2017
TCS SEMINAR ON REGIONAL EDUCATION COOPERATION
CAMPUS Asia in China, Japan, and ROK
TCS SEMINAR ON REGIONAL EDUCATION COOPERATION:

CAMPUS ASIA IN CJK - OUTCOME REPORT

This report outlines the contents of discussions and presentations from "TCS Seminar on Regional Education Cooperation: CAMPUS Asia in CJK" organized on May 11-12, 2017 in Seoul. Information in the report includes best practices from CAMPUS Asia pilot period from 2011 to 2016 as well as common concerns on program implementation and know-how for overcoming difficulties.
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"WE WILL PROMOTE STUDENT EXCHANGES... RECOGNIZING CAMPUS ASIA PROJECT’S EXEMPLARY ROLE IN EDUCATION COOPERATION AMONG THE THREE COUNTRIES."

Joint Declaration of Trilateral Summit, 2015

*Photo provided by courtesy of ROK Ministry of Education
Forward

In May 2017, TCS hosted representatives from Chinese, Japanese and ROK higher education institutions participating in the “Collective Action for Mobility Program of University Students in Asia (CAMPUS Asia) Program” at our office in Seoul.

We were deeply moved by the participants’ passion, and we were honored to provide a platform for the community of professors and university staff working at the forefront of education cooperation in Northeast Asia.

CAMPUS Asia is a highly significant initiative developed by the Ministries of Education in China, Japan, and ROK. It has continuously been recognized in joint declarations of the Trilateral Summit and the Trilateral Education Ministers’ Meeting.

At the 2015 Trilateral Summit, the leaders of our three countries have entrusted TCS with a supporting role to advance trilateral cooperation in all fields, including through our participation in the ministerial mechanisms. In this light, the Secretariat participated in the 1st Trilateral Education Ministers’ Meeting held in 2016, during which the Ministries of Education in China, Japan, and ROK announced that they “will closely work with TCS for educational cooperation among the three countries.”

The Secretariat organized <TCS Seminar on Regional Education Cooperation: CAMPUS Asia in China, Japan, and ROK> for the first time this year based on these mandates. Through this outcome report we aim to achieve a two-fold objective:

Firstly, we hope that the content of the discussion from the seminar will contribute to the exchange of information between higher education institutions. We hope to share the valuable information from the seminar with the CAMPUS Asia community and beyond.

Secondly, we plan to share the content of this report with our partners within and outside China, Japan, and ROK to support further the progress made through the CAMPUS Asia Program. TCS will distribute the publication to interested colleagues around the globe, and promote CAMPUS Asia’s success as a catalyst for regional cooperation in Northeast Asia.

International cooperation is possible only under the premise that there is mutual understanding between the people of different backgrounds. One of the best ways to foster mutual understanding among groups is people-to-people exchange, especially for the youth. The CAMPUS Asia Program is an exemplary case of an effort to build trust among the future leaders of a region, in ways similar to how Europe’s Erasmus Program led to the development of the European identity. We hope that this report will contribute to the further progress of the CAMPUS Asia Program and the like.

Lee Jong-Heon
Secretary-General
Trilateral Cooperation Secretariat

Acronyms

CAMPUS Asia Collectiv Action for Mobility Program of University Students in Asia
CGDC China Academic Degrees and Graduate Education Development Center
CJJK China, Japan and Korea
DQIMP Double/Dual Degree (Master’s) Program
EHEA European Higher Education Area
HEEC Higher Education Evaluation Center of China MOE
HEI Higher Education Institution
JASSO Japan Student Services Organization
KAIST Korea Advanced Institute of Science and Technology
KCUE Korean Council for University Education
MEXT Ministry of Education, Culture, Sports, Science and Technology
MIE Ministry of Education
NIAD-QE National Institute for Academic Degree and Quality Enhancement of Higher Education
ROK Republic of Korea
TCS Trilateral Cooperation Secretariat
TEDMM Trilateral Education Ministers’ Meeting
BESETO, BiST Beijing-Seoul-Tokyo
BNU Beijing Normal University
GradSPP Graduate School of Public Policy
GSIS Graduate School of International Studies
KNU Korean National University of Arts
PMU Pusan National University
SIS School of International Studies
SJUT Shanghai Jiao Tong University
SKKU Sungkyunkwan University
SNU Seoul National University
SNUE Seoul National University of Education
TKE Tsinghua-KAIST-Tokyo Institute of Technology
UTokyo University of Tokyo

*CJK MOE/MEXT (2016) Seoul Declaration for Trilateral Education Cooperation
TCS SEMINAR ON CAMPUS ASIA

01 SEMINAR OVERVIEW

The first TCS Seminar on Regional Education Cooperation: CAMPUS Asia in China, Japan, and Korea was organized by the Trilateral Cooperation Secretariat in 2017 for the purpose of supporting the CJK Ministries of Education’s dedication to further develop the CAMPUS Asia Program. As the first attempt to convene the program’s working-level stakeholders from all three countries, the seminar served as a platform for sharing knowledge and information between original and new consortia to learn best practices and avoid duplication of difficult experiences from the pilot stage.

About the Seminar

Dates and Venue: May 11-12, 2017 in Seoul, ROK

Number of participants:
- 3 director-level officials representing CJK Ministries of Education
- 74 CAMPUS Asia professors and staff
- 35 CAMPUS Asia universities represented
- 17 CAMPUS Asia consortia represented

Seminar Details:
- Pre and post surveys for examining participant interests and feedback
- Cross-consortia networking and welcoming reception
- Interest-based subgroup discussions between CAMPUS Asia professors & staff
- Presentations from EU’s working-level experts on Erasmus Program

Topics of Discussion:
- Subgroup 1: Non-academic student support
- Subgroup 2: Academic support and student professional development
- Subgroup 3: Academic support
- Presentation 1: Overview of EU’s Erasmus+ Program
- Presentation 2: Introduction of Erasmus Impact Study
ROK, Japan and China are close neighbors who have long shared similar cultures. Based on this cultural bonding, the three countries have keenly cooperated in various fields such as politics, economics and socio-cultural affairs. Education cooperation is especially important for strengthening cooperation in other fields. This is because to enable continued cooperation, mutual trust and exchange between the youth is critical.

Today, the number of international exchange students among our three countries is 220,000. This number is not small, but rather very big. ... We can say that such a large amount of international student mobility brings us a people-to-people ties and a basis for collaboration among our three countries.

The 1st Trilateral Education Ministers’ Meeting in 2016 led to the consensus on how to implement future CAMPUS Asia Program, and the initiative has been successfully carried out since then. ... It has greatly contributed to the establishment of an education cooperation framework beyond national borders... It is expected to contribute to fostering talent among the future generation.

i) Non-academic student support
- Due to (i) a lack of comprehensive, cohesive information available online about CAMPUS Asia, (ii) the workload for long-term degree programs, and (iii) concerns about post-graduation employment, students tend to prefer short-term exchange to long-term and Western countries to CJK for their exchange destination.
- Participants noted on the difficulties concerning coordination of student scholarships, and suggested having an inter-regional entity encompassing CJK assist with the administrative processes.
- Participants emphasized the need to assist students and the alumni network to further spread information about CAMPUS Asia and to encourage mutual support between students, and shared instances of financial and non-financial support provided to student network in their consortia.
- Recommendations for inter-consortia cooperation, or cooperating with universities in CAMPUS Asia but with those outside one’s consortium, was suggested for student/faculty symposiums and cultural activities.

ii) Academic support
- Participants from consortia that already have stable double-degree programs (DDP) shared processes for developing double degrees, and program content included in their MOU for enabling DDP, and discussed practices of dealing with the different requirements for thesis writing.
- Different regulations for credit transfer between partner universities were shared, as well as strategies to overcome discrepancies, such as offering necessary credits through summer/winter classes, teleconference and online classes, internships, and thesis advising.
- In addition to the regular student exchange programs, consortia are pursuing different strategies for CAMPUS Asia’s success through the expansion of joint research and joint teaching activities, by (i) compiling research interests of all faculty in participating departments and sharing them with partner schools to further broaden joint research opportunities, or (ii) having faculty develop common curricula for the courses that consortia can offer to exchange students.

iii) Student professional development
- Participants noted that while learning in English is helpful, studying Chinese, Japanese and Korean languages does have an advantage when seeking post-graduation jobs which call for a balance between using English and CJK languages in the program.
iv) Program promotion and sustainability

- In the pre-seminar survey and during the subgroup discussions, seminar participants discussed the lacking visibility of CAMPUS Asia due to absence of a coherent English information platform (e.g. official program website) for the program encompassing its context in all of CJK countries.
- Participants noted that to sustain the program regardless of government support, it is crucial to further promote the brand name of CAMPUS Asia internationally to attract students willing to participate even without a tuition waiver or financial assistance.
- Participants expressed interest in partially opening CAMPUS Asia courses and programs to non-CJK students and partners, which is an effective strategy to promote the programs’ appeal.

RESULTS OF THE POST-SEMINAR SURVEY

- A post-seminar survey was open for approximately 2 weeks from May 19 to June 5, 2017, through which 37 respondents provided feedback.
- 95% of the respondents indicated that they found that all aspects of the seminar was useful, and 100% of the respondents expressed that they found the subgroup discussions helpful.
- Regarding CAMPUS Asia subgroup discussions, participants especially appreciated specific and practical information about program implementation shared by consortium representatives on topics like working around disparities in CJK systems, dealing with overlaps in thesis content, and plans to manage program post-government funding.
- Regarding presentations on Erasmus, respondents preferred practical information about the Erasmus Impact Study rather than a general and macro-level information provided by the overview presentation on the Erasmus Program.
- 20% of the respondents specifically requested that working-level meetings convening CJK consortia representatives continue for the purpose of networking and information sharing.

TCS ANALYSIS OF SEMINAR RESULTS

- TCS Seminar was the first time where representatives from almost all universities in CJK consortia gathered in one place to share experiences and information with regard to the context of academic systems in all three countries.
  * Note: In ROK, universities participating in CAMPUS Asia meet about twice per year, in Japan and China on a needed basis. Meetings are coordinated by MOEs and KUJE, NIAO-QE, e. HEEC.
- While consortia are concerned about reduced financial support for CAMPUS Asia Program, many are considering strategies to secure the program’s sustainability by increasing awareness and appeal of the brand name “CAMPUS Asia.”
- Some notable suggestions to enable continued success of the CAMPUS Asia Program were (i) consistent and frequent exchanges of information and inter-consortia cooperation, (ii) support for the students and the alumni network, and (iii) comprehensive, coherent and English-based promotion of the CAMPUS Asia Program.

**PRE-SEMINAR SURVEY FOR SUBGROUP DISCUSSION**

Prior to organizing “TCS Seminar on Regional Education Cooperation: CAMPUS Asia in CJK,” TCS administered a pre-seminar survey in Chinese, Japanese and Korean to better understand in advance what topics CAMPUS Asia university faculty and staff found most interesting. Through the survey CAMPUS Asia faculty and staff were requested to select their primary interest among three general topics relevant to program implementation: (i) non-academic student support (e.g. living support, recruitment and promotion, extracurricular activities, language training), (ii) academic support (e.g. curriculum, credit transfer, double degree awarding), and (iii) student professional development and work-study connections (e.g. internship, alumni career trajectory, research).

Based on the survey results, participants were grouped into 3 subgroups for discussion. All participants were provided with a comprehensive discussion topics packet which compiled all survey responses. Pre-seminar survey forms in CJK languages and the discussion topics packet can be found in Appendix II.

**Contents of Pre-Seminar Survey**

(i) Preferred discussion topics
- to divide participants into 3 subgroups according to their interests
(ii) Strengths of respondents’ program
- to collect details about best practices from each consortium through their representative participating in the seminar
(iii) Challenges experienced by respondent’s program
- to share problems experienced in the pilot stage or beginning of the regularized program to avoid repetition of mistakes and learn strategies of working around difficulties
(iv) Discussion questions to be shared with participants from other consortia
(v) Other issues to be shared
- to collect specific topics for subgroup discussion sessions
04 BRIEFING OF SUBGROUP DISCUSSIONS

Subgroup 01

Topic
Non-academic Student Support

Moderator
Dr. FAN Shiming

CAMPUS Asia Joint Monitoring Panel

Vice Dean, Peking University School of International Studies

<table>
<thead>
<tr>
<th>Source</th>
<th>University/Program</th>
<th>Participant Name</th>
<th>Program Discipline</th>
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</thead>
<tbody>
<tr>
<td>China</td>
<td>China Communication University</td>
<td>WANG Jie</td>
<td>Animation</td>
</tr>
<tr>
<td></td>
<td>Jilin University</td>
<td>GAO Ying</td>
<td>Liberal Arts</td>
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<tr>
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<td>Peking University, Tsinghua College</td>
<td>SUN Han</td>
<td>Political Science</td>
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<td>Renmin University</td>
<td>QIN Kangshun</td>
<td>Law</td>
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<tr>
<td></td>
<td>Shanghai Ocean University</td>
<td>WANG Xichang</td>
<td>Marine Sciences</td>
</tr>
<tr>
<td></td>
<td>DIAM University, Tsinghua University</td>
<td>GAO Jian</td>
<td>Architecture</td>
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<td>Shanghai Jiao Tong University</td>
<td>CHI Ya Ping</td>
<td>Environmental Engineering</td>
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<td>Tongji University</td>
<td>SUN Tongyu</td>
<td>Architecture</td>
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<td>Japan</td>
<td>Kobe University</td>
<td>OKI Yuki</td>
<td>Risk Management</td>
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<td>NAITA Nobue</td>
<td>International Relations</td>
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<td>HIRAKAWA Kazuo</td>
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<td>YAMAKAWA Juniko</td>
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<td>ROK</td>
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<td>HUH Cheol</td>
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<td>LEE nhoe</td>
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<td></td>
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<td>YIM Wanghoo</td>
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</tbody>
</table>

1) Issues regarding financial support, particularly student scholarships:

- Participant understanding of government funding prospects: participants shared the understanding that administrative and curriculum development related funding has decreased or is expected to be self-supplied in the future, which is likely to influence program quality.
- Participants’ wishes to secure stability in the level of government financial support: consortium representatives hope that the level of financial support (both scholarships and program development fees) can be maintained or increased as the stability of funding and quality of academic programs tend to be closely related.
- Flexibility for distributing student scholarships is called for: in the case of Japan, process for applying for scholarships has been changed from being dependent on MEXT to JASSO, which may as a result be more complicated than before; in CJK, sometimes time of scholarship distribution does not coincide with the academic schedule.
- Need for an international entity coordinating between China, Japan and ROK to support successful implementation of CAMPUS Asia: learning from Erasmus, participants suggested having an international entity or fund overseeing CAMPUS Asia funding distribution as a long-term agenda.

2) Student participation and level of interest in the CAMPUS Asia Program:

- Different levels of student interest and willingness to participate in the CAMPUS Asia Program: in the case of Japan, the level of student interest tends to be relatively lower; participants noted that students lack interest in studying in CJK not because of the content of CAMPUS Asia, but rather because of external factors like political relations or post-graduation employment. Among those that are interested in CAMPUS Asia, many are hesitant to participate because they are unsure whether CAMPUS Asia can be an incentive for employment. Due to this reason students prefer short-term exchange for experiences rather than long-term, intensive, degree-awarding programs.
- Improving the quality of CAMPUS Asia through inter-consortia cooperation: participants suggested inter-consortia collaboration, as well as open sharing and exchanges of each other’s cultural program contents for mutual improvement of CAMPUS Asia student experience. An instance of inter-consortia collaboration could be a cultural program coordinated by one program open to other consortia or several consortia work together to jointly coordinate cultural exchange programs.

3) Exchange and sharing of information between consortia:

- Sharing of curriculum information among consortia: some participants suggested that the content of the study (curriculum) pursued by students in their program be shared online in electronic form among other staff and faculty coordinating the CAMPUS Asia Program at their respective universities. This would allow not just the universities but also companies and organizations recruiting employees to have access to information about what students participating in CAMPUS Asia learn. Each school would have different internal standards and regulations for disclosing curriculum to the public; this being the case, participants discussed the possibility of developing a minimum requirement for sharing basic information about respective program’s curricula among CAMPUS Asia universities.

Support to CAMPUS Asia Program Students and Alumni

One of the strategies shared by participants to promote the appeal of the CAMPUS Asia Program was developing and supporting student and alumni networks in their consortia. The degree and format of the support consortia provided to student and alumni associations differed case by case:

- Case of Tsinghua-Nagoya-SKKU University (program on law): at SKKU, partial financial assistance is offered to CAMPUS Asia students and alumni. In other words, some of the program implementation budget is allocated to the management of student-initiated alumni association activities. This budget...
is used by students to coordinate youth-friendly events, such as free lunches before midterms to provide opportunities for CJK students in the CAMPUS Asia Program to naturally interact with local students from the visiting country.

Case of PKU-UTokyo-SNU (program on international relations): at the University of Tokyo, CAMPUS Asia students and alumni who participated in the university’s program attend a networking dinner held annually. CAMPUS Asia staff and professors also participate in the program. Students and alumni signed a “charter” of BESETO CAMPUS Asia alumni network during the 2017 gathering.

1) Discrepancy in the (i) academic schedules, (ii) university fiscal year systems, and (iii) CAMPUS Asia student scholarship in China, Japan and ROK

- Overcoming differences in the academic semesters in CJK: each consortium representative shared some tips at the seminar on how to overcome differences in the academic semesters among partner universities. One exemplary solution was to fill the 1-month gap in Korean and Japanese academic terms with an internship program, then reconnect the program to academic affairs at the starting point of the regular semester afterwards. Another strategic suggestion was to compensate some missing credits by taking summer and winter courses.

2) Discrepancy in (i) academic credit awarding systems and (ii) the length of academic terms and degree program duration, and how to overcome these differences

- Importance of recognizing the differences between CJK systems: discrepancy in between credit awarding systems, length of degree programs, and academic terms is a very important issue and a critical information for program implementation.

- Normative standards for course credit allocation in CJK: in China and ROK, units for academic credit are 3, 2, and 1 and in ROK most courses offer 3 credits. In the case of Japan 2 credit courses are common. Participants discussed how to calculate the credits acquired from abroad once back at their home institution, as this is often one of the primary challenges to program implementation.

- Strategies for overcoming differences in credit awarding systems in visiting and home institution: consortia who have already overcome this problem in the pilot program shared two strategies:

  i) 1:1 credit exchange strategy: 3 credits acquired from foreign institution is acknowledged as 3 credits equally back at the home institution

  ii) Compare and contrast strategy: examining the content of the courses taken in foreign institution, comparing it with a similar curriculum in home institution and applying the number of credits given to the similar class at the home institution.

- Average time for earning a degree differs in the three countries; an ROK master’s level program usually requires two years whereas in China most programs require three years. Some representatives shared their experiences from the pilot stage, and Tongi University, with prior experience of implementing double degrees with European partners shared their know-how acquired from previous years.

<table>
<thead>
<tr>
<th>Country</th>
<th>University</th>
<th>Participant Name</th>
<th>Program Discipline</th>
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<td>JIANG Xi Song</td>
<td>Teaching Education</td>
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<td>Pusan University</td>
<td>XIANG Mengli</td>
<td>Business Management</td>
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<td>Shandong University</td>
<td>LI Yinghu</td>
<td>Infrastructure Engineering</td>
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<tr>
<td>Japan</td>
<td>Osaka University</td>
<td>LIU Keqing</td>
<td>Public Health</td>
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<td>Tohoku University of Arts (Tohoku Gakuei University)</td>
<td>SATO Atsushi</td>
<td>Animation</td>
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<td>Waseda University</td>
<td>SATO Tetsu</td>
<td>Political Science</td>
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<td>SUZUKI Hiroki</td>
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<td>ROK</td>
<td>Korean National University of Arts</td>
<td>LEE Jungman</td>
<td>Animation</td>
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<td>Soongsil University</td>
<td>LEE Woosung</td>
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<td>PARK Seo-Kyang</td>
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Bridging Student and Faculty Expectations

During subgroup 2 discussions, participants inquired what percentage of credit required for a double degree can be allocated when the student is away from the home institution and is pursuing studies in a visiting institution. In the case of some graduate level students in the science and technology discipline, the number of credits required to take when abroad is a burden. This being the case, there was an issue that the workload from coursework collided with the expectations for the students to assist faculty research when studying abroad.

→ While generally 1 year is a sufficient amount of time to develop a single journal article as an outcome of research, there were cases where graduate students were only abroad for 6 months. In this case, it was very challenging for students to assist with faculty research and therefore students would prefer to focus on coursework.

→ Case of SHUT-Kyushu-PNU consortium (program in environmental engineering):
   - Sometimes there were disparities between faculty’s expectations for a student’s role in research in CJK. In the case of SHUT-Kyushu-PNU consortium, the general understanding by the faculty of Kyushu University is that master-level students must prioritize coursework and academic learning over their role as an assistant for professors’ research.
   - In SHUT and PKU, students’ role as a research assistant is as important as their responsibility over coursework, if not more. From the perspective of SHUT and PKU, there was a need to request SHUT and PKU for university faculty’s support, because the program for master’s students basically forewent professors’ assistance during the exchange period.
   - To bridge this gap between student and faculty expectations, SHUT-Kyushu-PNU consortium is expanding the scope and length of their program to Ph.D. level to help contribute to faculty’s joint research.
   - As part of the preparation for facilitating joint research, SHUT-Kyushu-PNU consortium compiled faculty’s research interests. Each lab in these universities is managing very different research topics; the key to successfully connecting labs between the partner schools was to start collaboration between the labs where leading professors already have a keen understanding of each other’s research. Based on this experience, the CAMPUS Asia committee in this consortium surveyed research areas of professors in each lab who were interested in conducting CJK joint research, compiled the information and shared it among the SHUT-Kyushu-PNU network. As a result of this initiative, even professors who previously did not have a chance to interact physically and were not directly involved in CAMPUS Asia are now considering potential joint research projects with partner university programs.

Based on this example, it can be inferred that for consortia where graduate students play a significant role in assisting faculty research, it is essential to

3) Impact of CAMPUS Asia on student and alumni career trajectory
   - Following up with student and alumni career is considered an important aspect for the success of degree program: the participants recognized this topic as a very important discussion issue on the outcome of the CAMPUS Asia Program; consortia that already produced alumni shared success stories, such as a case of their student employed in UN affiliated organizations after graduation.
   - Internship and post-graduation employment is often strongly influenced by factors external to program quality: participants commented that internships and employment were largely affected by factors external to the CAMPUS Asia Program’s quality, such as the professor’s or home institution’s existing network with hiring organizations.

4) Promotion of CAMPUS Asia Program and inter-consortia cooperation
   - Emphasis on the value of website managed by individual consortium (managed by partner universities in respective consortia): use of program websites has been recognized as an efficient means of program promotion.
   - Necessity to create an inter-CJK online platform for information exchange (e.g. CAMPUS Asia website): as suggested in subgroup 1, subgroup 2 also discussed the crucial need for an inter-CJK platform (e.g. online website or off-line community) where faculty and staff from all consortia can exchange information and outcomes of their individual programs for mutual reference and further program development.
   - Call for faculty cooperation for English courses: as there is no common language between CJK, English is an unavoidable means of instruction for the CAMPUS Asia Program. The need to develop strategies to provide incentive for faculty in CAMPUS Asia universities not directly involved in the program implementation was discussed, especially to promote lectures in English.
Double Degree Program Development at PKU-UTokyo–SNU (BESETO DDMP)

PKU-UTokyo–SNU consortium’s BESETO Dual Degree Master’s Program on International and Public Policy Studies Program has been implementing a DDP between SNU-UTokyo since 2012 and plans to launch SNU-PKU DDP from 2017. The consortium’s process of developing DDP is as follows:

**Process of Dual Degree Program Development**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2011.11.18</td>
<td>MOU on Student Exchange (PKU-UTokyo-SNU)</td>
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<tr>
<td>2012.09.21</td>
<td>MOU on Dual Degree Program (UTokyo–SNU)</td>
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<tr>
<td>2016.11.02</td>
<td>MOU on Dual Degree Program (PKU-SNU)</td>
</tr>
<tr>
<td>2017.05.30</td>
<td>MOU on Operation and Financial Support for the CAMPUS Asia Program Phase II (PKU-UTokyo-SNU)</td>
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</tbody>
</table>

* DDP between PKU-SNU expected to start in the second semester of 2017

**Steps for Establishing DDP Agreement**

- Confirm willingness to establish DDP between partner universities
- Draft DDP agreement MOU
  - Develop a preliminary draft of the agreement
  - Exchange, review and readjust the content of preliminary draft with partner institutions
  - Finalize the draft document
- Processes of internal approval (within SNU)
  - Final draft of MOU internally reported
  - Internal review and confirmation by Graduate School of International Studies (GSIS faculty meeting)
  - Confirm with relevant departments at the university level (Office of International Affairs, Division of Academic Affairs, Division of Educational Affairs)
  - Request for review at the university level (GSIS → Office of International Affairs)
  - Official review and confirmation at the university level
- MOU signing ceremony (can be replaced by exchange of mail)
- Registration of finalized MOU and commencement of student exchange

**DDP MOU Development Process**

* (between SNU-PKU, from SNU’s perspective)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>2011.07.04</td>
<td>Submission of CAMPUS Asia Program proposal</td>
</tr>
<tr>
<td>2011.10.31</td>
<td>Designation as CAMPUS Asia consortium and discussion between partner institutions on DDP</td>
</tr>
<tr>
<td>2011.10-2015.5</td>
<td>Drafting of MOU on DDP and continued discussion about its content</td>
</tr>
<tr>
<td>2015.06.05</td>
<td>CJK CAMPUS Asia Joint Academic Affairs Committee agrees on establishing DDP and confirms necessary processes</td>
</tr>
<tr>
<td>2015.11.03</td>
<td>Exchange of draft MOU on DDP between partner institutions</td>
</tr>
<tr>
<td>2015.12.31</td>
<td>Draft MOU confirmed by SNU GSIS faculty (internal review)</td>
</tr>
<tr>
<td>2016.01.06</td>
<td>First request to review draft MOU at the university administration level</td>
</tr>
<tr>
<td></td>
<td>→ returned with requests for re-examination of the draft</td>
</tr>
<tr>
<td>2016.01-02</td>
<td>Preliminary internal review and working-level meeting (Office of International Affairs, Division of Academic Affairs, Division of Educational Affairs), drafting of final version of MOU on DDP</td>
</tr>
<tr>
<td>2016.03.07</td>
<td>Final draft of MOU reviewed and confirmed by SNU GSIS faculty</td>
</tr>
<tr>
<td>2016.03-06</td>
<td>Internal review and discussion on MOU at PKU SIS (School of International Studies and other relevant university departments)</td>
</tr>
<tr>
<td>2016.07.08</td>
<td>PKU Graduate Administration and International Student</td>
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<tr>
<td></td>
<td>Division confirms final draft of MOU on DDP</td>
</tr>
<tr>
<td>2016.07.12</td>
<td>Second request to review draft MOU at the university administration level</td>
</tr>
<tr>
<td>2016.08-09</td>
<td>Final draft of MOU reviewed and confirmed at the university administration level</td>
</tr>
<tr>
<td>2016.11.02</td>
<td>SNU GSIS-PKU SIS establishes MOU on DDP</td>
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Source: SNU (2017) CAMPUS Asia BESETO DDMP. Process of Developing Agreement on Dual Degree Program and Recent Developments (PowerPoint presentation)
1) Development of double degree programs (DDP) and the current state of DDP operation

- DDP can be developed by building on MOU on exchange: representatives agreed that DDP can be developed based on the existing student exchange framework outlined in the MOU between partner universities.
- Standards for thesis writing for DDP: among specific difficulties mentioned about DDP, participants discussed the standard for thesis writing (e.g. to which extent should overlap in content be allowed when writing two papers for the home and foreign institutions).

2) Language of instruction and differences in CJK academic culture

- Problems associated with using local language as the language of instruction: some participants noted on how English is the only available language for mutual communication and language instruction, the academic burden placed on students having to study their discipline in CJK local languages other than their mother tongue, and how programs offered in English heighten the overall appeal of CAMPUS Asia.

### Different Approaches to Thesis Writing in DDP

While there are several CAMPUS Asia consortia that are currently offering or planning to offer a double degree program, the guidelines for thesis writing are not necessarily identical in each consortium. Below are some of the different situations shared by the consortia participating in the discussion on DDP in subgroup 3.

- During the discussion, representatives from Waseda University inquired how other consortia are dealing with the possible duplication of thesis content when students pursuing a double degree write two theses on a similar topic for their degree. Different consortia had different responses to this question:
  - Case of Fudan-Kobe-Korea consortium (program on risk management): two individual theses are written in English, and some overlap in content is allowed. Defense for each individual thesis is considered independent from one another, meaning that even if one thesis passes at Kobe University the other can be rejected from Fudan University, and vice versa.
  - Case of BNU-Tokyo-Gakugei-SNU consortium (program on teachers' education): while this consortium does not yet have a fully developed DDP under the CAMPUS Asia Program, in BNU's previous experience with DDP they allow maximum 50% overlap in content of two separate theses.
  - Case of PKU-UTokyo-SNU consortium (program on international relations): two theses are required for the home and visiting institutions, respectively, and no overlap is allowed as the two are considered two completely independent pieces. Theses written while studying in PKU must strictly adhere to standards for theses at PKU, and the same applies to a thesis written at TKU or SNU. In other words, the thesis must adhere to the standards of the institution at which it is written.
  - There was a question about how specific the guidelines are for prohibiting or allowing overlap in thesis content for DDP, and whether expectations included details such as not allowing the same figures or tables used in two separate theses. Representatives from consortia who are implementing DDP responded that no consortia in the subgroup 3 had regulations that specific for DDP thesis writing.
Facilitating communication between partner universities

- Intra-consortia communication: participants agreed that in most consortia, (i) larger topics are discussed in physical joint steering committee meetings through overseas business trips, and (ii) day to day marginal problems and issues were discussed via email, messenger, SNS or short-term visits to partner institutions. Most importantly, participants emphasized the need for consistent updates of each university’s current situation, which can contribute to program implementation.

Increasing the appeal of the CAMPUS Asia Program to its target

- Attractiveness of CAMPUS Asia for continuation of the Program: moderator particularly emphasized that the general appeal of the program is strongly associated with the sustainability of CAMPUS Asia Program.
- Realistic interpretation of current program funding conditions: participants mentioned the current level of financial support and difficulties of implementing the program with insufficient or decreasing budget. Based on this discussion, participants agreed that to sustain CAMPUS Asia Program, they need a strategy to heighten the program’s appeal.

The Appeal and Sustainability of CAMPUS Asia Program

One of the most serious conversations that took place during subgroup 3 discussion was on how to improve the program’s general appeal and sustainability, two factors that are strongly correlated with one another. While participants generally agreed that in the long-term, the CAMPUS Asia Program needs to consider becoming financially independent from government funding, they shared concerns about budgetary support from the government because program development fees are essential to implementing consortia while DOP are still in the process of being developed and stabilized. Participants commented that if CAMPUS Asia is converted into a tuition-receiving program independent from government funding in the far future, the two most important incentives for students (i.e. tuition waivers and monthly stipends) would be compromised, and monthly stipends could be a burden universities would be required to bear. This change could make CAMPUS Asia less attractive than other study abroad programs that offer tuition waivers at the visiting institution. They noted that it is important to consider options from the perspective of students to make the program more appealing and, in turn, maintain sustainability.

Practical ideas shared for promoting the CAMPUS Asia Program’s appeal:
specific suggestions from the subgroup on how to promote the appeal of the CAMPUS Asia Program included the following specific strategies:

1. Partially opening up CAMPUS Asia courses to interested non-CJK students enrolled in the institution to expand target audience;
2. Developing CAMPUS Asia alumni network and supporting them at the university level and beyond, which could also serve as another channel for program promotion;
3. Have alumni participate in individual program introduction sessions at each university to explain details about the CAMPUS Asia experience to their peers in accordance with their needs and perspectives; and
4. Develop high quality videos and other forms of promotional materials on CAMPUS Asia to be distributed as program promotion internally within each university and externally to interested entities.

Request to continue working-level meetings among CJK consortia representatives: the participants unanimously requested that the CAMPUS Asia Working-Level Seminar continue to be organized, since the meeting served as an important platform for program managers to exchange valuable information and ideas for further improvement.

- To lighten the burden of organizers, participants offered ideas on having future meetings held back-to-back with other relevant events such as the 2nd Trilateral Education Ministers’ Meeting and Trilateral Rectors’ Forum.

* Each consortium has a unique experience, between each individual team as well as between original consortia continuing from the pilot stage and new consortia that have freshly joined after regularization of CAMPUS Asia Program. For future discussions, addressing these disparities between participants could yield even more fruitful results.
05 BRIEFING OF ERASMUS SESSION

Viktoria KAIDALOVA
Programme Manager in charge of EU Policies
Delegation of EU to ROK

- Erasmus was first developed as a mobility program for university students in the 1980s, and covered 11 states at the time. The most recent program, Erasmus+, is an expansion of the previous Erasmus Program in terms of scope and size, with the funding amounting to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the funding amount to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the funding amount to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the funding amount to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the funding amount to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the funding amount to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the funding amount to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the funding amount to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the funding amount to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the funding amount to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the funding amount to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the budget is readjusted each year according to the financial framework developed on priorities in policies and updated legal contexts.

- The purpose of the Erasmus Program is not only to increase mobility between the participating countries, but also to reduce youth unemployment, promote skills-based adult learning, and reduce early school departure among others.

- Countries participating in Erasmus+ are divided into two categories: (i) program countries and (ii) partner countries. Program countries refer to those directly participating in the program scheme, with the majority of them being one of the 28 EU countries. The biggest difference between the two categories is that program countries, unlike partner countries, directly contribute to the Erasmus budget and have a National Agency established in their country to handle Erasmus program selection, monitoring and evaluation, promotion of Erasmus and best practices and other relevant tasks. Partner countries have National Erasmus+ Offices handling different tasks.

- The universities participating in the Erasmus+ Program can benefit in four respects: (i) International Credit Mobility (ICM), (ii) Erasmus Mundus Joint Master’s Degree, (iii) Capacity Building for Higher Education, and (iv) Jean Monnet activities.

- International Credit Mobility (ICM): ICM is an initiative that limited exchanges within the EU to beyond the EU. This initiative is operated based on the mobility agreements established between higher education institutions (HEI) and is managed by National Agencies. For an exchange period of 3 to 12 months, participating bachelor’s and graduate level students receive financial support covering their living expenses. Students are required to submit a study plan which cites the goal of the exchange (e.g. credits to be acquired) and are held accountable to this plan. ICM also supports faculty and staff exchange activities.

- Erasmus Mundus Joint Master’s Degree: this program has been in place since 2009. It recognizes degrees obtained from all involved partner HEIs and provides financial support for all related costs to students. Since Erasmus Mundus Joint Master’s offers a lot of benefits, it is a highly selective program that receives many applications and has a very competitive selection processes. In Erasmus Mundus, at least 3 HEIs from program countries must form a consortium and HEIs in partner countries sometimes join. Students are required to study with at least 2 HEIs. Student scholarship is offered for 12 month, 18 month and 24 month periods. During the application process, a leading university from each consortium submits a single, common application form as a representative of the consortium. The partner HEIs however are advised to maintain a strong network and usually do so. This program has supported more than 30,000 students and faculty over the course of 7 years.

- Capacity Building for Higher Education: capacity building under Erasmus+ happens primarily through jointly developed programs. Relevant efforts center on international partnerships for the objective of promoting internationalization of HEIs or reforming its systems. Both program and partner countries actively participate in this initiative (e.g. TuCAHEA Project at South Kazakhstan State University).

- Jean Monnet activities: Jean Monnet supports academic teaching and research, cooperation projects, conferences and publications in the field of EU studies. Jean Monnet program is open to universities, organizations and associations from all over the world including those in China, Japan and ROK. The funding period on average ranges from 12 to 24 months.

Focus on the Results: Measuring the outcomes of internationalization — Erasmus Impact Study (EIS)


Table 1: Input, Output and Outcome as Success Measures for Internationalization

<table>
<thead>
<tr>
<th>Definition</th>
<th>Input</th>
<th>Output</th>
<th>Outcome</th>
</tr>
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<tbody>
<tr>
<td>Resources invested in internationalization</td>
<td>Defined as the direct results of internationalization</td>
<td>Defined as the effects and impact of an internationalization activity</td>
<td></td>
</tr>
<tr>
<td>Staff in the international relations office</td>
<td>Number of partnerships</td>
<td>Percentage of staff from abroad</td>
<td>Changes in personality</td>
</tr>
<tr>
<td>Number of partnerships</td>
<td>Stipends available</td>
<td></td>
<td>Increase in competences</td>
</tr>
<tr>
<td>Stipends available</td>
<td>Websites</td>
<td></td>
<td>Increase in employability</td>
</tr>
<tr>
<td>Websites</td>
<td></td>
<td></td>
<td>Increase in international visibility</td>
</tr>
</tbody>
</table>

Accountability:

- Easy to measure: Low relevance
- Medium level relevance: Not difficult to measure
- High relevance: Hard to measure but possible

Table 2: EIS collected data from the perspective of students, professors, non-academic university staff and employers to comprehensively cover all aspects of international programs’ effects.

Uwe BRANDENBERG
Managing Partner
CHE Consult

- It is important to understand what internationalization is before pursuing it through mobility programs. Internationalization in itself cannot be an end goal. Rather, it is an instrument to achieve a goal for the university which benefits the organization, such as the competitiveness of students or research produced by the institution.

- When students are exposed to a new environment, the process of culture shock follows the sequence of (i) honeymoon phase, (ii) crisis of plummeting satisfaction, and (iii) readjustment. Upon return to home country, students go through (iv) reverse culture shock and (v) readjustment. This being the case, students participating in short-term exchanges do not have a chance to deeply learn cultural competencies as they return before adjustment to the new environment.

- To make achievements through international programs and to ensure accountability, the focus of programs needs to be on output, the actual result, rather than on input.
• According to the results of the EIS, an average 6-month study abroad experience for students equated 4 years of changes in their with the intensity of an impact from a serious family event (e.g. marriage, divorce or death in the family).

• According to the study, the population that does not wish to go abroad usually prefers to divert away from changes; however, those that decide to go abroad as a student are pre-disposed to favor changes, meaning they are programmed in a fundamentally different way. This being the case, simply increasing mobility may not yield results intended by international programs because there are those who wish to stay home and are unwilling to expose themselves to an international opportunity for a positive change. Before expanding mobility programs these students should be incentivized to participate in those programs.

• Statistically significant changes in the study results revealed that while the population that has no interest in international experience are fundamentally different from those who do, as long as students go abroad their characteristics are influenced through the exposure to different cultures. Students who experienced positive changes from an educational exchange abroad were found to have higher level of satisfaction and success in employment.

• EIS found that students tend to overestimate their learning outcomes; while 81% of those who studies abroad reported to see self-improvement in their personality, the data indicated that only 52% actually achieved high enough values to validate their claims of a positive change resulting from their study abroad experience. This being the case, self-administered student satisfaction surveys are not sufficient data to measure the outcome of mobility programs.

• Other indicators on the Erasmus Program’s outcome include EU Commission’s data on students’ life partners. According to EU data, 33% of Erasmus alumni had a life partner of a different nationality, which was three times more than in the case of alumni who never went abroad for their studies. Additionally, 27% of Erasmus alumni met their life partner abroad, which indicates that mobility programs made a significant impact on their lives.

• In terms of post-graduation employment, EIS found that on average students who pursued an internship in a foreign enterprise during their participation in the mobility program received an employment offer, which served as an opportunity to develop career trajectories. While all skills obtained through participation in Erasmus proved useful, interpersonal and intercultural competencies were even more significant in professional success than language skills.

• EIS indicated that exchange between faculty and staff is significantly important and likely has a positive and indirect influence on the students. However, faculty and staff exchange is more complicated than student exchange and is not possible without consistent support at the institutional level.

• There was a stark contrast of Erasmus’ impact between Western/Northern Europe and Eastern/Southern Europe, particularly in terms of post-graduation employment. Students from E/S Europe tended to have higher socio-economic status, well-off enough to participate in mobility programs while overseas experiences were more universal for Western/Northern European students. For E/S European students, study abroad experiences had a more visibly positive impact on employment.

• A general conclusion from EIS is that the most important factor for the success of mobility programs is information sharing. To provide more opportunities to larger target and to increase educational mobility, the positive impacts of relevant programs need to be widely publicized.

Q&A FROM THE AUDIENCE AND THE SPEAKERS

Q. How do the terms globalization and internationalization differ?

A. (Uwe BRANDENBERG) The differences between the two terms touches on whether or not we rely on the notion of nation states. Generally speaking, the public tends to perceive internationalization as a relatively more positive term than globalization, because while internationalization is understood to be beneficial to all involved nation states globalization due to its history is seen as a movement controlled by a specific subgroup of powerful capitalist societies. While the term globalization could serve as an appropriate association with mobility programs in higher education, our past experiences and those of Erasmus and CAMPUS Asia which are initiatives between governments of nation states favor an application of the term internationalization.

Q. In Japan, what support can be provided for joint degree programs?

A. (TAKENARI Toru) There are some differences in DDP and joint degree programs, which we are actively discussing in Japan. Generally speaking, DDP has two separate individual research projects and two theses written by students. However it is very difficult to complete two thesis on two completely independent topics in a master’s program that lasts only two years. Therefore we can think of one solution only—to participate in a single joint research project and write a single thesis under a joint supervision by the home and host institutions. I believe this conclusion is relevant to the advantages of a joint degree program, and in Japan we are starting to become more aware of these advantages.

Q. Do Erasmus Program consortia have joint degree programs? Due to current domestic policies this is very difficult in CJK.

A. (Uwe BRANDENBERG) Yes, in Erasmus we have a variety of joint and double degree programs. There have of course been policy related and technical administrative programs for Erasmus as well. For instance, a while ago France tried to overcome such issues by introducing a policy where two academic advisors would oversee the composition of a single thesis; yet, there were objections to this idea, and an appeal that would be unfair for some students to receive two degrees with one thesis while others do not. To overcome this disparity in opinions, I have two personal suggestions: one is a long-term strategy, in which governments and international organizations like TCS leverage for a policy change. The second one is a realistic approach—for instance in Japan we are starting to become more aware of the advantages of a joint degree program, and in Japan we are starting to become more aware of these advantages.

3 Whereas joint degree is “a single diploma issued by two or more institutions offering an integrated study programme”, double degree is “two nationally recognised diplomas issued separately.”

Source: Knight, J. (2008) Joint and Double Degree Programmes: Waving Questions and Issues
Establishing a CJK cross-national information-sharing and program promotion platform for CAMPUS Asia

Seminar participants in consensus requested a cross-national, comprehensive and cohesive information-sharing platform for CAMPUS Asia, which can also serve as the means for program promotion. Such a platform made available in English could help avoid repetition of mistakes from the pilot stage and offer information about best practices.

Fostering a CAMPUS Asia alumni network

Alumni groups are an important asset that have the potential to contribute to the future success of the program, for instance, by providing mentorship to current students about using their CAMPUS Asia experience after graduation or by promoting the program to the general public. In this context, supporting an alumni network could prove helpful.

Heightening the international competency of the CAMPUS Asia program

In order for the CAMPUS Asia Program to be recognized as a prestigious and valuable opportunity for prospective students, the program’s international competency should be heightened. One strategy to realize this is by partially opening up CAMPUS Asia courses and relevant academic events to students from outside CJK.

Considering the possibility of inter-consortia cooperation

Many consortia operate short-term exchange programs such as cultural experience activities or academic symposiums to enable interaction between CJK students participating in CAMPUS Asia. Seminar participants expressed interest in opening up portions of these programs or connecting them to similar efforts in other consortia to improve the quality of the student experience and to better mobilize resources.

Strengthening long-term sustainability of the CAMPUS Asia Program

In the long term, CAMPUS Asia Program as with other government-funded programs may have to develop a certain level of financial independence. For this to be possible, the general sustainability of the program needs to be achieved by ensuring that the program is well-established and is appealing enough for students to participate in regardless of available financial benefits.

Support from Trilateral Cooperation Secretariat to CAMPUS Asia Program

TCS has been invited by the Ministries of Education in China, Japan and ROK to support efforts for trilateral education cooperation. As CAMPUS Asia is one of the most important agendas for trilateral education cooperation indicated in the Joint Statement from the 1st Trilateral Education Ministers’ Meeting, TCS will continue to provide support to the program particularly by serving as the focal point of trilateral communication between relevant ministries and institutions in CJK.
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<th>China MOE, Japan MEXT, ROK MOE (2017)</th>
<th>List of CAMPUS Asia Consortia and Application Forms (internal document)</th>
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- **JEONG Jong Ho**: Professor / Seoul National University (BESETO)
  
- **YDNI Se Hui**: Coordinator / Seoul National University (BESETO)
    
- **China-Japan-Korea Interlodge Cooperative Project for Nurturing Leading Infrastructure Engineers**
  
- **LIU Ming Li**: Deputy Director at Department of International Affairs / Shandong University (Engineering)
  
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- **HARASHI Karusho**: Chief, Academic Support and International Division / Tokyo University of Marine Science and Technology
  
- **HUH Cheol**: Head of CAMPUS Asia Program KMU / Korea Maritime and Ocean University (KMU)
  
- **PAIK Jisook**: Coordinator / Korea Maritime and Ocean University (KMU)

- **SUN Tongyu**: Researcher / Sungkyunkwan University (architectural)
  
- **LEE Inhee**: Professor and Dean of Department of Architecture / Pusan National University (architectural)
  
- **KIM Yoongjong**: Research Professor / Pusan National University (architectural)
  
- **YASUMARU Junko**: Staff, Academic Support and International Division / Tokyo University of Marine Science and Technology

- **HUH Cheol**: Head of CAMPUS Asia Program KMU / Korea Maritime and Ocean University (KMU)

- **PLIBU Cardiovascular**: Chief, Academic Support and International Division / Tokyo University of Marine Science and Technology

- **COOPERATIVE EDUCATIONAL PROGRAM FOR FOSTERING HUMAN RESOURCES TO LEAD DEVELOPMENT OF SUSTAINABLE URBAN AND ARCHITECTURAL ENVIRONMENT IN ASIA**
  
- **SUN Tongyu**: Vice Dean / Tongji University
  
- **LEE Inhee**: Professor and Dean of Department of Architecture / Pusan National University (architectural)
  
- **KIM Yoongjong**: Research Professor / Pusan National University (architectural)

**REFERENCE**

- **COCGIC, MEXT, ROK MOE (2016) Seoul Declaration for Tripartite Education Cooperation (Outcome document of the 1st Tripartite Education Ministers’ Meeting).**

* Korean and English version, obtained from https://moe.go.kr/boardCnts/686411
  
  


**Japan MOE, Japan MEXT, ROK MOE (2017)** List of CAMPUS Asia Consortia and Application Forms (internal document)
Cooperational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science nd Technology (BEEST)

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East Asian Liberal Arts Alliance for Enhancement of Liberal Arts Education and Training of “Co-Creative” Leaders (Asia Regional Experts Education Projects)

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Plan for a Joint Campus representing Korea, China and Japan which will foster leaders in East Asian humanities for the next generation (Joint Campus)

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Program for a Joint Campus for Sustainability Development / Education

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Program for Careers on Risk Management Experts in East Asia

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Program for Inauguration of the Formation of "jus commune" in East Asia (Lius Commune)

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TUZHUA University (Law)

Program for Medical Research Leaders to Solve Global Health Problems

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CHOE Younggeun
Professor at Chung-Ang University

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Researcher at NAD-QE / Professor at Osaka University / NAD-QE

BRANDENBURG Uwe
Managing Partner / OHE Consult

Korea, China and Japan which will foster leaders in East Asian humanities for the next generation (Joint Campus)

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Coordinator / Seoul National University (BeST)

YI Hyunsoo
Director of Office of International Cooperation and Division / KCUE

Representatives from Europe

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The results of the survey are summarized as follows:

- **On coordination**: seminar participants recognized the value of the meeting as the first cross-national information sharing platform for CAMPUS Asia working-level personnel. They requested that the seminar continue to be coordinated on a regular basis, and suggested the possibility of hosting it side-by-side with relevant trilateral education cooperation meetings (e.g. TEDMM). Some of the participants expressed interest in co-organization of the next seminar.

- **On seminar content**: among the sub-activities, participants indicated the highest level of satisfaction with the CAMPUS Asia subgroup discussion session, noting that it was a meaningful opportunity to share information on the program’s implementation and improvement. The majority of survey respondents commented that simultaneous language interpretation was helpful and that they would like more time than the allotted 2-3 hours for the discussion. On the other hand, regarding the session on Erasmus recommended that future sessions on EU’s experience or on other mobility programs provide more practical, specific information for program implementation rather than on general information on policies.
Overview

CAMPUS Asia (Collective Action for Mobility Program of University Students in Asia) is a higher education cooperation and exchange initiative launched and managed by the Ministries of Education in China, Japan and ROK. This program was developed based on the agreement from the Trilateral Summit between the leaders of the three countries to serve the objective of shaping a better future for the region (CAMPUS Asia Joint Monitoring Committee, 2016) through promoting exchange and mutual understanding between the youth. After first launched in 2011 with 10 consortia as a pilot program, CAMPUS Asia was highly lauded for its successes during the 5-year implementation period at the 1st Trilateral Education Ministers’ Meeting (TEDMM) held in Seoul on January 30, 2016.

At the 1st TEDMM, Ministers of Education spoke “highly of the great contribution of the CAMPUS Asia Program,” expressing the willingness to “cooperate in laying the legal, institutional and procedural foundation for an exchange-friendly environment for college students of the three countries” (Seoul Declaration for Trilateral Education Cooperation, 2016). With the support from the three countries, the scale of CAMPUS Asia was expanded to include 8 continuing consortia and 9 newly joining consortia, totaling 17 participating consortia beginning 2016. The range of disciplines covered by CAMPUS Asia programs includes Language and Liberal Art, Business, Engineering and Technology, Architecture, Arts and Design, Public Health and International Relations.

CAMPUS Asia Program is an initiative of the China, Japan and ROK Ministries of Education. The program is overseen by the China Ministry of Education (China MOE), the Japan Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the Korean Ministry of Education (ROK MOE) in cooperation with government-affiliated partner organizations in each country.

In China, the Ministry of Education manages the CAMPUS Asia Program, leading its implementation in cooperation with the participating consortia. Its partner institution China Academic Degrees & Graduate Education Information (CDGDC) has provided support to the ministry during consortia selection, and the Higher Education Evaluation Center (HEEC) of the Ministry of Education cooperates with the ministry for the monitoring processes of the CAMPUS Asia Program.

In Japan, the Ministry of Education, Culture, Sports, Science & Technology collaborates with the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE). Upon the regularization of the CAMPUS Asia Program, the Japan Student Services Organization (JASSO) has newly joined the cooperative framework, supporting the program by distributing student scholarships under the CAMPUS Asia framework.

In ROK, the Ministry of Education has partnered with the Korean Council for University Education (KCUE). KCUE in cooperation with the ministry supports all aspects of the program implementation, financial support distribution, and monitoring of the CAMPUS Asia Program from ROK.

Cooperative Framework

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In Japan, the Ministry of Education, Culture, Sports, Science & Technology collab
CAMPUS Asia Joint Monitoring Committee

The CAMPUS Asia Program has a program monitoring scheme developed by the China-Japan-ROK Quality Assurance Council comprising the Higher Education Evaluation Center of the Ministry of Education (MOE) in China, National Institution for Academic Degrees and Quality Enhancement of Higher Education (NAID-QE) in Japan, and the Korean Council for University Education (KCUE). The council coordinates the CAMPUS Asia Joint Monitoring Committee, its panel members, and advisors from respective partner countries to examine the progress achieved through the CAMPUS Asia Program.

During CAMPUS Asia’s pilot implementation period from 2011 to 2016, the committee conducted monitoring activities twice. The first monitoring was individually conducted by MOE, NAID-QE and KCUE in each country according to domestic legislations and quality assurance standards. The second phase of monitoring was jointly conducted based on commonly developed criteria and procedures. The main objective of the monitoring scheme was to identify ideal practices to be referenced for future development of CAMPUS Asia programs (CAMPUS Asia Joint Monitoring Committee, 2016).

CAMPUS Asia Program Content

Universities participating in the CAMPUS Asia framework contribute to education cooperation between China, Japan, and ROK through various program formats. Major examples of program format includes but are not limited to the following:

i) Short-term exchange, such as cultural activities, workshops and seminars, academic symposiums or summer/winter schools;

ii) Semester or academic term-based exchange student programs;

iii) Double Degree Programs (DDP);

iv) Faculty cooperation such as joint research or faculty exchange; and

v) CAMPUS Asia Program alumni network and activities.

As the process of establishing DDP programs is normally preceded by short-term and semester-based exchange student programs, CAMPUS Asia Programs in general also follow these steps to develop degree-awarding programs. Additionally, managing degree-awarding programs requires far more input from the participants and therefore the number of students in short-term programs tends to be larger than those in DDP. DDP in comparison has a more concentrated academic focus.
### Table 4: List of New CAMPUS Asia Consortia

<table>
<thead>
<tr>
<th>Project Name</th>
<th>University Name</th>
<th>China</th>
<th>Japan</th>
<th>Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>China-Japan-Korea Intercollegiate Cooperative Project for Nurturing Leading Infrastructure Engineers</td>
<td>Shandong University · Nagasaki University · Sungkyunkwan University</td>
<td>Shandong University</td>
<td>Nagasaki University</td>
<td>Sungkyunkwan University</td>
</tr>
<tr>
<td>Collaborative Education Program in Marine Science and Technology, Based on &quot;China-Japan-Korea Version&quot; of ERASMUS</td>
<td>Shanghai-Dalian University · Tokyo University of Marine Science and Technology · Korea Maritime and Ocean University</td>
<td>Shanghai-Dalian University</td>
<td>Tokyo University of Marine Science and Technology</td>
<td>Korea Maritime and Ocean University</td>
</tr>
<tr>
<td>Cooperative Educational Program for Fostering Human Resources to Lead Development of Sustainable Urban and Architectural Environment in Asia</td>
<td>Tongji University · Kyushu University · Pusan National University</td>
<td>Tongji University</td>
<td>Kyushu University</td>
<td>Pusan National University</td>
</tr>
<tr>
<td>East Asian Global Leadership Program for Multi-Layered Conflict Resolution and Social Innovation</td>
<td>Peking University · Waseda University · Korea University</td>
<td>Peking University</td>
<td>Waseda University</td>
<td>Korea University</td>
</tr>
<tr>
<td>East Asia Liberal Arts Alliance for Enhancement of Liberal Arts Education and Training of &quot;Co-Creative&quot; Leaders (Asia Regional Experts Education Project)</td>
<td>Peking University · The University of Tokyo · Seul National University</td>
<td>Peking University</td>
<td>The University of Tokyo</td>
<td>Seul National University</td>
</tr>
<tr>
<td>International Graduate Program for Teacher Education in East Asia</td>
<td>Beijing Normal University · Tokyo Gakugei University · Seul National University of Education</td>
<td>Beijing Normal University</td>
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<td>Japan-China-Korea International Animation Co-work Curriculum</td>
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<td>Communication University of China</td>
<td>Tokyo University of the Arts</td>
<td>Korea National University of Arts</td>
</tr>
<tr>
<td>Plant and Environment Innovation Program</td>
<td>Zhejiang University · Tsinghua University · Chiba University · Yonsei University (Wonju)</td>
<td>Zhejiang University</td>
<td>Tsinghua University</td>
<td>Chiba University</td>
</tr>
<tr>
<td>Program for Medical Research Leaders to Solve Global Health Problems</td>
<td>Peking University · Tsinghua University · Shanghai-Jiao Tong University · Tianjin University of Traditional Chinese Medicine · Osaka University · Yonsei University (Seoul)</td>
<td>Peking University</td>
<td>Tsinghua University</td>
<td>Shanghai-Jiao Tong University</td>
</tr>
</tbody>
</table>
第1セッションのアンケート
「TCS地域教育指導力モニター：宇宙船のキャラクター・設計」
4月19日（金）～20日（土）

1. 右の図でべたべた
2. 3人で比較員に関する時間
3. かめがいる場面に関する時間

「TCS地域教育指導力モニター」の第1セッションでは、参加者の関心事項を伺うためにグループワークに分かれて活動を行います。グループ活動のために、以下の実習をお願いいたします。（赤名の名前をご記入ください。

1. お題の前後で

改めて前後の時間を、他のグループに1から3まで臨時にご記入ください。部屋名上上のコメントがあればご記入ください。

2. 改めて前後の時間を

1. お題の前後で

改めて前後の時間を、他のグループに1から3まで臨時にご記入ください。部屋名上上のコメントがあればご記入ください。

3. 改めて前後の時間を

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4. 改めて前後の時間を

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改めて前後の時間を、他のグループに1から3まで臨時にご記入ください。部屋名上上のコメントがあればご記入ください。

5. 改めて前後の時間を

1. お題の前後で

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6. 改めて前後の時間を

1. お題の前後で

改めて前後の時間を、他のグループに1から3まで臨時にご記入ください。部屋名上上のコメントがあればご記入ください。

7. 改めて前後の時間を

1. お題の前後で

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8. 改めて前後の時間を

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11. 改めて前後の時間を

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12. 改めて前後の時間を

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13. 改めて前後の時間を

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改めて前後の時間を、他のグループに1から3まで臨時にご記入ください。部屋名上上のコメントがあればご記入ください。

14. 改めて前後の時間を

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15. 改めて前後の時間を

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1. お題の前後で

改めて前後の時間を、他のグループに1から3まで臨時にご記入ください。部屋名上上のコメントがあればご記入ください。

17. 改めて前後の時間を

1. お題の前後で

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18. 改めて前後の時間を

1. お題の前後で

改めて前後の時間を、他のグループに1から3まで臨時にご記入ください。部屋名上上のコメントがあればご記入ください。

19. 改めて前後の時間を

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改めて前後の時間を、他のグループに1から3まで臨時にご記入ください。部屋名上上のコメントがあればご記入ください。

20. 改めて前後の時間を

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Follow-up Survey for TCS Seminar on Regional Education Cooperation: CAMPUS Asia in CJK

Through this survey, TCS aims to (1) better understand the participants’ experience at the seminar, (2) learn about the needs of CJK universities participating in international seminars, and (3) collect additional questions/suggestions to be shared through the outcome report.

This chart survey is comprised of following sections:

1) General feedback
2) Feedback on Session I: CAMPUS Asia Subgroup Discussions (for those who participated)
3) Feedback for TCS (for internal reference only)

We would greatly appreciate your valuable opinions, with which we hope to further facilitate and contribute to the success of CAMPUS Asia Program.

RESPONDENT INFORMATION:
Name: 
Affiliation: TCS
Email address: 

I feel comfortable during my email with other people who attend TCS Seminar on Regional Education Cooperation: CAMPUS Asia in CJK.

GENERAL FEEDBACK

<table>
<thead>
<tr>
<th>1. My email experience was helpful for networking and for my work with CAMPUS Asia Program at our university.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Strongly Strongly Strongly Strongly Agree Agree Agree Agree Agree</td>
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</table>

<table>
<thead>
<tr>
<th>2. Session I: CAMPUS Asia Subgroup Discussions was helpful for networking and for my work with CAMPUS Asia Program at our university.</th>
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<tbody>
<tr>
<td>Strongly Strongly Strongly Strongly Strongly Agree Agree Agree Agree Agree</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Session II: Regional Education Cooperation in CJK was helpful for networking and for my work with CAMPUS Asia Program at our university.</th>
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<tbody>
<tr>
<td>Strongly Strongly Strongly Strongly Strongly Agree Agree Agree Agree Agree</td>
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</table>

FEEDBACK ON SESSION I (CAMPUS ASIA CONSORTIA SUBGROUP DISCUSSIONS)

1. Subgroup Discussion (I was placed in a subgroup according to my interests). I have indicated in the pre-seminar survey.

<table>
<thead>
<tr>
<th>4. Discussion topics: the topics and discussion content of the subgroup sessions were relevant to my interests and for the improvement of CAMPUS Asia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Strongly Strongly Strongly Strongly Agree Agree Agree Agree Agree</td>
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</table>

5. Discussion modes: the modes of discussion were practical and will be applicable to my work with CAMPUS Asia in the future.

| Strongly Strongly Strongly Strongly Strongly Agree Agree Agree Agree Agree |

6. Language: simultaneous interpretation in CJK language improved the quality of discussion, in comparison to when only English is used.

| Strongly Strongly Strongly Strongly Strongly Agree Agree Agree Agree Agree |

FEEDBACK ON SESSION II (CAMPUS ASIA CONSORTIA SUBGROUP DISCUSSION)

1. I have shared comments I have for TCS, including your suggestion for our role in assisting CAMPUS Asia Program.

Please explain your comments here.
2. Topics for Further Discussion with the Subgroup

1) Student experience & local culture
   - Detailed information about strategies to enable students’ meaningful growth and experience
   - How to better arrange students’ life during exchange period for studying and for learning about the local culture
   - Sharing unique activities or instances of special effort making proves to be especially effective

2) Student professional development
   - Other consortium’s experience on Project Based Learning projects with private firms/companies
   - How other consortia are conducting internship programs
   - Relevance between individual CAMPUS Asia program and post-graduation employment
   - What forms of job-seeking support are other consortia providing?

3) Language learning & English component
   - Effective strategies for improving practical and spoken English, relevant indicators and setting expectations for science & tech major students
   - How effective can employing both CJK languages and English multilingual instruction be for conducting classes and student workshops?
   - Wishes to discuss issues of local language learning

4) Staff and faculty exchanges in CAMPUS Asia
   - Whether there will be opportunities for teachers to gain experience in another campus?
1. Self-Disclosure Challenges

1) Differences in OH educational systems at macro level (4)
   - Disparity in OH academic calendar
   - Inclusion of amount of scholarships in OH
   - China (cash credit transfers) complicated, seeking efficient strategies to find and develop transfer strategies
   - Different levels of support from OH MOE on standardization of OH

2) Communication with partner institutions & standardization (6)
   - Disparity in graduate requirement format/students (e.g. program length, credits, thesis)
   - Disparity in OH curricular management/relevant administrative tools resulting in need for consultations and mediation
   - Complication in implementing dual/dual degree in OH curriculum, credit transfer, degree awarding
   - Maintaining equal standing for exchange students from OH side
   - Complication in implementing dual/dual degree in OH curriculum, credit transfer, degree awarding
   - Managing dual-advisor system for thesis based on different standards/requirements from both universities

3) Lack of student interest (2)
   - Students prefer to study in Western countries
   - Students are more interested in studying in Western countries than in OH
   - Challenges in student recruitment
   - Challenges in student recruitment due to preference for exchange programs in North America/Europe
   - Cost of travel to get students interested in going abroad
   - Small number of OH students are interested in dual degree
   - Students feel it is difficult due to higher level of standard in exchange with Western countries

4) Student experiences with language, culture and recruitment (3)
   - How to promote program with local/private corporation/firms to combine academic learning & internships
   - Language differences
   - How to engage advisors in dual degree student recruitment, overseas student dispatch, and different academic activities

5) Other systemic challenges (2)
   - Strategies to support Japanese students who are unsure about academic experience in OH
   - Japanese students need safety net for post-graduation employment as studying abroad may have consequences for job seeking
   - Establishing credit transfer system and ensuring quality of the program
   - Not enough students for OH scholarship
   - Some departments do not allow direct departmental transfer

*Note: the number in parenthesis next to substubs indicate the number of issues shared under the same category of self-disclosure problem.
E.g. 4 text in "Differences in OH higher education systems at macro level" indicate that there were 4 different problems shared in "Differences in OH higher education systems at macro level" identified through pre-survey survey.

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2. Topics for Further Discussion with the Subgroup

1) Quality assurance mechanism in institutional consortia
   - Specific methods/procedures for ensuring quality of education offered by individual CAMPUS Asia Program
   - How do consortia manage program quality assurance?

2) Systematic support for dual-degree
   - How are dual-degree programs implemented within the current policy? How can we develop & support dual degree programs?
   - How and what kind of guidance do OH professors offer to students for completion of dual degree?
   - What special academic support for dual degree students? Who consults these students? What other consortia offering?

3) Credit transfer and disparities between partner institutions
   - For consortia that employed a credit transfer system, how to take into account differences in lecture hours, study hours, etc. for giving grades

4) Student professional development
   - Support for alumni who wish to settle in their home countries after participation
   - How do students manage study abroad and employment simultaneously?
   - Possibility for internships with potential full-time hiring opportunities?
   - Do other consortia develop curriculum in consideration of students' post-graduation employment?

5) Internationalization of students and the program
   - What are other consortia considering in order to promote outgoing Japanese students?
   - Tokyo University is interested in opening the program to non-OH students, but it is uncertain which extent the program may be opened to
   - How to improve OH attractiveness to Japanese students?
   - How to better engage OH students to be trained with international competencies?

6) Staff and faculty exchanges in CAMPUS Asia
   - Are there seminars for teachers/students in CAMPUS Asia?

---

3. Discussion topics relevant to all (from Group 2)

1) CAMPUS Asia program promotion
   - 1) Need for comprehensive, coherent English information equally applicable in OH
   - 2) Career opportunities for OH students

2) Communication between OH consortia
   - How to strengthen communication between consortia?
   - Possibility and strategies for exchange among all CAMPUS Asia consortia in OH
1. Self-described Challenges

1) Communication with partner institutions & standardization (5)
   - Producing double joint degree programs while adhering to different rules and regulations of QK/RQK & participating universities
   - Disparities among partner universities’ academic systems interfere with program implementation
   - Enabling fluid exchange despite issues with language and credit transfer
   - More coordination needed to dispatch/accept students due to divergent systems amongst partner schools
   - Concerns for cohesiveness of standards for mutual credit transfer

2) Student experiences with language, culture, and employment (3)
   - Setting high criteria for English language proficiency & cultural integration
   - Providing courses taught in English (3 courses per semester, major research focus public health)

3) Concerns specific to double-degree program implementation (2)
   - Balance between exchange student projects/double-degree programs (concerns regarding content & quality)
   - Difficulties in promoting double-degree programs to students (workload for two theses, academic guidance harder to offer while student is abroad)

4) Other systematic challenges (2)
   - Promoting professors’ interest in the program
   - Development of joint curriculum optimal for training in animation

*Note: the numbers in parentheses next to subtopics indicate the number of issues shared by the same category of self-regional problems. e.g. 5 is "communication with partner institutions & standardization" indicates that there are 5 different problems relevant to "communication with partner institutions & standardization" identified through pre-survey survey.

2. Topics for Further Discussion with the Subgroup

1) Disparities in QK higher education systems at macro level
   - How can systematic challenges (e.g. differences in academic calendar, semesters, regulations) be overcome?
   - How to manage students studying in other two countries with limited timeframe/funding?
   - Disparities in QK academic systems
   - Feasible/logical strategies for QK higher education cooperation that is coherent with education system, culture and laws in QK

2) Credit transfer and disparities between partner institutions
   - How are other consortia managing credit transfer? (grade & hours issue) Are they using regional frameworks like IMAP?
   - How are others determining program completion requirements? (e.g. acquiring 12 credits of a CAMPUS Asia courses)
   - Dealing with short-term exchange students’ attendance

3) Distribution of financial roles and goal setting
   - Long-term goal and the efficient use of financial resources in other consortia
   - How is the share of QK in programs expenditure determined?
   - What regulations do QK partner universities have for spending student financial support (e.g. residential costs/scholarship)?

4) Student professional development
   - What strengths do participating students demonstrate for job hunting and career development?

5) Internationalization of the program
   - Is it possible to recruit non-QK students for CAMPUS Asia?
   - Is it possible for CAMPUS Asia students to participate in exchange programs in non-QK countries?

3. Discussion topics relevant to all (from Group 3)

1) CAMPUS Asia program promotion
   - 1. Need for comprehensive coherent English information equally applicable to QK
   - 2. Meritocracy of a comprehensive, coherent information about CAMPUS Asia Program in English for international competence (2)

2) Communication between QK consortia
   - Feasibility and strategies for exchange among all QK consortia
   - Developing strategies for use of financial resources that fit the uniqueness and needs of individual consortia
   - Is it possible to establish a CAMPUS Asia University Lecture?
   - Can we have a publication dedicated to communicate and share results among CAMPUS Asia Program Participants?

3) CAMPUS Asia alumni network & activities
   - Existence of CAMPUS Asia alumni association? In TCS, universities, or students voluntarily possessing such platforms?

4) Feasibility & implementation of double degree
   - What is the most desirable level for individual CAMPUS Asia Program implementation? (double degree vs. short-term exchange)
   - Can/should double degree programs be an obligation?
   - Cases of double/joint degree implementation in other consortia

5) Financial & policy related support
   - Do QK governments have further policies to further coordinate/promote this project?
   - Strategies for post-funding period sustainability and relevant plans for the program

*Note: numbers in the parentheses indicates the number of identical concerns shared by different participants to the same subgroup through the pre-survey survey.
<table>
<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
<th>Venue</th>
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</thead>
<tbody>
<tr>
<td>19:00-19:30</td>
<td>Initial Registration</td>
<td>Yeouido Inter-Continental</td>
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<tr>
<td>19:30-21:00</td>
<td>Welcome Reception</td>
<td>For Dinner reception in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Rose (EF)</td>
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**SEMINAR SCHEDULE**

**MAY 11**, **THURSDAY (PM)**

**Title**: TCS Seminar on Regional Education Cooperation  
**Venue**: Campus Asia in China, Japan and Korea  
**Date**: May 11, 2017  
**Participants**: 
- TCS Seminar on Regional Education Cooperation  
- Campus Asia in China, Japan and Korea  
- For Dinner reception in A. Rose (EF)
### Session I: Subgroup Discussion | 10:30 - 14:30

<table>
<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
<th>Venue</th>
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<tbody>
<tr>
<td>10:30-12:30</td>
<td>Session II: Subgroup Discussions by CAMPU5 Asia Cenlabia</td>
<td>S-Tower, Conference Rooms</td>
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<tr>
<td></td>
<td>Discussions on CAMPU5 Asia Program Implementation &amp; way forward in 3</td>
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<td></td>
<td>subgroups</td>
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<tr>
<td></td>
<td>Group 1: Non-academic Student Support</td>
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<td></td>
<td>Group 2: Academic Support &amp; Student Professional Development</td>
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<td></td>
<td>Group 3: Academic Support</td>
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<tr>
<td>12:30-13:30</td>
<td>Working Lunchroom</td>
<td>S-Tower, Conference Rooms</td>
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<td>Asian food lunch basis</td>
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<td></td>
<td>Group 1 members move upstairs for lunch</td>
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<tr>
<td>13:30-13:50</td>
<td>Coffee Break</td>
<td>(Group 2 Group 3 Group 4)</td>
</tr>
<tr>
<td>13:50-14:00</td>
<td>Venue Rearrangement &amp; Move Downstairs for Whole Group Session</td>
<td>(Group 4 Group 5 Group 6)</td>
</tr>
<tr>
<td>14:00-14:30</td>
<td>Session II: Whole Group Briefing</td>
<td>(Group 5 Group 6)</td>
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<tr>
<td></td>
<td>Moderators summarises the main points of discussion in each subgroup</td>
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<td></td>
<td>(8 min. each) Comments from the floor</td>
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</table>

### Session II: TCS Intro & EU Erasmus | 14:30 - 16:00

<table>
<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:30-14:45</td>
<td>Introduction of Trilateral Cooperation Secretariat</td>
<td>S-Tower, TCS Office (2F)</td>
</tr>
<tr>
<td></td>
<td>HU Hae-Jin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Affairs Officer at TCS</td>
<td></td>
</tr>
<tr>
<td>14:45-16:00</td>
<td>Overview of EU’s Erasmus Program (8 min.)</td>
<td>S-Tower, TCS Office (2F)</td>
</tr>
<tr>
<td></td>
<td>VIktorija RADALOVA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programme Manager – EU Policies Delegation of the European Union to</td>
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<td></td>
<td>CTU</td>
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<tr>
<td></td>
<td>Introduction of Erasmus Impact Study (8 min.)</td>
<td>S-Tower, TCS Office (2F)</td>
</tr>
<tr>
<td></td>
<td>Lasse BRANDENBURG</td>
<td></td>
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<tr>
<td></td>
<td>Managing Partner at CHI Consult</td>
<td></td>
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<tr>
<td></td>
<td>Leader of Erasmus Impact Study Team</td>
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<td></td>
<td>Audience Q&amp;A and Open Discussion (8 min.)</td>
<td>S-Tower, TCS Office (2F)</td>
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<tr>
<td>16:00-16:10</td>
<td>Closing</td>
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<td></td>
<td>Closing Remarks (5 min.)</td>
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<tr>
<td></td>
<td>LEE Jong Heem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deputy Secretary-General of TCS</td>
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</tr>
</tbody>
</table>

### Distinguished Participants

Representatives from CJK Ministries of Education

- **HADZIĆ** Hrida
  - Director of Office for International Planning at TCS
- **YU** Yongguang
  - First Secretary of Education at KOICA
- **KIM** Chae-Hyoung
  - Director of Division of International Education Cooperation at KOICA

TCS Board Members

- **YANG** Jeong Hok
  - Secretary-General
- **LEE** Jong Ho
  - Deputy Secretary-General
- **UMEJWA** Akimi
  - Deputy Secretary-General
Dr. Fan Shiming is a Associate Dean of the School of International Studies at Beijing (Peking) University, where he teaches the courses International History, Sino-American Relations, and The Politics of International Communication. His research interests cover the history, social and cultural studies of China, Sino-US relations, and international communication. His research on China’s political and social development has been published in many international academic journals and books.

YoungSeen Choe is professor of English at Chung-Ang University, South Korea. He has been teaching various courses of cultural studies including film theory and history, critical thinking on both undergraduate and graduate levels. He has published many articles on American film history and theory, and he is currently working on the history of Korean cinema from the 1920s to the 1950s.

He received his B.A. and M.A. in business administration from Seoul National University, South Korea. He also got his Ph.D. in the comparative studies department of SUNY Stony Brook. He is the former chair of the department of Modern Korean Studies at SUNY Stony Brook. For two years before he came to Korea in 2008.

He is currently teaching and conducting research in the field of Korean cinema and culture. He has been a research fellow at the Korea Foundation and a visiting scholar at the Institute of Advanced Studies in America at Princeton University.

Takanaka Toru, a professor at the National Institute of Advanced Industrial Science and Technology, Japan, is a professor of international studies and has been researching and teaching in the field of international relations for over 20 years. His research interests include the history of modern East Asia, international relations, and peace studies. He has published several books and articles on these topics and has conducted research in various countries, including China, Japan, and South Korea.

Ekaterina Kudlaeva, a Programme Manager of the European Commission in Kyrgyzstan, is a Programme Manager for the Erasmus+ Program in the Kyrgyz Republic. She has been working with the European Union since 2008 and has extensive experience in project management, policy development, and international relations.

Viktorija Kudlaeva is a Programme Manager for the Erasmus+ Program in the Kyrgyz Republic. She has been working with the European Union since 2008 and has extensive experience in project management, policy development, and international relations.

From 2002, Ms. Kudlaeva has served as a Latvian diplomat, specializing in economic integration prior to her posting at the Latvian Permanent Representation to the EU. She headed the Division of Bilateral Development Cooperation at the Ministry of Foreign Affairs of Latvia before joining the European External Action Service in 2018.
ABOUT TRILATERAL COOPERATION SECRETARIAT

Appendix

03
Trilateral Cooperation Secretariat (TCS) is an international organization established to contribute to peace, stability and prosperity among the People’s Republic of China (China), the Republic of Korea (ROK), and Japan. Upon the agreement signed and ratified by each of the three governments, TCS was inaugurated in Seoul, September 2011 and each government shares 1/3 of the total operational budget.

TCS serves as a hub for trilateral cooperation that encompasses a broad spectrum of sectors and stakeholders. With a view to solidify the cooperative ties among the three countries, TCS strives to ensure that trilateral cooperation remains dynamic and future-oriented in the coming years.

Functions and Activities
1) Supporting the trilateral consultative mechanisms and its follow-ups
   → Trilateral Summit, Trilateral Foreign Ministers Meeting, etc.
2) Supporting CJK government initiatives and cooperative projects
   → CAMPUS Asia Program, Disaster Management Exercise, FTA Seminar, etc.
3) Promoting trilateral cooperation
   → International Forum for Trilateral Cooperation, Young Ambassador’s Program (YAP), Trilateral Journalist Exchange Program (TJEP), etc.
4) Collaboration with other organizations
   → ASEAN, EU, APEC, UNESCO, etc.
5) Research and database
   → Trilateral Cooperation Progress Report, Trilateral Economic Report, Trilateral Statistics Yearbook, etc.

Organization
The TCS consists of a Consultative Board and four Departments. The Consultative Board, the executive decision-making body, and is comprised of a Secretary-General and two Deputy Secretary-Generals. The Secretary-General is appointed on a two-year rotational basis. The four departments, Political Affairs, Economic Affairs, Socio-Cultural Affairs, and Management & Coordination are headed by Directors, and General Service Staff recruited through open competition work in cooperation with the managerial staff.

Brief History of TCS
2007 Three leaders agreed to establish a permanent secretariat at the 2nd Trilateral Summit (Beijing, China)
2008 MOU on the Establishment of the TCS was signed at the 3rd Trilateral Summit (Jeju, ROK)
2008 Agreement on the Establishment of the TCS was signed (Seoul, ROK)
2008 Establishment of the TCS (Seoul, ROK)
2009 TCS Participation in the 4th Trilateral Summit (Beijing, China)
2010 1st Transition of the TCS Board
2011 Participation in the 5th Trilateral Summit (Seoul, Korea)
2012 TCS Participation in the 6th Trilateral Summit (Brunei Darussalam)
2013 TCS Participation in the 16th ASEAN+3 Summit (Brunei Darussalam)
2014 TCS Participation in the 17th ASEAN+3 Summit (Myanmar)
2015 2nd Transition of the TCS Board
2015 TCS Participation in the 6th Trilateral Summit (Seoul, Korea)
2015 TCS Participation in the 18th ASEAN+3 Summit (Malaysia)
2016 TCS Participation in the 19th ASEAN+3 Summit (Lao PDR)
2017 3rd Transition of TCS Board

[Figure 6] TCS Decision-Making and Project Implementation Processes

[Figure 7] TCS Organizational Chart

[Figure 8] Brief History of Trilateral Cooperation
Pursuant to the Agreement on the Establishment of the Trilateral Cooperation Secretariat (TCS) signed by the governments of the People’s Republic of China, Japan and the Republic of Korea in December 2010, TCS was established as an international organization in September 2011 in Seoul.

TCS is mandated to promote cooperation and co-prosperity among the three countries. The primary mandate is to support the trilateral consultative mechanisms including providing reference to newly established mechanisms. TCS also aims to become the hub of the trilateral cooperation by organizing multiple projects and events. Additionally, TCS conducts researches, explores new initiatives and promotes public understanding of trilateral cooperation.