

JAYSES 2012

Japan-Asia Young Scientist and Engineer Study Visit 2012

Final Report



ACKNOWLEDGEMENT

All of the JAYSES 2012 (Japan-Asia Young Scientist and Engineer Study Visit 2012) members would like to thank the international affairs department of Tokyo Tech for the precious opportunity to visit various organizations in the Philippines and to discuss with students from the partner universities in the Philippines, Indonesia, and Thailand.

Special thanks to **Tokyo Tech Fund** for supporting students' travel expenses.

Special Thanks to **Ms. Maria Gladys C. Vilchez**, who coordinated the technical visits and strongly supported the program.

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

Honda Motor Co., Ltd. Saitama Factory
Commission on Higher Education
University of the Philippines Diliman
Intellectual Property Office of the Philippines
JICA Philippines Office
Epson Precision (Philippines), Inc.
Honda Philippines Inc.
United Laboratories, Inc.
Magnolia, Inc.
De La Salle University
King Mongkut's Institute of Technology Ladkrabang
King Mongkut's University of Technology Thonburi
Institute of Technology Bandung
University of Indonesia

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About the Program

1. Program Information

A) Outline

Tokyo Institute of Technology (Tokyo Tech) launched a new short-term student exchange program in 2007, aiming to establish close human networks of key persons in Asia in their early age. The Japan-Asia Young Scientist and Engineer Study Visit (JAYSES) program provides opportunities to expand participants' horizons through collaboration with students from different backgrounds. The participants can learn about the growth and dynamism of Asian industry, education and governance.

This year, we visited the Philippines, and learned from many people working for manufacturers, government organizations, and educational institutes.

JAYSES 2012's main theme is "From Asia to the World", which was decided by the participating students themselves. The program mainly consisted of three parts indicated below:

1) Preliminary studies

The Tokyo Tech participants had preliminary study sessions to deepen the understanding of the technical visits in the Philippines.

- Visit to Honda Motor's Saitama Factory
- Study and Presentation (in English) on the institutions to visit in the Philippines
- Basic Tagalog

2) Activities in the Philippines

a. Technical Visits to Japanese and Filipino companies, government organizations, universities and JICA project sites.

b. Student Forum

The student forum consisted of group discussion and presentation on the topics below:

- Education
- Sustainable Society in Each Country
- United Asian Countries
- How Technology Affects Asian Countries
- Technology, Innovation, and People's Mindset
- Differences in Working Ethics and Environment

3) Reporting

Tokyo Tech students held a final reporting session after coming back to Tokyo and published the Final Report (this report).

B) Objectives

- 1) To learn how the latest technologies and methodologies are applied to the practical stage in the Philippines, and to learn about support and control by government organizations.
- 2) To experience collaboration with students of different nationalities, cultures, languages, and fields of study.
- 3) To brush up English skills as a tool for international communication.
- 4) To develop close and international friendships.

C) Participating Universities

Japan	Tokyo Institute of Technology (Tokyo Tech)
Philippines	University of the Philippines Diliman (UPD) De La Salle University (DLSU)
Thailand	King Mongkut's Institute of Technology Ladkrabang (KMUTL) King Mongkut's University of Technology Thonburi (KMUTT)
Indonesia	Institute of Technology Bandung (ITB) University of Indonesia (UI)

D) Benefits for the participants

- 1) Participants can develop an international human network.
- 2) Participants can learn about the latest technologies in Filipino industry and the relationship between ASEAN countries and Japan through private investment or Official Development Assistance (ODA).
- 3) Participants receive certificates issued by an Executive Vice President of Tokyo Tech.
- 4) Participants can collect useful information about studying at Tokyo Tech (or partner universities if presentations are prepared).
- 5) Participants can improve their English skills.

E) Expected Results

- 1) More Japanese students to study abroad
- 2) More ASEAN students to study in Japan and across ASEAN
- 3) Building an intimate and international students' network between top-ranking universities in ASEAN and Japan

2. Schedule of JAYSES 2012

April ~ May 2012	Announcement and application
June	Selection
June ~ August	Preliminary studies
22 ~ 31 August	Activities in the Philippines
19 October	Final presentation session at Tokyo Tech and publication of Final Report

Schedule of preliminary studies

Date	Theme
21 June	About JAYSES
27 June	About Japan
7 July	About South East Asia
11 July	Safety training session
13 July	Lecture on the Philippines and Tagalog lesson by Filipino students
20 July	About Philippines
9 August	Visit to Honda Motor Saitama Factory
10 August	Making materials for pre-trip presentation
17 August	Making materials for pre-trip presentation
20 August	Pre-trip presentation

Schedule of Activities in the Philippines

Date	Event
22 Aug	Participants arrive in Manila
23 Aug	Commission on Higher Education (CHED)
	University of the Philippines Diliman
24 Aug	Intellectual Property Office of the Philippines
	JICA Project (Metro Manila ODA projects)
25 Aug	Sightseeing
26 Aug	Sightseeing
27 Aug	Student Forum and Cultural Exchange Party
28 Aug	Epson Precision (Philippines), Inc.
	Honda Philippines Inc.
29 Aug	United Laboratories, Inc.
	Magnolia, Inc.
30 Aug	JICA Project (Pinatubo Hazard Urgent Mitigation Project)
31 Aug	De La Salle University
	Student Forum and Final Presentation
1 Sep	Participants Leave Manila

3. Selection

A) Tokyo Tech students

1) Announcement in Tokyo Tech

JAYSES Working Committee (JWC) announced the program through websites, posters, flyers, and mailing lists in April. They had briefing sessions on several occasions including Study Abroad Fair and English events on campus.

2) Application

Applicants submitted their application with an essay titled “What is your purpose and expectations for joining JAYSES?” within 500 words in English by 21 May 2012. The number of applications this year was 26.

Statistic of application (by nationality and gender)

Nationality	Female	Male	Total
China		1	1
Japan	4	20	24
Mexico		1	1
Total	4	22	26

Statistic of application (by grade, school and gender)

Years of Study	Grade	Female	Male	Total
Undergraduate	B1			
	B2		1	1
	B3	2	4	6
	B4		2	2
Total of Undergraduates		2	7	9
Graduate	M1	1	13	14
	M2	1	2	3
	D1			
	D2			
Total of Graduates		2	15	17
Grand Total		4	22	26

3) Interviews

JAYSES Administration Office interviewed the applicants in June. The applicants were divided into five groups of 4-6 persons. They were asked to have a discussion for 20 minutes and to give a presentation of their conclusions. The topic was as follows: “Increasingly, Japanese companies are expanding overseas because of a slowing or stagnating domestic market, sharp appreciation of the yen, the rise of emerging nations and rapid globalization of economy and society.

Discuss what qualities and abilities global persons will need in the days and years to come. Also, discuss what you should do to develop such qualities and abilities.”

4) **Criteria for Selection**

The essays were scored by English ability, logical composition, and eagerness. In group discussions, applicants were appraised by criteria of assertiveness, cooperativeness, logicity, calmness, and attitude by JAYSES Administration Office members. 12 students were selected as candidates for the scholarship offered by Tokyo Tech alumni association.

B) Students from partner universities

Students from partner universities sent their applications to Tokyo Tech. There were 133 applications from ten universities this year. The applications were sent for selection to the universities the applicants belong to, and 20 students participated in the program.

Certificates of participation signed by the Executive Vice President of Tokyo Tech were given to the participants.

Statistic of application (by country and gender)

Country	Female	Male	Total
Indonesia	37	57	94
Philippines	9	10	19
Singapore		1	1
Thailand	5	13	18
Vietnam		1	1
Total	51	82	133

Preparatory Studies in Japan

Outline

Before going to the Philippines, Japanese participants had some preparatory sessions. There were three types of sessions.

From the next page, we will describe the details of each session.

1. Discussion and Presentation sessions

In these sessions, we researched something we wanted to know about Asian countries and organizations we would visit in the Philippines, and shared through presentations.

We also made a brief explanation about each organization for a booklet to share with foreign students.

21 st June	Discussion session1
27 th June	Discussion session2
7 th July	Discussion session3
20 th July	Discussion session4
10 th August	Discussion session5
17 th August	Discussion session6
20 th August	Pre-study Presentation

2. Lecture sessions

We had two lecture sessions, a Safety Training Lecture and a Filipino Language Lecture. The schedule is below.

11 th July	Safety training Lecture
13 th July	Filipino Language Lecture

3. Factory Visit

In the Factory Visit, we could visit Honda Motor's Saitama Factory and this experience helped us understand more about the company when we visited Honda in the Philippines.

9 th August	Factory Visit @Honda Motor Saitama Factory
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Discussion & Presentation Session

Reporter: Mitsuru Irie (Eppy)
Date & Time: June 21st 2012 ~ August 20th 2012
Program: Preparatory study in Japan

Contents of sessions and reporter's comment:

In JAYSES 2012, we introduced a new program called 'discussion & presentation sessions' into the preparatory study program for the first time. The discussion & presentation sessions were completely managed by the JAYSES Working Committee. The aims of these sessions were to share the knowledge and thoughts of what would be needed in the main program in the Philippines and to acquire further ability of expressing ourselves in English.

To achieve these two aims, we chose the topics quite discreetly. The topics were as follows: 1. What would you like to achieve in JAYSES and how? 2. How would you like to introduce Japan to overseas students? 3. Sharing the basic knowledge and problems of South Eastern Asia 4. Sharing the basic knowledge and problems of the Philippines.

In each session we had 3 activities: icebreaking games, discussion, and presentation. In the icebreaking activities, we played games through which we could become motivated to speak English. In the discussions, we got divided into some groups and each group decided a detailed topic related to the main topic. We not only discussed the topic but also had to prepare for a presentation in each session. With the presentations in every session, we



Fig1. Presentation session

shared a lot of things from the diverse perspectives each of the groups had (Fig.1).

Besides the discussion & presentation sessions, we had one more presentation session as part of the preparatory study program. In this session, there were five topics (Japanese companies, Philippine companies, Universities and CHED, JICA, IPO) that were largely relevant to the organizations we would visit in the Philippines. Divided into groups again, we prepared in a week or so for the presentation held just before the

departure day. Part of the information we got from this presentation was summarized and put into the JAYSES brochure which was distributed to every participant. The introduction of the brochure was also the first try this time and it really helped all the participants prepare for the visits.

Lectures about the Philippines and Filipino language

Reporter: Mariko Tanaka (Mari)

Date & Time: I. July 11th, 2012, 16:00~17:30 (Safety training Lecture)

II. July 13th, 2012, 17:30~19:30 (Language Lecture)

Program: Lectures about the Philippines and Filipino language

Contents of sessions and reporter's comment:

In the first lecture, an associate professor in Tokyo Tech taught us how to stay in the Philippines from the standpoint of our health and safety. We could learn basic information about the country (Fig.1).

In the second lecture, Filipino students in Tokyo tech came to teach us about the Philippines and easy expressions in Filipino language.

They first showed us many slides to introduce the history, festivals, and famous animals, and so on.

After that, they showed many pictures about what we should try to eat, or where we should visit in the Philippines. And after the

presentation, we practiced speaking easy greetings in Filipino. We enjoyed the whole lecture (Fig.2).



Fig.1 A Safety training lecture by Prof. Nishizaki



Fig.2 A Lecture by Filipino students

Through these lectures, we got a lot of information about the Philippines and gained a sense of affinity more than ever.

In addition, students who came in the second lecture were from De La Salle University, so we got more interested in visiting the university in the Philippines, too.

Honda Motor Co., Ltd. Saitama Factory

Reporter: Tomohiro Akutsu (Acty)
Date & Time: August 9th, 2012, 14:00 ~ 17:00
Program: Presentation of general information about
HONDA and HONDA Saitama Factory
Factory Tour
Q&A session

Contents of visit and reporter's comment:

Honda Saitama Factory is a company that provides mainly many kinds of car. It was founded in 1964, and has over 7,000 employees. The company has two lines, and has been producing 2200 cars every day. In other words, the production speed (production speed of one car) is about 1min/line.

The company has two features: Curved line and various models mixed production.

Firstly, the area of the company is very small, so it is necessary to curve the line or go through the ceiling. But, it is difficult. Because the weight of the car is several tons, so, curved line needs the control of high-level technology.

Secondly, the company produces a variety of cars in two lines only. This is because the Japanese factory is responsible for coordinating production around the world. Therefore, they require the ability to produce flexibly depending on demand from all over the world.



<http://world.honda.com/>

Q&A:

Q: What is the difference between the factory in Japan and those overseas in terms of the quality of the product?

A: Abroad, we produce a large number of low-cost products using a simple process. Thus, the standard of the product is maintained.

Technical Visit

Outline

The 'technical visit' is the main activity of JAYSES. We visited 10 organizations in the Philippines and could learn many things through factory tours and presentations there.

These experiences helped us to think about the current situation in the Philippines and relationships among the Philippines and other Asian countries.

They were also useful when we thought about technology. For example, in the organizations, there were many machines from Japan, China, and so on. In the Philippines, technological transfer was implemented. As students in science and engineering majors, we could learn of the present situation from such viewpoints.

From the next page, we'll describe the information of each organization and what we learnt there.

Schedule

23 rd August	Commission on Higher Education (CHED)
23 rd August	University of the Philippines Diliman
24 th August	Intellectual Property Office (IPO)
24 th August	JICA (Metro Manila ODA projects)
28 th August	Epson Precision (Philippines, Inc)
28 th August	Honda
29 th August	United Laboratories
29 th August	Magnolia
30 th August	JICA (Pinatubo Hazard Urgent Mitigation Project)
31 st August	De La Salle University

Commission on Higher Education (CHED)

Reporter: Hayato Yamaura (Hayato)

Date & Time: August 23rd, 2012, 10:30 ~ 12:00

Program : Presentation of general information about CHED, introduction of two universities and Q&A session.

Contents of visit and reporter's comment:

CHED is the coordinating body for tertiary education in the Philippines. It is one of the government agencies under the trifocal system of education in the Philippines. CHED's role is crucial in making higher education policies in the country. Whether tertiary education would improve its quality or not especially in research and development, CHED is responsible for that. In order to fulfil its mandate under the law, CHED organizes programs to support researchers and inventors in the Philippines. Moreover, CHED supports linkages between local and foreign universities and academic institutions and between local universities and industries local and abroad. Collaboration has good effects including competing with others, sharing information and getting advanced equipment. We could also hear the experience of students in university of Santo Tomas. The curriculum is prepared so well that we can expect the high level of their education.



Q&A:

Q1: What do you think about excellent students going overseas after graduation?

A1: They will go back to Philippines with the knowledge and experience they got abroad.

Q2: Do universities accept foreign students?

A2: They accept many students. There are a lot of strong fields including teacher education and ICT. English level is also an attractive point.

University of the Philippines Diliman

Reporter: Tetsuya Kudoh (Tetsuya)

Date & Time: August 23rd, 2012, 14:00 ~ 17:00

Program : University of Philippines Diliman tour. Group discussion.

Contents of visit and reporter's comment:

The University of the Philippines is the first and the biggest national university and we felt how large it is, amazed by the students' life using cars and jeepneys inside the campus.

There are a lot of departments and institutes. There each have their own buildings that are separated from each other. Also, they have a lot of ways to connect with each other, like in academic ways by offering courses to other fields.

The college of engineering is divided to 6 departments and 2 institutes: chemical engineering, mining metallurgy and material engineering, computer science engineering, industrial engineering, mechanical engineering, geodetic engineering, civil engineering and electronics and electrical engineering. In a lab of mechanical engineering, there are lots of impressive and high-tech equipment. There are enough equipment of high standard in UP Diliman compared to Indonesia; however, there is less equipment in Thailand. Non-Filipinos also observed that the students are lively and they seem fun to be with. Many students play and do a lot of activities like playing cards, playing guitars, and chatting with each other.

There are lounges or "tambayar" for the students' organizations in UP Diliman. In Japan, most clubs/organizations have their own rooms and in Thailand and Indonesia, all the clubs have their own rooms. In the Philippines, the lectures, books, and exams are all in English. A problem in Indonesia is that the lectures and exams are in Indonesian language but most books are in English. In Thailand, many books are translated into the Thai language but those books are not recommended because there is much missing information. Thais do not have that much opportunity to use English in daily conversations.



Intellectual Property Office of the Philippines

Reporter: Mitsuru Irie (Eppy)

Date & Time: August 24th, 2012, 9:00-12:00

Program: Presentation about the IPOPHL, DOST, IP System, ITSOs

Contents of visit and reporter's comment:

At the IPOPHL (Intellectual Property Office of the Philippines), we attained a lot of information and knowledge related to the IP system in the Philippines, the Department of Science and Technology, and ITSOs (the Innovation and Technology Support Offices). The following paragraph is a summary of what we learnt there.

The Philippines, being a civil law country, has laws about protecting the property of a person or an organization, including intellectual property. We have to note that, though intellectual property is a concept created by man, just an idea cannot be intellectual property until it is transformed into something tangible. Intellectual property rights are the rights given to a person/organization in order to exclude other people/organizations from using the property for commercial purposes. The IPOPHIL offers competitions for students (both graduate and undergraduate) to pursue research. The students can learn how to use patents and how to manage their intellectual property. It is amazing that they have that kind of programs as early as undergraduate school. This can be something that Japanese universities should learn and introduce.



Fig.1 Q&A session at IPOPHL

Q&A:

Q1: Why does each intellectual property right have a different time period?

A1: Simply because it has different economic value.

Q2: If all the infringements were cracked down, it's possible that the disparity between the rich and the poor would enlarge greatly. Isn't this a big problem?

A2: Yes, it is. We have to deal with that kind of problem seriously. One of the possible solutions that I come up with is to set a criterion for poor people to be able to buy things cheaper.

Metro Manila ODA projects

Reporter: Yu Nakazawa (Naka), Azusa Mimatsu (Azu)

Date & Time: August 24th, 2012, 14:00~17:00

Program: Bus tour around Metro Manila
Tour in Light rail transit authority

Contents of visit and reporter's comment:

JICA is the abbreviation of Japan International Cooperation Agency, which is a Japanese executing agency of ODA (Official Development Assistance). JICA has 3 kinds of support systems, Grant Aid, Technical Cooperation and Loans. In these projects, Technical Cooperation and Loans are adopted.

Because of sudden urbanization, Metro Manila has a big problem, heavy traffic congestion. To solve the problem, JICA has been supporting the Philippines and up to now, JICA constructed a highway, two-level crossing roads, an airport, train lines and so on, cooperating with Republic of the Philippines.

We had an opportunity to visit Light Rail Transit Authority, which controls Light Rail Transit 2 (LRT2), so got the detail of LRT2. Trains on LRT2 are from Korea, Czechoslovakia, and Japan. The standards of stations and rails are the same as Japan.

This problem is still in Metro Manila. We think JICA and the Republic of the Philippines have to not only construct something, but also make ordinary people notice how serious this problem is and what this problem may cause to them in the future.



Fig.1 Proof of cooperation between the Philippines and Japan



Fig.2 Rails of LRT2, the standard is the same as Japan

Q&A

Q: Are other companies related to the construction of LRT2 ? The standard is the same as Japan, so I think JR must have something to do with it.

A: Yes, but I (staff) don't know JR. But Marubeni invested to construct LRT2.

Epson Precision (Philippines), Inc.

Reporter: Narumi Yoshioka (Naru)
Date & Time: August 28th, 2012, 9:30~12:00
Program: Presentation
Tour
Snack
Q&A session

Contents of visit and reporter's comment:

EPSON is a factory of printers and projectors. These products are exported to the United States, Europe, Japan, East Asia, and Russia. There are more female workers than male workers. 82% are female workers and 18% are male workers. Also, the average age is 23. There are three processes. First, the parts inspection section known as IQA (Incoming Quality Assurance). Evaluation of incoming parts, raw parts, especially metal parts are included.

Second is production. In this process, the raw materials are assembled by manpower. The finished products are then to be tested. After that, these products will be packaged.

The final process is OQA(Outgoing Quality Assurance). This process provides tests to check the quality of products. Workers ensure that nothing is damaged, check the color and correctness of the printed-paper. After finishing these three processes, the products go to the market.



Q&A:

Q: Why are there many female workers in EPSON?

A: Because females tend to be more patient than males and they are good at doing complicated work.

Honda Philippines, Inc.

Reporter: Kazuki Itoh (Kaz)
Date & Time: August 28th, 2012, 14:00 ~ 15:30
Program: Factory tour and Q&A session

Contents of visit and reporter's comment:

Honda Philippines, Inc. is located in Tanauan city, south of Manila. It was founded in 1973 as the fourth base in Asia for Honda. The site area of the new factory built in 2006 is 200,000 m². The production capacity is 14,000 units per month.

They deal in motorcycles, power products, apparel and oil. Some models produced there are the same model as those sold widely in Asia, for example Scoopy, Wave100 and CBR150R.

Its factory specializes in assembly, so it does not produce components but gets them from other suppliers. Approximately 60 percent of components are made in the Philippines, 40 percent are made in other countries, such as Korea, Thailand and Japan. Delicate components and engines are made especially in Japan.

The factory seems to regard quality control as important as the Japanese factory does. All the products are checked carefully at the end of the manufacturing process. This must keep the same quality of motorcycle as those produced in Japan. That may be why Honda Philippines, Inc. has a very large market share of motorcycles in the Philippines.



Q&A:

Q: Who designed the manufacturing line?

A: Filipino engineers did it for Filipino workers although it is based on the Japanese way.

United Laboratories, Inc.

Reporter: Naohiro Sorimachi (Hiro), Ayami Meguro (Ami), Mariko Tanaka (Mari)
Date & Time: August 29th, 2012, 10:30~13:00
Program: Presentation (in English) Factory Tour (in English and separated into 2 groups) / Lunch at Unilab cafeteria (Unilab provided lunch and rooms for prayer)

Contents of visit and reporter's comment:

Unilab is the biggest pharmaceutical company in the Philippines thanks to keeping the high quality of its products. It has about 3,000 employees and produces over 300 products. We visited one of their laboratories, Amherst Laboratories. Though it's a Filipino company, Amherst uses the Japanese philosophy of Kaizen (means continuous improvement). The company also has



collaboration with Japanese pharmaceutical company, Takeda. It imports some ingredients from Takeda and makes products. The company has grown to have a significant market share in the Philippines and in Asian countries such as Hong Kong, Malaysia, Myanmar, and China. It also has factories in Indonesia, Vietnam, and Thailand. Unilab attaches particular importance to hygiene and orderliness because its products are concerned with the health of their consumers. The location is also strategic as the factory is along a major transportation hub and away from pollution in Metro Manila.

Medicine in Philippines is a bit more expensive than in other countries. One of the reasons is the cost of imported equipment. They are from China and have a high efficiency. Also, these facilities use Human-Machine interfaces, in which the machine dictates the needed formulation of specific products and lessens human errors.

Q&A

Q: Do you have any activity connected with Universities in the Philippines?

A: They answered that their mother company, Unilab, involves people from top universities such as University of the Philippines Manila (UPM), Los Baños (UPLB) and University of Santo Tomas (UST) in the fields of pharmacy, medicine and biotechnology.

And as discussed by the engineers in the facilities, they still have water quality problems which can affect the quality of the medicines produced. So, Amherst can collaborate with other research facilities and universities to solve the problem.

Magnolia, Inc.

Reporter: Naohiro Sorimachi (Hiro), Meguro Ayami (Ami), Tanaka Mariko (Mari)
Date & Time: August 29th, 2012, 14:00~17:00
Program: Presentation (in English), Quiz game, and Tasting
Factory Tour (in English and 1 group)

Contents of visit and reporters' comments:

Magnolia is an ice cream company that originated in the Philippines and is one of the companies of San Miguel.

Magnolia makes innovations in its ice cream flavors in that it produces six flavors that represent the islands of the Philippines. This is the strategy of the company to catch the attention of local consumers. Also, by making advertisements created only for rural areas, it aims to soon take over the local ice cream market. And when it dominates the local market, it can expand its market worldwide. There is an example of Magnolia ice cream series beginning to be enjoyed also in other countries. A company named "Ramer foods international" in the US includes sells Filipino products like "Magnolia", to change the world view of Filipino foods. This is helpful to make Magnolia more famous, but in order to grow by itself Magnolia needs to register its own name in the US.



In the factory tour, we saw the process of producing ice cream. There were many machines that can put the air into the mixtures and refreeze homogenously, but there were few machines in the packaging process. There, workers put the ice cream in the case and closed the lids manually. And the workers there told us that the company has only 50 personnel within one shift per day. If the number is not enough, the company should introduce more machines, but it costs more money. So we thought that the company should think how to manage the best balance between machines and workers.

Q&A

Q: How do you decide what flavors you supply to consumers?

A: They said that when they make or decide new flavors, they make samples and get the feedback from the consumers on what flavors they like the most.

And we thought that this is a concrete example of a food marketing strategy to know about the market and attract more and more consumers.

Pinatubo Hazard Urgent Mitigation Project

Reporter: Tomoki Ishimaru (Tomoki)
Date & Time: August 30th, 2012, 9:00~17:00
Program: Presentation
Tour (San Guillermo Parish Church, Mega dike, around Pampanga)

Contents of visit and reporter's comment:

In 1991, Mt. Pinatubo erupted. Filipinos living around the area were troubled by volcanic ash flow named "lahar", which are caused by heavy rain and cause flooding and other problems. Filipinos need a solution for this, but they do not have enough budget. So, JICA helps them with some things, for example, loaning money as the budget, constructing something for flooding and lahar and making opportunities for the people living around there, who lost their jobs because of lahar, to have work (The product in Fig.1 is made by them).



Fig.1 Recycled product

Firstly, we visited San Guillermo Parish Church. When the disaster of lahar happened, it was buried. The photos of the scenery are exhibited (Fig.2). We saw how awful the damage was.

Secondly, we visited the construction site of a dike, which is to prevent flooding. A Japanese company, Toyo Construction Co., Ltd., is constructing it. About 95% of the workers are Filipino. The machines come from Japan and these were used in Japan before. One difficulty for a Japanese company to work in foreign countries is transferring their technology. The methods of working made in Japan were not applied by Filipinos. So, they sent some Filipino workers to Japan, and they learned Japanese methods at the company there and the workers, who learnt it, teach other Filipinos about the methods.

After visiting these two sites, I learned that JICA projects are necessary in the Philippines. Lahar damage was very large and we need much money and technology to solve these problems of the disaster. So we, economically advanced countries and developing countries have to cooperate with each other to solve these problems as many times as we can.



Fig.2 Photo showing the lahar damages



Fig.3 Constructing Mega dike in Pampanga

De La Salle University

Reporter: Kota Adachihara (Kota)
Date & Time: August 31st, 2012, 9:00 ~ 11:00
Program : University tour

Contents of visit and reporter's comment:

De La Salle University (DLSU) is one of the most famous and excellent universities in the Philippines. It was established in 1911. This university has 7 colleges and one school. From the college of science to the college of liberal arts, there are a variety of students. DLSU is a catholic and private university, located in Taft Avenue Malate, Manila.

It takes only 20 minutes to arrive at DLSU from our hotel by foot. This means that DLSU is surrounded by ordinary houses and buildings. The area is much smaller than UPD, so there are no jeepneys in DLSU. The atmosphere is similar to universities in Japan.

There is church because DLSU is catholic university. When a student passes one of the brothers on the road, they greet gently. There is a place where we draw lots written with God's words.

We visit a laboratory that intends to invent a small light with a camera for dentists. There are many female students even though it belongs to the College of Engineering. I think it is an imitable point.

The Philippines has a problem of the lack of power of promoting basic science. One of the reasons for this problem could be that the salary for professors is not enough. Many students majoring in the basic sciences are diverted away from them toward medicine or business. The College of Science of DLSU established a business course parallel. I saw many textbooks on business and economy but saw few science and engineering textbooks in a shop in DLSU. This goes a little far but this also means DLSU places emphasis on cooperation between business and the university. Universities in Japan do not attach importance to cooperation between business and university compared to DLSU but they should place more emphasis on it. Both countries' universities need to collaborate to solve their problems.



Animo Nation is the officially recognized brand by De La Salle.



The Museum in De La Salle University

Student Forum & Cultural Exchange Party

Outline

In JAYSES 2012, we also had a Student Forum & Cultural Exchange Party.

In the Cultural Exchange Party, students from each country showed performances related to their countries. There, we could share our culture and enjoyed the time together.

In the Student Forum, we discussed and prepared for the final presentation. In JAYSES 2012, all participants were separated into 6 groups, and each group had to decide the topic of their presentation during the technical visits in the Philippines.

After almost every technical visit, we shared what we had learnt there and our opinions. In the process, each group discussed and decided the topic related to the theme of this program: "From Asia to the World".

Each discussion group consisted of students from many countries, the Philippines, Thailand, Indonesia, and Japan. Through discussion, we shared information on each country and got new standpoints. Students from each country have different backgrounds, so we could think about the topic more deeply by sharing our knowledge and opinions, and finally reached conclusions. From the next page, each group will describe the detail of their final presentation.

Schedule

27 th August	Student Forum1 @Hotel Conference room
27 th August	Cultural Exchange party @Hotel Conference room
31 st August	Student Forum2 @De La Salle University

Topics of final presentation

- Group1: Education
- Group2: Sustainable society in each country
- Group3: United Asian Countries
- Group4: How technology affects Asian countries
- Group5: Technology, Innovation, and People's mindset
- Group6: Difference in working ethics and environment

Cultural Exchange Party

Reporter: Tomoki Ishimaru (Tomoki)
Date & Time: August 27th, 2012, 13:30 ~ 18:00
Program: Preparation time (per each country)
Cultural Exchange Party

Contents and reporter's comment:

Each student (from Thailand, Japan, Indonesia and the Philippines) prepared a cultural program to show their own cultures to everyone. Each performance had a unique characteristic. Through this event, we can see the cultural features among Asian countries.

Thailand



Muay Thai (Thai Boxing)

They fought a small match. Players can use many parts (elbows, knees etc) so it was very dynamic.

Japan



Sōran Bushi

We Japanese danced it, and we danced with other Asian students. The main call of Sōran Bushi was impressive for them.

Indonesia



Poco-Poco Dance

They sung a very cheerful song and danced with the song. We other students danced with them and became lively.

Philippines



Hawak Kamay, tinikling,

Chinese Garter Jump

They showed Filipino popular song, dance and game. We all played and enjoyed them.

Group 1: Education

Members: Teddy, Tetsuya, Satang, Gandhi, Azu, Shirley

1. Introduction

In the Philippines, we visited education facilities, Japanese owned companies and Filipino owned companies where they had an education system for their employees. Additionally, we saw so many street children, which was a shock for Japanese members. We discussed about them, and for students from countries except Japan, it was a surprise that there are very few street children in Japan. We discussed why there were so many poor people, and thought that education is one of the important factors. The reason that we thought so, is because if those poor people can be educated, they will gain ability to work, and consequently will have money. Therefore, we decided to give a presentation about education.



2. Discussion & Suggestions

We had discussion on the following 7 topics.

• Expensive tuition fee

In developing countries, the tuition fee is not affordable for many people. For those people, an education loan is one solution. In Japan, we also have government support, which is not available in the Philippines, Thailand, and Indonesia. Making government support will encourage poor people to get a good education.

• Case of street children

Since those street children cannot get education, their poverty will continue. Although we hardly see street children now in Japan, we had them after WW2. We searched why Japan succeeded to decrease the number of street children. We found that the government established principles to root out them. The points were for example: 1. Punish people who utilize those children 2. Educate the general public that the sympathy & money we give is enabling them to continue their street life. We think these points can be some hints to solve the problem of street children.

• Difficulty to find jobs

In the Philippines, Indonesia and Thailand, high-school-graduates can't get good jobs. On the other hand, in Japan, people can't get jobs even if they are college graduates. It is because there are too many universities in Japan, and some of them have produced low quality of graduates. To avoid this problem, we should control the number of colleges, or make it more difficult to graduate.

• Wrong priority and mindset about job and education

In developing countries like most part of Asia people still consider education as the second priority and put job seeking as the prime priority. This is one of the reasons people in Asia tend to become less educated. To solve this problem, we need to highlight the importance of education to public.

- **Communication issues**

In Japanese companies in the Philippines, because there are gaps between boss and the workers in term of salary and cultural background, they may cause bad feelings and lead to conflict. To solve these problems, educating both boss and the workers must be done for understanding cultures and languages. In EPSON, they had an English learning room and a Japanese learning room. This training helps them to communicate with consideration, and make good relationships.

- **Workers don't have skills before applying**

In some countries people get a job rather than go to university after graduating high school. So, workers don't have skills before applying for jobs. To solve this problem, companies should enhance the quality of on-the-job-training. We suggest foreign owned companies to send workers to the mother company. Then, workers can learn even more advanced technology.

- **Less incentive to educate workers**

In some companies, most of the employees are young single females. After marriage, such workers would quit their jobs. Therefore, companies have less incentive to educate workers, and it makes the workers difficult to get promoted. To give workers more incentive to stay longer in the company could be one solution. For example, higher wages, enough welfare for employees, making an environment that is easy to come back to after quitting a job.

3. Conclusion

Education is a very important topic, especially in developing countries where they have disparity problems. By solving the problems in the education field, we can decrease disparity between rich and poor. If we succeed to overcome the education problem in Asia with the solutions we suggested, we think that the solutions can be applied to other developing countries all over the world. Hence, the education problem can be solved from Asia to the World.



Group 2: Sustainable Society in Each Country
Member: Dew, Tomoki, Jap, Mia, Wally, Naru

1. Introduction

Over past decades, the system where a factory in advanced countries is transferred to developing countries has been the most effective way for economic development both in the advanced and developing countries. However, in this system, it is very difficult to transfer technology and knowledge. To make development in Asia sustainable, a novel system needs to be created in which we can share the technology and also gain benefit mutually and moreover powerfully create innovations. We suggested a concrete system to achieve these goals.

2. Discussion

Firstly, we visited Japanese companies (Epson, Honda). Most of employees are Filipino. Employees are prohibited from taking any knowledge or skills gained from the companies with them after leaving. So, it is difficult for us to share the technology and skills from Japan to the Philippines. However, sharing these skills is indispensable for enhancement of technology and skills in developing countries.

Secondly, we visited Filipino companies (United Laboratories, Magnolia). They use the machine not from the Philippines but from other countries. This is because they do not have enough technology and budget. So, they are obliged to rely on other countries. We recognized the importance of enhancing the level of technology in developing countries.

Therefore, we discussed about how we can share technology between advanced countries and developing countries. Through the discussion, we recognized the following points which are necessary for efficient sharing of technologies and skills.

- ① The system is mutually beneficial both in advanced and developing countries for giving incentive to participate the system.
- ② The system can create innovations powerfully.

3. Our suggestion

We suggested a concrete plan as follows, which enables us to share technologies efficiently. Research institutes and industries in many Asian countries participate in one issue of research, forming a joint research institute which deals with a problem that obstructs sustainable society in another Asian country (like desert problem, resource problem and so on) by donating budget. Thanks to creating this new research and innovation through cooperating with each other, the resulting intellectual property can be shared among all participant Asian countries. In this joint International Research Center, research

proceeds from fundamental research to commercialization and industries must be involved in all stages of research so that not only universities and industries can share knowledge about a new innovation, which accelerates feedback of key technologies in each country, but also industries, which understand what are needed for putting innovations into practice, can play the role of unifying each research.

To drive the system, every country must gain benefits. Since a problem regarding sustainable society needs many novel technologies, participant companies in developing countries can gain feedback of these new technologies. These technologies are expected to bring about a breakthrough of technology for developing countries. This will be a benefit for developing countries. The

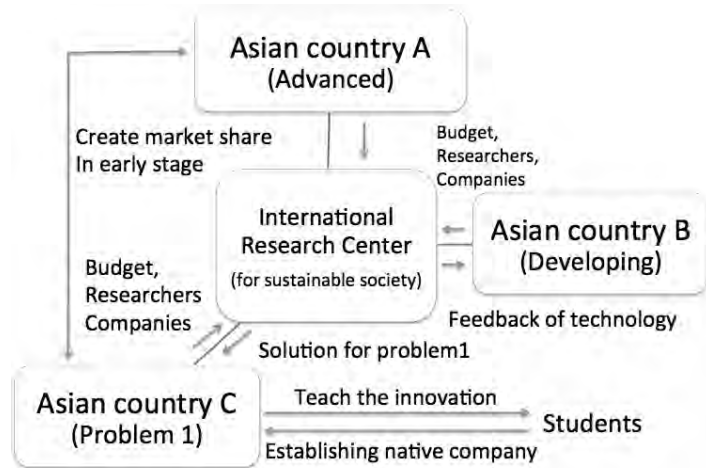


Fig.1

The incentive for a company in advanced countries to participate it is that they can create a new market share about the solution for problem 1 (r. f. Fig. 1), which is strongly demanded in Asian country C but is very difficult to invent by only one company. However, the market share is temporary because the technology is shared also with Asian country C, which teaches the technology and thereby enables students to use the technology to establish their own companies in future. So, Asian country C can be economically independent in the end. Needless to say it is beneficial for every country to be able to undertake research about big issues regarding sustainable society with a lower budget than when each country undertakes it alone.

4. Conclusion

First, disclosure of technology and collaboration among Asian countries would be a great help, because if every country conceal their technology and skills, they cannot improve them fully, but if not, we can improve our technology with each other and can solve the problems which are difficult to solve on our own.

Second, industry must be involved in an international research center even in the early research stage because it makes it easier to solve problems by sharing skills and knowledge.

Group 3: United Asian Countries
Members: Brent, Taywin, Intan, Naka, Kaz, Mari

1. Introduction

Almost every time after technical visits, we discussed what we had learnt and shared our opinions. In the discussion, the word “Cooperation” appeared many times, so we thought about the keyword more deeply.

There are many kinds of cooperation, such as “Cooperation among Countries”, “Cooperation among Companies”, and even “Cooperation among Companies and Universities”.



We decided to give a presentation on the topic of “Cooperation among Countries” because this style of cooperation includes the other two, and JAYSES is the program in which students come from around Asia, so we thought it important to think about the connection between Asian countries.

2. Discussion

Every facility we visited in the JAYSES program stressed the importance of cooperation. For example, CHED (the Commission on Higher Education), which is a government organization to decide higher educational policy in the Philippines, needs more cooperation with other countries to welcome foreign professors and to get new technologies from foreign countries, because in the Philippines, professors in universities are far fewer and technologies are still developing. In not only CHED, but also other facilities, they need to cooperate or are cooperating with foreign countries to solve the problems they have.

We decided to have wider perspective to think about cooperation among ASEAN countries, and then Asian countries. ASEAN has the plan, “ASEAN Economic Community in 2015”, which aims for regional economic integration by 2015 to compete with other developing countries. This plan will make it easier for workers and students to go to ASEAN countries because of no necessity of a visa. Moreover, the low tariff from the economic integration will make transportation of products more active.



However, we noticed several problems ASEAN countries have commonly, which are the lack of environments for studying and technologies. For example, the textbooks ASEAN students use are in English, not in their mother tongues because of the lack of professors

who write textbooks in each country's language, and facilities are still not arranged enough. Moreover, they don't have a lot of knowledge or technology to apply in daily life.

3. Our suggestion



To solve these problems as we mentioned above, we thought that ASEAN countries need help from other countries, which have good technologies and environments for studying. The nearest countries that meet the needs from ASEAN countries are Asian developed countries such as Japan and Korea.

So our suggestion is that all Asian countries should be united. It should include not only developing countries, but also developed countries. In the system, developing

countries and developed countries can have benefits each other.

As for the developing countries, students and workers of developing countries can get some skills in developed countries and give them back to their own countries.

As for the developed countries, they can get natural resources easier and human resources cheaper.

4. Conclusion

To make our suggestion come true, we have to take three steps.

STEP1 is to make people in Asian countries become aware of the importance of cooperation among all Asian countries. We first have to know the present situation and problems that ASEAN and Asian countries have.

STEP2 is to set new rules. There are some problems in implementation of our suggestion. For example, if Filipino students study the newest technology in Japan and work there, the Philippines can't receive the benefit directly. In such case, the rule that makes them come back to their own countries to give the skills back is needed. So we have to prepare new rules to solve such problems.

Finally, in STEP3, new relationships can be created in the whole world.

We believe our suggestion, "United Asian countries", can improve the advantages of each country, and moreover, as a new Asian group, they can make new relationships with other areas in the world such as America, Europe, and so on.

Group 4: How Technology affects Asian countries
Members: Ami, John, Mega, Rey, Kenneth, Hayato

1. Introduction

We are going to be scientists or engineers, so will make new technology. After visiting some companies and universities, our group thought we should reflect about the effects of technology on as many sides as we can think. In this time, we discussed two essential sides, education and economy, and the effects on the Philippines, as well as Asian countries.

2. Discussion

Firstly, to share our thoughts, our group define “technology” as a system derived from scientific knowledge for practical purposes”. From now, we suggest effects of technology and today’s situations of micro and macro visions.

① Technology

In Education, we can solve problems faster and easier, and find information quickly. But it may create problems of piracy and overdependence of technology.

In the Economy, by installing of technology such as machines, companies can make more products, more efficiently. Moreover, they can reduce human resources, so cut the price. And they can promote easier and increase the market sale, also. But it costs a lot of money to do it. As for employees, because of automated processes, they needn’t do monotonous and dangerous work, so they can do intelligent work. But some of them may lose their jobs. For community, consumers get products or information easily, but need more effort to learn how to use technology. However, we should never forget to the vital problem: the usage of nonrenewable energy.

② The situation

In Philippines, they use technology in laboratories and lectures for education, and in most of the automation process for companies. In Asian developing countries, they have many human resources but need higher technology. On the contrary, developed countries already have high technology, but the domestic market is too small and so they want a bigger market.



3. Our suggestion

To improve the current situation, we suggest 4 things.

① Strengthen the Philippine manufacturing sector through technology

With the rapid expansion of the service sector of the Philippines, it is easy to forget that the main engine of an economy is the manufacturing sector. After two decades of globalization and liberalization, the Philippine manufacturing sector remains the most important sector for long-term productive employment, revenue and value-added generation and innovation.

② Improving inter-ASEAN education

People in developing countries need to learn technological skills from developed countries. But it is difficult to teach these skills. So, they should learn in developed countries directly, and then educate people in developing countries by themselves. They can use technological skills for their own country and industry. Technology and skills needs to be localized. We should have more chances to learn these skills in universities and companies for example through studying abroad.

③ Exporting Technology from Japanese small companies to developing countries

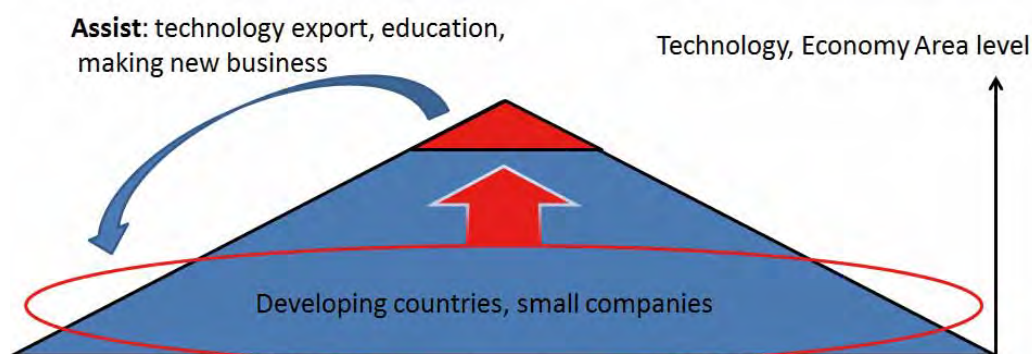
There are so many Japanese small companies that have very high level technology. Their technology may be very useful to developing countries. But mediation is needed between them. It is the role of the young generation.

④ Making ODA relationships between developing countries

Developing countries should be independent from developed countries at last, and they should support other developing countries in next step. This will enable assistance to be spread efficiently.

4. Conclusion

Finally we found that “Bottom up” is the key word in how technology affects Asian countries. It is important not only to research high level technology, but also to let all people get the benefits of the technology.



Group 5: Technology, Innovation, and People's Mindset

Members: Dita, Eppy, Hiro, Julius, Kate, Max

1. Abstract

Through visiting Japanese companies, Philippine companies, and organizations related to the Philippines and to both Japan and the Philippines, we found that each organization had enough strengths to compete with Western organizations. However, there still remained misleading concepts that, for example, Western products were better than Asian products. In our opinion, this problem was caused not only by the weaknesses of Asian organizations that were peculiar to them, but mostly by the pre-existing mindset that was rooted in people's mind. In order to abolish this old concept, we suggested some solutions.

2. Organizations and companies visited – Strengths and Weaknesses

EPSON

Strength: Following the company's tagline "Exceed Your Vision," it develops flexible products that adjust to consumer needs through innovation using compact, energy-saving, and high-precision technologies

Weakness: It has to consider creating and innovating new kinds of products to serve a wider market.

UNILAB

Strength: As the biggest pharmaceutical company, it manufactures not only medicines but also other products such as milk, expanding its market. Also, it innovates its different processes and strategies, adapting to the needs of its consumers. (Herbal products- Lagundi Leaf)

Weakness: A number of manual processes can be innovated into automatic processes.

HONDA

Strength: It manufactures motorcycles that people can fine-tune according to their own style and taste.

Weakness: It does not have a Research and Development Department for innovation in the Philippines.

MAGNOLIA

Strength: Magnolia develops flavors according to the specialties and delicacies of certain provinces in the Philippines. This captured the attention of the Filipino people as their market.

Weaknesses: The support from the mother company is weak.

JICA

Strength: JICA do not only offer loans but also offers human resources, technology, and

assistance.

Weakness: A large number of Filipino people are not knowledgeable about the great extent of JICA's contribution to the Philippines.

CHED

Strength: CHED is capable of managing the universities around the Philippines (except UP) and formalizing strategies for every university to use.

Weakness: CHED gives a lot of money to the university students but no one evaluates the students' results.

IPO

Strength: IPO creates competitions for university students with patented thesis, tapping students as early as college for them to learn the importance of patents in the world.

Weakness: IPO faced many problems regarding piracy and a few of these problems are not yet settled.

3. Problem Statement and the current situation

What we actually felt after going through the program, we found that

- Asian technologies can globally compete with the other countries especially the west.
- However, the main reason that the west is more preferred by the people is that they have a **pre-existing mindset** that has not been changed for decades

4. Suggestion

What can WE do?

- As **young scientists and engineers** of our country, we should each take part to solve this.
- We should **prioritize** our own products and be the **change** of our society.
- We should **start not just by manufacturing and making products but also innovating** them as well.
- We can later help the Asian countries **infiltrate the global market** in the near future.

INNOVATE and BE THE CHANGE!

Group 6: Differences in Working Ethics and Environments

Members: Ninja, Rikza, Reygie, Kota, Acty

1. Introduction

Nowadays, many companies from developed countries have factories in South-East Asia. One of the reasons for this situation is the large workforce. There are many young workers and companies do not need to pay high wages. On the other hand, there are also companies of their own countries, for example, in the Philippines' United Laboratories. We have seen and noticed the differences in working ethics and environments through visiting many factories. We think it is important to compare these differences among countries and use this knowledge to improve our working ethics and environments.

2. Discussion

First, we made brief summary of our study visit. CHED connects industries and universities. UPD has strong connection with industries. We need to care about IP and use it to protect and develop industries. We noticed the importance of activities by JICA. Japanese companies Epson and Honda also have very systematic, efficient, and strict ways of management in the Philippines. The policy of Philippine companies in the factory is not as strict as Japanese companies.

Secondly, we compared working ethics and environments of each country.

① Philippines

- Workforce is strong.
- Not strict and systematic as Japanese companies (be applied to Indonesia).
However, like Unilab, a few companies are strict and systematic.
- Improving own technology, facilities and industries is needed.
Most of their facilities are imported.
- Institution is directly connected to industries.

② Thailand

- Not continue studying.
They start working from early age. Most people go to Bangkok to work
- The working time; 8 a.m. to 5 p.m.
- The development of countryside is not so much.
Therefore people go to Bangkok.

③ Indonesia

- Average working age is young.
It is because education costs much money.
- Companies cannot be responsible for environment.



- Industry is smooth. It is because lot of people can't have education.

④ Japan

- Companies take care of welfare.
They can get pension from government.
- Strict, disciplined, and safe like 5s, kaizen but have to work much and long
- Lack of working force.



3. Our suggestion

In order to improve working ethics and environments, there are two suggestions. One is in terms of industry. The other is from the viewpoint of education.

Not only learning from international companies, but also collaborating between local and international companies is important. The governments should mediate between these companies. It is also necessary for governments to aid local companies until they become international companies.

Working environments and ethics reflect cultures. Only interaction with each company is not enough. Workers also need to experience differences by themselves. Therefore, it is better for workers and companies to go abroad to learn the working environments and ethics. It would be good to promote the idea that governments pay money to workers and students to study these things.

4. Conclusion

We conclude that companies and workers need to know how to think overseas through learning and experiencing foreign companies' concepts and environments at work. In order to accomplish this suggestion, the government is necessary.

A comment from Professor Tanaka

Exactly, the role of the government is very important. However, it is not easy to look to government for these actions. It is a sensitive and challenging issue.

Evaluation of JAYSES 2012

Reporter: Mitsuru Irie (Eppy)

[Section A] Evaluation for overall JAYSES 2012 program

A-1. What was your FIRST MOTIVATION to participate in this program?

Comment

We got several answers from all the participants, and they can be categorized into 7 types as below. The number after each explanation shows the number of participants that mentioned something included in each type.

Type 1...To meet and communicate with foreign students and build a network among the participants (21)

Type 2...To learn new things and cultures from foreign students which cannot be attained in daily life (14)

Type 3...To enhance his/her English ability (13)

Type 4...To see the Philippine factories and organizations and compare them with those of his/her country (8)

Type 5...To cultivate his/her own leadership (3)

Type 6...To learn more about graduate study opportunities in Japan (1)

Type 7...Some of the past participants told him/her that it is worth joining (1)

*Some participants mentioned more than one type.

Let us look at some actual answers from the participants below.

Answers

- To meet people from other countries and build a network.
- Not all lessons can be learned from the four corners of the university. Sometimes we need to go outside of the university and interact with people in the field to get firsthand knowledge. Participating in a study visit with students from other countries is a great opportunity to learn from their culture and experience.
- There were 3 motivations for joining JAYSES program. First, I can practice English through having communication there. Second, I can get to know excellent Asian students. Third, I can get some hints for my future.
- To be a global leader and know the culture of a foreign students.
- I really want to have more connections outside my country. I do believe it is not enough to just know something that exists in your own country, it is better to have outside

opinions and insights. I believe that all of the experiences I got would benefit my country's people and I hope I could be a role model to adapt it appropriately.

A-2. Were you satisfied with the JAYSES program? (Rate 1 (Not satisfied at all) to 5 (satisfied very much))

Answers

	All members (35)	Tokyo Tech (15)	Overseas (20)
Average	4.86	4.93	4.80

Comment

You can see that all or almost all the students were satisfied with JAYSES program. This result indicates that their first motivations were fulfilled to a certain extent.

A-3. What did you think of the schedule arrangement? (Rate 1 (very hard) to 5 (not hard at all))

	All members (35)	Tokyo Tech (15)	Overseas (20)
Average	3.57	3.27	3.80

Comment

This shows that the schedule were not too hard for the participants in general. Tokyo Tech students felt it was harder than the overseas students. It was probably because the program was held in English thoroughly and Japanese students were not so used to that kind of situation. In order to be really competitive in the world, we were made to think that Tokyo Tech had to build an environment similar to what we experienced in which we could only use English.

A-4. Describe your suggestions, ideas, and comments for all of the JAYSES program.

Answers

- As I had such a good time in JAYSES, I would have liked it if the program was longer than 10 days. For me, the highlight of JAYSES is the bonding among friends so it would have been nice if there were more time for bonding with each other in the schedule although I'm not sure how it will affect JAYSES overall because I understand that there are other objectives other than making friends. I'm not sure if this is

possible but it might be good to rent a house instead of staying at a hotel. That way people will be able to afford a longer JAYSES program. The bottom line is that JAYSES is really short but it was still such a good experience. Keep up the good work!

- The program as a whole is great. Everything was well prepared - transportation, schedule, itinerary. I hope there would be more participating countries in the future.
- There should be more countries involved in this program.
- I can get a lot of insight through the JAYSES program. For next year, I hope the participants will have more time to discuss the ideas we have because I think we didn't have enough time in discussion section this year.
- Before the final presentation, we should have one more day to prepare for it. Each group had to decide the topic of the presentation this year, so it was hard that we had to give presentations the next day we finished plant visit.
- It was a really nice programme in which we, students from 4 different countries, could share our findings, opinions, questions and all the other things arisen from our deep selves rooted in different cultures. Through this programme, this experience, I believe we have attained tons of precious ideas which you cannot get only for yourself.
- The program helped me understand the difference in culture and technologies among Asian countries. Through JICA visits, I was introduced to JICA and was able to grasp and appreciate the close relationship that the Philippines and Japan have. Also, this made me realize that the Philippines still has a long way to go before achieving technologies such as those of Japan. As the young generation of the Philippines, each should start performing their part in making the country a better place for everyone to live in.
- Invite participants from other ASEAN countries! It's better if there are representatives from all ASEAN countries.
- Get sponsors so students will have minimum expenses and thus, deserving students without capacity to pay may still participate.
- Require participants to create a report which will be submitted to agencies visited as well as a government institution which may take action on the suggestions created by participants."
- The purpose of this program should be emphasized more
- Specify the topic discussion before the visits
- More details and information on the place we'd visited would be nicer
- All participants stay in the same hotel to promote friendship.

Comment

Overall, the participants gave suggestions about the length and contents of the program,

time allocation of the itinerary, the expense, the participating countries and so forth. It seems there are a lot more to improve in the future JAYSES program.

[Section B] Evaluation of parts of JAYSES 2012 program

B-1. Please grade each part of the program (Rate 1 (Not satisfied at all) to 5 (satisfied very much)).

Preparatory study program in Japan (only for Tokyo Tech students)

Answers

Preparatory study program in Japan	Average
Discussion and presentation about JAYSES (6/21)	4.62
Discussion and presentation about Japan (6/27)	4.36
Discussion and presentation South East Asia (7/7)	4.53
Safety training session (7/11)	3.80
Lecture about the Philippine culture and the Filipino language by Filipino students (7/13)	4.83
Discussion and presentation about the Philippines (7/20)	4.85
Visit to Honda Motor Saitama Factory (8/9)	4.77
Preparation for the pre-study presentation[1] (8/10)	4.70
Preparation for the pre-study presentation[2] (8/17)	4.07
Pre-study presentation(8/20)	4.67
Total	4.52

Comment

From this year the JWC started a more intensive preparatory study program, which includes discussion and presentation sessions. We knew that it put more burden on the participants' shoulders, but we also knew that it was needed in order for them to make the most of the time in the main program. I am very happy to see the high rating of these

sessions. It proves that the additional sessions were quite successful. As for the safety training session, only it has a rate lower than 4. I suppose it is because in the session students only listened to a lecture and did nothing active.

B-2. Please grade each part of the program (Rate 1 (Not satisfied at all) to 5 (satisfied very much)).

Programs in the Philippines (for all participants)

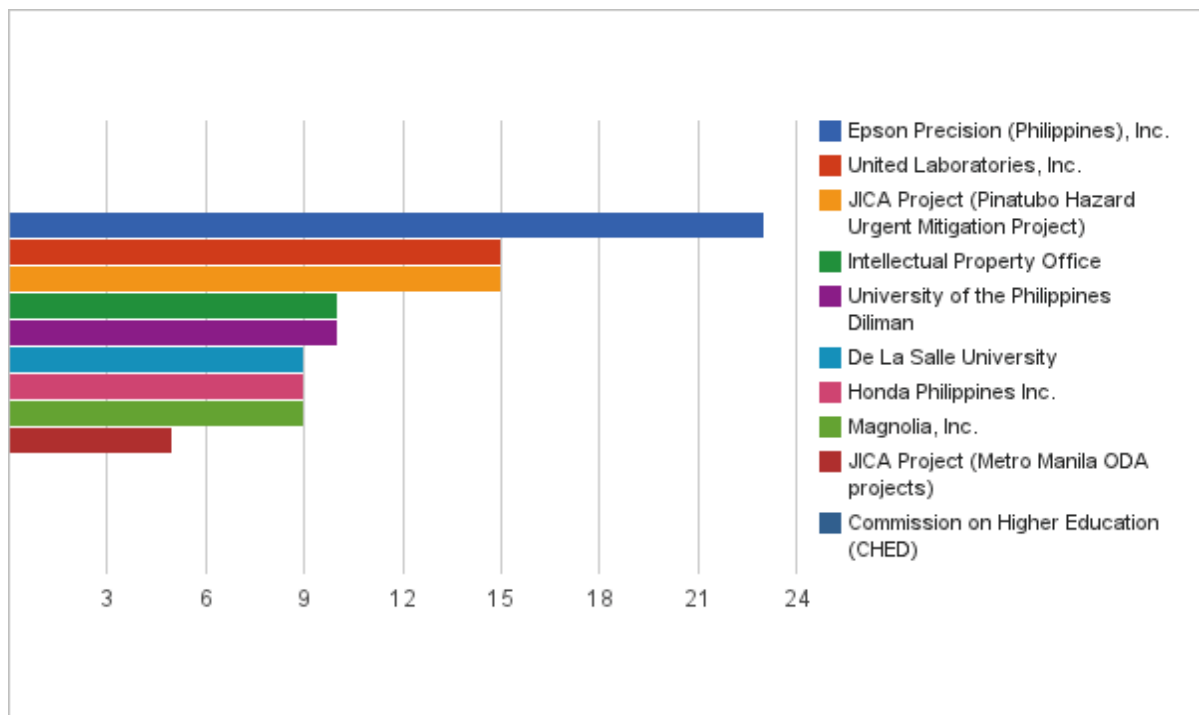
Answers

Programs in the Philippines	All members (35)	Tokyo Tech (15)	Overseas (20)
Commission on Higher Education (CHED)	3.88	3.87	3.88
University of the Philippines Diliman	4.15	4.27	4.06
Intellectual Property Office	4.28	4.20	4.35
JICA Project (Metro Manila ODA projects)	4.06	4.20	3.94
Student Forum1 and Cultural Exchange Party	4.82	4.87	4.79
Epson Precision (Philippines), Inc.	4.54	4.67	4.45
Honda Philippines Inc.	4.26	4.40	4.15
United Laboratories, Inc.	4.35	4.60	4.16
Magnolia, Inc.	4.06	3.87	4.21
JICA Project (Pinatubo Hazard Urgent Mitigation Project)	4.42	4.50	4.37
De La Salle University	4.26	4.20	4.32
Student Forum2 and Final Presentation	4.44	4.33	4.53
Total	4.29	4.33	4.27

B-3. Please choose the BEST 3 programs from your viewpoint within technical visits.

The two charts below (Fig. 1) show the popularity of each visit. The number shows the

number of people who voted for it as one of the best 3 visits. There were 10 places to visit that were, from the top in the chart, Epson Precision (Philippines), Inc., United Laboratories, Inc., JICA Project (Pinatubo Hazard Urgent Mitigation Project), Intellectual Property Office, University of the Philippines Diliman, De La Salle University, Honda Philippines Inc., Magnolia, Inc., JICA Project (Metro Manila ODA projects), and Commission on Higher Education (CHED).



Answers

Opinions

- It was my first time to visit a factory like Epson. The tour guide discussed everything thoroughly. I witnessed how a company like Epson flourished and developed.
- As for Epson precision, it was very surprise to see a lot of processes to produce a printer, the complicate assembly process which was very quick, and a lot of workers working in order of the company,
- Epson was a great company, fully organized and systematic. A large percentage was automated.
- In JICA programs, I firsthand saw projects proving the close relationship that the Philippines and Japan have.
- Honda and United Laboratories was very neat and organized, also, there was a clear procedure on how to enter the site.

- For JICA Project (PHUMP), I liked it because we could see the actual condition and progress of the project.
- I was realized it was important for scientists and engineers to be aware of patents and how to protect intellectual property.
- IPO: Unique presentation made me notice how to let audience feel like listening to the presentation.
- CHED: the explanation there was comparatively difficult.
- In CHED and IPO, they gave us too much information to digest in such a short time. I'd rather want longer time for discussion.
- JICA : the lecture is given in the bus, it's hard to focus on it
- The JICA Pinatubo Projects are actually interesting but because of the weather we were not able to maximize the opportunity.
- Honda: I hope we saw more of the facilities.
- In Magnolia, I think the safety measures are not enough especially when they allowed us to go to storage area without safety attire to protect us and to protect the cleanliness of the food.
- United Laboratories: I wish I could see the research centre.
- 2 universities visiting are too many. I think that only 1 university tour is enough.

Comment

Many participants showed favorable impressions especially on EPSON. The visiting there was popular presumably because we not only listened to a lecture but could actually see a lot of things inside the factory and walk around a lot. It is deemed that the balance of using the body and head is the key to make the participants excited and concentrate.

[Section C] Evaluation of the Student Forum session

C-1. What did you think about the Student Forum (discussion topic, group discussion and final presentation)? Please grade the method (Rate 1 (Not satisfied at all) to 5 (satisfied very much)).

	All members (35)	Tokyo Tech (15)	Overseas (20)
Average	4.20	4.20	4.20

C-2. Please grade following items (Rate 1 (Not satisfied at all) to 5 (satisfied very much)), then describe your opinion.

Student Forum	All members (35)	Tokyo Tech (15)	Overseas (20)
Time for discussion	3.34	2.93	3.65
Number of members in each group	4.49	4.53	4.45
Time for preparation	3.54	3.07	3.90
Total	3.79	3.51	4.00

Answers

Time for discussion

- We could make an effective use of the time on the bus for sharing what we had learned and other discussions.
- It was too short. We had to stay up late.
- Discussion on the bus made some people feel dizzy.
- Time for discussion was appropriate. But discussion in bus was heavy for us.
- It's enough for discuss, but not enough for make the summary and presentation.

Number of members in each group

- It was quite appropriate.
- The number of members is enough and it lessens the burden on each member.
- Less members are better because it was difficult to summarize all opinions.

Time for preparation

- We needed more time. One more day for discussion was needed.
- We had little time to prepare. I think if there is preparation time (ex, at the hotel) we didn't need to discuss on the bus.
- The time for preparation is short because the last visits are only a day before the final presentation.

Comment

I suppose having discussions on the bus was the first try this year, but I am afraid I cannot say that it was very successful. Not a few people wrote that they felt sick during the discussions. However, some said it was a quite efficient way to make the most of the time.

We should think about it carefully next year because it has both positive effects and negative effects. Anyway, I would like to say it was a nice try.

**C-3. Each group decided their own theme by themselves. What do you think of this way?
(Rate 1 (not good at all) to 5 (very good))**

	All members (35)	Tokyo Tech (15)	Overseas (20)
Average	4.46	4.40	4.50

Answers

- We could think freely and suggest many opinions. It is better to continue this way than to change the way of deciding the theme.
- It was very good, because we could talk about the topic which we have interest in. It motivates us a lot.
- It could burst out our creativities. And we could see the organisations we visited from more various perspectives.
- In order to decide the theme, we can't prepare for presentation. We should have more time or themes should be decided in advance.
- It is better for the group to discuss and decide among themselves, at least they are willing to present the idea without difficulty since they formulated it.

C-4. What did you learn throughout discussing with members?

Answers

- The sensation of stirring your brain. An idea creates another idea and another.
- A lot of situations and ways of thinking varied from country and country.
- Different ways of explanation.
- I learned about what they thought of the places we visited. It also helps in remembering the information we actually learned from the visits. Most importantly, it gave me an insight on how people from other countries do group work.
- How to summarize many ideas into one single idea.
- Many things about how the places we visited looks like their own countries and compare and contrast each other. I learned what others learned from asking employees/officials from the places we visited. I also heard opinions and insights from other members and we discussed what we can do to make the world especially Asian countries better.

- The situation in each country about some certain conditions like culture, education, and economy.
- I could get a lot of insights from each country. We can share everything that happened in our countries so we can learn, discuss, compare, and conclude what is the best of each country.

Comment

I was amazed to read so many various opinions for this question. I am very glad to know that every one of us learned a lot from discussions with several overseas students. I believe all of us learned from each other and mattered to each other. We must keep what we got and contribute in school or other places by sharing the essence of it.

C-5. Is the booklet useful for you?(Rate 1(not useful at all) to 5 (very useful))

	All members (35)	Tokyo Tech (15)	Overseas (20)
Average	4.60	4.80	4.45

Comment

Here, we can see a little disparity between Tokyo Tech students and overseas students. As for Tokyo Tech students, the average is quite high. All but two students rated 5, and the two rated 4. This means it was quite helpful to them. On the other hand, though overseas students' rate was good too, two students rated 3. One suggested that we cooperate to make a booklet with the other overseas students. Below are other examples of the opinions.

Answers

- The booklet was useful for us. Before going to company, we could prepare for that. I have a small suggestion that I wanted the map of each countries in the booklet.
- If there was some information about money, it would be better.
- It could be better to spare some time for going over the article about the company you would visit the next day in each group on the previous night.
- A map of Manila and other places we visited might be needed.
- A few pages for note was needed.
- Please add a picture of each participant
- I think the booklet would be easier to carry if it is in handy size like passport size.

- Maybe before you go to the other country, I suggest that you required the other participants from the host country to give information/description about their country or school.
- It's good because they have every important information and definitely useful for all the students in the program.
- This booklet should has color and be strong.

[Section D] Your opinion for the future JAYSES programs

D-1. What kind of program do you want to join?

Answers

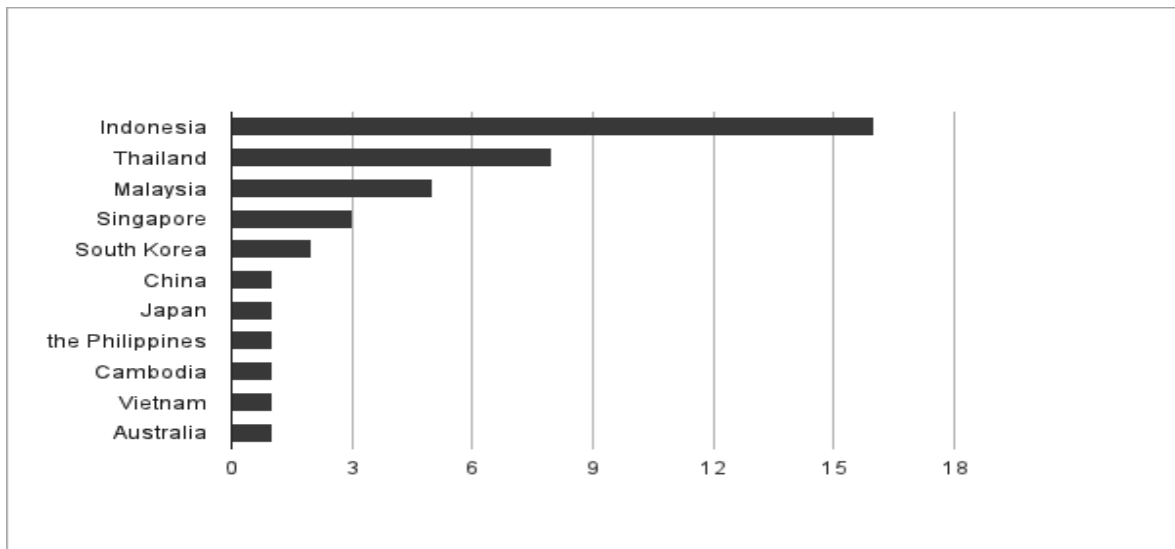
- JAYSES
- The world version of JAYSES
- I want to join a program in which there are many students come from many countries and we could share our ideas in discussions. I want to know about different opinions from other countries and their backgrounds.
- Longer study program after my graduation.
- Exchange program
- Activity related to social responsibility
- Community development program
- Master course at Tokyo Tech

Comment

Interestingly enough, more than ten people mentioned they wanted to join a same/similar program to JAYSES again. It reflects how impressive JAYSES 2012 was to them. Some mentioned the master course or exchange program in Tokyo Tech. Considering this, it is safe to say that JAYSES has a big commercial effect to the participants, and ultimately, to Asia and to the World.

D-2. Where / Which country should we visit in the next time?

Answers



D-3. What did you think of the number of days (length) for JAYSES 2012?

Answers

Evaluation	Number
Suitable	9
Too long	1
Too short	24
Other	1

- Since it's scheduled during our semester, it's enough. If it's during summer, I think it can be longer.
- It is short. However, I think it cannot take long especially for students with classes (excused from class) during the program.

D-4. What kind of discussion topic do you want to suggest for the future JAYSES program?

Answers

- "From Asia to the world" is already good for the theme. This is because JAYSES is for scientists and engineers in Asia.
- Politics, economy, ecology, hygiene
- How should the universities cooperate?
- How can WE (participants) actually take some actions to change the world (or Asia)?
- From Asia to the World...this can be the permanent topic for JAYSES.

- The gap between developing country and developed country
- How to adjust myself or companies to the country.
- How to develop a new technology while conserving the existing culture
- Scientists/Engineers hand in hand with society
- Management
- How can we narrow the gap between rich and poor nations.
- A discussion on a specific project that JAYSES participants can suggest to their government (through a specific government department/ministry/body) for development of Asian countries.
- Social networking
- World peace
- How to enhance people-life quality.

Comment

What is very impressive here is that a lot of people think not just technologies but social problems although we all intend to be scientists or engineers. All the participants seem quite aware of the environment surrounding us. That is definitely a good sign for the future of Asia.

D-5. Your suggestions, ideas, and comments for future programs.

Answers

- This time, there were 15 Japanese students, 6 Thai students, 5 Indonesian students, and 9 Filipino students. I hope that the number of the students from each country will be the same.
- We should do something AFTER JAYSES. Ex.) We should have another time to output our conclusion except final presentation in Japan.
- I think the purpose of each visit site should be consistent.
- Giving more review about the program before the program is held (through Facebook group or by sending documents via email)
- More time for bonding with friends.
- At least 2 days immersion on a company or to a designated place (proper program) so that you can get a more valuable information/experience compared to an hour visit only.
- I think this program should also visit the places in the country that have problems, like poverty or suffer from a disaster. So it will open our eyes about the reality of the problems that the world has.

- Some students need more time to find a sponsor so I think the selection process should be at least 4 months before the program.

[Section E] Present state in your university (Only for non Tokyo Tech students)

E-1. When did you know about JAYSES 2012 first?

Comment

Every student knew it from different time. Some knew it in March, April, May of this year, while others were let know last year through Facebook or past participants.

E-2. What kind of JAYSES advertisement was displayed in your university?

Answers

- None (5)
- Webpage
- The basic information about JAYSES with link to the website was posted in our college's Facebook group. No particular poster was posted in the college building because it was summer vacation and there were only few students in the college during that time.
- International Affair Announcement in elevator.
- Poster
- Email
- FB post by the Associate Dean for Student Affairs of the College of Engineering

E-3. Was there any interview test in your university?

Answers

- Yes (6)
- No (14)

E-4. When was the first time to meet with your university members?

Answers

- In the main program of JAYSES
- 2 weeks before the start of the program
- Around August
- July 2012
- Interview day

E-5. Were there any preparatory study sessions in your university?

Answers

- Yes (5)
- No (15)

E-6. Any suggestions, ideas, and comments to improve the future application process?

Answers

- Male : female = 1:1 is better because there are few female students in Tokyo Tech.
- More commercial
- With regards to application process, I think JAYSES has chosen deserving participants. With regards to publicity, I think it should be more publicized in our school and the college should provide some sort of financial support to participants because that is the main concern of many students who would like to participate.
- They should endorse JAYSES more and promote it because no one seemed to have heard about it except myself.
- Since this is a great program, JAYSES should increase publicity in other countries like the Philippines. Also, encourage past JAYSES participants to publicize in their respective universities.
- Preparation from JAYSES committee for all of the participants

[SUMMARY]

What you understand through reading this evaluation report is that JAYSES 2012 program influenced so many participants in an irreplaceable way and changed their ideas of the importance and difficulty of intercultural communication, the rising Asian industry that has many strengths as well as weaknesses, Asian problems, and lot more elements that are going to get more and more crucial in the near future when many more Asian people come to cross national borders and have to live side by side without conflict. In that kind of world, there must be people who can lead the people around to avoid meaningless fights and to achieve a better place to be. All the JAYSES participants have advanced one step closer to become such future global leaders, and we must keep moving forward. So must the JAYSES program do. It must improve itself year by year and show its presence to the world in order not to clog the current of interaction among brilliant Asian students and their cultures. For that reason, this evaluation report should exist. All the participants politely gave us their feedback for the future this year, which is not so ordinary, and we, especially who will be involved in running this program, shall make use of this to the best of our abilities.

ASEAN

Reporter: Tetsuya Abe (Teddy)

Abstract

ASEAN, the Association of South-East Asian Nations, is a geo-political and economic organization of ten countries in Southeast Asia. The members are: Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei, Burma (Myanmar), Cambodia, Laos, and Vietnam. Its aims include accelerating economic growth, social progress, cultural development among its members, protection of regional peace and stability, and opportunities for member countries to discuss differences peacefully. It holds foreign ministers' conferences (annually), economic ministerial conferences (1 or 2 times per year), and political conferences that are called ASEAN Summits (annually).

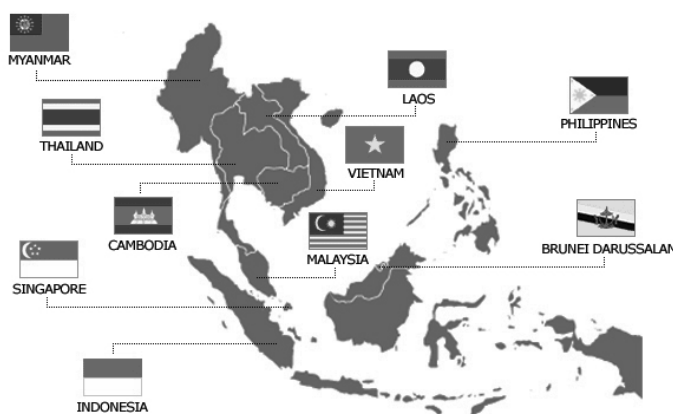


Fig. 1: Geography of ASEAN States



Fig. 2: Emblem of ASEAN

Statistics of ASEAN (compared with EU, Japan)

Topic	ASEAN	EU	Japan
Member States	10	27	
Establishment	8 Aug. 1967	23 July 1952	
Area (km ²)	4,479,211	4,324,782	377,914
Population (2010) [million]	601	504	128
GDP (nominal, 2010) [million US\$]	1,865	16,242	5,459

History

ASEAN was established on 8 August 1967 in Bangkok, Thailand, with the signing of the ASEAN Declaration (Bangkok Declaration) by the Founding Fathers of ASEAN, namely Indonesia, Malaysia, Philippines, Singapore and Thailand.

Brunei Darussalam then joined on 7 January 1984, Viet Nam on 28 July 1995, Lao PDR

and Myanmar on 23 July 1997, and Cambodia on 30 April 1999, making up what is today the ten Member States of ASEAN.

Relationship with Japan

ASEAN has been keeping an intimate relationship with Japan since its establishment. Indonesia and Malaysia are important countries as suppliers for ingredients and raw materials. Since Thailand and Malaysia have a low cost, good quality workforce, Japanese companies have made their factories in those countries. In addition, ASEAN is one of the few places where Japan is able to have leadership and originality.

ASEAN Economic Community (AEC)

ASEAN is now working on establishing the ASEAN Economic Community (AEC) aiming to create it by 2015. Under AEC, a single regional common market of ASEAN countries will be created. The regional integration's objective is to create a competitive market of over 600 million people in ASEAN countries. There will be free flow of goods, services, investment capital and skilled labor following the liberalization. These will include tariff reductions and streamlining of certain administrative procedures. Many investments and merger and acquisition activity have occurred in the region, and thus AEC is a work in progress.

Philippines

Reporter: Shunsuke Sasaki (Wally)

The Philippines is officially known as “The Republic of the Philippines”. Its population is approximately one hundred million and its area is 299.76 km² (Japan: 377.94 km²), so the population density is 308.0 /km² (2012), whose value is similar with the one of Japan (337.1 /km², 2012). On the other hand, there is huge gap of GDP between Japan and the Philippines. While GDP per capita in Japan amounts to \$45,920 (2012, estimated by international monetary fund), the GDP in the Philippines is only \$2328 (2012). According to the report published by the Asian Development Bank, those who live on less than 2 dollars a day account for about 40% of the total population. Especially in agricultural area in the southern Islamic region, the poorest segment in which people live on only one dollar accounts for 75% of total population in the region. The transportation system in the rural area is underdeveloped, which creates very heavy traffic. It is an obstruction for investment by foreign company. But in urban areas, especially Metro Manila, the transportation system is being improved quickly and not only the manufacturing industry but also service industries are rapidly developing. For example, the Philippines are becoming an attractive market for call centers from the U.S and subcontracts of BPO (Business Process Outsourcing).



Fig. 1. Makati city, a part of Metro Manila, the center of business in the Philippines.

The Philippines is an archipelago of 7,107 islands and these islands are classified into three island groups: Luzon, Visayas, and Mindanao. Luzon is the largest island in the Philippines and is located in the northernmost region. Luzon is the economic and political center of Philippines, being home to Manila. The people of Luzon can be divided into some linguistic groups. Ilocanos predominates the northern portion, Pangasinense and Kapampangans inhabit the middle portion, and Tagalogs are the majority in the southern area, including Metro Manila. The Major religion in Luzon is the Roman Catholic Church.

Visayas is the collection of islands located between Luzon and Mindanao. The central city of Visayas is Cebu. Languages spoken at home primarily are of the Visayan languages continuum which contains several different languages sometimes identified as dialects of the same language. Major languages include Hiligaynon or Ilonggo in much of Western Visayas, Cebuano in Central Visayas, and Waray in Eastern Visayas. However, Tagalogs are predominant in terms of social and economic positions. English is widely known and preferred especially among urbanized Visayans. Catholicism is the major religion also in Visayas, along with Luzon. Mindanao is the second largest and easternmost island in the Philippines. Davao City is the largest city in Mindanao. Major industries are agriculture, forestry, fishery and especially plantation of commercial crops is the most famous business in Mindanao. For example, Dole Food Company, Inc. has huge farm of bananas in a suburb of Davao City and their crops are exported to many countries including Japan. Mindanao is the only area of the Philippines with a significant Muslim presence. Due to widespread poverty and religious differences, the island has been the site of a separatist movement by the Moro Islamic Liberation Front (MILF). Fighting between MILF and Philippine forces has displaced more than 100,000 people.



Fig. 2. Overview of the Philippines

List of Participants

University	Name	Nickname	Sex	Department
Tokyo Tech	Ayami Meguro	Ami	F	Computer Science
Tokyo Tech	Azusa Mimatsu	Azusa	F	Architecture and Building Engineering
Tokyo Tech	Hayato Yamaura	Hayato	M	Electrical and Electronic Engineering
Tokyo Tech	Kazuki Ito	Kaz	M	Human System Science
Tokyo Tech	Kouta Adachihara	Kota	M	Social Engineering
Tokyo Tech	Mariko Tanaka	Mari	F	Social Engineering
Tokyo Tech	Mitsuru Irie	Eppy	M	Bioscience
Tokyo Tech	Naohiro Sorimachi	Hiro	M	Physics
Tokyo Tech	Narumi Yoshioka	Naru	F	Computer Science
Tokyo Tech	Shunsuke Sasaki	Wally	M	Polymer Chemistry
Tokyo Tech	Tetsuya Abe	Teddy	M	Mechanical and Control Engineering
Tokyo Tech	Tetsuya Kudoh	Tetsuya	M	Chemical Engineering
Tokyo Tech	Tomohiro Akutsu	Acty	M	Electronics and Applied Physics
Tokyo Tech	Tomoki Ishimaru	Tomoki	M	Earth and Planetary Science
Tokyo Tech	Yu Nakazawa	Naka	M	Bioengineering
UPD	Brent Niko B. Dargantes	Brent	M	Geodetic Engineering
UPD	John Joeffrey Somera	Joeffrey	M	Department of Chemical Engineering
UPD	Justin Alfred V. Palino	JAP	M	Department of Mining, Metallurgical and Materials Engineering
UPD	Kenneth Gabriel Dulce Juquiana	Kenneth	M	Department of Chemical Engineering
UPD	Reygie Q. Macasieb	Reygie	M	Institute of Civil Engineering, UP College of Engineering
UPD	Romer Julius M. Alzona	Julius	M	College of Engineering (Institute of Civil Engineering)

University	Name	Nickname	Sex	Department
UPD	Shirley Anne Corral	Shirley	F	Department of Chemical Engineering
DLSU	Katherine Marie Jardeleza de Asis	Kate	F	Manufacturing Engineering and Management (MEM) Department
DLSU	Mia Katrina V. Picornell	Mia	F	Manufacturing Engineering and Management – College of Engineering
ITB	Aditta Sari Sallihat	Dita	F	Environmental Engineering
ITB	Afif Rikza Arifina	Rikza	M	Petroleum Engineering
ITB	Maharani Meganti	Mega	F	School of Electrical Engineering and Informatics/ Electrical Engineering
ITB	Manggala Gandhi Pratama	Gandhi	M	Faculty of Earth Science and Technology
UI	Intan Permata Sari Karma	Intan	F	Department of Industrial Engineering
KMITL	Benjamin Panchan	Ninja	F	Engineering/ Information Technology Engineering
KMITL	Patayan Sukkasem	Satang	M	Engineering/ Information Technology Engineering
KMUTT	Akkarawin Sirithanasart	MAX	M	Tool and Materials Engineering
KMUTT	Chatchai Chatwaranon	Dew	M	Engineer/ Control system and Instrumentation
KMUTT	Reywat Aramsiriwat	Rey	M	Automotive Engineering (TAIST)
KMUTT	Taywin Buasri	Pank	M	Faculty of Engineering, Department of Mechanical Engineering

Staff

Yoshitoshi Tanaka	Professor, Graduate School of Innovation Management Management of Technology, Tokyo Tech
Tom Hope	Associate Professor, University Management Center, Tokyo Tech
Eriko Kitajima	Staff, International Affairs Division, International Affairs Department, Tokyo Tech



JAYSES2012: Japan-Asia Young Scientist and Engineer Study Visit 2012

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