year round though they may occasionally be subjected to typhoons and heavy rain in late summers (September to November).

The South of Vietnam, merely 8 degrees north of the Equator, is typical of humid tropical climate which is excellent for growing rice. The region's temperatures experience little variations in a year (around 27-32°C/80-90°F). There are two main seasons: the rainy and the dry. During the rainy/monsoon season (from May to November), downpours are expected to happen nearly every afternoon, resulting in occasional street flooding in and around Saigon. In the dry season, it is hot from late February to April then slightly cooler when first downpours come

<Culture- PEOPLE>

- Population: 89,571,130(July 2010) (country comparison to the world:13)
- Population rate:1.09% (2010 est.) (country comparison to the world: 117)
- Birth rate:17.2 births/1,000 population (2010) (comparison to the world:118)
- Death rate:5.9 deaths/1,000 population (July 2010) (comparison to the world: 167)
- Life expectancy at birth: total population: 71.9 years (comparison to the world:128)
- Age structure:
 - 0-14 years: 26.1% (male 12,069,408/female 11,033,738)
 - 15-64 years: 68.3% (male 30,149,986/female 30,392,043)
 - 65 years and over: 5.6% (male 1,892,505/female 3,039,078) (2010 est.)
- Ethnic group:_Kinh (Viet) 86.2%, Tay 1.9%, Thai 1.7%, Muong 1.5%, Khome 1.4%, Hoa 1.1%, Nun 1.1%, Hmong 1%, others 4.1% (1999 census)
- Urbanization: urban population: 28% of total population (2008)
rate of urbanization: 3.1% annual rate of change (2005-10.)
- Net migration rate:-0.37 migrant(s)/1,000 population (2010 est.) country comparison to the world:137

<LANGUAGE>

Vietnamese (official), English (increasingly favored as a second language),

some French, Chinese, and Khmer; mountain area languages (Mon-Khmer and Malayo-Polynesian)

<RELIGION>

Buddhist 9.3%, Catholic 6.7%, Hoa Hao 1.5%, Cao Dai 1.1%, Protestant 0.5%, Muslim 0.1%, none 80.8% (1999 census)

<Economic>

Vietnam is a densely-populated developing country that in the last 30 years has had to recover from the ravages of war, the loss of financial support from the old Soviet Bloc, and the rigidities of a centrally-planned economy. Vietnamese authorities have reaffirmed their commitment to economic liberalization and international integration. They have moved to implement the structural reforms needed to modernize the economy and to produce more competitive export-driven industries. Vietnam joined the WTO in January 2007 following more than a decade-long negotiation process. WTO membership has provided Vietnam an anchor to the global market and reinforced the domestic economic reform process. Agriculture's share of economic output has continued to shrink from about 25% in 2000 to about 21% in 2009. Deep poverty has declined significantly and Vietnam is working to create jobs to meet the challenge of a labor force that is growing by more than one million people every year. The global recession has hurt Vietnam's export-oriented economy with GDP growing less than the 7% per annum average achieved during the last decade. In 2009 exports fell nearly 10% year-on-year, prompting the government to consider adjustments to tariffs to limit the trade deficit. The government has used stimulus spending, including a subsidized lending program, to help the economy through the global financial crisis, and foreign donors have pledged \$8 billion in new development assistance for 2010. Domestic investment grew 16% while committed foreign direct investment fell 70%, a steep reduction after 5 years of growth. Nevertheless, the weaker economy, current account deficit, and subdued foreign investment environment means Vietnam's managed currency, the dong, faced downward pressure through 2009, leading the government to devalue it by more than 5% in December.

<Culture- FOOD>

Vietnamese food is affected by Chinese food. The characteristics of Vietnamese food are using fermented condiment: nuoc mam and using rice turning rice eating culture. Vietnam is long and thin from south to north, so food and seasoning are different from region to region. In north area of Vietnam, around Hanoi, simple seasoning soy sauce or salt is used.

<Culture- FESTIVAL>

Vietnam is the country of festivities which take place all year round, especially in spring when there is little farming work. Festivals have long been considered the traditional cultural activity of the Vietnamese people. They are of magnitude to all social classes and have become part of people's lives for many centuries.

<Culture- CLOTHING>

In general, Vietnamese clothing is very diverse. Every ethnic group in Vietnam has its own style of clothing. Festivals provide an opportunity for the various ethnic groups to wear their favorite clothes. In Vietnam, the ao dai is the traditional dress for women. Developed from Chinese court clothing in the 1930s, this style of clothing went out of fashion in the north in 1954 and in the south in 1975. Recently, however, it has made a comeback and is regaining popularity in the south among schoolgirls and office workers, and is being worn at formal functions. An indication of social standing, the ao dai is worn by women who work as shop assistants or who have a higher social status, while manual workers typically wear a loose top and baggy pants called an ao ba ba.

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