

International University Exchange Seminar

2007

At the Nagoya University Graduate School and
School of Law, Japan



Wednesday February 14 through Friday February 23, 2007

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For Friendship, Amity and Cooperation

Saori OKUDA
Coordinator for International Exchange
GSL International Students Advisor
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First of all, I would like to express to all of the participants and the partner universities our deepest gratitude for their sincere cooperation in our International University Exchange Seminar, which I truly believe, has so far contributed greatly to the progress of friendship and valuable relations between and among us.

The International University Exchange Seminar, which started in 2001 at our School, is a student exchange program offering an invaluable experience for young law students in Asian countries. These are the same young people who are responsible for the future of the legal spheres of their respective countries. The Seminar is to enable learning about the significance of cross-cultural social interaction, to cultivate solidarity and friendship with others through academic exchange activities and, in turn, to create a network among the younger generation of students for continuous dialogue in order to construct better visions for mutual cooperation and the development of friendship.

We have paved the way for continuous improvements and developments in the Seminar since 2001. However, it must be admitted that there were difficulties in holding these seminars, among other things, in terms of securing finance. Fortunately, up to now we had got special support from semi-government and private sector organizations for each seminar. However, leading up to the 2007 Seminar, held in February 14 to 23, 2007, we could not secure external financial support which deeply disappointed our law students who were preparing for the expected 2007 Seminar. Accordingly, we held discussions with the international exchange committee, which decided to provide CALE funds, although this was less compared to former funding. Eventually though, we did manage in the academic year of 2006-07 to hold the Seminar from February 14 to February 23, 2007 for a period of ten days at the Nagoya University School of Law.

In this 2007 Seminar three students and one professor each from the Soochow University School of Law, Taiwan, the University of World Economy and Diplomacy, Uzbekistan and the Royal University of Law and Economics, Cambodia were invited.

The feature of the Seminar is that it is, for the most part, organized by Japanese law students. It is surely an invaluable learning experience for these Japanese students, who are mainly members of a group named 'School of Law Volunteers (SOLV)'. SOLV has so far embraced four of these Seminars and eight years of experience in organizing a variety of cultural exchange activities to support international students. Based on the past experiences of these Seminars, Japanese students were motivated to actively learn about the legal systems of other countries so as to interact directly with students of those countries.

The Seminar began with a set of lectures and workshops facilitated by our faculty members and a lawyer, where there were talks mainly on labor issues and the labor system in each country. All students conducted discussions on the related theme in small groups throughout the Seminar. Group discussions sometimes extended to visits to legal institutions and to engaging in research outside of university. This offered an opportunity for a frank exchange of views among students of different cultural backgrounds. Study tours to the Aichi Bar Association, Nagoya High Course, the legal division of JTEXT (one of the Toyota Group companies), and Kyoto were designed for the students to learn about the real Japanese society that backgrounds the legal sphere.

Participants from overseas also enjoyed a home-stay program providing first-hand experience of the daily culture and social life of Japan.

We also understand that as we are parties to an existing academic exchange agreement, such events will be made part of our future shared activities and will be further developed to the benefit of us all. The professors from the four countries participating in this Seminar will learn from each other how to organize similar events in the future in an increasingly more effective and beneficial way.

The importance of the Seminar is the opportunity it gives to students to help shape it together. They will share benefits and learn the differences and similarities of perceptions among students in dealing with various issues which will lead to much warmer relations and understandings between each other.

Students have become more open and connected with each other and are more ready to share with each other their personal thoughts and information on their present activities back home.

One last time, I would like to suggest that promoting cross-cultural communication and education via the International University Exchange Seminar will contribute to the development of a spirit of amity and cooperation among the younger generation in Asian countries.

Finally, we would like to thank all the participants who contributed to this Seminar and all the sponsors and staff of this Seminar and for the support we received from JTEXT and the Aichi Bar Association.

We are looking forward to seeing you all in the near future.

Preface by One Japanese Student

By TAKEHASHI Mayu

I am very happy to have joined the International University Exchange Seminar. I thank all the members connected to this seminar including Nagoya University School of Law.

Before this seminar, I had two aims. One aim was to make friends with international students. I wanted to understand the differences in culture and values, and to build good relationships to the extent that we could talk about anything. I also hoped that we could keep in touch and understand each other even if living apart. The other aim was to obtain an ability to detect problems and to strive for our own solutions. We cannot acquire this ability through just sitting and listening to lectures, as in university. I think group activity is a good opportunity for us to get this ability because group activity prioritizes the discussions among participants.

The content of this seminar was almost completely handed over to us to organize. We drew up the schedule, decided the subjects for discussion, made appointments for group activities, and so on. We also often contacted international students via e-mail so that all the participants would be in agreement and make this seminar successful. In the process, it was decided that “Labor Problems” should be the main subject. We also decided on three subsidiary subjects; “Labor Unions”, “Labor Society Problems”, “The wage gap between men and women”. Though preparation for this seminar was hard work, we gained a lot of things from this.

We were able to get off to a wonderful start thanks to all the wonderful members.

Group Activities

Summary

By MAEMURA Takaki

We held group discussions about our main theme “labor” as preparation for the presentations to be given on the last day of this seminar. We were divided into three groups and each group discussed one sub theme. Each group was compiled of three international students from Cambodia, Taiwan, and Uzbekistan and five or six Japanese students. We did this because we believed that the combination of members from all four countries would generate various ideas and make the discussions exciting. We discussed in groups consisting of a few members and not with all the participants, so that people would feel less inhibited when discussing things in small numbers.

Group 1

Group introduction

Member

Leader	Koi Momiyama			
Japanese	Kosuke Ito	Kei Kawata	Ono Masaki	
	Nastumi Ichikawa	Akiko Sichijo	Eri Kumada	
Cambodian	Sar Chesda			
Taiwanese	Hsiao Yu-Ying			
Uzbek	Malikov Mansur			



Sub-Theme

“The right of labor in labor-management relations”

Every worker has the right to a stable working life and the right to live in comfort. The rights of labor should be protected. But generally it is often the case that workers employed in companies have disadvantages in regard to their employer. They are often likely to be treated improperly by the management over matters such as wages, working environments, etc. We chose this sub-theme on the basis of this situation.

Group activity

■ 2/15 In Seminar Room 21

It was the first day of group activities. At the beginning, each person introduced him or herself. Next, our group leader, MOMIYAMA Koi, explained the schedule for our activities and confirmed the progression of events towards the last day’s presentation. Then in order to share the information regarding the situation in each country, each member spoke about their own country. First was Japan. Then Taiwan, Uzbekistan, followed by Cambodia. We reported on the present conditions with everyone referring to various position papers and so on. When we did not understand a point well enough or wanted to learn more, we asked a question. This advanced the sharing of the information. It is likely that people in each country has similar thoughts regarding the aims of labor. But because the participants came from different backgrounds in terms of culture, customs, religion, and history, a plurality of ways to improve labor environment were put forward. However, there was a consensus that all members do not have a good image of labor unions.

As it was the first time to share the information on each country, on the whole, there tended to be a slightly hesitant atmosphere in the room. Most of members didn't talk much at first, but the more we shared the information, the more we talked. The differences between the countries meant that when explaining about the conditions in each country some unexpected information emerged.

■ 2/19 13:00-15:30 At JMIU (All Japan Metal and Information Machinery Worker’s Union)

We visited the JMIU Aichi local branch in Labor Hall in Kanayama. JMIU stands for “All Japan Metal and Information Machinery Worker’s Union”, which workers can join of their own free will. One purpose of JMIU is to support workers in mainly medium-sized and small companies. It works for the improvement of wages, working hours, safety, and tries to expand itself. We had a conversation with Mr. OHIRA, who is a vice-chairperson of the directorate. He told us about the actual conditions of labor in labor-management relations from labor’s perspective. First, he introduced JMIU, and talked about the present state of labor-management relations. Then he talked about many things such as Labor-management relations after WW2, changes in labor unions, and the characteristics of present labor-management relations. He also told us about the problems, referring to various examples (wages, days off, overtime work without pay, unjust dismissal, workmen’s accidents, dispatch, foreign workers, and the reaction of the government). Finally, he discussed what labor unions should be. He insisted that labor unions have three important elements, which are “actions for specific demand”, “independence from capital” and “independence from any particular political party”. He pointed out the tendency of there being a back-scratching relationship between unions and companies in Japan, where many labor unions are unions within companies. We heard some opinions which were contrastive to what we then heard at JTEKT office the next morning.

It was so interesting because we could learn about the actual perspective of labor in Japan. There are many differences in views between the employer side and labor side. The talk given by someone who is working on the front line to improve the lives of workers carried weight and was very valuable. International students showed their interest in the talk, noted down what they heard, and sometimes asked a question.

■ 2/19 17:00-18:00 At 403

On the basis of the activities we had done (the explanations of the position papers and the fieldwork) we started the discussion. We began by asking, “Do we need labor unions?” The reason was that most of the members didn’t have a very good image of labor unions, and there was a perception that in each country labor unions were not working properly.

As a first approach, we compared the four countries from to angle: what kind of legal rights do workers have in regard to their employers? We focused on three rights; to form a labor union, to negotiate and to take actions, for this comparison. As expected, each country has a different situation. In Japan the rights of public officials is regulated. In Taiwan they have a strict standard for going on strike. In Vietnam the law allows them to negotiate and take actions collectively, but not to do so individually. In Uzbekistan they can resolve the problems through only negotiation. There is no legal right to take actions there.

When we compared the four different situations, we talked about various topics, such as for example, “Does the government support labor?” or “Are there any relations between the political parties and labor unions?” Then we returned to the first question, “Do we need labor unions?” Though we have bad images of labor unions, we agreed on the necessity for labor unions. Workers, who are powerless, need to gather and unite in labor unions for the purpose of protection from exploitation by employers, for protection of workers’ right and for information about workers’ rights.

We had to keep focused in the talks on the final presentation and avoid getting into peripheral discussions. As we had visited two places before the discussions earlier that day, the participants looked tired and were no doubt going to sleep well that night.

■ 2/20 9:30-12:00 At seminar’s room 23

Today we advanced the discussion, keeping the final presentation in mind. Since we hold the common view that we need labor unions, we decided on what we would insist. The following are what we insisted on:

- We need labor unions
- But, people don’t have a good image of labor unions
- In order for labor unions to work properly, we have to create the environment for this to happen.

We had a discussion on the basis of the points above. “Why do we need labor unions?” “To protect labor’s rights” “Labor is exposed to some bad effects (inequality, discriminations, and exploitations) and these bad effects depend on age, sex, nationality, etc.” “Apart from labor unions, is there any other way to protect worker’s rights?” “Utilizing court takes up much expense and time, besides it is difficult for ordinary people to come up with the evidence.” “The law prescribes merely rights. The person who negotiates is the worker!!” “A worker is too weak to confront employers alone.” “Why don’t people have a good image of labor unions?” “It doesn’t work properly” “It’s too crazy.” “.....”

We talked as above. Each member joined the discussion actively and sometimes the discussion got heated. When we look at the clock, it was the time for lunch. Regrettably, we didn’t reach the discussion we regarded as a goal for today. But gradually we drew up our final opinion as a group.

The discussion was pushed along by all members. We had only one day, but there were still many things to discuss. It is hard to discuss them during the break. But, it was good to discuss each topic thoroughly.

■ 2/21 9:30-12:00 At Seminar Room 23

Tomorrow we have the final presentation. But, before that we had to decide the development of the discussion for the presentation on the basis of the talks we had up until now.

- Propounding the issue: (i) Do we need labor unions?
- Introduction: (ii) Labor's definition and rights
- Development (iii) necessity of labor unions, (iv) more effective labor union, (v) to create the environment we want for labor union

The progression of the discussion was as follows. In (ii) reference to the legal rights in the four countries, and (iv) characteristics of labor unions in each country.

We thought about the issues and made sure of the contents. Then we discussed (iv) and (v) but to a lesser extent. "The more people there are in the labor union, the more power it has." "The labor unions within companies tend to be controlled by companies." "Occupational unions are good." "A union like a federation is better." "It is good for us to have various kinds of unions." "When more workers join more unions, they are protected more sufficiently" "How do we create a better environment for unions?" "The bad images of unions should be swept away!" "A new educational system must be built." "How about advertising through TV?" "What about using personalities?"

As we discussed this yesterday, each member actively insisted on their ideas. But we didn't discuss (v) well because the time was limited. We only mentioned personal ideas, so we didn't consider it deeply and concluded the resolution as a group. Nevertheless, we managed to organize ourselves for the Final presentation.

Though the time was limited, we exchanged opinions with each other and reached one conclusion. Every member spoke his or her thoughts, and when we had some questions we asked them. It was good that we discussed things in such a nice way. Each country has different backgrounds, so sometimes it was difficult to understand, but we stimulated each other. We regretted that we didn't have much time to continue the discussions. Yet, it was very meaningful that we discussed many things in the limited time.

Group 2

Member introduction

Leader: TONO Yuki

Cambodia: SOK Sophat

Taiwan: WANG Chuang-Wei

Uzbekistan: ISMILOV Ozod

Japan: TAKADA Yuko, TAKEHASHI Mayu, TANIGUCHI Masataka,
KIMURA Satoko, MATSUURA Koji



Sub-theme

Labor's societal problems

The form of employment has changed greatly in Japan now. The number of regular workers has decreased, and the number of non-full time workers has increased. As a result, the number of "young people who work part-time job after graduating high schools or universities and NEET (Not in Education, Employment or Training) who don't work and study" has increased. There is a problem that young people leave a company a few years after employment. There are many problems with employment for not only the young people but also middle aged people. We discussed the present situation and solutions by comparing the problems of each four countries.

Activity Reports

■ 2/15 14:30-16:45 At Seminar rooms

Reported by TAKADA Yuko

First, the group leader TONO Yuki explained the group schedule one by one. Our group had a plan to go to "Hello Work" on 3/19, so he gave a brief overview of this. This was to be TAKEHASHI Mayu's part but

unfortunately she had to leave early because of a fever. After that, we reported about the unemployment problem in our own country to each other. From Japan, we reported about NEET, Freeter, the regional gap, the performance-based system and the baby boom generation.

From Taiwan, WANG Chuang-Wei (Henry) reported about industry moving out to low wage countries, the service industry growing to slow to meet the demand of labor, the Iraqi war causing a decrease in exports, and amount of part time workers increasing. As a solution, he said that the service industry should be focused on rather than manufacturing because it is difficult to compete with low wage countries, and he suggested that the government should offer vocational training.

From Uzbekistan, ISMAILOV Ozod reported that insurance payment in Uzbekistan is too high, and Women are not highly motivated towards work. However, because the unemployment rate of Uzbekistan is only 0.8%, unemployment did not seem to be a serious problem there.

From Cambodia, SOK Sophat gave us a report about frequent strikes because of low wages, corrupt officials, recovery from civil war, lack of human resources, and the low ambitions of people regarding work. As a solution he suggested improved salaries, enforcement of strict laws, efforts to rebuild the city, school construction and teacher training, and the education of the people.

Because the time was limited, we finished by simply stating to each other the problems of each country. We just started to get a picture of each situation. From here we had to decide on what to focus on and how to construct our presentation well. My impression was that each country has big differences concerning the unemployment problem, and we have to work on how to put them together in one conclusion.

■ 2/19 13:30-17:30 At Hello Work and Seminar rooms

Reported by KIMURA Satoko

We visited the Nagoya Employment Agency (Hello Work) in Naka Ward Office inside Chunichi Building in Sakae at 13:30. It contains five institutions, Hello Work Plaza Aichi, Employment Agency for Young People, Young Job Aichi, Aichi Job Center for Students, and the Nagoya Foreign People Center. They are divided with close connections to each other. I was surprised that the inside of the building, which the office had moved into in less than two years, was so clean and luminous.

One of the staff of the Nagoya Foreigner Center interpreted for the international students. At first, we separated the international students and Japanese students and received guidance about each agency. They explained how to make use of Hello Work, the objectives and features of these agencies, and how to search for jobs using computers practically.

After that, they answered our questions which we had sent in advance. They said that 30% of the new registrants of Hello Work find new jobs. We had time to ask more questions, like the difficulties in finding countermeasures for NEET. We left Hello Work and went back to Nagoya University around at 15:00.

We started our discussion at the seminar room at around 16:00. We chose our themes first. There was a proposal to divide us into two groups, developing countries and developed countries, on 2/15. So we chose themes for each group. Developing countries, Cambodia and Uzbekistan, chose their theme as “To develop while keeping low unemployment”. Developed countries, Taiwan and Japan, chose their theme as “The problem of NEET and Freeter”. We made confirmed what we should consider before tomorrow’s discussion.

Visiting Hello Work was so interesting for all members because this was their first time to visit such facilities, even for Japanese students. They explained things to us using many materials to make complex things clearer, so it was a good experience.

In the discussion, I felt it is difficult to talk about labor problems, because they are affected by different social situations in different countries. In other words, we can think about labor problems from various view points in discussion with the representatives of four countries.

■ 2/20 9:00-12:00 At Seminar rooms

Reported by TAKEHASHI Mayu

First, in order to deepen contents about the theme of developed and developing countries which we had discussed about the day before, we proposed more detailed problems.

Under the theme of developing countries “how do we improve economic growth without changing the unemployment rate,” we picked up the following four problems; 1. Not enough development of the private sector, 2. Fewer numbers of high skilled worker, 3. Social provision policy of government not adequate, 4. High levels of taxation. This time, we discussed solutions to problems 1-3. Under the theme of developed countries, “the relationship between unemployment and Freeter, NEET,” we picked up the following four problems; 1. Labor market moving abroad, 2. Decreasing working population (especially NEET), 3. Imbalance between labor supply and demand, 4. Negative economic growth. This time, we talked about solutions to problems 1~3. We decided our topics and started a question and answers session to promote greater understanding.

After taking a break, we discussed the resolutions again. We thought out four resolutions to developing countries’ problems; 1. investment by firms (multinational firms) from other countries, 2. improvement of the

educational system, 3. government support of the unemployed by increasing unemployment payments, 4. producing final products. We also thought out five resolutions to developed countries' problems; 1. promotion of the service industry, 2. promotion of industrial techniques and training programs (enhance vocational training), 3. Entrepreneurship (easier job opportunities), 4. following WTO guidelines, 5. giving moral education from childhood (as NEET countermeasure).

Finally, we ordered our thoughts, problems and resolutions better so that all we had to do was to prepare the Power Point slides.

The discussions went smoothly because each of us had deeply thought about the topics in advance. It is difficult for Japanese students to express their opinions in English, so they didn't communicate very well with international students. On this point, Japanese students might have felt frustrated. However, we were able to have a great time and a significant discussion.

■ 2/21 9:00-12:00 At Seminar rooms

Reported by TANIGUCHI Masataka

After we all gathered and the greeted each other in the CALE forum at 9:00, we went to the Seminar rooms. We finished pondering the issues and solutions on 2/20, so today we mainly made Power Point slides. The work made much progress with steady steps under Henry's guidance. The PPT slides were completed when the conclusions were added on at about 10:30. After we had taken a short break, we did a last check. We thought about the questions that could be expected to be asked at the presentation, and we discussed our answers to them. A lot of questions came from the Japanese students today, and we discussed things very actively. We also decided the roles in the presentation that day. Sophat from Cambodia would take charge of the introduction, Ozod from Uzbek would take charge of the issues at hand, and Henry from Taiwan would take charge of the solutions.

The group activity had advanced well, I think. We deepened the bonds between the four countries, exchanging the different ideas with each other, and gained very significant experience in the group activity.

Group 3

Group member

Leader : MAEMURA Takaki

Member: ICHIKAWA Wakana SUDO Lisa TOYOBE Mayu
MATSUI Sho MOMIYAMA Haruka Sok Leakhena
(Cambodia)

Tsai Yung-Chi (Taiwan) Urinboev Rustamjon (Uzbekistan)



Sub-Theme

Our group's topic is "The wage gap between men and women". The number of women working in society is increasing more and more these days, so we thought that this topic is a very important problem for us, especially for women.

Contents of the activity

● 2/15 14:30-16:30 at Seminar Room23

Reported by TOYOBE Mayu

Before starting this activity, we made copies of the handout, which the international students brought from their countries. It took a lot of time. The activity was led by MAEMURA Takaki, a leader of Group 3. He explained briefly about the plan for our activities from the beginning.

Then, we had some questions emerging from the Japan position paper and from the international students. We got questions about child-care leave facilities in Japan, the wage gap between female and male labors and maternity leave, most of which was to check the facts. In addition, we also had a question about whether the law was really working.

After that, we discussed what points we are interested in and what to focus on. We had many opinions from the international students, such as the wage gap, sex discrimination, education for women and maternity leave. Tsai Yung-Chi from Taiwan and Sok Leakhena from Cambodia mentioned the problems of sex discrimination and education in introducing to us their own countries' situations. Considering their discussion, we confirmed that discrimination was the problems of prejudice, and that we should think about the solution for Japan. We came to the conclusion that we would discuss further about the childcare leave system. In addition to that, in considering

the question “is the wage gap between female and male labors occurring at the beginning of careers?” (from Tsai Yung-Chi), we set an point of discussion; “how to entice women back from child-care leave and return them to the same position they left”.

Lastly, we discussed what kind of questions we would ask at the interview on 19th February. We have not made up any specific questions yet, but discussed with each other what we would ask in relation to the points mentioned above.

When I listened of the questions that the international students asked, I found that each country has both common problems and its own problems. I thought I could have had some more time to listen to each country’s situation because this time we tended to discuss the solution only for Japan. The discussion itself went well, though it sometimes wandered away from the point.

● 2/19 13:30-18:00 at CALE forum and Seminar room23

Reported by MATSUI Sho

In the morning we went to the JTEKT in the MIDLAND SQUARE in front of the Nagoya Station. After that we had lunch in MOS BURGER. Then we went back to the CALE forum and went to the Gender Equality Room (*Danjo kyodo sankaku sitsu*) in Nagoya University. At three o’clock we went there and talked with TSUKAMURA Hiroko, who is the leader of Gender Equality Committee, and an Associate Professor in the Graduate School of Biology in Nagoya University. She explained to us that compared with woman, there are much more men who become Professors or Associate Professors. It is often that people who work in some occupations, such as doctors, are men and that there is an extreme gap between the men and the women who get child-care leave. It was connected with the topic of our group discussion. The Japanese students and international students asked her many questions and they were very satisfied talking with her.

We went back to the Seminar Room and decided what we would talk about in the discussion. The contents turned to the idea that while female workers do not feel good at taking child-care leave because female workers tend to regard themselves as inferior to men, male workers want to take child-care leave, but they cannot, because the Japanese do not have enough education to understand the importance of gender equality, and many people do not know the gender law, and nursery costs are high. Each presenter had to think about what to talk about by tomorrow.

I think it was good to go to the office of the committee, which is trying to promote the participation of both sexes, and ask some questions to a person who conducts activities that promote gender equality. Not only international students but also we, Japanese students, were impressed with this visit, because it was the first time for us to have a conversation with a professional in this area.

● 2/20 9:00-12:00 at Seminar room23

Reported by MAEMURA Takaki

We discussed six problems we had picked up the day before. Each problem was analyzed by the member in charge of it. Each member related to the other members their own ideas (analysis and solutions) about his or hers problem, and we discussed about each problem after each speech. International students of our group had been interested in gender issues from before, so their idea were very interesting.

After all the problems were discussed, we found out common solutions for each problem, which were educational ones and administrative ones, and we talked about each type of solution to find even more concrete solutions.

In the end, we had to make the text for our presentation and each member was assigned to each part: SUDO Risa to Introduction, ICHIKAWA Wakana to Field work, Tsai Yung-Chi to Solutions in education, Urinboev Rustamjon to Solutions in administration, Sok Leakhena to Conclusions and so on.

Because each of us got to know each other, we Japanese students could join the group discussions much better than at the beginning. I worried about our discussions because the previous day, Rustam said he did not want to discuss any more, but it was OK. (Until today, most of our discussions were conducted by Sasa and Aki, and Rustam hadn’t tried to offer his own opinions, but today, Rustam seemed to try to join our discussions actively.) I also worried that our discussion might be carried on only by international students, but other Japanese members tried to join the discussion actively, so thanks to them, I felt it easier to control our discussion.

● 2/21 9:00-12:00 at Seminar Room 23

Reported by SUDO Lisa

After we checked drafts which we distributed to each other the day before, we started to make power point slides for the presentation. At the same time, we reviewed our discussion and put the solutions together. Our solution is “education” and “activity of the government”.

First, in terms of solutions through education, we think that it is necessary to have gender equality education in “schools”, “families” and “companies”. In school we should use texts which don’t give children old idea such as the “women should stay home and care for the family” or that “men should work hard”, have lectures about

maternity leave and childcare leave from experts and make gender equality a new subject. But we think it is meaningless to have it only in school education, so each family should get educated about it. And to make it easier in schools and families, the mass media should have campaigns about gender equality. Finally, we offered the solution of education in companies. Companies should actively hold seminars about gender equality.

In terms of government action, we thought about how now we have some laws about gender equality but the unequal situation has not been improved. So the government has to make stricter laws which provide details and supply expenses to companies for making gender equality easier.

Finally we decided on how to do our presentation and checked the power point slides.

Today, we spent our time checking in detail our ideas and remedies because our main discussion was mostly finished on the previous day. I think we came up with better remedies and conclusions today. We also prepared our presentation together. We had to make up our power point slides quickly because there would not enough time on the day before the day of the presentation, but we'd been in a good mood all day, playing a quiz and enjoying talking. We can recommend this to every group.

The Reports by Japanese Students

Chapter 1 Presentation

Group 1 Presentation on 2/22

At CALE Forum
10:30-12:00

Reported by TAKEHASHI Mayu

<Contents>

In this presentation, Henry acted as MC. The theme was “Labor Union”, so the presentation started off with a discussion of the meaning of the concept of a labor union. A comparison was made of labor unions in each country, followed by a presentation on what kind of labor unions we should organize.

<Q&A>

Q. Who will create the environment which Group1 demands for labor unions? (TANIGUCHI)

(Uzbekistan) Education by the Education Ministry and P.R. by the mass media is important.

(Cambodia) The government and international organizations, like ILO, can shape it.

(Taiwan) The nation should create it together, not only laborers. So education and P.R. are important. For example, in Taiwan we have a magazine named “The front of Labor”

(Japan) The Japanese Government has bad image in terms of the country's labor union, so the nation has to create it together.



Q. Do all companies have a labor union? (MATSUI)

(Japan) Not all companies have a labor union. There are many small and medium-sized companies who don't have labor union.

(Cambodia) Public companies and private companies have labor unions, though farmers don't. The companies whose number of workers is less than 8 don't have to have labor unions.

(Taiwan) In Taiwan labor unions are organized by each type of industry. So it depends on the industry whether there is a labor union or not.

Q. Are there any special laws concerning labor unions? (Ozod)

(Cambodia) Yes. The law passed in March 30th, 1997 prescribes all rights for workers

(Taiwan) Yes. The law prescribes not only labor unions but also employment services and gender equality.

(Japan) Yes. The Three Laws of Labor (Labor Standards Law, Labor Union Law, Labor Relations Adjust Law) prescribes this based on the Right of Labor according to the 27th Article of the Constitution.

<Impression>

The presenters were nervous for it was the first presentation, while the audience was relaxed. They made the audiences laugh during the introduction of members by using funny pictures. We could understand the contents of the presentation through the Q&A, but for some Japanese students, listening in English, instead of talking, was all they could do. I think the presentation let us see the solidarity of Group1.

Group 2 presentation on 2/22

14:30-15:45
At CALE Forum

Reported SUDO Lisa

<Q&A>

Q. Do all the three countries like Japan have agencies like Hello Work? (KUMADA)

A. Cambodia and Uzbekistan don't have them.

Taiwan has a public training agency and the government fixes up jobs for people who have passed a skills

examination after training at a job training center.

Q. Can you say it is logical to explain things using different dates for different years? (Chesda)

A. It is true that our dates for Taiwan, Cambodia, and Uzbekistan are different by three years, but we think it does not matter because there was no big change to render these dates irrelevant .

Q. You suppose that “fast economic growth and low unemployment” is a solution for developing countries. But don’t you have to think about other problems like environmental pollution when you make the presumption of fast economic growth? (KUMADA)

A. We do not ignore such problems. But when we think for “labor problems”, low unemployment is better and if we could have fast economic growth at the same time, it is good.



<Impression>

I think it was good that all the members said something about the group activities and their ideas. Discussions about developing countries and developed countries was possible because several countries took part in this seminar.

Group 3 presentation on 2/22

14:30-15:45

At CALE Forum

Reported by KIMURA Satoko

<Contents>

The presentation by Group 3 was given by all the group members with SOK Leakhena acting as the MC. They gave us a very persuasive presentation by giving some example referring to the other international students to provide illustrations. Because gender problems are a very relevant subject, there were many questions from the audience.

<Q&A>

Q. Is it not incorrect to say women are sacrificing themselves in society considering that many women, such as Aung San Suu Kyi, are actually taking up leadership roles in the society?

A. It is true that some women take leadership roles in society, although the number is considerably small compared to men. Society must be more open for woman to let them have the confidence to engage at a higher rank.

Q. (To female members) What do you think about switching the role of men and women with your partner?

A. It is better to share house work, instead of simply switching the role.

It is good if the partner recognizes the value of it.

Because gender equality is about “free will”, the decision can be different for each couple.

Q. (To male members) What should you do for gender equality?

A. Let the partner work and help raise child during the free time.

Give respect to the partner.

Q. What do you think about giving subsidies to fathers who do housework?

A. A subsidy should not be given because fathers have a duty to raise their children.

If that kind of subsidy is given, the money should be used only for children.



<Impression>

Because the group members consisted mostly of females, the presentation was very spirited. Their speech was very persuasive because they were seeing the problem as their own problem.

Chapter 2 Lectures

Lecture 1

“Common Sense” by Dean MATSUURA Yoshiharu on 2/15

10:40-12:00

At CALE Forum

Reported by MOMIYAMA Haruka

Dean MATSUURA talked about common sense in each country and how it never appears in conversation. People from foreign countries cannot know about the existence of such common sense in the country. For instance, it is natural common sense for people who have lived in each country to know how they should go about drinking soup. However, some countries use chopsticks, some a spoon. Japan and Korea vary in how to actually drink the soup.. 'THE WORLD FACTBOOK' by the CIA is useful in examining such common sense in the world. For instance, you can obtain various information about each country's population. You can obtain information on the overall population according to the age, the growth rate of population, the birthrate, the mortality rate (average life span), the population outflow rate (number of immigrants), the Constitution, the system of the law, and the system of suffrage. By comparing information like these in some countries, you can see the problems facing each country now. Moreover, it is possible to explore a problem by comparing the past with present within one country. For instance, the rate of the organization of the labor unions in contemporary Japan decreases considerably compared with after the war when there was a high peak for a while. This helps you to know the current state of labor in Japan, and understand the issues. The enhancement of the lifetime employment system, the promotion by age system, and the labor union was traditionally seen in the labor system in Japan, but such a tradition is now being lost. Instead, many “part-time workers” and “NEETs” are appearing now. After you know the current state of the labor system in Japan, it is necessary to examine the factors and the solutions to the problem concretely.

The international students tried to understand the contents of the lecture by taking careful notes. They responded immediately to questions from Dean MATSUURA during the lectures. They were especially interested, and were gazing intently when the fact sheet about the data of each country was presented in Power Point. At the time of the questions they positively gave their views and doubts. They applied things to their own countries, considered each problem for themselves, and gave their views.

When it was necessary to pass on the opinion and information on Japan to the international students, Japanese students should also have made remarks because only the international students had been contributing during the questioning. Information about the labor system in this lecture became a references for the discussions in this seminar for Japanese students also.

Lecture 2

“Japanese Women between Work and Family— Why do We Need the Idea of *Making Men into Fathers*?” by Associate Professor TAMURA Tetsuki on 2/15

13:00-14:30

At CALE forum

Reported by ITO Kousuke

This lecture, about the relationship between society and gender, was given by Mr. Tamura, who is associate professor of Nagoya University School of Law, and also belongs to The Office for Gender Equality.

There are five main contents in this lecture; (1) Gender equality under the law in contemporary Japan, (2) But the actual relationship between women and men is not equal, (3) Does it really mean inequality? , (4) Some conceivable strategies for gender equality, (5) Why do we need the strategy for *making men into fathers*?



At first, for step (1), Mr. Tamura introduced us to “the essential equality of the sexes” in The Constitution of Japan, “*Law on Securing, Etc. of Equal Opportunity and Treatment between Men and Women in Employment*”, and “*The Basic Law on Gender Equality*”, and explained how these laws provide Gender equality.

Next step (2), referred to the “*M-pattern employment*” of women in Japan, meaning that the Labor-Force-Ratio graph becomes an M-shape mainly because many women give up their job when they are married or have babies. Through the low proportion of women in the Japanese Diet, and the difference of time spent for child-care between men and women, he proved the inequality between sexes in Japan.

But following step (3), he considered again whether these situations could be called “inequality” because

of the fundamental differences between men and women, and next (4), the “quota system (A kind of Affirmative Action)” was introduced as the means to achieve Gender equality.

In the last step (5), Mr. Tamura told us how to realize Gender equality based on the strategy which makes men into fathers. This strategy aims at men being more concerned with unpaid work or child care more deeply.

After the lecture, we had question time. In this period, Mr. Tamura spoke and answered questions in Japanese, and Mr. Teilee, who is an Associate Professor of Nagoya University translated into English. Since many lively questions were posed by the exchange students, we were able to enjoy ourselves.

Because Discussion Group 3 was planning to make a presentation about gender equality, the exchange students were every actively asking questions.

In particular there were many questions about the “quota system” with many wondering whether this system could be judged as unconstitutional and as “pure discrimination”. I think, however, we became interested in Gender problems through these questions.

As with the other lectures, I think Japanese students should be more active in asking questions.

Lecture 3

“Labor Law” by Professor WADA Hajime on 2/16

9:00-10:30

At CALE Forum

Reported by ICHIKAWA Natsumi

This lecture was held by Professor WADA Hajime, whose major is labor law. He lectured about ILO (International Labor Organization) and the Japanese Labor Market.

In the first half, he introduced the relationships between Japanese Laws, and treaties and declarations which are adopted by ILO. Based on these relationships, he also introduced how ILO works and how Japanese society behaves toward workers.

In Japan, there is a rule that international laws have superiority over domestic laws. However, treaties which are adopted by ILO do not become effectual immediately in Japan. This is because the treaties are just ratified after the domestic laws are changed or made to accept these treaties. Only after this preparation, at last are the treaties are ratified and put into effect like domestic laws.

Professor WADA explained that many of the treaties which are adopted by ILO target developing countries, and that ILO provides technical services to these countries to establish acceptable rules or systems related to workers, which means the ILO aims at progressing the development of countries. And he pointed out that, the Declaration of Philadelphia also says that labor is not simply merchandise. This indication seems to be at variance with economics or other scholarship. But, as he expressed, labor is truly different from any other merchandise because it includes the dignity of human beings..

In the second half, he analyzed the Japanese labor market from various points of view. At present, the distribution of Japanese populations is not ideal, and populations tend to be decreasing. So, many problems such as the destruction of pension systems may arise. There are fewer and fewer primary industry workers, but too many tertiary industry workers in Japan, which is typical of advanced countries. Secondary industry workers too are decreasing. This is because many firms are shifting overseas seeking cheaper and better quality labor, and because the unskilled labor force has become less needed due to automation. Foreign people in Japan occupy 1 or 2 percent of the whole population. Comparing with each nationality, Koreans and Chinese are the most numerous, then Brazilians and Peruvians are next. The Japanese government has a policy of accepting foreigners with skills rather than those without them. But, in fact, Japanese-Brazilians or Japanese-Peruvians are employed as an unskilled labor force. Moreover, lifetime employment, problems with NEET (Not in Education, Employment or Training), and karoshi (death from overwork) were mentioned as a Japanese feature of work. As for the problem of unemployment, he said that the gap in employment between different regions is a problem.

It was very regrettable that we had no time to ask questions. The information about the ILO and so on was very interesting to the students and we got very important information from the lecture.

Since we learned many things such as international rules about labor, and the Japanese domestic circumstances concerning the workforce, this lecture was very valuable. Japanese students don't know much about international organizations like ILO so this lecture was a great opportunity to gain knowledge about this organization. I was very impressed with the words “All problems come from population problems”, which Professor WADA said when he explained about the present labor conditions in Japan. I have become able to see labor problems from a new viewpoint.

Lecture 4

“Labor Problems” by Mr. ISHIGURO on 2/16

10:30-12:00

At CALE Forum

Reported by TAKADA Yuko

First, Mr. ISHIGURO started by asking each student about images of Japanese firms and labor problems. The images from Japanese firms, seemed to be of images of businessmen's working hard for their firms. The labor problems in each country are as follows. Taiwan has the problem of businessmen's working too much like in Japan. Uzbekistan also has the problem of overworking and an under resourced working environment. And Cambodia has the problem that businessmen work too much because of the low pay. Mr. ISHIGURO pointed out that the low pay and the living standard caused overwork, and that on the contrary overwork for the sake of the firm emerges even if the workers are highly paid.

And then, he explained the relationship between death from overwork and unpaid overtime and the collapse of the seniority system and about the labor environment in Japan. Often in other countries there are contracts of one or two years rather than a seniority system. As the employment system in Japan has changed, a gap among the people is widening. In particular, now it is convenient for firms to use dispatched workers.

Next, he explained how to solve labor problems. Trials in Japan cost much time and money, which is a disadvantage for employees. So, Japan has a free labor dispute resolution system that the Bureau of Labor in each prefecture is providing. This system is pretty good because the probability that workers will win their cases is higher and the lawsuit period can be shorter, considering that firms can independently decide to participate in the cases under this system. Mr. ISHIGURO pointed out that workers not only depend on the government but also have to understand some of the rights they have.

At the end of lecture, Mr. ISHIGURO demonstrated many real cases.

I was really interested in the lecture by Mr. ISHIGURO, who works on the front line of labor disputes, because we could listen to actual situations and his frank opinions about labor problems. Since he often asked international students some questions, we felt that there was solidarity among us. Japanese students could also find out about the circumstances of foreign countries. We were very much grateful to Mr. ISHIGURO for coming to this seminar in spite of his busy schedule.

Chapter 3 Cultural Introduction

By Japanese students on 2/16

15:00-15:30

At CALE Forum

Reported by MOMIYAMA Koi

For the cultural introduction of Japan, the international students tried calligraphy. First the MC explained about the outline of calligraphy, for example, tools, letter forms and types, and gave a simple image to explain it.

After that they actually tried using tools and wrote some letters. The Japanese students helped each international student. At first the Japanese students led the way while they explained how to use the various utensils and stroke orders. And then they tried it by following the examples. They wrote the word Japan in kanji first. And then they wrote any words they liked. They wrote various words, for example, the kanji for their own names written in hiragana, katakana or kanji. Some of them wrote their native letters with brush. The host families visited this party and they enjoyed it as well. After finishing the calligraphy, they took pictures of each other with their work.



After each country finished their cultural introductions, we took a picture with all the participants.

Because many of the international students experienced calligraphy for the first time, they were confused at first. It was difficult for them to use brushes and to understand the techniques involved, such as “TOME” (stop), “HARAI” (whisk), and “HANE” (bouncing). But they showed their interest and as they wrote, they got used to it and became better. They made their own work and looked happy.

By Cambodian students on 2/16

15:45-

At CALE Forum

Reported by KUMADA Eri

After the introduction of Japanese culture, Cambodian students, Chesda, Sophat, Leakhena made a presentation about their culture. First, they explained about *Krama*, the Cambodian traditional scarf. Men use the scarf like a belt, and women coil it like a turban. According to them, we can see people with *Krama* in the provinces.

After that, they showed us Khmer letters printed on T-shirts. There are 33 consonants and 17 vowels in Khmer. Students in primary school remember them with using a special song. Leakhena sang the song for us.

Thirdly, they explained about Phnom Peng, the capital of Cambodia. The meaning of Phnom Peng is “a hill of Mrs. Peng”. Mrs. Peng was a very religious person and found an image of Buddha in the river. She enshrined the image on the hill near the river, and the hill was named as “Phnom Peng”. At present, the hill is called Wat Phnom and we can find the statute of Mrs. Peng and a image of Buddha on it.

They also introduced Khmer culture using images. We enjoyed a Cambodian TV comedy. The actors spoke Khmer, but everyone could enjoy the comedy, and there was much laughter. There were also videos about Khmer dance and song. Chesda, Sophat, Leakhena and other students started dancing, so it was just like a dance party.

At last, we enjoyed a Cambodian traditional game. In this game, not only students, but also host-families also joined in. The rule was similar to the Japanese game named “*Hankachi otoshi*”. We kept singing during the seminar, and it was like a small footrace, so everyone there got very excited.

The Cambodian students closed this wonderful presentation with the words “Welcome to Cambodia!”

By Uzbek students on 2/16

16:30-17:10

At CALE Forum

Reported by TONO Yuki

First, all participants ate breads and sweets from Uzbekistan. There were various kinds and I was surprised. Next, we looked at a video introducing the country of Uzbekistan. With the video, we could catch a glimpse of the scenery of Uzbekistan, and a part of their culture, and I thought the contents were very interesting. And we danced to Uzbek music with Uzbek students. The Japanese students and Taiwanese students also joined in and we danced twice in a very pleasant atmosphere. Finally, the Uzbek students presented ornaments displaying



traditional handicraft from Uzbekistan to the students from each country, Cambodia, Taiwan, and Japan. Although, the personal computer crashed and the video had to be restarted, we did not have any major trouble and the cultural introduction finish very smoothly.

I thought that it was very good that they had an opportunity to know about the country and the students of Uzbekistan before the Home Stay Matching. Since the cultural introduction of Uzbek was the last one, Japanese students helped clear up everything. Consequently, the Home Stay Matching could begin from 17:30. I thought that it was very good that we did not have big trouble, and we were able to finish on time.

By Taiwanese students on 2/26

16:15-16:50

At CALE Forum

Reported by MATSUI Sho

After the Japanese and Cambodian introductions, the Taiwanese introduction started. We watched an introduction to Taiwan video for ten minutes and then, Nina (Hisao) took the mike as MC. The Taiwanese team started with a quiz program. Whoever answered correctly was given a guide book for Taiwan or confectionery. The first question was very easy, which was “when is the lunar New Year in China?” so we answered with ease. But the final question was very, very difficult, so nobody answered correctly until Aki came out the right answer. Finally they danced for us, with the Japanese students, international students, teachers and host families joined the dancing.

We had expected the Taiwanese team to introduce traditional culture, but they performed a hip hop dance and we noticed that the youth of Taiwan are interested in Western culture.

Chapter 4 Other Activities

Arrival and Dinner Party on 2/14

19:00-

At Restaurant Granpiatte

Reported by SHICHIJO Shoko

The students and professors from Cambodia, Taiwan, and Uzbekistan arrived by airplane and two Japanese students went to pick them up as each group arrived.

Since the arrival of Uzbek students was delayed, the Dinner Party started at 19:30. Not only did the international students, the professors from the three countries and the Japanese students, attend the dinner party but also professors and staffs in Nagoya University School of Law.

After the Party started, we introduced ourselves to each other as prompted by TAKADA Yuko. At first the self-introduction was done by only half of the attendants, but in the end all the members joined the circle for self introduction.

At the beginning of the Party, international students and Japanese students were tensed, shy and reticent with each other. Gradually they broke the ice and enjoyed taking photos, talking and chatting with each other.

The Party was finished at 21:00. Then international students and Japanese students went to a nearby convenience store to buy breakfast for the next morning. After all the members got something to eat, the international students and professors went back to the Symposium where they stayed for the night.

I was surprised to know that Taiwanese students speak Japanese very fluently. Every international student was cheerful, and every professor was young and friendly. Though at first the Japanese students were shy and reticent, they were actively talking with international students by the end. During this one week seminar, I will try to communicate with the international students and I hope that we can be life-long friends.



Opening Ceremony on 2/15

10:00-10:30

At CALE Forum

Reported by SUDO Lisa

Assistant professor Kuong Teilee relayed how this seminar was to begin in earnest from this opening ceremony. Next, he introduced Dean MATSUURA Yoshiharu and the Dean greeted us. He talked about the purpose of this seminar. After that, he introduced the teaching staff of Nagoya University. Then, the teachers of leading of each four country greeted us and did self-introductions. Finally every participants from four nations introduced ourselves with ease, and talked about their ambitions for this seminar.

International students and Japanese students were also now more conscious of the purpose of this seminar. I thought that it was good that this seminar would become significant for everyone.

Campus Guidance on 2/15

9:30-10:00

At Nagoya University

Reported by TOYOBE Mayu

During the Campus Tour, we were divided into three parties and looked around the campus. Group 1 went around the SOLV room, the post office and then the Nanbu Co-op in that order. Like group 1, Group 2 went to the post office, Nanbu Co-op and then the SOLV room. And Group 3 went around to the Nanbu Co-op, the post office and SOLV room. In the SOLV room, the Japanese students introduced SOLV's activity briefly. At the post office, Japanese students showed international students the price of mail, the window for foreign currency exchange, and how to go about buying stamps. And at the Nanbu Co-op we told them that they could buy food, drink, stationery, and book and magazine there. But unfortunately the Nanbu Co-op had not yet opened at that

time. All the groups were able to return to CALE at 10:00.

International students seemed to be surprised at the scale of the campus of Nagoya University. Though I think it difficult to explain things in the post office, international students could understand it easily because there were references to the information in booklets. Moreover, I think that we could go and explain smoothly because we divided into three groups.

Welcome Party on 2/15

17:00-20:00

At Symposium

Reported by MATSUURA Koji

We started the Welcome Party at 17:30. From just after 18:00, the Welcome Party presided by Professor SADAKATA started with an opening speech from Dean MATSUURA and the call for a toast by Professor SUGIURA. For a while there was time to eat and talk freely and after that the international students and professors from the 3 invited universities introduced themselves. After the self introductions by international students, Mrs. SUZUKI, the representative of Hippo Family Club (whose members will be the host families for the international students and professors), gave us a speech.

From about 19:00, we did the Gesture Game with the discussion groups competing with each other. The professors also formed a team and joined the competition. In the end, Group 3, whose group theme is gender equality, won the game and were given Nagoya University Candy as the prize.

After we took photos with all the members who came to the Welcome Party on 19:30, the international students from each country presented dances and songs. The Cambodian students danced two Cambodian traditional dances, the Taiwanese students sang modern Taiwanese songs, and the Uzbek students showed us their traditional dance. Everyone joined dances and songs and enjoyed them very much, although at times the volume of the music was too low for everyone in the room to hear.

The Welcome Party was closed with a closing speech by Professor SADAKATA.

From the beginning to the end, there was a good ambiance at the Party and the international students seemed to enjoy it. We lost a bit of time when we discovered that we had not prepared enough audio equipment. In addition, we lost a screen after we put the room in order after the Party. We learned that it is important to check things in advance and manage equipment.



Sports Activity on 2/15

13:00-14:20

At the gymnasium

Reported by KAWATA Kei

First, we changed our clothes and got together at the gymnasium. We started playing at 1:30, because not everyone came to the gym on time. Then, we divided into two groups and played dodge ball. In the first game, there was a rule that only the left hand could be used for throwing. The boys couldn't throw the ball well with this. I'm not sure why only girls were left in the court when the game ended. At the beginning of the first game, Team Two was likely to win. But Team One rallied towards the end, and finally, won the game by a stretch. After the first game, we changed the court, and played again. This time, boys had grown accustomed to throwing the ball, and players sometimes showed good teamwork like passing the ball between outfield and infield. As with the first game, the girls stayed in the court to the last. It was neck and neck between the two teams, but Team Two won in the end.

After we played dodge ball, we still had time left. So the boys played basketball and football, and girls played a Cambodian game, Monkey's Ball. In this Cambodian game, players make a circle and pass a ball while a person in the circle tries to get it. The members of each group were pretty excited. But they sometimes took rests because they were tired. Finally the time was over, and they returned to CALE after clearing up the gym.

Everyone was excited and seemed to have a good time. Moreover, felt close to each other. I think that playing sport is a good way to make friends with each other. One problem was that most of the participants were late. In addition to this, we should have decided what sport to play at the beginning. But this plan succeeded

generally, and I think international students enjoyed this activity.

Meeting up for Home Stay on 2/16

At CALE Forum

17:00-18:00

Reported by ONO Masaki

We arranged the match up between the international students and their host family. They became friendly after shaking hands and being warmly embraced by members of each host family. Then the Japanese students confirmed the time to meet on Saturday and Monday and exchanged phone numbers. There was a problem that some professors found that they would have to go to the host family the next day, but flexibility on all sides solved this.



This meeting up became very lively with all the cheerful little children who also came. International exchange students played with them happily. I felt their home stay would be a very enjoyable time.

As I explained there was a problem with inaccurate information. We were able to solve it but it would have been better if we could have received information about the change in a more timely manner. I realized some Japanese students were unclear of their roles.

However, the meeting up time itself was so good for the children of the host family as international students played with them. I think there was significant communication transcending language.

Field Trip on 2/18

Reported by KIMURA Satoko

We went on a Field Trip to Kyoto with Professor ISOBE and Lecturer OKUDA.

It was a little colder than usual because it was not sunny. There was a problem that an international student staying with one host family and the Japanese student who went to pick him up couldn't find each other. But we were able to leave Nagoya University for Kyoto at 8:15 sharp. In the bus, some students gave us a quiz, some students went to sleep maybe because they had got up early.

At 11 we arrived at Kyoto, and went to Toji Temple to see the five story pagoda (Gojyuuontou in Japanese), and to Nijo Castle. We looked around Ninomaru Palace (Ninomaru Goden), but didn't have enough time to go to the Ninomaru garden there. Before leaving we took pictures.

At 12:30 we went to the shop named Kakehashi, and had lunch there. For many of the international students, there was more food they could ever eat. However, they tried to sample various Japanese food. I thought they enjoyed themselves a lot. After lunch, we went shopping in the souvenir shops for a short time which was in the same building, and then left the shops.

We arrived at Sanjusangendo Hall at 14:30 and looked around there for an hour. There were thousand of statues of the Thousand-armed Avalokiteshvara (sensyukannonrituzou) and a huge statue in the centre. They were very impressive. Some international students offered money to the huge statues as Japanese people did. The name of the Buddha image in front of us often originated from Sanskrit, so Leakhena explained to us what it was in Cambodian. Some students bought a lot and I thought they enjoyed themselves.

Then we did the sights of Kiyomizu Temple from 15:30 to 17 and bought souvenirs there. We took pictures in front of the gate and went into the temple. It was rainy, so we couldn't see the beautiful scenery and had difficulty in taking pictures. However, I think the international students enjoyed themselves. Around the area, there were many souvenir shops where we could buy Japanese-style souvenirs, so international students bought various kinds of them.

On the way back to Nagoya University most of us slept. There was not as much talking as we were all tired.

We arrived at Nagoya University before 8pm. The international students went back to their Host Families.

I think it was very good that the Field Trip proceeded so smoothly. I worried that someone could get lost and not make it back to the bus as there were many tourists everywhere. However no participant got lost and



everyone found the bus ok. In Nagoya, we do not have enough time to find out about Japanese traditional history, so I think it was good for the international students to look around the old temples and enjoy themselves today. We could save time moving around because each destination was near. However it is a pity that we didn't have enough time to be all together in one place.

Tour to department of justice in JTEKT on 2/19

9:00-1:30

At Mid Land Square

Reported by TANIGUCHI Masataka

We gathered at the gold clock in Nagoya Station at 8:45. I worried if all of participants would come in time because the previous day was a day off from our seminar. But there was no big delay and we went to Mid Land Square on schedule. International students seemed to a bit tired from the previous day. Mid Land Square is a 47th floor building which was jointly built by Mainichi newspaper and TOYOTA. The 15th floor is the JTEKT office and we JTEKT explained to us at a meeting room on that floor.

We were guided to observatory on 46th floor at 9:30, and we looked down at Nagoya city from a height of 230m. International students and Japanese students were really surprised by the height. We took so many pictures went around to the south, east, and north. From the observatory, the people and cars were very small, so the international students seemed to be aware of the height of the observatory. Finally, we took a picture with Nagoya castle in the background, and then we went back to the meeting room on the 15th floor.



From 10:15, the department of justice in JTEKT was explained to us by Mr. Kobayashi who is the manager in the department of justice. He explained to us about basic domestic and overseas business. The international students seemed to listen intently. When it came to the time to ask him questions, the international students asked questions like “what kind of cases and mediation are mostly treated?” “How many members are there in department of justice?” Japanese students also asked some questions.

Field Trip to the Court on 2/20

15:00-15:30

At Nagoya District Court

Reported by TAKEHASHI Mayu

Under the guidance of Lawyer HIRANO and Lawyer OGAWA, all the international students and two Japanese students visited Nagoya District Court to watch trials.

First, we were given an explanation about the court with a guide map, and went to watch a civil case being conducted in the summary court on the fifth floor. We saw the process of taking evidence in a case related to depts. The international students couldn't understand the contents of what was being said because they don't speak Japanese, but they seemed to be interested in the rarefied atmosphere that a trial has. After we left the court, Lawyer HIRANO and Lawyer OGAWA explained the trial contents to them.



After that, we moved to the ninth floor to watch a criminal case in the high court. It was the first trial of an attempted murder case, and a lot of people came to watch it. Therefore we could not watch it in the court and only could peek in from the outside. The international students asked some questions, and Lawyer HIRANO and Lawyer NAGANO answered these. For example, they answered “In an important case, especially in the high court, the trial has three judges because it needs make a more equitable decision” to the question, “Why does the trial have three judges?” International students also asked questions about clerks and the training system for judicial officers. Then international students were interested to hear that trials where the defendant is woman need female

judges.

Every international student was very interested in this visit because this was their first time

to visit a court in Japan. Therefore they asked many questions to Lawyer HIRANO and Lawyer OGAWA while they were going to the court. And I regret that we couldn't watch the criminal case.

Bar Association visit on 2/20

16:00-17:30

At Aichi Bar Association

Reported by MAEMURA Takaki

After the hearing for the trial, the students questioned the lawyers in the conference room in the Aichi Bar Association. Two of the three lawyers spoke English very well. Handouts written in English about the lawyer system and the pamphlet for the bar association were distributed to all members, and we questioned the attorneys whilst looking them over.

Mainly the international students came up with questions. It seemed that most of their questions were related to their field and their own specialist topics of interest. Moreover, there was a question concerning the system of judges in Japan and the lawyers answered by explaining the difference between the jury system of Japan and that of the United States. There was also a question about the present bar examination system and the Law School system in Japan. The lawyers gave answers following their own original opinions. Professor Serena from Taiwan also asked considerably deep questions.

Only international students were questioning until the end. And at last, with the encouragement to ask a question from the lawyers, two of the Japanese students, MOMIYAMA Koi and MATSUI Sho put forward one.

Finally, because the session was finishing, we all gathered and took pictures. We returned to Nagoya University and saw off the international students who were going to the Gakusei Center.

Japanese students seemed to have few question while the international students asked good questions. The question that Professor Serena asked was very technical and not understood easily by the students. Moreover, the time was very short because the visit to the Aichi Bar Association was our last destination of that day. Students seemed to be tired. However I think it was a special chance for me and also for all the students.

Sightseeing at Nagoya on 2/21

13:30-

At Tokugawa Museum, Sakae, and Osu

Reported by SUDO Lisa

At 13:30 we gathered in front of the School of Law. We went to the Tokugawa Museum on the subway. In the Tokugawa Museum, there were many exhibitions such as arms, sword and household utensils etc, and a tea-ceremony house, a study and a restored stage were displayed. It was a special time in which the dolls for Girl's Festival displaying the Owari Tokugawa house were exhibited. Firstly, the Japanese students explained to the international students about the dolls for the Girl's Festival. There were dolls and innumerable artifacts. The international students and the Japanese students were surprised at the number. After shopping in the Museum shop, we took a photo of all of us in front of the Museum. Next, following a request from the international students, we decided to designate free time. We divided ourselves into three groups and each could choose what to do: one group went shopping in Osu, one went shopping in Sakae and the last group went bowling. The Sakae group and the Osu group gathered at dinner time and had dinner at a restaurant which represents the Japanese Showa era. The group which went bowling in Chikusa had a competition among themselves and enjoyed it very much. From 20:00 to around 21:00 all groups were able to guide the international students to the Gakusei Center.

Everyone seemed to be tired following the very hard schedule of this seminar, but I think that everyone enjoyed the day. Because we saw Nijyo castle during the Kyoto tour on February 17th, it was very good that we could go to a museum which is related to the same Tokugawa house of the same era. During the free time, it felt that time passes very fast when hanging around in groups. But, because the time was limited, I felt that it was too busy. Since we spent much time in the Museum, we had very limited time for the free time to see the sights around and enjoy Nagoya City. But as a whole, we had no big trouble and I think it was good.



Field Trip to Nagoya City Archives on 2/22

13:45-14:30

Reported by ICHIKAWA Wakana

After taking the subway to city hall station, we went into the Nagoya City Archives on foot. The building being used as the Nagoya City Archives at present was built as a Nagoya appeal institute, district court and district court in the 11th year of Taisho. The building design suggests that the Japanese of that time were influenced much by Europe. When we went into City Archives, the marble pillars gave a sense of awe. We entered the exhibition section going up the front stairs. as the exhibition included a miniature model of the Nagoya City Archives and photographs and an explanation of the history of that first room.

There was a pre-World War 2 chronological table and a photograph in the exhibition room, which followed next. Because there were no English explanations, the Japanese student explained things. Sophat first looked at the photographs, but after that Satoko explained the a video. Also Haruka explained to Chesda about the photograph of Nagoya port. In addition, there was a room where an exhibition about the damage to cities from earthquakes.

After this, the court, a reconstruction, was observed. There was a restoration court of the lower jury system during the Meiji constitution, the foreign students were enthusiastic about looking at this.

Lastly, we went to the old detention room, which was underground. There was a solitary confinement room and a mixed living room. Henry sitting straight in the solitary confinement room, had his photography taken. Here, the Japanese students and the foreign students took photos of each other in a good spirit.

It was good that the Japanese students were able to explain the Japanese language explanations in English at the Nagoya City Archives. In addition, the Japanese student and the foreign student were able to learn things together. I don't think there were any particular bad points.

Lecture by Serena on 2/22

15:55-16:20

At CALE Forum

Reported by TONO Yuki

The beginning of this lecture was delayed about 30 minutes because the presentation by each group went on longer than expected. Theme of this lecture was the “system of law in Taiwan”. The contents of the lecture were divided into five sections: 1. review of Taiwan, 2. division of government, 3. law and regulation, 4. system of justice, 5. education of law and the training of expert. For 1., teacher Serena introduced to us various statistics for population and the average life expectancy in Taiwan. In 2. she explained to us about the institutions of administration, legislation and justice. In 3., she explained about the classification of laws and the system for researching law. In 4., she introduced us the structure of court and the arrangement of court in criminal cases and civil cases using charts as an aid. In 5., she explained about the education and training of undergraduate students, graduate students and lawyers, prosecutors and judges. Since we didn't have so much time, teacher made the time for us to ask 2 times. So Rustamjon and Chesda asked questions about the structure of administrative institutions in Taiwan.

The lecture was nice and plain because teacher Serena explained things to us very closely. There was no trouble in computer system, so lecture was done smoothly. But the afternoon presentations delayed things and there was not enough time, so it was regrettable that there was only 2 minutes for questions.

The presentation by the Cambodian teacher on 2/22

16:45-17:15

At CALE Forum

Reported by ONO Masaki

This lecture was given by a Cambodian teacher. The contents of the lecture was the regime of Pol Pot. This regime leaned toward communism, and slaughtered many people in Cambodia in the past. The ECCC is a special court which tries the people who were linked with the slaughter. The court is to disappear of its own accord after it finishes judging all the people who took part in the slaughter. It judges only the parties concerned in the massacre, and was established for this purpose. I was surprised that the court was so systematic. According to the teacher,

although this court works effectively, we cannot believe that the trials are completely right. This lecture was very interesting, and some people came to the CALE Forum just to hear it.
(This lecture was delivered with Power Point.)

Everybody seemed to be interested in this lecture. Most of the participants knew about the regime of Pol Pot. This made the lecture more meaningful.

Lecture by Nugmanov on 2/22

15:50-16:20

At CALE Forum

Reported by MATSUI Sho

Associate Professor Nugmanov Nugman, who joined this seminar with Uzbekistan students had a lecture titled 'Implementation of international law norms in national legislation'. He talked in Russian, so Rustamjon translated into English.

Mr. Nugmanov told about the procedures, stages and types of implementation of international law in national legislation. He also told us about different legal theories and approaches concerning the implementation. He highlighted the main issues concerning the enforcement of international legal norms in national legislation by referring to a comparison of Uzbekistan's and Japan's system.

All the presentations had just finished before so some people looked tired. It is a pity that some people did not come to CALE at this time.

Closing Ceremony on 2/22

17:30-18:00

At CALE Forum

Reported by KIMURA Satoko

First, Dean MATSUURA Yoshiharu made some comments on the presentation given by group 3 just before the closing ceremony. Then all the participants received a certification by Dean MATSUURA Yoshiharu, which proves that all the participants finished the seminar. Each of the participants was called by Professor OKUDA Saori, and then we came to the front one by one, and received the certification from Dean MATSUURA Yoshiharu. After all the international students received the certificates, all the Japanese students received certificates. Finally, the professors from the three countries also received certificates, and the closing ceremony had ended.



Farewell Party on 2/22

18:00-

At 1st floor in GSID

Reported by MOMIYAMA Haruka

After the toast by professor ISOBE Takashi, the party began, with international students, the people involved in the seminar and the families in the Hippo Club. Each family brought food which made our hearts warm. A Hippo Club representative made a speech. Shortly afterwards, the international students and their host family came up and gave their impressions of the home stay. During their talk, tears welled up in their eyes. The five days of home stay was much too short, but they could understand each other, and tried to enjoy their limited time well. Their tears showed that they had. Lastly we all sang a song called "SING", watched a slide show of pictures from this seminar. We looked back on the seminar. Then the Japanese students gave presents to international students. It was a surprise for us that the teachers from Cambodia also gave a present to the leaders of each of the other countries' groups. At the end of the party, we had a group photography taken.



International students appeared to cherish the last night. When they met their host family, they looked very happy, like one of the family. It was impressive that they called their host parents “father” or “mother”.

Sending off on 2/23

At Chubu International Airport

Reported by ICHIKAWA Wakana

The bus left the University a little later than scheduled. Therefore, as soon as we arrived at the airport, Uzbek students had to go to the check-in counter and the departure gate. After that the Cambodian students and Taiwan students also left for their countries. Because it was early in the morning and the schedule had been tight during the 10 days seminar, all the students seemed to be a little tired. While waiting for the boarding time, some students spend the time taking pictures or taking a nap. When the boarding time approached, we waved our hands to each other with tears on our eyes.

Japanese students seemed to be so exhausted that we could not be completely attentive to the foreign students. We should have sent them off more cheerfully.

The Comments by International Students

Dinner

By Nina

Banban is the first Japanese girl I ever met. We got along well as soon as we saw each other. People even say we look-alike! Everyone gathered at the Sympo-Hall and walked to the dinning location. The location was a nice Italian restaurant. It was raining outside but we were not going to let the rain stop us from having fun.

We just waiting for the party to begin while getting to know one another. The whole party started with Professor Isobe's welcoming speech. He kindly welcomed us to Nagoya and hoped we would all enjoy ourselves. As we dug in, we introduced ourselves to one another. It was very difficult at first to memorize everyone's name.

I had a lot of fun at the party, after a long day of traveling and sight-seeing., it is truly enjoyable to lay back and relax while making new friends. I also bonded with Aki and Henry. We three Taiwanese students had so much fun together along with our professor, Serena. Overall although grueling and tiring, the first day ended on a good note, and I was truly looking forward to the rest of the Nagoya trip.

Opening Ceremony

By Mansur Malikov

On the first day of our being in Japan, the opening ceremony and welcome party took place. The ceremony was opened by the Dean of the Graduate School of Law, Professor Matsuura Yoshiharu who came as the honored guest to open the ceremony,. So then let me speak in brief about his speech.

The most important thing is to make friends from other countries. Making friends is a kind of long-term investment. Please make good friend, he urged us. Exchange information about yourselves, and set up a time for the future. That is one aim from all this. The second target —— just watch. Because when you look at a picture it looks nice. But when you see a real person it is like you'll have something in a box. When you open it, you'll get a lot of information that you didn't know. It's important to spend time in the classrooms. And then you'll have a real experience of this country. So just have a talk. The third target is to just enjoy yourself, enjoy food, drinking, taking the metro or bus. Feel free to walk around and have a good time.

There were also a few people who took part in the opening ceremony. They are:

- Chairperson of the international exchange community, Professor Ki Katsura
- Director of international legal exchange, Professor Igual Masatoshi
- Professor Okuda Saori
- Professor Kan

They were other faculty members for what was a general opening ceremony.



Welcome Party

By Ozod

It was a second day of our arrival in Japan. The day was very pleasant. I don't know how it was for the others, but for me the day was particularly really nice.

After the lecture by Prof. Tamura Tetsuki, a "Welcome Party" was organized at the university restaurant. It was a continuation of the introduction party in terms of participants. At the entrance to the restaurant there was a registration procedure. The mediator of that party was Prof. Ichihashi Katsuya who did his best to make party unforgettable. The party was officially opened by the Dean of the School of Law, Prof. Matsuura Yoshiharu. After the speech by the Dean, all the participants enjoyed Japanese traditional food. My eyes filled up immediately when I saw all the delicious foods. I especially liked *Tamagoyaki* and *Ebi*, etc.

To make the party more colorful each country did a short performance. All the students from different countries did a very pleasant performance showing their country's culture through dancing and singing mostly. I liked the Taiwanese performance and although there was a problem with the sound system it could not change the joyful mood of the event.

As the party was officially opened so it was officially closed by the Vice Dean of the School of Law,

Sadakata Mamoru . Let me say “zannendesune” to express my feelings when the party ended.

The Orientation Day

By Chesda

This is the first time for me to come to Japan and the first time to ever travel abroad. I felt nervous when I first stepped on Japanese soil. However, the reality was not the same as what I had first felt. On the second day of the seminar, the 15th of February, 2007, there was a remarkable orientation for us. All the participants of the exchange seminar introduced themselves and made a short speech. There were four countries joining the exchange seminars: Cambodia, Japan, Taiwan, and Uzbekistan.

I felt nervous when it was time for me to introduce myself and made a short speech. During the speech, my heart was beating a bit faster than normal. I did feel initially that I am an alien in Japan. Fortunately, I started to feel much more comfortable and I good impression of the Exchange Seminar when I heard some interesting words spoken out by Dean Matsuura about “MAKING FRIENDS” and “EXCHANGING CULTURE”.

I think that it's great to have such opportunities to make some friends and to try to understand each other's culture. My friends helped me a lot. I understand many things now and gained much knowledge through making friends and studying. The idea of making friends and studying made me design a website that focuses on sharing ideas of learning. It would be great if I had the chance to share ideas about learning with the other participants in the seminar.

Lecture 1

By Henry

“What is the hardest thing to learn about a country?”

This was the first question Dean Matsuura asked us when he began lecture. Was it culture? Or was it language were the answers that were flirting in my mind. But, when the answer was revealed, it left me dumbfounded for quite a few moments.

Common sense. Honesty, I really thought it was one of the most brilliant answers I'd ever heard. Not only is it something that never went through my mind, but also these two words made perfect sense to me.

In terms of common sense, each country is unique, hence, while it is not something to be taught or learned, the responsibility lies on our shoulders to fathom its mysteries. Dean Matsuura did an excellent job using common sense as a starter to lead us into our topic of concern—labor.

His lecture tackled the problem with great aplomb despite not being a specialist in labor law. It was a great pleasure and honor to be able to learn from such an outstanding professor. It couldn't have been any better, truly.

Lecture 2

By Sophat

Well it is the second day in Japan, Nagoya. I feel a little more used to the weather and maybe everything in Nagoya. Firstly, when I arrived in Nagoya, everything seemed a bit strange for me. In this second day, I know a lot of the lecturers and a lot of foreign students from different countries. And also I heard some lectures from the Nagoya University's professors.

Lecture2 by professor Tamura Tetsuki on “Labor and Women in Japan” is very interesting. In this lecture, the ideas are mainly presented about gender equality. Both Japan and Cambodia are concerned about the same gender problem. We, both countries still have a problem with gender equality. Of course our constitutions (both Japan and Cambodia) already stipulate about the equality between men and women but as we can see the real equality has not yet been reached. I think the reason which we can not be successful with this is our own countries' culture. So I agree with the idea of Professor Tamura Tetsuki. He said that if we want to overcome the inequality between men and women, we have to change the men. We need to develop the idea of making men into fathers.

Lecture 3 on “ILO and Labor Market in Japan” by Professor Wada Hajime on 2/16 9:00-10:30

By Aki

In the morning we had a lecture from professor Wada, about the ILO and the labor market in Japan. Having studied all my life in Taiwan, I knew nothing about the ILO. After some thorough explanation, I finally realized what it stood for, and what it does. Despite the teacher not having perfect English, Wada Sensei made a very admirable effort, speaking sentence by sentence, just so to make it easier for the Mr. Teili to translate. I concentrated and finally absorbed the essence of the ILO, the International Labor Organization. This lecture has been an unprecedented one, never in my life have I learned before about such a prestigious organization. It has been quite memorable.



Lecture 4 “Labor Dispute Resolution in Japan”

By Sasa

February 16, 2007, was a very interesting day. Professor Shigeji Ishiguro an attorney at Nagoya University has lectured all the students in the international exchange Program about Labor Dispute resolution in Japan. He taught us about Karoshi (death from excessive overtime work), which caught everybody's attention. During the study I learned a lot about the advantages that Japanese worker get from their companies.

In gratitude for these advantages, Japanese workers sacrifice their lives for the company. Another topic that professor Shigeji Ishiguro taught us about was methods of labor dispute resolution. There are many kinds of Labor Dispute resolution such as labor standards, office inspection, mediation by local labor bureau, mediation by court and law suits. The style teaching of Professor Shigeji Ishiguro was wonderful. He started his teaching with question! He asked the members from each country about their opinions regarding the Japanese labor environment. Admittedly, at first I took out some papers to note down his speech, but at the end I couldn't note anything. It was his teaching attracted me, so I had to continue listening from the beginning until the end of the lesson. Although I didn't write any words in my notes, I still remember his explanation. It was a very clear, confidently and enjoyably explained as I have never seen before. I want to say lastly that this lecture was an invaluable experience for all concerned.

About Kyoto with love

By Ozod

During the seminar participants had opportunity to visit the ancient capital of Japan- Kyoto. I can still remember that day as though it was yesterday. The weather was a little bit cold in comparison with the other days. My Otousan brought me to the Toyota Auditorium. This was the place for us to gather. At the beginning of the trip, our guide explained us our schedule. Therefore it was clear for us from the beginning that we'd be visiting Kyoto's 3 famous and ancient castles-Nijo-jo, Sanjyusangendou and Kiyomizudera. To entertain us, Tatakisan prepared a game about our knowledges of ancient places in Kyoto. There was a gift of candy for each correct answer.

At first we visited Nijo-jo. No doubt this temple is an incomparable National Treasure of Japan. Mostly I liked the pond and stones in a variety of colors. In the temple I bought some souvenirs like hashi (Japanese chopsticks) and a bracelet. Thanks to the fact that Natsumisan (one of the prettiest and kindest student at Nagoya University) explained to me the peculiarities of the temple, I could learn much that was new for me.

The next destination place was the Sanjyusangendou. It's a Buddhist temple officially known as the “Hall with thirty three spaces between columns”. It was wonderful thing to see so many statues. I really felt the unusual soul of the temple. There I noticed that one of the features of the Japanese temples is the prohibition of taking photos inside the temples.

While we were looking inside the temple, in the street it was raining. So the last sightseeing place was the Kiyomizudera (Temple of pure water). Tell the truth, it was the best temple among those which I had already seen. I was attracted to the beautiful landscape from the wide veranda. Of course, I drank the water from the holy streams which confer health, longevity and success in study.

After sightseeing at the temple we had opportunity to buy souvenir's at a shop below Kiyomizudera. Again Natsumisan helped me to choose suitable souvenirs. (Thanks a lot Natsumisan I appreciate you assistance totemo (very much)).

So it was the time to come back to Nagoya. I really liked Kyoto because of the conventionality and

uniqueness of the city. To be sure Kyoto has left me with warm memories of its traditional Japanese constructions and very delicious meals.

One Day Trip to Kyoto accompanied by Professor Isobe Takashi on 2/17 8:00-19:30

By Aki



Today we went to KYOTO, the weather was very good in the morning. My host family drove me to school. In the car, we have the egg salad sandwiches (hand made by mom), they were delicious! First, we arrived at “Nijo-jo”, the traditional castle in Kyoto. Looking at the castle, I could imagine the situation at that time, just as though I had lived there! Then, we also went to “Sanju-sangen-do”, there are many different of shapes of the Goddess, it was amazing experience to visit there! At the end, we went to the “Kiyomizu Temple”. However, at that time, it began to rain. Though it was inconvenient for us, when I think about the view of temple in the little, gentle

rain, it is wonderful. Actually I came to Kyoto when I was a little girl. However, it was a precious experience to visit with everyone and I will cherish this memory.

Trip to Kyoto

By Sophat

It was 17th of February and also it was the 4th day in Japan for me. On this 4th day, we went on a tour to Kyoto where there are many attractions. Everybody had to gather at the Nagoya University because on the 16th of February we had started the home stay program. Unfortunately I got lost at the Nagoya station on that day and kept everybody waiting for about one hour. We were to leave toward Kyoto at 7:40 but in the end we had to leave at about around 8:30. This is the first experience I had of getting lost. The subways in Japan are difficult to use and also very complicated. They have many gates and are so crowded.

However, we didn’t miss our trip to Kyoto but we had to be hurry to reach our destination. On the way to Kyoto, the bus stopped once for us to go to the bathroom before arriving at Nijo Castle. Together we went into the castle to look around for a while. Inside the castle, we saw many things like Honmaru Palace, Ninomaru Garden, and so on. After going out of Nijo Castle we took photographs together in front of the castle. We were all very happy. There was a lot of traffic because it was lunch time but everybody in the bus talked, sang songs in different languages. After a while we arrived at the restaurant and prepared for lunch. After lunch everybody had to hurry out of the restaurant because we didn’t have much time. The rain suddenly started dropping as though to congratulate us for being so full after lunch. But we had to Sanju-sangen-do in the rain so we needed to buy some umbrellas.

Sanju-sangen-do is a pagoda which many statues. We enjoyed seeing this very much. It is a Buddhist pagoda. After we left Sanju-sangen-do the bus took us to Kiyomizu Temple which was the last place we went to. In Kiyomizu Temple we could see Zuigudo, Koyasu Pagoda, Otowa Waterfall, and so on. On the way from the bus to the temple, there are many shops where you could buy expensive souvenirs although to us they were not so expensive as they were rare.

So everything in Kyoto made me feel sad and happy. I was sad because I missed my country. We have Ankor Wat Temple. I was happy because it was the first time for me in Japan and could come to the most beautiful place like these.

Cultural Introduction—Japan

By Nina

Attending this seminar was not only for legal study but because I really wanted to have a glimpse into the country’s culture and traditions. This seminar had students from four different countries, so it was nice to have foreign students introducing their own culture.

Japanese culture to my mind has always been similar to Taiwanese culture. When I see Japanese calligraphy on the white board, it reminds of Chinese/Taiwanese one. Taiwanese people should practice and learn to write calligraphy during elementary school.

Writing the calligraphy is like traveling back in time to my elementary moments. I’m not really good at writing calligraphy, but I try hard.

Some foreign students worked hard to write down Chinese characters, it was really interesting to see them do so. In short, the experience of writing calligraphy is amazing and fun. I shall try it at home some time.

Culture Introduction—Uzbekistan

By Sar Chesda

On the third day of the seminar, the 16th of February 2007. There was another marvelous event in Nagoya University. It was the cultural introduction event. The four countries, Cambodia, Japan, Taiwan and Uzbekistan had introduced their own culture one by one.

During the cultural introduction by Uzbekistan there were several activities present by Uzbekistan's students. They shared some delicious Uzbekistan's food for everybody to test. They also presented Uzbekistan's dance and played a video about Uzbekistan's features.

I had tasted the food, watched the video and watched the Uzbeki dance. This made me think that between Uzbekistan and Cambodia we have different culture in terms of food, entertainment, and the way of living. This implied the important of understanding each other culture. Different cultures might have different ways of thinking as well, so trying to understand one culture is not just about understanding their way of living, but the way they think as well. It's important to understand the other country's culture because then we can know well about their culture especially the way they think and act. It's easy for us to get along with them well and pick up some good ideas from their culture. Therefore, culture understanding is important.

Cultural Introduction—Cambodia

By Malicov Mansur

In general the cultural introduction began with the Japanese students. They showed us the way of writing Japanese Kanji. We understood that there are a lot of ways of doing this.

After that, there was a cultural introduction to Cambodia. They began the cultural program by letting us listen to national music and see dancing. The dancing was great and I want to say special thanks to Sasa. It was very colorful and accomplished dance by a native of that land. In my opinion she has a good opportunity to be a successful model too.

After that, they introduced us to their national alphabet, how it works and also a funny tune to make it easy to learn by heart. After their cultural introduction, the Cambodian students showed me how to write my name in their language.

We saw a clip about their way of living, traditional clothes, dresses and etc.

After the movie they advised us on how to play their national game. The main rules are that people sit on the floor in a circle, and one person walks around with a handkerchief of the national colors. A few minutes later he must put handkerchief behind the back of somebody. That person must take this handkerchief and catch another person who is sitting near by. That person who is sitting near by must run away. If he escapes he can join circle again. If not, the same person takes the handkerchief and continues the game. This game has no end, and if there is a large number of participants it becomes a very interesting and bewitching game.



Cultural Introduction—Taiwan

By Sophat

In our present world, everything looks different from day to day. Things are changing a lot. The movement of the world doesn't stay still. All the countries in the world are trying hard to develop their own culture, traditions, customs and so on. Cultures always vary. Some nations are similar while others are far away.



On the third day of our seminar, we had a special moment for each country to introduce their culture, including Japan, the host country. Taiwan is one of those countries.

In the Cultural Introduction of Taiwan, Taiwanese students showed us a video of Taiwanese history. In that video showing, we felt Taiwan is like other countries in Europe. It is a modern country while it is still has its

Chinese aspect.

Taiwan is located in the western Pacific about 160 km off china's southeast coast, midway between Japan and the Philippines. The population is a bit too big for this small country. The overview of Taiwan is beautiful with tall and large buildings. The 17th century was the beginning of Taiwan, so it is a new country. The climate is 14° to 28° so it is convenient for growing everything. Taiwanese clothes are similar to Chinese ones. The education system maybe good because we see many schools, children playing, laughing and so on. The transportation system is very effective. We can also see many lines of streets in the video. Taiwan is a democratic country in Asia.

After showing the video, the Taiwanese students a some quiz for everybody to answer and win gifts. Generally Taiwan celebrates Chinese New Year from the 17th of February. So, traditionally Taiwanese have to give presents to each other. I also got a present from them because I answered their questions correctly. After the quiz, they showed us their traditional dance.

Lastly, I want to say that I was happy to learn about Taiwan while being in Japan. Taiwanese culture is very good and nice. Culture can explain the social situation of the people in any country. Each country in the world has to recognize their own culture clearly and also has to know more about the other countries' culture.

Sport

By Rustamjon Urinbow

The seminar had left on me an unforgettable impression since it offered me a wonderful chance not only in terms of academia, but also gave me the opportunity to test my physical abilities. The idea of sport activities was a brilliant one as all participants could enjoy playing various kinds of sports.

As for me, I enjoyed very much taking part in such sporting events as dodge ball, basketball and volleyball.

We started the sport events by playing dodge ball. The dodge ball was very funny, everybody enjoyed it a lot.

Actually, I liked sporting activities very much since it gave us a huge opportunity to know each other better and to create a bridge for cross-cultural communication.

I believe that sport activities could serve to develop mutual understanding and cross-cultural communication among participants. I am very grateful to Nagoya University students for organizing these sort of events.



Matching with host family on 2/19

By Henry

You never know how much you are going to miss something until you are about to lose it. That reflection was probably meant for Friday evening, but these are the most precise thoughts in my mind right now. Friday afternoon was sometimes awkward; with my limited Japanese, I already had some difficult encounters with the Japanese students, but things were even more of a challenge when I met my host family. How hard it was when communicating was ineffective. Nonetheless, I was truly delighted by the warm smiles on the faces of the host family. It did draw me a lot closer to them right from the beginning, more than I expected. 4 days have passed, and I am feeling absolutely reluctant to leave. I do not want to leave this family so soon. How nicely they treated me, I cannot describe in words, and I feel forever indebted to their unconditional kindness and gratitude. Had I known my host family was this amazing, I'd have tried my best to communicate by internet more with these wondrous people. Thank you.

Home Staying

By Sasa

The special thing in the international exchange programmed is the home stay. It was my first time to come to Japan and at the same time it also was my first time to find such precious happiness. In this land where I know nobody and everyone is a stranger, I found a family that is very honest and very warm and kind to me. My host family's mother, dad, sisters and brother are special and generous towards a stranger like me. I could say that I

was the most homesick student among the all students. Every time they asked me to give a speech in the seminar. I always told everyone that I had felt homesick very much. Fortunately, a miracle happened when I saw my host family for the first time. It was not so impossible, if I said that I felt I belonged to them the first time I hugged them. I am a member of the family and we love each other very much. My Japanese mom is very nice and kind to me, she even told to me that I was her daughter, so if I needed something please ask her.

During the time with my Japanese family, my Japanese brother was sick, but he still wanted to pick me up from Nagoya University in the heavy rain, I was impressed at his kind heart—actually he was just only 6 years old. As part of this family I shared a lot of things such as love, sadness, jokes and smiles. In addition I was the oldest daughter in this family so I also shared work, played and slept with them, too. Talking about Japanese foods, I made things a bit awkward for my host family. I cannot eat raw meat and raw vegetable, as I had problem with my stomach, so my mum tried to cook many kinds of food for me. From this host family program, I could know that Japanese people are very generous and wonderful. In this world we all have our own families, but you will feel that you have another family, if you have the same experience as me. Because of this love, I am a member of my Japanese family now. From this rare experience I will let my Cambodian mum know that love is also everywhere in Japan.

Home staying

By Nina

Wonderful Sunday: The weather is great! I wake up at 9 o'clock, getting enough sleep to have fun with my host family. After having breakfast we watch morning cartoon together, it's "My melody." I enjoy the show. As soon as the cartoon ends, we leave for the temple (Tsushima-Jinja). We take pictures and eat some traditional sweets near the area. Shopping is my next plan. Presents for my family and friends are extremely important. I want to give them something nice and memorable. My host family Mama knows that today is the first day of Chinese New Year, she hosts a "Dumpling Party" for Aki and me. We try on traditional Japanese wear "Kimono", the procedure is really complicated. Later, we make dumpling together and share these with other Hippo Family members. We play card games and have dessert. The night ends with a wonderful experience of a Japanese party.

Home Staying

By Rustamjon

Although I have visited many European countries, I have never felt before so called "cultural shock". Actually my trip to Japan has indeed made me feel real cultural diversity since Japan has unique culture in world civilization.

In this respect, the home stay program has played a crucial role in overcoming cultural shock and getting a better understanding of Japanese culture and traditions. Having spent three unforgettable days with my host family, I had a wonderful opportunity to learn close up about real Japanese life and culture. My host mother, Sachiyo Condou, was so kind that she made me feel at home. Moreover, the home stay program was colorful with my host mother's delicious food. During the home stay, my host mother took me to the Hippo Family Club where I enjoyed much by singing songs, playing games and dancing. I am sure I will never forget about my visit to the Hippo Family Club.

Midland Square Visiting on 2/19

By Chesda

It's another day of the seminar and we have the opportunity to go to visit the Midland square. Midland square is such a very big and high building in Nagoya in Japan. The purpose of visiting the Midland square is to visit JTEKT corporation. We had visited several places in the building, and even went to the top part of the building and looked around Nagoya city.



Besides going around and watching those interesting views, we had a chance to meet the manager of the Legal Department of JTEKT. That was a very interesting time and we were able to get some information about JTEKT Legal department such as what roles the legal department plays in the corporation. We also had the chance to ask some questions about the legal affairs of JTEKT.

This visit made me feel very surprised about such a big corporation and

the tall building for the company offices. This makes me wonder how Japanese people can manage such a very big corporation successfully. It somehow, makes me realized the unbelievable things that people can do. I expect one day Cambodia will have those kind of big corporation the same as JTEKT.

Bar Association

By Henry

Tuesday afternoon was indeed an academically-oriented experience. As we set foot into the city archives, I was quite impressed by some of the buildings in the district. They may not look luxurious, but imposing nonetheless. Most importantly, it sort of reflects a disciplinary aura that makes you think the buildings during their prime years were meant for something serious and were highly respected. The city archives building was a judicial monument, and I learned quite a few things which I found valuable. After this, we went to the Bar Association to pay the lawyers a visit. What I found interesting was that when we actually had the chance to look at some trials, I found out that the Japanese judicial system is quite similar to Taiwan. This was not something I expected. Soon, we were guided to a conference room where three polite individuals gave us a good overview of how Japan's judicial system operates. Once again to my surprise, the Japanese seem to have an affinity towards the jury system, although they might not have concrete ideas on how to operate it. Yet, I'm sure in the near future things will turn out quite interesting. Tuesday afternoon had been enriching, not only did I learn more about Japan, I also had some wonderful self epiphany which I truly treasure at this moment. The experience was great.



Nagoya City Archives on 2/20

Malikov Mansur

On Tue 20th we went to see the Nagoya City Archives, Nagoya Court, and Japan Bar Association with other students from the International University Exchange Seminar.

The Nagoya City Archives building was exciting and historical, surrounded by a green lawn and many flowers.

The building is preserved and made open to the general public as an important cultural property of the nation, and houses the archives of Nagoya City. It stores and makes available to the general public the official documents and materials of the municipality issued from the birth of Nagoya City right up to the present.

That is why this building was designed as an important cultural property. Also, I can add that this building is the oldest court of appeals building still existing. It is the last large-scale modern building constructed of bricks. It preserves advanced techniques involving stained glass, plastering, marble pattern plastering, etc.



The structure composed bricks and reinforced concrete reveals the transition of modern building construction techniques.

The permanent exhibition room, in order for visitors to deepen their understanding of the Nagoya municipal administration, includes an exhibition corner where the course of the history of Nagoya from municipalization in 1889 up to the present is introduced and explained plainly, spotlighting it from the various angles of politics, economy, industry, culture, etc. And a judicial materials exhibition corner where the transition of the Japanese modern judicial system is introduced and a reproduction of the courtroom filled with a realistic atmospheres using dolls and old furniture.

Nagoya Court

By Sophat

Nagoya Court contains both a civil court and criminal court. Nagoya Court was the second place we visited after we visited the Nagoya City Archives. A group of us students and teachers traveled on foot to the Nagoya Court and met two attorneys. They first of all took us to the civil court but only some of us could go with them because the room was a bit too small to put too many people in. We all had to be silent and sit to see the court proceedings.

In the trial room we could see one judge, one court secretary and 2-parties of attorneys. But something I noticed was that the judge was too young while the attorneys were old. We just stayed for about 15 minutes in the civil court and then we continued to the criminal court to see how the court proceedings there.

Unfortunately, when we arrived at the door we realized that the court was full because so many people were already there. I myself just saw the process through the small window on the door. I noticed that there were three judges in the criminal court the others were court secretary and the prosecutor. Only looking through the small window I could realized that the process of that court was very challenging. The court in Japan is very interesting because so many people come and watch the proceedings. In Cambodia, there are not so many people who come and watch the court.

From this visit to Nagoya Court I could get some experience of the courts in Japan which I had wanted to compare with Cambodia. But I thought that Japanese courts aren't too far different from Cambodian courts.

Sightseeing around Nagoya

By Ozod

Wednesday February 21 st ... I'll never forget that day. Even before lunch my memory was full with our group discussion impressions, but the afternoon part will be distinctly engraved on my memory. Our place of visit was the most famous museum in Nagoya- the Tokugawa Art Museum. That museum is spacious so students could relax every 10 minutes. I really enjoyed Exhibition Room 1 where Warrior symbols were presented. I would like to point out also the masterpiece collection of the museum includes nine other designated National Treasures, fifty-seven registered Important Cultural Properties, and forty-six Art Objects. Harukasan and Kojisan explained to me some of the interesting displays. I had a great opportunity to see a map of ancient Nagoya and absolutely felt as though I was in the Edo period myself.

After sightseeing at the museum we divided into 3 groups. The first group decided to go play bowling, the second group went to Osu (one of the famous market in Nagoya) and the last group went to Sakae (also one of the famous commercial areas of Nagoya). I joined the last group. It was really amusing company. I liked the Sakae Trade Centre with so many things available. It is a very big and attractive building.

When we had finished our Sakae shopping it was a supper time. So together we went to a restaurant near Sakae. I tasted many delicious Japanese traditional meals. We entertained ourselves with a game that involved asking each other daring questions. With a happy face we went back to our Student Accommodation. Thanks a lot to everybody for the wonderful time together.



Presentation

By Rustamjon

The last day of the International University Exchange Seminar was very interesting. We had three presentations by the students and three presentations by professors. The topic of the first presentation was about "The right of labor in labor management relations". The presentation was prepared by the Group1 under the leadership of the Japanese student Koi Momiyama. The presentation was very challenging since it addressed contemporary problems of labor unions in Cambodia, Japan, Taiwan and Uzbekistan.

The second presentation was given by Group2 and the topic was "Labor society problems". The presentation highlighted major labor problems. In particular they used detailed statistical date about unemployment rates in the participants' countries.

The third presentation was very interesting since it dealt with the gender equality issues in Japan. The title was the "Wage gap between men and women". Group3 consisting of six girls and three boys firmly argued for the necessity of eliminating gender inequality in Japanese society. In particular, the speech by Sok Leakhena was very challenging since she critically analyzed gender discrimination based on feminist theory.

After the students' presentations, professors took the floor and each professor gave a specific lecture on legal issues. Professor Shin Yi-Huang from Taiwan made a presentation about the Taiwanese legal system. Professor Nugmanov Nugman from Uzbekistan gave a presentation on the Implementation of International Law Norms.

Professor San Sorphorm made a lecture about the "Extraordinary Chambers in Court of Cambodia".

Closing Ceremony 2/22 17:30-18:00

By Aki

After the presentations, everybody felt relaxed during the closing ceremony. Professor Matsuura came to it and encouraged us. We are really satisfied with the seminar. Though the time was very short, we could see that Professor Matsuura is a gentleman, and also wise. It is my pleasure to join in this seminar. I want to thank all the Japanese teachers, clerks, and SOLV members. In this seminar, we created many memories together. I remember that we went to an “居酒屋” together and even more, we went back to school to fight over the power point together! Without this seminar, I would never know there are some people who are so kind in the world, such as yourselves.

Thanks.....for everything!

The farewell party

By Sasa



The farewell party was my last day in Japan. Admittedly I don't like farewell party because it was so sad saying goodbye to Japan. It is said that “time flies” and this was so true. I couldn't believe that 10 days were already gone. Anyway, the farewell party was our last and sweetest memory. I cried a lot during the party and everybody looked at me strangely. I tried to stop crying, but I couldn't. I started crying out loud again when they asked me and my host family to tell our impressions. It was a wonderful and precious time in my life the time I spent with the Kusumoto family. They were a very generous and nice Japanese family. It was very hard for me to say goodbye to them because if I opened mouth, tear would go to my mouth. Every

foreign student and their host families had to give a speech. From listening to them, I knew that there was not only me that had such an emotional feeling, but all of them had. Looking back to the first day I came to Japan I counting the days until I could go back to my country. But everything had changed when the farewell party started. I really didn't want to leave them, especially my Japanese friends. Japanese people are all handsome and pretty, and the most important thing is that they are helpful people. From these good relationships and memory, I will always remember Japan for all my whole life.

Questionnaires

Japanese students

1. What program do you think is necessary or we should to take in?

- Discussion and Presentation

I think it is the core of this seminar.

We can stimulate each other mutually.

We rarely have the chance to discuss something deeply with foreign people.

It was difficult me for to understand their English. But I was able to understand their opinions, and I thought many things.

It was a great opportunity for each country's students to share the information, the knowledge and opinions and that is what this seminar aims at, I think.

We can exchange and share thoughts.

It was so hard, but we could touch on how people from other countries think.

Students can learn how to express their own opinions in English.

- Group activity

It is hard to move around with all the members. Group members can be friendly more easy especially for discussion and field work. I think group activity is beneficial for us to understand problems.

Visiting some organizations in a group is also a good challenge in this seminar

- Visiting Japanese court. Because it will be interesting for international students.

- We should to take in shopping time with Japanese students to have fun with the international students because there was not enough time to go shopping with them, and they were really sorry about that.

- Home staying program

This is very a precious time for foreign students to experience the usual life style of Japan directly.

It was only for the foreign students, but it was really important because it was the best way for the foreign students to learn about Japanese customs in this seminar.

- Some exchange programs, cultural introduction.

- It'll be more wonderful if we had time to mingle among the groups.

- We just needed more time to prepare the presentations.

- Travel in KYOTO

2. What program do you think is unnecessary?

- Nothing

- Visiting the bar association. The schedule was too tight so we were not ready to ask many meaningful question.

- Visiting Nagoya City Archives, because it may not be interesting for international students.

3. How did you feel about the lectures?

- Some part of the lectures interested me, but it was hard to understand the contents of each lecture because it was given in English.

- Most of them were interesting.

- I think the lecture was good and meaningful. As Japanese, it was a good opportunity to review Japan in English.

- Sometimes international students looked tired by the lectures, so it might be better to decrease the number of lectures.

- Professors who can speak English should be the teachers.

- I think it is necessary.

- I thought we should have had more lectures about Japanese legal problems because some lectures were not about this so much and what the international students want to know most is I think about Japanese legal problems.

- I think it was nice, because they were related with our discussion theme. So these lectures' contents helped our discussion.

- I think it's interesting because they described it from each viewpoint.

4. What is your most impressive thing?

- Discussion
 - I think it was very valuable for me.
 - I tried hard at this time.
 - All the group members took part actively, and discussed and made presentations.
 - Consequently, I was able to know the situation about each country deeply
- Free time
- Sports and cultural exchange, it was a good time to deepen our friendship.
- Foreign students are very good at speaking Japanese.
- I was impressed with everything we had during this seminar.
- The most impressive thing for me is the foreign students' attitude towards study. In the discussion period, they showed clearly what they have, what they know and what they think, and that impressed me so much.
- During our debate, we all tried to express each opinion and find out how to improve. Even if our English was not so good, we did not give up in the debate. I thought that the most important thing is the motivation to express one's own real opinion.
- I saw foreign students crying at the farewell party. Then I thought this seminar has only 10 day (this is very short, I think) but we had become good friends with them.
- Talking with other foreigners in English.
- Presentation, each of the three groups made a good speech with PowerPoint.

5. Are you satisfied with this seminar?

Yes, of course!
 I enjoyed this seminar, and learned a lot from it.
 That's why I was able to make friends with international students and study a lot through this seminar.
 Because I can make friends with student from three countries. I was able to talk about many things.
 I really enjoyed this seminar.
 I really enjoyed this seminar and got many precious things from it.
 I would like to visit their countries some day.
 Because I made many friends, experienced other cultures and thought.
 This seminar was very short but very precious time for me.
 Because not only Japanese students but international students said to me that they were able to get something meaningful out of it.
 Spending time with international students was so interesting and it was also a chance to see Japan and the Japanese from a different point of view.
 I couldn't attend all day of this seminar because of cold, so I could not enjoy it

Free Space

- It gave me some good opportunities, I think.
- I think I was so lucky to attend this seminar. The international students taught me a lot of things and stimulated me so much.
- International Exchange Seminar is so beneficial for students because we can get something important for our future from the seminar's activities. To my regret, I couldn't attend all the programs because of my sickness. I would like to join the next seminar.
- I felt impressed by the seniors during this seminar. They always took care of international students much more than us juniors, so I learned those things from them.
- International students were all ambitious to join this seminar and they all had tried to make their stay in Japan meaningful. So this seminar was an incentive for me and for my university life.
- It was hard to prepare and go to this seminar, but I think I learned a lot through them. I hope keep in touch with my foreign friends.

International students

1. What program do you think is necessary or we should to take in?

- There should be more challenges for the students. This means that you should prepare a program to select the best student by organizing a small contest that would be fun and useful. It should allow the students to show all their talents to be the winner. By doing such a contest you would learn more about how different countries students are trying to be the best.
- The discussion is really productive and necessary. It's a wonderful way to understand one another's culture not to mention legal backgrounds, too. Discussions after each lecture should be added to the schedule. It will help students from each and every country to have more time to absorb the information and exchange different ideas.
- To my mind the Host family program was very useful and necessary to feel Japanese life for real. It would be better if you included a trip to Tokyo because it's the capital of Japan and there are some differences between the ordinary life of the capital from the other cities.
- Generally speaking, the International Exchange Seminar is a brilliant idea; however, the schedule and contents of the program still need to be improved. In this respect, I would like to offer the following recommendations that I consider as necessary pre-requisite:
 - ◆ Increase the number of participants since it will make discussions more lively and interesting;
 - ◆ Assign supervisors for the discussions in groups. During the group discussions, we exchanged opinions, but our discussion was unorganized due to the lack of supervisors.
 - ◆ Organize a special Mock Court on the proposed theme of the seminar. For example, we could organize special court hearing on labor law issues, e.g. violation of the right to work;
 - ◆ Create a special online network for the participants prior to the commencement of the seminar. This network should help students to continue cross-cultural communication after the seminar as well. For example, we could create a Yahoo group.
 - ◆ Each country's students should make country-specific presentations on proposed topic at the beginning of the seminar. This will pave new way for the discussions and make students of other countries aware of the proposed topic. For example, during the seminar I had difficulty comparing Uzbekistan's labor issues to Cambodian or Taiwanese labor system, because we had no presentation about these countries' legal systems.
 - ◆ Reading materials should be sent to the participants before the seminar, this will enable students to be actively involved in the discussions.
- Actually I think programs we had are good.
- The presentation where we work in group is necessary. It is necessary because we can work together and learn more from each other.

2. What program do you think is necessary?

- Group discussion is necessary because, when working in groups we will find out more clearly about what the ideas or opinions of each member in the group is and learn more from each other. It also shows the different ways of thinking among all the countries. Working in group somehow creates a friendly environment, confidence, and the dissemination of know-how.
- I'm not too sure what you mean by program here, but I can tell you that all of the "programs" in this seminar were impressive. I actually do not think much should be changed; you SOLV members did an amazing job organizing the flow of events. ^^
- The culture introductions and the field trip to Kyoto were an amazing experiences. As for us Taiwanese, the scenery in Nagoya is quite similar to Taipei, our city but Kyoto gives us another perspective of Japan. The culture program rocks, we had a great time sharing cultures.
- In my opinion the sport program and shopping is necessary. Because the sport program makes students more close and consolidate the ties of friendship. Every foreign student or tutor wants to hang on to some good memories about the trip to Japan that's why shopping is necessary for the buying souvenirs.

- I think it is necessary to include entertainment programs since I felt wearisome after the tiresome lectures and discussions. Disco parties should be organized.
- Visiting the Court. It is a good way to understand the legal situation of Japan.
- I think that there is no unnecessary program because I enjoyed all the programs and it gave me a lot of benefits from that too.

3. How did you feel about the lectures?

- I felt good about the lectures. However, there are some difficulties. It was hard for me to understand some of the lectures because of different accent used in teaching. And some lecturers lost their confidence when lecturing.
- I honestly think you guys did a really good job finding our lecturers. The topics they taught us about had big an influence on my understanding of labor issues. However, I do have a suggestion. I do not know how it was like for you guys, but listening to Japanese first and then the English translation is a little hard for me. By hard I mean not being able to constantly follow what the teacher was talking about. When a teacher is incapable of speaking the language that we foreigners are more prone to, chances are we will doze off and consequently be unable to absorb as much material. As a result, although it may be difficult and unreasonable, maybe finding fluent English speaking teachers would be a much more viable option?
- The lectures are great, I like the topics and the useful information.

However, it would be better if we could understand and receive the lecture in English directly. The professors are wonderful in their own research area, but with a slight language barrier it's hard to absorb 100 percent of the knowledge from great professors.

- Lectures were very understandable and providing handouts made the lectures more comprehensible. Mostly I liked the lecture on "Labor Dispute Resolution in Japan" delivered by Mr. Ishiguro Shigeji, Attorney at Law from Aichi Bar Association.
- Lectures were interesting to some extent, but the lecturers should improve their English.
- It is good, but I would love to have the chance to know what about the lectures of students in Nagoya University in their daily life, and see the real classrooms and so on.
- It was very difficult to understand because most of the lecturers can't communicate well in English, but they were good in teaching, so I think it would be good if these things could be in English.

4. What is your most impressive thing?

- My most impressive thing is the "Home-stay". It was really interesting to learn Japanese living culture by staying with a Japanese family. It was the best time that I ever had. Living with them for just four days showed me a lot about Japanese people. I am happy to have a Japanese family there.
- SOLV. I admire how much effort all of you have put into arranging this seminar. I may not know how you guys feel about organizing these kinds of seminars, but I can surely tell you my school is far from being able to do something like this. I was impressed with the entire trip, amazing experience, really.
- The trip to JMIU, the collective labor union. I've never been to a labor union. Brand new experience! It's really hard to visit labor unions in Taiwan, for nobody cares about them.
- The most impressive thing of that seminar was the Trip to Kyoto. There I could really feel Japanese traditional and unique culture through the ancient castles as Nijo-jo, Sanjyusangendou and Kiyomizudera.
- I enjoyed staying with my host family. Besides, I like Japanese girls, they are very shy ☺
- The night before the presentation day (The last day). It is nervous, but also exciting.
- I was impressed the most by my host family and the tour to Kyoto. I don't have chance to talk with my host family, so if you can, please tell them I miss them very much.

5. Are you satisfied with this seminar?

- Yes, I am so satisfied with the seminar. I like the way Japanese students facilitated everything for us during the stay here. I would say most of the things they have done for us are great!
- YES, very satisfied! I got to know a lot of good people like you SOLV members, and I truly

learned a lot during this trip.

- Of course, I enjoyed my stay in Japan. I met a lot friends and teachers. I gained lots and lots of useful information; I even brushed up on my Japanese!

Not to mention, my Japanese family, I still write them from time to time.

- My satisfaction I want to express just by the sincere words **“It was perfect”**. I really want to participate in these kinds of seminars one more time.
- Yes, but the quality of the organizational details which I mentioned above should be improved.
- Of course!! □ Thanks for your passion.
- Yes I am. This seminar gave me experiences about Japan and friendship with other countries too.

Free Space (You can write whatever you want to.)

- Anything further I want to write more about this seminar, I have already written on my website (<http://four.fsphost.com/chesda/jptrip2007.html>). However, I would like to express my profound gratitude to all of the Japanese people who were very nice to me and the other international students too. Thank you guys for the fantastic job you have done. I absolutely enjoyed it and wish to have such an opportunity to join such a great seminar again.
- It was a pleasure to know all of you.
- Hopefully, the final presentation may demonstrate more about what we think and what we learned through the field trip and the lectures. We will need more time to prepare and to discuss this as well!
- P.S. I want one more time to thank everyone who organized and participated in the Seminar. I am fully fascinated with Japanese warm hospitality and kindness. And now I suffer from *“Japanizim”* which means *“Love of Japan”*
- Anyway, thank you for organizing this seminar, and thank you for your hospitality.
- Hello everyone, the memories of this seminar are very precious to me, they are my treasures. This winter also makes me want to know more about people in the different places in the world, I think it is fun and always makes me grow. I think you SOLV as the helpers of foreign students know what I mean. I will never forget you all, and I wish we can put the scene in which we are laughing together deep in our hearts. I can’t totally explain my appreciation to everybody, but I will send my best wishes to you.

Review by One Japanese Student

By TANIGUCHI Masataka

I participated in the International University Exchange Seminar as the leader of the Japanese students. I had four goals to reach in this seminar; 1) make friends overseas, 2) revalue our common sense by experiencing cultural exchange, 3) motivate Japanese students to study in the coming semester by learning from exchange students, 4) motivate exchange students to study about Japan by showing our academic knowledge. I hoped all the participants would achieve those four goals through activities such as the welcome & farewell parties, lectures by professors, cultural introductions, exercises, the one-day trip to Kyoto, visit to corporations, visits to the courts and bar-association, discussions about “labor issues” and presentation on group activities.

During the preparation, I faced many difficulties such as harnessing the motivation of the Japanese participants, assigning parts of the planning and management activities, contacting the exchange students in advance. I had been anxious about whether the seminars would be meaningful for all the participants. However, when the seminar began, my anxieties faded away. Japanese students managed to become friends with exchange students and were inspired by their positive attitude towards everything. We Japanese students tend to become too humble, but we learned to take leadership.

I think we could achieve almost all of the goals except for the fourth one. I am pleased that there are positive comments from the participants, for example; “I enjoyed the seminar”, “It was very meaningful for me”, “I was motivated to study even harder”, “I am happy to have international friends”, and so on. On the other hand, we regret that we could not express what we really have in mind, and we could have taken initiative if we had prepared more and had a good command of English. After all, I think we could not achieve fourth goal. Lack of English speaking ability may be one of the reasons, but I think the biggest reason is that Japanese students lack knowledge about Japan. We cannot answer the questions from exchange students without having enough knowledge about Japanese society. I learned of the necessity to study not only language but also everything around us.

Lastly, I appreciate all the supports and advice from the professors at the law School of Law, the staff of CALE, and above all, Ms. OKUDA, who always takes care of the international students at Nagoya University. I will treasure all my experience in this seminar and my new friends overseas. I am really happy to have had the opportunity to be the leader of this fruitful seminar. Thank you very much.

Seminar Schedule

2007.2.14.(水) - 2.23.(金)

国際大学交流セミナー 日程概要

	14(wed)	15(thu)	16(fri)	17(sat)	18(sun)	19(mon)	20(tue)	21(wed)	22(thu)	23(fri)	
8:00	Cambodian students 7:30arrive <TG644>			TOYOTA auditorium 7:40		with Japanese students	with host family				8:00
9:00		orientation	lecture③ <Pro.WADA>			Visiting 'midland square'				Uzbekistan students 9:30leave <OZ123>	9:00
10:00		opening ceremony/Dean.MA TSUJURA lecture① <Dean.MATSUURA>	lecture④ <lawyer:ISHIGURO>				Group activity (Discussion)	(Discussion)	presentation		10:00
(10:30)										Cambodian students 10:30leave <TG645>	(10:30)
11:00	Taiwanese students 11:35arrive										11:00
12:00 <lunch>		with students					with Japanese students			Taiwanese students 12:35leave	12:00 <lunch>
13:00		lecture② <Pro.TAMURA>	Sports	Kyoto tour	host family			International Association	presentation		13:00
14:00							visit Nagoya City Archives, Nagoya Court, Bar Association				14:00
(14:30)						Group activity (Discussion)					(14:30)
15:00		Group activity (Discussion)	cultural introduction								15:00
16:00	Uzbekistan students 16:00arrive										16:00
17:00											17:00
18:00		Welcome Party @universal club	matching with host family 17:30-	19:30arrive going back host home with Japanese students					closing ceremony		18:00
19:00 <dinner>	restaurant			host family	host family	hosts family	with students		Farewell party @GSID		19:00 <dinner>
20:00 <home>		symposium		host family	host family	host family					20:00 <home>









※1) Host family takes foreign students on 2/16, 17, 20 morning, and except those days Japanese students will lead them.

※2) Accommodation for all leading teachers of 3 countries is the Symposium.

※3) 2/18 is the day to spend whole the time with host family. Please don't plan among students to see other students.












Participants List









Students

Cambodia Royal University of Law and Economics (RULE)	Taiwan School of Law, Soochow University	Uzbekistan University of World Economy and Diplomacy (UWED)
Sar Chesda Group1 	Hsiao Yu-Ying (Nina) Group1 	Malikov Mansur Group1 
Sok Sophat Group2 	Wang Chuang-Wai (Henry) Group2 	Ismailov Ozod Group2 
Sok Leakhena (Sasa) Group3 	Tsai Yung-Chi (Aki) Group3 	Urinboev Rustamjon Group3 



From Chesda

Japan Nagoya University School of Law		
		ICHIKAWA Wakana Grade:1 Group3
		ITO Kousuke Grade:1 Group1
		KAWATA Kei Grade:1 Group1
		KIMURA Satoko Grade:1 Group2
		MATSUURA Koji Grade:1 Group2
		MOMIYAMA Haruka Grade:1 Group3
		ICHIKAWA Natsumi Grade:2 Group1
		ONO Masaki Grade:2 Group1
		SHICHIJO Shoko Grade:2 Group1
		SUDO Lisa Grade:2 Group3
		TAKADA Yuko Grade:2 Group2

		TAKEHASHI Mayu Grade:2 Group2
		TANIGUCHI Masataka Grade:2 Group2
		TONO Yuki Grade:2 Group2
		MATSUI Sho Grade:2 Group3
		MAEMURA Takaki Grade:2 Group3
		TOYOBE Mayu Grade:2 Group3
		MOMIYAMA Koi Grade:2 Group1
		KUMADA Eri Grade:4 Group1

Lectures from Overseas Partner Universities

Cambodia, Royal University of Law and Economics

- Lecturer San Sophorn

Taiwan, School of Law, Soochow University

- Assistant Professor Shi-Yi Serena Huang

Uzbekistan, University of World Economy and Diplomacy (UWED)

- Associate Professor Nugmanov Nugman

External Support

Aichi Bar Association

- ISHIGURO Shigetsugu, attorney at law
- HIRANO Tamotsu, attorney at law
- OGAWA Akitsuyu, attorney at law

JTEKT Corporation

- KOBAYASHI Hiroya, Director of the legal affairs department

All Japan Metal and Information machinery worker's Union (JMIU)

- Mr. OHIRA Hiroya, a vice-chairperson of the directorate

Coordinator for the Home-stay Program from the Advising Office for International Students at Nagoya University/ Member of the Hippo Family Club

- SUZUKI Kazuyo,

Host Families from the Hippo Family Club

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- KUNITATE Atsushi // San Sophorn
- IZUI Atsuko // Sar Chesda
- MIYAJIMA Yuko // Sok Sophat
- KUSUMOTO Mamiko // Sok Leakhena (Sasa)

Taiwan

- IWATSUKI Kunio // Hsiao Yu-Wei (Nina)
- NAKAMURA Yoko // Wang Chuang-Wei (Henry)
- TOKUDA Yumie // Tsai Yung-Chi (Aki)

Uzbekistan

- TANAKA Tomiko // Nugmanov Nugman
- HANADA Akinori // Malikov Mansur

- SASAKI Yuko // Ismailov Ozod
- KONDO Sachiyo // Urisboev Rustamjon

University Internal Support

- TSUKAMURA Hiroko, The leader of the Gender Equality Committee in Nagoya-U and the Associate Professor in the Graduate School of Biology

Lecturers from GSL

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- Associate Professor TAMURA Tetsuki
- Professor WADA Hajime

GSL Internal Support

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- Professor SUGIURA Kazutaka
- Professor SADAKATA Mamoru
- Others

GSL Executive Organizers

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