

The Report

2005 JASMIN International University Exchange Seminar

JASso &
Mizuho &
Nagoya university

**The Role of Law Schools in Asia and Development of Networking in
Legal Information by Law Students of Asian Universities in the 21st Century**

Saturday September 17 to Tuesday September 30, 2005

Sponsored by the Mizuho International Foundation & the Japan Student Services Organization (JASSO)

みずほ国際交流奨学財団・日本学生支援機構共催
2005年名古屋大学JASMIN国際大学交流セミナー
—21世紀アジアにおける法科大学の役割と法科大学生による国境を越えた法情報ネットワークの構築—
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PREFACE

The International University Exchange Seminar project dates back to 2001, when we organized the first seminar of its kind at the Nagoya University Graduate School and School of Law. As staff and students, learned a lot from this initial experience and since that time our School has been promoting student exchanges with overseas partner universities.

The 2005 International University Exchange Seminar, officially entitled *The Role of Law Schools and the Development of Networking in Legal Information by Law Students of Asian Universities in the 21st Century* is dubbed the ‘2005 JASMIN Seminar,’ taking its initials from the three supporting institutions: JApan Student Services Organization, MIZUHO: Mizuho International Foundation and Nagoya University. It commenced on the 17th of February 2005 and ran for 14 days, with 9 undergraduates and 3 lecturers invited from overseas partner universities: the Royal University of Law and Economics (RULE), Cambodia, the Ho Chi Minh City University of Law, Vietnam, and the Tashkent State Institute of Law, Uzbekistan. We were fortunate that the Mizuho International Foundation and the Japan Students Assistance Organization (JASSO) accepted our application for assistance. 20 Japanese students from our school were also involved in the seminar not just as participants but as actual organizers. We also had the support of approximately 50 experts and academics.

The aim of the International University Exchange Seminar project is to promote and deepen exchanges among law students of universities, particularly in Asia. The main features, among others, of this JASMIN Seminar, were: 1) the fact that it was essentially, from beginning to end, organized by students and 2) the emphasis placed on collaboration and networking through the Internet.

To accomplish this purpose we, first of all, set up a JASMIN Seminar site (<http://jasmin.pbwiki.com>) on the Internet in collaboration with all the students. The site is such that the students together could each participate in the writing and editing of its contents. Participants could contribute opinions, reviews and comments. Constructing the website promoted further collaboration and networking among the students.

The first half of the program consisted of lectures by speakers from the areas of law and political science, as well as study tours to legal institutions and a Japanese company. All in all, the students were exposed to a multifaceted learning experience. The second half of the program involved the ‘independent student exchange plan’, a special feature created by the faculty’s students in which there was a group discussion around the topic of the ‘Status of Women in Asian countries’, with students from our School and from the three partner universities taking part. There was also a chance for the overseas participants to experience Japanese society first hand in a home-stay program. All the participants commented on the home-stay experience saying that they would never forget the hospitality of the families and how they learned all about Japanese culture and lifestyles by seeing through the host families the everyday lives of Japanese people.

This very fruitful program would have been impossible without the full support, financial and otherwise, of the Mizuho International Foundation. Also, we must express our special gratitude to Rector, H.E. Yuok Ngoy, Rector of the Royal University of Law and Economics, Rector, Professor Mirzoyusuf Rustambayev of the Tashkent State Institute of Law, Uzbekistan, and, Rector, Dr. Nguyen Van Luyen, of the Ho Chi Minh City University of Law, Vietnam. Also, we must thank external researchers, people from the Toyota Motor Corporation, and lawyers from the Aichi Bar Association, who actively helped in providing the students with an enriching learning experience.

All the participants agreed that this seminar was successful but we also know we have to consider how we should continue in the future and how we can make further progress in expanding this project in such a way as to nurture the global perspective of these Asian students who are to take on the responsibilities of the future. This report then refers to the production of this seminar; describing, reviewing and reflecting on it as well as presenting relevant related materials. We expect the report will solicit opinions world wide, so that we will be able to broaden our project even further. We hope that it will contribute to our main purpose which is the formulation of mutual understanding and sustainable relations among our partner universities.

Saori Okuda

Executive Organizer of the JASMIN Seminar

Nagoya University Graduate School and School of Law

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The Report on the 2005 JASMIN International University Exchange Seminar
- The Role of Law Schools and Development of Networking in Legal Information by Law Students
of Asian Universities in the 21st Century –
Saturday September 17 to Tuesday September 30, 2005

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FORWARD by President of Nagoya University, Professor Shinichi HIRANO

As we begin the Welcome Party for **the JASMIN International University Exchange Seminar**, I would just like to say a few words in greeting. (**JASMIN: JASSO, Mizuho & Nagoya University**).

It is about 130 years since Nagoya University was established as a provisional medical school and with around 65 years of history as a university, it has become one of the main universities of Japan. It is a university that focuses both on research and education in an academic tradition of openness and freedom. It is also an innovative university with regard to its promotion of international exchange undertakings. As of May this year, we have here enrolled 1,150 students from 70 countries. We are connected through scholarly exchanges with 194 universities and research institutes. We actively promote educational and research exchanges.



As a university that does actively promote such exchanges, and as part of our process to be a corporate university in line with last year's corporatization of national universities, our mid-term goals are that: "through research and educational exchanges Nagoya University's presence is raised" and "facilities to take in foreign students and researchers and a system of dispatching personnel are to be expanded" Therefore, as part of the mid-term plan for reaching these objectives, we are promoting cooperative educational programs with foreign universities and offering a support system to take in outstanding foreign students. Presently, Nagoya University is striving to reach these mid-term objectives of promoting even further international co-operation.

In this process, Nagoya University's Law Faculty is far advanced with its active promotion of international cooperation and exchanges. In the Asian Legal Exchange project especially a connection with the main universities of various Asian countries is maintained through scholarly exchanges and, from earlier on, student exchanges. These universities are also participating in this seminar. We have a large number of excellent students from Uzbekistan's Tashkent State Institute of Law, Vietnam's Ho Chi Minh City University of Law and Cambodia's Royal University of Law and Economics. We are actively transforming them into people, who we hope, shall be active in the future in the legal sector of their various countries.

In this seminar, the students will play a role as part of the law university of their country. They will try to find a way to construct a cooperative system within arena of law that transcends boundaries. It is hoped that this young generation from countries with very different backgrounds, will cultivate the necessary know-how to construct the international society of the next generation. We are limited to just two weeks but we strongly ask that you learn what you can here at Nagoya University and that the participants spend an enriching and fruitful time here.

Lastly, to everyone from the Mizuho International Foundation and Japan Student Services Organization (JASSO) I wish to express my deep gratitude to you all. Also, to all of you who have put so much into holding this seminar, I hope for your guidance and encouragement. Thank you so much everyone.

ADDRESS FROM THE MIZUHO INTERNATIONAL FOUNDATION

- Speech for the opening ceremony of International University Exchange Seminar, September 21, 2005, at Nagoya University -

*Mr. Yukio Mukoyama
Executive Director
Mizuho International Foundation*

Mr. Chairman, Professor Sadakata, thank you very much for your kind introduction. My name is Yukio Mukoyama from the Mizuho International Foundation. First of all, on this great occasion as we see the commencement of the International University Exchange Seminar, I would like to express my particular respect for President Professor Shinichi Hirano and all the staff members of Nagoya University Graduate School of Law.



I can see from the schedule that there are a variety of activities during this seminar such as home-stays, lectures, visits to manufacturing companies, field trips, student exchange programs and student group discussions. I appreciate, accordingly, that it must have taken a great amount of time and hard work to set up this seminar.

I have heard that the title of the seminar is the 'Development of Networking in Legal Information by Law Students of Asian Universities in the 21st Century' and that three students and one lecturer are invited from each of three universities in three different countries; the Royal University of Law and Economics in Cambodia, the Ho Chi Minh City Law University in Vietnam and the Tashkent State Institute of Law in Uzbekistan.

I would like to call on the students and instructors from overseas to do their best in making this seminar a success, though I am sure that now you are quite tired due to jet-lag and the long trip you took here.

I would like now to briefly introduce our Foundation. Formerly known as the Fuji Bank International Foundation, we were established in 1991 by the Fuji Bank Limited to commemorate the 110th anniversary of its founding. When the Mizuho Financial Group was established after the merger of Fuji Bank with Dai-ichi Kangyo Bank and the Industrial Bank of Japan, we changed our name from the Fuji Bank International Foundation to the Mizuho International Foundation on 1st October, 2002. However, the purpose and activities of the Foundation have remained unchanged.

The purpose of this Foundation is to contribute to the promotion of mutual understanding and friendly relationships among all nations. In order to achieve this purpose, the Foundation provides scholarships for students of excellence from many different countries who attend universities or colleges in Japan. We also support the education of talented individuals who, it is hoped, will participate in the promotion of international exchange activities in the future.

Support for the International University Exchange Seminar was begun in 1974 by the Association of International Education, Japan (AIEJ), an affiliated organization of the Japanese Ministry of Education, Science, Sports and Culture. AIEJ was reorganized in April, 2004 into the Japan Student Services Organization (JASSO).

As we in the Mizuho International Foundation sympathize with the purpose and recognize the effectiveness of the JASSO-supported International University Exchange Seminar, we have co-sponsored two seminars a year since the 2002 program, while JASSO has sponsored six seminars.

This year, after a strict examination by our Selection Committee, we selected Nagoya University out of 39 applications from universities in Japan. I am sure that all the staff members of this Seminar's Organization Committee did their very best. Again I would like to express my utmost respect for all of you. Congratulations!

And, by the way, I like very much the way this seminar has been named "JASMIN".

Lastly, as sponsors, the Mizuho International Foundation and the Japan Student Services Organization hope that this seminar will contribute to the promotion of international exchanges in the field of law, and the strengthening of ties of friendship through your constructive participation.

Thank you very much for your kind attention

Now please let us make a toast to success of the JASMIN seminar and to the health of you all!

OUTLINE OF THE JASMIN SEMINAR

TITLE:

2005 JASMIN International University Exchange Seminar-The Role of Law Schools and the Development of Networking in Legal Information by Law Students of Asian Universities in the 21st Century – sponsored by the Mizuho International Foundation and the Japan Student Services Organization (JASSO)

PURPOSE:

The purpose of the seminar was the promotion of mutual understandings of law, culture and tradition, and the forging of friendships and the development of networks among law students from Asian countries by means of cross-cultural dialogues.

ELIGIBLE STUDENTS & LANGUAGE:

Participating students had to be undergraduate law students with a high level of English language proficiency. As English was the common language of communication throughout the Program, undergraduate students from four countries had to communicate and discuss matters completely in English, not only in daily life but also in discussions which required the students to be particularly skillful in English. Details of the activities are summarized in the following paragraphs.

SEMINAR PERIOD: Saturday September 17th to Friday 30th, 2005

LOCATION: Graduate School and School of Law & Center for Asian Legal Exchange (CALE), Nagoya University

MAIN FUNDING (including all traveling and living expenses for invited students and instructors) (The amount of expenses for the JASMIN Seminar in total: 3,681,770 yen + appearance fee):

- Funds from Mizuho International Association (2,343,950 yen): Travel expenses for invited students, living expenses for all invited participants, transportation fees for the trip to ISE and other expenses, and payment for lectures;
- Graduate School provided 1,337,820 yen + expected appearance fee: Travel expenses for invited instructors, reception, farewell party, various purchases, get-togethers, correspondence, and other miscellaneous expenses; and
- 11 families provided home stays during the period from November 17 to 20 for free

TOOLS:

To accomplish the purpose of this seminar, we constructed and provided a JASMIN Seminar site: <http://jasmin.pbwiki.com> on the Internet (see Appendix). It is a tool to allow for collaborative writing, permitting every participant to edit any page on the site using a very simple text language. In order to use this tool, we set up 20 computers which are connected to

the Internet via LAN cable in one seminar room inside the law building, where Internet access was available for participants. Throughout the seminar students were assigned to work on diaries and reports on each program. Finally, the evaluation by each participant was submitted on the site.

SCHEDULE (See an attached copy of the schedule.)

The seminar took place during the period given above for 14 days. At the outset, all overseas participants joined the home-stay program for 4 days provided by the Global Family Program of Nagoya University Center for International Students. It was followed by lectures on specific themes by instructors from our faculty and each university. Also, students from each university organized workshops with an aim towards sharing knowledge and, deepening mutual understandings on the topic, 'The Status of the Female in Society.' In addition, study trips to the Nagoya High Court, Bar Association, and Toyota Motor Corporation were offered. To experience and explore Japanese culture, a visit to the ancient Ise Shrine was included.

RESIDENCE FOR PARTICIPANTS:

Students stayed at a dormitory for students located next to Nagoya University. Invited instructors stayed at a university-hotel on campus. A home-stay program was provided during the first stage of the program for the invited students and instructors.

FEES FOR PARTICIPANTS:

Round-trip airfares and living expenses for participating students and instructors during their stay in Japan was covered by the fund provided by the Mizuho International Foundation and our School.

PARTICIPANTS AND FACILITATORS: around 100 persons (See appendix.)

PARTICIPATING UNIVERSITIES¹:

- Royal University of Law and Economics, Cambodia;
- Ho Chi Minh City University of Law, Vietnam;
- Tashkent State Institute of Law, Uzbekistan;
- Nagoya University Graduate School and School of Law

¹ **Participating universities and participants:**

- Three students and one lecturer from the Royal University of Law and Economics (RULE), Kingdom of Cambodia,
- Three students and one lecturer from the Ho Chi Minh City University of Law, Vietnam
- Three students and one lecturer from the Tashkent State Institute of Law, Uzbekistan
- 20 Japanese law undergraduates, and
- Two GSL faculty members participated as advisers to the students and as members of the EO.

I. OVERVIEW

The two-week program of the JASMIN International Students Exchange Seminar (Hereafter “JASMIN Seminar”) at the Nagoya University Graduate School & School of Law (Hereafter “GSL”) was successfully completed on September 30, 2005. In this chapter we overview the whole program based on the various reports and evaluations posted on the website of the JASMIN Seminar by the 15 participants from the overseas partner universities of GSL and the 20 Japanese students involved, and examine if the initial objectives were reached and as well as the outcomes of the seminar.

Overall information, including daily news on the seminar was provided through the JASMIN Seminar site: <http://jasmin.pbwiki.com>². The final version of the site is the ‘Report by Law Student at JASMIN Seminar,’ which was created entirely by all the students who took part in the JASMIN Seminar.

1. RATIONALE OF THE SEMINAR

In this section, we ponder the hosting of this JASMIN Seminar: pointing out the four prerequisites and conditions necessary for hosting and making the JASMIN Seminar successful. After that, we explain the goal and objectives of this seminar.

1) Background - environment and conditions for hosting the JASMIN Seminar

1-1) Promotion of student exchange and global networking at our School

In the 21st century we are now experiencing the spectre of globalization, that is, the emergence of a global civil society, even if it is still in the nascent stages. In accordance with this profound change in the international environment, our faculty has become more conscious of global connections and such is engaged in the faculty project entitled ‘Asian Legal Assistance,’ along with accepting international students and promoting student exchanges worldwide. We are currently hosting 121 international students from 24 countries and a region (as of October 2005)³. The number of Japanese law students spending time studying abroad has also been increasing. Recently, promoting cross-cultural exchanges between students of partner universities has been explicitly recognized as part of the education offered at our School. Since 2000, we have been supporting a short-term student overseas research program for Japanese law students, dispatching law students to partner universities in Asia to participate in local workshops and joint study tours with their counterparts in those countries. We have already sent students to China, Vietnam, Mongolia, Cambodia, Uzbekistan, Taiwan and Laos. This is to encourage Japanese students to learn more about the legal systems of other countries and their social backgrounds. We also considered it indispensable to accept students from overseas universities for a short-term study program, which is titled the ‘International University Exchange Seminar’⁴.

² It is a tool to allow for collaborative writing. For details, see the ‘Outline of the Seminar – Tools’ (p.7) and the Appendix: JASMIN Seminar Site Image.

³ Refer to the Appendix: List of the international students at GSL (as of October 2005).

⁴ The first such program of inviting overseas students was conducted in August 2001. 13 students and two lecturers from the Royal University of Law and Economics, Cambodia were invited to a university student exchange program. On February 2005, the 2nd international university exchange seminar was held at our School sponsored by the Asia/Pacific Cultural Centre for UNESCO. 15 students

We believe that these programs, when built on the experiences of past inbound and outbound exchanges, will develop into more comprehensive programs on a multilateral basis and will better establish an atmosphere of global education for Japanese law students. Needless to say, the continued efforts of the staff and students of our School and the partner universities are the basis for a successful program.

1-2) Presence of SOLV

Along with these developments at a faculty level, the Japanese law students themselves have played an important part in initiating these international activities in order to promote communication with the foreign students already at our School. A group of Japanese and foreign students at our School set up the ‘School of Law Volunteers (SOLV)’ group in 1999 to conduct a variety of activities and initiatives to support international students, mainly by designing and implementing cultural exchange events. The past International University Exchange Seminars were mostly successful largely due to the active involvement of SOLV members all the way through the seminars. Having experienced and learned much from the previous seminars about the strengths and difficulties of seminar preparation, they were able to appreciate the importance of language usage, project planning and communications means in creating a successful seminar. We were able to count on their positive support and participation.

1-3) Full-support from External sources

For over ten years, as a part of the orientation program for international students in the Law Faculty, there have been study tours to legal institutions and neighboring enterprises. People from these institutions have also been invited as lecturers to the school to give talks. Through these interactions, we anticipated that these institutions would be a source of support based on these build-up of relationships with our School.

*During the visits to the Nagoya District Court, Aichi Bar Association, Nagoya Prison and Toyota Motor Corporation, the invited participants were received with the utmost respect. During the talks at each institution the people hosting the visits responded with considered opinions to the rapid array of questions coming from participating students.

1-4) Increase in the intake of international students and the harnessing of their power

As stated above, currently there are 121 international students at our School, including 16 from Cambodia, 16 from Uzbekistan and 15 from Vietnam (as of November 2005). The majority of these students have actually graduated from our partner universities, as there are few law schools in these countries at the moment. We looked to those international students to contribute to this seminar and in actual fact received substantial support from them during the preparation stage.

1-5) Home-stay program

The experience of the previous programs indicates that a home-stay program is most effective for exchange programs, because participants from abroad get a chance to directly experience the

from RULE, Cambodia, National University of Laos and Hanoi Law University, Vietnam were invited to this seminar.

living culture and social life of Japan, which we believe to be essential to a fundamental understanding of Japanese society and culture. Fortunately, we could rely on the support from our University's 'Global Family Program,' whose purpose is to enhance internationalization and to promote mutual understandings in our society through home visits and home stay programs.

2) Program Objectives

The objectives of the program are; firstly, to bring together law students from countries with different cultural, legal, social and historical backgrounds from both developed and developing countries, to give them a chance to engage in the academic experiences of learning about the legal system of Japan, secondly, to share ideas and explore differences by engaging with students in discussions and daily activities, so that they can develop further their skills in cross-cultural communication and appreciate international cooperation based on mutual respect and the understanding of differences, and finally, to encourage them to continue and extend the relationships they managed to build-up among themselves in Nagoya.

2 PROCEEDINGS

In accord with the selection criteria of the Mizuho International Foundation, the School and the Graduate School of Law (GSL), Nagoya University established an executive organization (EO). The members of the EO included not only staff members from GSL but also local students. These students included SOLV members, returnees, and students who have experience of overseas study. We first announced the JASMIN Seminar publicly to GSL students to encourage their active participation, and got students to explicitly raise their hands to volunteer for participation in the seminar. One of the features of this seminar is the aforementioned JASMIN Seminar Site on the Internet, which was set up for the seminar in collaboration with these students. We hoped that it would help in accumulating the participants' reports and with providing them with daily information.

The seminar was designed on the basis of three pillars of practical activities informed by the basic rationale of the seminar and by previous experiences of seminar hosting. Firstly, for academic activities, there were workshops on the most effective usage of the Internet. This was followed by lectures on the topics of law and the society in Japan. There was also a workshop on legal education in each participating country. The speakers were instructors from each of the universities. To catch a glimpse of the actual legal system in operation and legal practice in Japan, there were visits to institutions connected with law, i.e. a court, a prison, the Bar Association and the legal division of Toyota Motor Corporation. Secondly, the seminar, even with this tight schedule, allotted a good deal of time for student discussion in the form of the 'independent student exchange plan,' which was completely planned by the EO students and initiated by the participating students themselves. We regarded this student exchange plan as the most valuable in the seminar. This was good training for students to learn 'how to work with differences and how to appreciate friendship which may be established despite differences.'⁵ Thirdly, our previous experience revealed to us that the home stay experiences for overseas

⁵ This comment was from one of the EO staff in the previous seminar report. See Nagoya University, *The Report on the ACCU International Exchange Programme under the UNESCO/JAPAN Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding 2004- Cross Cultural Program for Student Dialogue- promoting mutual understanding of legal cultures in Asian countries*, August 2005, at p 21

participants would become a major component of this seminar. Accordingly, we arranged a home-stay program for 4 days at the beginning of the seminar. We hoped that the participants from overseas had an opportunity to not only see Japanese society at a macro level, in terms of the nation's legal and political systems but also to get a positive impression of the daily aspects of Japanese life through the hospitality of host families. The details of each activity are precisely presented by the participating students themselves in the "**Report by JASMIN Law Student at Nagoya University.**" (See p.17-62.)

3. OUTCOMES OF THE PROGRAM

In this section, we look over how the initial objectives and outcomes were achieved.

Expected outcomes

We expected that the consequences of this seminar would be of great benefit to participating students, nurturing a sustainable friendship among them, as the previous seminars have. Essentially the goal of this seminar was to create mutual understanding between these young and open-minded participants engaged together in daily interactions as well as academic activities.

Actual qualitative outcomes of the program

We can conclude that the two-week program of lectures, field-trips, and in particular, student' discussions among students of different cultural backgrounds contributed not only to promoting a mutual understanding of the students' differences but also left a ever-lasting feeling of warmth and friendship. This point was highly lauded in by the diaries and evaluation reports and in the final production of the "**Report by JASMIN Law Student at Nagoya University**" edited by the students themselves. These were produced by the students on the JASMIN site mostly in the IT room of the Faculty of Law building.

Which activities were the most impressive – comments from the participants

According to the evaluation reports, the home-stay program and discussion among students were the two areas which most participants considered to be the most valuable. This shows that they learned not from books but from people. As the students' reports indicate, there was actually a big dispute among the students when they discussed the role of men at home. Due to differences of culture, religion and tradition in each society, arguments got heated and the views from one country clashed with that of other countries. What did the students obtain from this experience? A student who was responsible for this seminar as student representative and as a member of the EO concluded in her report that they became much closer after the argument, from which she learned a lot; to be real friends, we need to talk and understand each other. This directly expresses the qualitative outcome of the seminar.

The effect of the home-stay program

At first, we were not sure if the 4 day home-stay at the beginning was effective or not. However, we found that it was successful. Students who had a nice time at the beginning of the seminar could relax and more easily move to the second stage of the seminar's tight schedule. They wrote in their reports that it felt as though they have a family of their own in Japan. It made them feel at home even though they were far away. They got to know Japan in an intimate way.

(See also the reports from overseas participants on the home-stay program on page ____.)

What students obtained from the seminar?

At the beginning, students with different accents and skills in English might have faced difficulties in communicating with each other. However, the final review of the JASMIN Seminar by the students suggests that spending much time with each other improved communication skills and further deepen their understanding of each other's way of thinking. Discussions made differences clear and students tried to get to know why there were differences. One student concluded her comment saying, 'I could see the situation of each country much more clearly. I understand that no one can say what is true or what is wrong, but we should know each other.' Students got to know that frank exchanges of views, the sharing of experiences, and having the sensibility to recognize and accept differences enhance mutual understandings.

Progress of Japanese students

Most of the Japanese students who experienced the previous seminar actively took part in this seminar, as organizers, supporters and participants. As an organizer, we highly valued their development in this area. Their ability to organize and manage a project with colleagues was greatly developed. Actually, compared to the previous ACCU International University Exchange Seminar, each student was more confident in taking the initiative in planning and leading the discussions. As participants, they got to know again how important English is in international situation, so they were strongly inspired to improve their proficiency in English for the next seminar. In addition, they got to know that living in a global society creates the needs not only for communication skills but also for to know about one's own society. They found it difficult sometimes to explain about Japan. One of the Japanese students commented in her evaluation, "I recognized that I didn't know much about my country. And during this seminar, exchange students often asked me about the Japanese system and law, but I couldn't answer clearly."

Comments from a participating instructor

The seminar invited overseas instructors from our partner universities. A comment from a lecturer, Ms Tran Hoang Nga from Ho Chi Minh City University of Law (29 September 2005) was quite suggestive:

Overall impression of the program

This program gives us great opportunities to discover and learn many useful lessons on culture and the legal profession of other countries, especially of Japan. The program is organized perfectly. In two weeks, we have a chance to understand how ordinary Japanese people's lives are, and how professional Japanese people work. You live with warm and friendly hearts. You work with serious, effective and scientific spirits. Now I understand why Japanese people can make their country become one of the most developed countries in the entire world.

The most useful/valuable activities of the program

Like I said above, I think this program is perfect. There are many different activities and each of them has a useful meaning. These activities combine together to give an all-sided view. However if you ask me what I feel are the most useful activities of the program, personally, I think they are the home-stay program, the field-trips to a prison and court, and the student discussions. These activities help us to closely observe and get real practical information, and further more, they help us to 'understand

others to understand ourselves.'

Objectives in participating in this program

In participating in this program, I have only one objective. It is to exchange knowledge and information about tradition, culture, laws and legal education in Japan, Cambodia, Uzbekistan and Vietnam. Now, as the program is finishing, I can say that my objective has been met.

The benefit of the program and how you are applying ideas and skills you obtained through your participation in the program upon your return

Upon my return to Vietnam, I will bring sufficient information and experience obtained here to my lectures. I will try my best to live and work with a 'Japanese spirit.'

Suggestions on how to improve the program in the future:

To improve the program in the future, I would like to give a suggestion: I would like to see more time for our students' discussions.

II. FUTURE PROSPECTS OF THE SEMINAR - Suggestions to Mizuho International Foundation & JASSO

In consideration of the above results of this program and its many strengths, as revealed in this reports, the following points are relevant to its continued successful hosting. We would like to share these points with the funding institutions such as the Mizuho International Foundation and JASSO.

Actually securing the resources to invite students and lectures from developing countries, as we did for this seminar, is difficult. We therefore strongly hope that we can secure funding for such projects on a more sustainable basis through the development and approval of a three-year plan for a series of annual short-term activities. By having these short-term seminar programs, we believe that we will be contributing to the cultivation of human resources in these countries. Some students who participated in the previous seminars came back as degree students and are currently studying as master's students at GSL. A professor from The Royal University of Law and Economic (RULE), Cambodia informed us that the continuation of short-term exchange seminars, such as these seminars since 1999, has encouraged his students in RULE to study English and Japanese on the chance that they might be selected as participants. Lastly, we would like to point out that from the pile of reports from participating students and previous seminars, there was the general feeling that this seminar was significant not only in terms of deepening the relationship between participating universities but also at the level of Japanese-Cambodian-Uzbek-Vietnamese relations. Japanese students set up the mailing-group system and BBS for the JASMIN seminar soon after the seminar was over. We hope it will continue their relationship in to the future.

III. FOLLOW-UP ACTIVITIES

To make our relationship with our partner Universities long lasting and sustainable, our Faculty is planning to organize outbound study tours to Cambodia and Laos from January 3rd to 11th, 2006 and to Ho Chi Minh City, Vietnam during February 24th to 28th, 2006. It is expected

that the continuous extension and expansion of these activities will further enable the participants to develop the capacity to learn from these experiences in the inbound exchange seminars in Nagoya so far. For an inbound seminar for 2006, as mentioned above, we are seeking for the possibilities to secure funding for such projects on a more sustainable basis.

See below for the tentative schedules of the forthcoming exchange activities for related projects to be implemented in 2006:

Short-term Students Exchange Project in Cambodia and Laos

- Title: to be confirmed
- Schedule: January 3-11, 2006:
- Participant countries: Japan (guest country), Laos and Cambodia (host countries)
- Intended participants: law students and academic staff of GSL
- Institutions involved: National University of Lao School of Law and Political Science, Laos; and Royal University of Law and Economics, Cambodia.

Short-term Students Exchange Project in Ho Chi Minh City, Vietnam

- Title: to be confirmed
- Schedule: February 24 – 28, 2006:
- Participants Countries: Japan (guest country), Vietnam (host country)
- Intended participants: law students and academic staff of GSL
- Institutions involved: Ho Chi Minh City University of Law, Vietnam

**VI. The Report by JASMIN Law Students
at Nagoya University**

November 2005

2005 International Universities Exchange Seminar
in collaboration with
Mizuho International Association & Japan Students Support Association

From September 17 to 30, 2005

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Preface by Students' Representative

Eri KUMADA, 3rd year students

I was very happy to participate in this JASMIN seminar. Now, I have many good friends in Cambodia, Uzbekistan and Vietnam. During this seminar, I learned not only about other countries, but also about Japan. Since I live in Japan, I get used to our culture or system. In lectures or field trips, exchange students asked interesting questions from different points of view. So, even though I'm in my home country, I could find a lot of new things. Sometimes, we had parties, cooked dinner and went out together. We enjoyed talking, singing and dancing, too. Though we had hard schedule every day, we didn't want to use our valuable time by sleeping and made the most of it.



The most impressive activity for me was student's discussion; the theme was "the status of female in the society". I have been interested in the relationship between culture and legal system, so it was meaningful for me. Sometimes, I was so surprised by the opinions by exchange students. Some of us including me got very excited in discussion, and now I realized the importance of knowing each other and exchange opinions. To be real friends, we need to talk and understand each other. If we avoid talking, nothing will start. Although the discussion was very interesting, I found some reflections on it. First, I told the theme of discussion to exchange students too late. Second, we had to change discussion schedule because of my mistake. These two points must have been very confusing for exchange students. I'm very sorry for that. When we have this kind of seminar next time, I'd like to get in contact with them much earlier and decide the theme in cooperation.

As a whole, this seminar was fruitful experience for us. We could learn, know and understand each other and deepen our friendship (the most important point). I strongly believe that we should continue this kind of seminar for the future.

After this seminar, we have just made mailing list and BBS for JASMIN Seminar so that we can keep in touch with each other easily. We enjoyed e-mail there. By using these tools, we'd like to tell how are our lives, and exchange opinions and information about our legal study.

In this seminar, international students at Nagoya University, Graduate School of Law helped us a lot. And we also thank for Ms. Okuda, lecturers, Mizuho international Association, JASSO and every person who gave assistance for us. Thank you very much. And for participants of JASMIN Seminar, let's meet together, maybe in your countries and of course in Japan again!

Planning and preparation for the seminar

We had meeting at least once a week for this Seminar. The most important and difficult thing we have to decide was about discussion. It was for the first time that we prepared for the discussion without professor's help. However, international students at Nagoya University, GSL, Ms. Kork Boren from Cambodia, Ms. Nargiza Amirova from Uzbekistan and Mr. Tong Cuong from Vietnam. They helped us a lot throughout this seminar. In order to decide the discussion theme, we had discussion and sent e-mail to exchange students to ask their request. Because of the lack of time and our experience, we couldn't make use of ideas from exchange students fully this time, though. We also prepared for parties, campus guidance and other activities. Although there were some difficulties in preparing process, we enjoyed it very much. While we made plan for the seminar, we visualized what exchange students are like and were looking forward to seeing them in September.

(Eri Kumada)

Chapter I : Seminar Schedule

Schedule chart

Saturday, September 17

7:50	Arrival of Cambodian and Vietnamese students at the Chubu International Airport (Centraire)
10:30	Arrival at the Nagoya University, self introduction
13:00	Campus Guidance by Japanese students
14:10	Arrival of Uzbek students at the Chubu International Airport
16:30	Meeting with Host Families(Hippo Club)

Sunday, September 18- Monday, September 19

Exchange with host families

Tuesday, September 20

9:30	Registration
10:15	An orientation for Internet and <i>wiki</i> Site (Site for JASMIN Seminar participants)
13:00	Lecture by Mr. Masaru ISHIKAWA, "E-mail Anonymityand Coindentity"
15:30	Lecture by Associate Professor Takehiro OHYA, "Law, Power and Social Life"
17:30	Check in at the dormitory for exchange students
18:30	Welcome Party by International students at Graduate School of Law

Wednesday, September 21

10:00	Get together at Nagoya University and leave for Toyota Motor Corporation
11:30	Arrival at Toyota <i>Kuragaike</i> Commemorative Hall, Presentation on Toyota Motor Corporation and its world wide activities by Mr. Osamu GOTO, Director of Legal Department of the Toyota Motor Corporation
12:00	Invited to Lunch party by Toyota Motor Corporation
13:30	Visit the Motomachi plant
16:00	Arrival at Nagoya University
18:00	Welcome dinner party at the university restaurant hosted by Dean Haruo SABURI

Thursday, September 22

9:00	Lecture by Professor Yoshiharu Matsuura, "Culture, Tradition and Law"
13:30	Field trip to the Nagoya Prison
17:30	Arrival at Nagoya University

Friday, September 23

9:00	Presentation by the instructors from partner institutions
13:00	Preparation for students discussion in each country group
17:30	<i>Okonomiyaki</i> party

Saturday, September 24

Free time

Sunday, September 25

9:00	Get together at Nagoya university
11:00	Arrival at Ago bay (lunch place)
13:00	Arrival at Ise shrine

Monday, September 26

9:30	Lecture by Associate Professor Tetsuki TAMURA, "Role of Female in the Society and Gender Issues in Japan"
12:00	Field trip to Nagoya District court
14:30	Visit to Aichi Bar Association
18:00	Dinner Party invited by Aichi bar association

Tuesday, September 27

9:30	Lecture by Professor Yasutomo MORIGIWA, "Globalization and concept of modern law"
13:00	Students Discussion -The status of female in society- Japanese presentation and discussion on it

Wednesday, September 28

9:30	Presentation by Cambodian students and discussion on it
13:00	Presentation by Vietnamese students and discussion on it
15:30	Presentation by Uzbek students and discussion on it

Thursday, September 29

9:30	Review of whole program
10:00	Final presentation by each country and discussion
13:00	Report drafting
16:00	Closing ceremony
18:00	Farewell Party

Friday, September 30

7:30	Get together at Nagoya university
8:30	Arrival at the Chubu International Airport
10:30	Departure from the airport

Report on student's activities

Cambodian and Vietnamese students Arrival at the Airport on 9/17

Japanese students, Eri, Hiroko and I came to Chubu International Airport around 7:30. There we found that the arrival of Thai airways flight number TG644 that the Cambodian and Vietnamese participants got on was delayed to 8:15. We finally met the Cambodian participants at 9, and took some pictures together and introduced ourselves. Then, we got on a shuttle bus and arrived at Nagoya University at 10:10.

(Mayu TOYOBE)



Uzbek students Arrival at the Airport on 9/17

Uzbek students took the flight OZ122 which were supposed to arrive at Central International Airport (Centrair) on 14:10. The flight successfully landed at the Centrair on time, but Japanese students, Yoshiki, Natsumi, and Professor Okuda, picked up four guests from Uzbekistan and rode a shuttle bus for Nagoya University. During the ride, Japanese and Uzbek students talked about many things we saw on the way to the University. All three Uzbek students spoke Japanese very well that they could read traffic signs on a street.

(Natsumi ICHIKAWA)

Campus Guidance on 9/17

Cambodian, Vietnamese, and Japanese students looked around Nagoya University on September 17. First, we went to the room for SOLV(School of Law Volunteers, student's club for international students at GSL) and explained activities of SOLV. Secondly, we went into the building of School of Law, where we would study during this seminar. On our way to the library from the School of Law, we took a lot of pictures. At the University Library, we searched some books with OPAC system (computer system for searching books) and borrowed a book from the library with a lending machine. Then we went to the post office and convenience stores in the distance. Finally, we visited Dormitory for exchange students. Japanese students explained how to use their room, bath and international call.

(Mayu TAKEHASHI)

Home-stay Program 2005/9/17-9/19

Exchange students from three countries enjoyed their home-stay program. After finishing JASMIN Seminar, we sent e-mail and asked impression about the program. Here are replies from them.



***Comment by Alisher from Uzbekistan**

My host mother –Ms. Yasuyo is very active and has a great interest on me. She is very patriot housewife and best assistance of her child's. Mr. Ohmori has a lot of work, and he likes his job and respects himself, his health. My brother Yuhei . I liked his patience and respectability to me and my nation's culture. Yumi-chan is schoolgirl. She has very good memory for her promises. I should say that they let me to do my religious duty, not only let, they helped me to do them and have a great interest on it. If I tell you the conclusion about my time which spent in Ohmori's family, can say without regret that I relaxed very much. I did a great cultural, religious and language exchange with this family. And from that time I owned not only one family in Uzbekistan, also another family in Japan and I know now where should stop, or live or phone or write or tell my problems when I go to Japan next time.

***Comment by Buny from Uzbekistan**

My host family was very friendly I felt them how my brother and sister. And I have learnt many things from them. The main I talked with them only in Japanese. When I entered their home I have seen modern and national mixed style. We went to the park and Inuyama castle. I like nature and history very much. In the park I have seen beauty of Japan nature and Inuyama castle has four hundred year history. And I like Japanese festivals very much. It's very interesting to see festivals things there. In the evening we have tsuki matsuri and Japanese sweets. The next day I cooked Uzbek traditional food palo .And we went to mountain there were collected members of hippo family. There we had tea ceremony. My host family gave me many presents and Japanese clothes(samue) . After that we went to Gifu onse and we climbed top of the mountain. In the night to see the city view was very beautiful.

***Comment by Muni from Cambodia**

I tasted Japanese food, it's delicious, that I always wanted to taste it because before I went to Japan, I had saw many Japanese food on television, at that time I really really want to taste it and wonder how it taste. What is more I wore Kimono, Japanese traditional clothes, even it's a bit difficult to wear but I think I like that cloth and it's beautiful on me. Moreover, I know many things about Japanese society because my host family took me to her friends' houses and had lunch and dinner there, so they told me lots of thing and I told them many things too about Cambodia. What interesting is that I went to soccer field, 138 meters tower (Ichinomiya-tower), a shopping mall and a local elementary school to tell a Cambodian story to the children about 5 minutes. That was the great experience that I gained lots of knowledge on this program, thank to this program and the host family that gave me this chance and warm welcome.

***Comment Vansok from Cambodia**

"One may not be able to make thing done much in 3 days, especially in making friendship". It seems contradicted that I am going to say I could make great memories with my *onesan* and mama in only 3 days; however, this was the truth which I have already got experiences. My host-family took me to Nagoya Castle, and a big shopping center. Actually, we wanted to visit more places, but at that time I was not fine, so we decided to go back home. It was that time that I knew I was not alone. I spent the last day of my home-stay at home with my host family and their friends celebrating Tea

Ceremony. I liked it very much. I wore Kimono, Japanese traditional cloth whereas my *Onesan* wore Cambodian traditional cloth. It was the most interesting part of the day. The departed day came; that morning I had a lot of things to tell Mama and *Onesan*, but the word could not come out easily. It was very difficult to say a goodbye word to the people we loved.

<List of Host-Family>

Country	Name	Host-Family
Cambodia	Mang Samnieng Muni	Chieko Imaeda
	Kong Davy	Keiko Kuroyanagi
	Khem Vansok	Yuko Hatano
Uzbekistan	Umirdinov Alisher	Yasuyo Ohmori
	Nematov Jurabek	Michiko Kanda
	Ibragimov Bunyodbek	Kazuhiro Hisano
Vietnam	Nazarova Anora	Yumi Ohno
	Nguyen Lam Tram Anh	Istuko Kobayashi
	Dao Anh Tuan	Akiko Sakai
	Nguyen Viet Tuan	Ryoh Kasashima
	Tran Hoang Nga,	Mayumi Tanaka

Finally, we especially thank for cooperation by Hippo Family club members.

Orientation on 9/20

On this morning, each host family brought participants from their houses to Nagoya University. After all members got together, we had a time to exchange the impressions of home-stay. Exchange students said, *I enjoyed going to a temple, the zoo and a Japanese restaurant. I could know Japanese culture through this home-stay. I could buy many souvenirs at the shopping mall. Three days of home-stay was very short. Dancing with Japanese traditional costume was fantastic.*" And host family also gave some comment. It was a first time for us to host a foreign student. But it was a lot of fun to talk much together. My young children also enjoyed these three days with new sister from overseas." All exchange students and host-families seemed to enjoy three days beyond the differences of country and language.

After that, we moved to the computer room for specially prepared for JASMIN participants. During this seminar, participants could use computer and internet freely when they had free time (although we didn't have much free time). Mr. Sam Edwards, Associate Professor at GSL, showed us how to use *wiki* site for JASMIN Seminar there. *Wikis* are tools to allow for collaborative writing. Every visitor to a *wiki* with password can edit any page on the *wiki*, and the editing is done in a very simple text language that is much easier to learn and read than HTML. On the JASMIN Seminar *wiki* site, we could get a lot of information, for example, schedule of whole seminar, next day intimate schedule and link to Nagoya University homepage. Editing is also very easy, so every participant can make the link to useful information and share the information with everyone. We had assignment on the web page. We kept diary every day and wrote report on the lectures or field trip. This tool was very useful to make this report.

(Hiroko Katagiri)

Welcome Party hosted by international students at GSL on 9/20

Cambodian Party, by Ms. Kork Boren

"Nov Pteah Mday Titey Nov Prey Mday Ter Muy" is one of the most well known Khmer Sayings. Straight English translation of the saying would be: "Different mother at home, same mother in the forest"; meaning to say even though we are not siblings, when we are away from home, we should treat each other as if we were born from the same mother. Since every one of us is endowed with the value of the Saying; we, Cambodian students of the Nagoya University, love and help each other as siblings, people who were born from the same mother. Those who came to Japan first are considered as older sisters/brothers, while new comers are treated as the younger ones. We applied the Saying as well to three Cambodian students who came on the Exchange Program between the Nagoya University School of Law and the Royal University of Law and Economics of Cambodia. As older sisters/brothers, among other activities, we organized a welcome party for them at the International Residence on September 20. Delicious Khmer food was served at the party of around forty participants, including our Japanese friends. Every exchange student was given chance to introduce themselves to their sisters/brothers. Dinner in familial atmosphere, accompanied by talk and talk and talk, was followed by Khmer popular music and dances, which made us love our country and people more and more. Delicious Khmer food was served at the party of around forty participants, including our Japanese friends. Every exchange student was given chance to introduce themselves to their sisters/brothers. Dinner in familial atmosphere, accompanied by talk and talk and talk, was followed by Khmer popular music and dances, which made us love our country and people.



*Uzbek Party, by Nargiza Amirova

I and Abror were granted with this honorable duty of being the organizers of an Uzbek party. As new Uzbek guys just arrived from Uzbekistan that time we decided to treat them with delicious Japanese food which all of them liked so much. In a while after the very beginning music was turned



on and the real party started. I guess that it's not a secret that all Uzbeks are fond of music, songs and dancing. And it is impossible to imagine an Uzbek party without these three components. This time was also not an exception. Dancing, dancing, dancing was the motto of the party. Everyone was trying his best and

the room was full of the spirit of joy, happiness and bliss. Our guests—Japanese students—were very good at Uzbek dancing, learning from newcomers with desirable success. I was so pleased to see how well our Uzbek guys could communicate in Japanese with other students during the party and how much each of us enjoyed the party. Personally for me these moments turned to be the most wonderful ones. Hope that all participants have the same feelings.

***Vietnamese party, by Tong Cuong**

On behalf of Vietnamese exchange students who had very lucky chance to come to Japan for two weeks, I would like to say thanks very much not only for your individual helps in that time but also for our school sensible and valuable programs that prepared by responsible professor Okuda. Now let me say something on the party that opened in Sept 20 which is the main scope of this letter. I think it was so great. It is very good chance for those students talking and eating freely because we had also many other parties beside but normally official ones. Further, and may be the main purpose, is the only time for invited students to introduce their own country foods. In don't know how about Cambodian and Uzbek parties but I am sure that all of those students enjoyed very much. I hope that this event will be continued maintaining in future with next coming students. My suggestion is that it may be better if we can organize each country party in different days so the other teams from other countries may joy with other one's. I hope that we-Vietnamese students will have chance to serve you in my country.

you!



Thank

Welcome Dinner Party hosted by Dean Haruo SABURI on 9/21

Welcome dinner party started with welcome addresses by Mr. HIRANO Shinichi, the president of Nagoya University, Mr. MUKOYAMA Yukio, Executive Director of the Mizuho International Foundation, sponsor of JASMIN Seminar, Mr. Mikio MURATA from hippo family club and invited lecturers from respective countries. After that, we enjoyed eating and talking. Some Japanese students played "Nankin-tamasudare", Japanese traditional performance with bamboo instrument. And then, members of *Kanze-kai*, students club of Japanese traditional dancing showed us *Nou*. Vietnamese students sang song for us, and Cambodian and Uzbek students showed us traditional dancing. Japanese participants and professors also enjoyed dancing with them. After that, participants from three countries gave some presents to School of Law. Dean SABURI Haruo addressed Closing Address and we took many pictures. This party was good opportunity for us to be friends.



Mr. MUKOYAMA Yukio,
(Yoshiki ISHIKAWA)



Welcome Party at University Restaurant

Free time on 9/24

Cambodia



I went to *Sakae*, the center of Nagoya city with Cambodian students (Muni, Davy, Vansok), Eri and Hiroko. We went 100 yen shop. We can buy everything for 100yen at that shop. And then, we went *Ikeshita* and ate *Kakigoori* (shaved ice with syrup). It was special one and the real juice of fruits was spread on ice. The owner of the shop seemed to be happy to hear that they were from Cambodia, and made bigger ones for us than usual. It was very cool

and delicious. In the evening, we went to *Karaoke* shop. Cambodian students knew many English songs. We went back to their dormitory and stayed there at that night, talking with Cambodian students and Anh from Vietnam. It was fantastic.

(*Syoko SICHIJO*)

From Davy's Diary...

Going out by subway, shopping and singing Karaoke with Cambodian and Japanese students because they gave us some important ideas of going somewhere by subway and we exchanged each other's culture. Going out with and chatting with Japanese students and Cambodian students could help us to built up our relationship much more friendly and strongly and we could get more understanding about each other's culture and the situations of each place, for example *Sakae*.

Vietnam

Anh, Anh Tuan, Toshiya, Tani, and I strolled around Nagoya city for a whole day. First we went to Tokugawa museum. There we saw a great deal of Tokugawa's heritage. Inside the museum was bigger than expected, so it took quite long for us to look around. We also went to Tokugawa garden, which was right next to the museum. It was beautiful Japanese style garden. There was a big lake and we saw many gorgeous carps. We stayed there for a while taking several pictures. At *Sakae*, we climbed the TV tower. It was the first time to go up the tower for all Japanese students as well. We could see the whole city from the top. After lunch went to 100yen shop to buy souvenir. We stayed there for about an hour. Then we walked to *Ohsu*. We strolled around for a while and did some shopping, but it was late already, we could not see many shops. (*Yuko TAKADA*)



From Anh's Diary

I go with Japanese friends Toshiya, Tani and Yuko. A happy day. We go many place such as: TV Tower, Tokugawa Museum, Tokugawa Garden and Sakai to visit and buy many things. Wonderful. It's very possible to have a free time for us to make the relationship.

Uzbekistan



Uzbek students (Alisher, Jurabek, Bunyodbek), Chiaki, Yoshiki, and Mayu (I) stayed at my house on 23 September. We got up at 4 a.m. and left for Seto Area (EXPO) at 4:30 a.m. Until the gate was opened, we slept, talked, and enjoyed

Uzbek games, and so on. The gate was opened at 8:20 a.m. despite the usual time was 9:00 a.m. At first, we saw Bio-lung, Global house (orange hall), which had high-definition television system, and Mammoth from Russia. Then we visited Central Asia Pavilion (Uzbekistan, Kazakhstan, Kyrgyz, Tadzhikistan), and met Anora and overseas students from Uzbekistan. Secondarily, we visited Mountain of Dreams, which made by Mamoru Oshii. This pavilion affected us visually and auditorily. After a while, we went to Turkish pavilion, Africa pavilion, Saudi Arabia pavilion.

(Mayu TAKAHASHI)

Okonomiyaki Party

In the evening on 9/23, we cooked *Okonomiyaki* and *Takoyaki* (both are Japanese popular food) together. Cut vegetable, mix dough etc... One of the exchange students cooked *Takoyaki* at her host family, and she cooked it very well. Every exchange students, instructors and international students at GSL got together in one room, so the room was crowded. In addition, we didn't have enough kitchen equipments. Although, we enjoyed the dishes made by ourselves very much. After eating Uzbek students showed us dance, and other participants also danced with them. (Eri KUMADA)



From Syoko's Diary

We cooked okonomiyaki, takoyaki (though there is no octopus in it, we forgot to buy it, the most important thing!), yakisoba (noodle) and tamales (rice cracker with baked egg). We were all happy to make those. It is nice and we enjoyed that time very much. After eating dinner I danced with Uzbek students. It was really fun. We also danced Japanese famous traditional dance, *Awa-odori*.

Farewell Party hosted by the GSL on 9/29

We held farewell party for exchange students. This party was also for graduate students of Graduate School of Law. Not only JASMIN Seminar participants, but also other international students, SOLV (School of Law Volunteers) members and host families participated in this party. First, Yoshiki, the representative of SOLV made a short speech. And Dean Haruo SABURI gave a toast. Each Host Family brought us very delicious dishes for the party. We enjoyed the food very much and talking. After eating, SOLV members sang song "Okuru-Kotoba" for them with some pictures on the screen. And Japanese participants gave presents to students from Cambodia, Uzbekistan and Laos. Vietnamese students also sang for us. Cambodian and Uzbek students danced, and I also danced, too. I nearly teared when I was

singing "Okuru Kotoba" and seeing the pictures. It is because this very happy seminar of two weeks was recalled by the slide. Although I am not good at English, I had spoken a lot as much as possible before they returned to their country. We hope their return very much. (Yuki TONO)



Seeing off at the Airport

On the final day, we gathered the appointed place in Nagoya University at 7:30 am. Of course, it seemed to be too early because we really enjoyed these 2 weeks and we were exhausted. But Some Japanese students, including me, had stayed at dormitory for exchange students the night before, so we managed to prepare within time and all members could assemble by the time appointed for meeting. Before leaving Nagoya University, we took a commemorative photo with all members. There were exchange students, instructors from each country, Japanese participant, international students who studies at Nagoya University and support this seminar, many staffs engaging in this seminar, host family of exchange students and the others. Then I paused to realize that a number of people were concerned with this seminar and supported us. We left Nagoya University for Chubu International Airport by bus at 8:00 am. Along the way to the airport, we spent our time respectively to make small talk, or to sing, or to sleep. We arrived at the airport at about 9:00 am. Exchange students completed boarding procedures and we waited for the flight to start boarding together. We spent the last time to feel the sorrow of parting each other. And from round 10:00 am, all participants boarded the airplane. Though we felt sad very much, we promised to meet again someday and saw them off. (Hiroko KATAGIRI)



Chapter II: Lectures

1. "E-mail-Anonymity and Coidentity- Who send this E-mail?" on 9/20

Lectured by Mr. *Masaru ISHIKAWA*, President of the Micro House Incorporated
Reported by *Toshiya KAMINAKA*



Mr. *Masaru ISHIKAWA* delivered this lecture on "E-mail Anonymity and Coidentity- Who send this Email?" was delivered by Mr. Masaru Ishikawa, president of Micro House Incorporated. There are big problems in a current e-mail system because the system is consisted of the assumption that everyone is good person. Therefore, we should protect mail security by changing Password frequently, and checking mail header. He made sure that "Computer is not safe". Law is running after words, so it is very difficult to protect our security by law because there are not consensuses sufficiently between nations in the current situation.

2. "Law, Power and Social Life" 9/20

Lectured by Associate Professor *Takehiro OHYA* at GSL
Reported by *Yoko FUKUTA*

<Contents of the lecture>



Premise of Legalism

Legalism: each citizen knows what is legal (or illegal).

"Ignorance of the law excuses no man."

People ought to know the law (norm); but how about the real situation?

"Have you ever read through the Japanese Constitution?"

→Almost Japanese people answer "No".

The OUGHT and IS in social life

Fact A) people don't know much about law.

Fact B) the Japanese society isn't amoral or in anarchy.

e.g. the red signal ; almost all cars keep a traffic rule.

crime rate ; low

→Japanese people are following laws WITHOUT KNOWING what is law?

Two Types of Government

American Model: *investigation ex post (after something occurs)*.

- 1) People may do something without legal knowledge
- 2) Officials will do something for the crime

Advantage: You have freedom to act. The government could be small.

Disadvantage: You might suddenly be caught without intent.

Japanese Model: *control ex ante (before something occur)*.

- 1) The government makes control over people's action (publicity, surveillance...)
- 2) People could follow the instruction from the government.

Advantage: You could feel safe. The trouble tends to be restrained.

Disadvantage: Maybe you couldn't be so free. The government could be large.

Question: Is there strong need for large budgets to keep such a kind government?

One answer: generally YES. e.g. in developing countries.

Another answer: maybe NO.

→The Japanese government is relatively small in number of workers

Two keys to effective government: Expectational power and the Diffusion of Power.

The Expectational Power; indirect method to control

Power---what make other people do something.

Direct power: surveillance and punishment.

→Problem: High cost. Not much used in (especially) Japan.

Cf. the number of police in Japan: 243,261→citizen: police=500:50···impossible.

Expectation power: make people follow AT THEIR OWN INTIATIVE.

→Point: People often act based on the expectation. So, enforcement is not necessary.

The Diffusion of Power

Question: Still, isn't there strong need to make direct surveillance?

An example of publisher and author.

Government → publisher → author

What happens IF the government predicts punishment to indecent publishers?

- 1) as an autonomous subject, every person tries to avoid punishment.
- 2) If publisher expects punishment to occur, the person tries to control the author.
- 3) The author expects punishment (from the publisher) to occur, change its action.
→the government succeed changing the act of sub-subject without direct surveillance.

3. “Culture, Tradition and Law” on 9/22

Lectured by Professor *Yoshiharu MATSUURA* at GSL

Reported by *Hiroko KATAGIRI*

<Contents of the lecture>

“Law”

Firstly, the most important point on this theme is that the law is different from culture to culture. We can make out this point from next instance. What is “the judge”? This question means how “the judge” plays a function in each country and how we can express “the judge”. There is not one simple answer. For example, we can answer Prophet, Engineer, Truth-Finder and Political Manipulator as well. These differences come from how to grasp “the law” and country differences. ---For example, the judge is called “Engineer” in the USA, on the other hand, the judge is called “Truth-Finder” in Japan.



“Law Enforcement”

It is more recently in 19th century that law came to have enforcement. Actually the prison was created in 19th century for the first time, before then it was not easy for country to arrest criminals. And when we consider what is needed to make Law Enforcement, we have to consider why such a regulation and law is needed in the country.

“Law without sanction”

The country imposes sanction upon criminals by law. But Court system and the other system for

imposing sanction cost a lot. So we should choose alternative system if possible, reflecting our country's situation, culture, tradition. Some examples follow.

Case1; The prevention nuisance of drunken people Law

But there's no fine sanction. Because security is well maintained after economic development and there is no need to impose sanction at large expense.

Case2; The law of marriage and divorce

Recently in Japan, divorce rate is now increasing due in part to easy procedure of divorce. Besides, marriage rate is decreasing because of economical development and female independence. Should we change this situation by reform of law and law system?

Case3; Equal Employment Opportunity Law

There is no concrete punishment. Some companies as SONY encourage the employment of women without legal sanction. Is it proper to enact law to encourage women to work? Should we force companies to employ women by law? Can we really improve employment situation by the reform of law?

4. "The current issues of legal education at each university and how it contributes to the development of human resources of each country"

on 9/23 Lectured by instructors from partner institutions

Reported by Toshiya KAMINAKA

A workshop was provided under the title of "Current issues of legal education and how it contributes to the development of human resources." This workshop, chaired Professor *MATSUURA Yoshiharu* of our faculty, started from a report presented by Professor *Ung Rotha*, from the Royal University of Law & Economics, Cambodia, and was followed by Professor *Tran Hoang Nga*, from Ho Chi Minh City University of Law, Vietnam, followed by another report by Professor *Nazarova Anora* from Tashkent State Institute Of Law, Uzbekistan. Finally Professor *MORIGIWA Yasutomo* presented briefly the legal educational reform adopting globalization in Japan. These reports made clear not only the differences in educational systems among the countries but also the common issues they are faced with.

Professor *Ung Rotha* from the Royal University of Law and Economics, Cambodia



For the purpose of reconstruction of the country, RULE has continuously played Key role in developing human resources in legal field by its legal educational program. Traditionally, RULE's sole objective was to develop human resources for the public sector. Now, the objectives are enlarged to include the private sector as well. The educational term system has been divided into semesters, with 8 semesters in the 4 years for the bachelor's degree program. Lectures are given in Khmer, French and English. RULE offers academic programs with strong emphasis on legal, public administration, economic and business education.

RULE's alumni are now working in various government ministries, private companies, international organizations, Non-govermental organizations, liberal professions(most are lawyers),judges and prosecutors. Even though RULE had success in developing the legal human resources, RULE has faced many issues. Cambodia depends largely on the foreign aid. Each donor tries to apply its legal systems to Cambodia. This adoption creates very big problems to not only RULE, but also Cambodia as a

whole. Most of the professors of RULE graduated from France. Therefore, they are familiarized with the Civil law System. It is very difficult for them to understand the concept of the each new law and transfer it to the students. Additionally, documents, research papers ,and materials lacks. Internet access is also limited and expensive. Now, RULE is reforming a new program for the undergraduate and postgraduate for 2005-2010 to update new legal information in order to improve the legal capacity of our students within the international standard of higher education.

Professor Tran Hoang Nga, from Ho Chi Minh City University of Law, Vietnam.



HCMC became National University by a merge between the branch of Ha Noi Law University and Law Faculty of HCMC in 1996. It belongs directly to the Ministry of Education and Training of Vietnam. HCMC has two kinds of training courses: full-time (regular) course and part-time (irregular) course. Concerning part time courses, part-time students learning for second bachelor (LLB). They study in the evening after the work. The general objective of the legal education at HCMC is to train bachelors to be legal professionals. Vietnamese society needs good knowledge of Law because, Vietnam enter WTO next year. HCMC is the one of the two largest law schools in Vietnam. Its good education contributes to society. HCMC's alumni are now working in various fields such as People's Councils, People's Courts, Police, Legal divisions of domestic and foreign owned enterprises, Lawyer, and Lecturer. How can we educate human resources? There are some requirements: skills of foreign language, and International Corporation with other universities. Vietnamese students don't have a good opportunity to study English. She suggested that legal professionals have to study overseas in order to improve educational standards in Vietnam.

Professor Nazarova Anora from Tashkent State Institute Of Law, Uzbekistan

TSIL was created on the basis of the faculty of Law of Tashkent State University by the Decision of the Cabinet of Ministers of the Republic of Uzbekistan in 1991 and transferred to the Ministry of Justice. Lectures are given in Uzbek and Russian languages. The administration and staff of the Institute carry out the permanent job to create new methods of training with a view of deepening and



development of traditional disciplines, and therefore new disciplines (such as Enterprise Law, Conventional law, Bank Law, Tax Law, International private law , Corporate Law) were developed and learnt in the Institute. Now 36 electronic versions of textbooks in the basic specialized subjects are prepared, and also 24 electronic textbooks and electronic manuals in the specialized subjects (6 of them multimedia textbooks) were developed, which are actively used in the educational process. TSIL has 4 legal clinics, they are Clinic on common legal issues, Clinic on questions of small and medium business, Street Law Legal Clinic and Clinic on human rights. The basic purpose of Legal Clinics is rendering of free-of-charge legal aid to needy persons, and also improvement of professional skill of students. Now legal clinics render assistance to more than 3 thousand to citizens of the republic.

5. “Role of Female in Society and Gender Issues in Japan” on 9/26

Lectured by Associate Professor *Tetsuki TAMURA* at GSL

Reported by *Chiaki ASAOKA*

<Contents of the lecture>

1. Gender Equality under Japanese Law

Woman and Men are basically equal in Japan. The equality between men and women is guaranteed by the Japanese Constitution. And the Equal Employment Act and Gender Equality Law secure gender equality.



2. Gender inequality in social life

About Japanese women employment, we can see M-pattern employment. This is because many women throw up their job when they marry or give birth, and they re-enter into labor market as part time worker when their children grow up and need not to be taken care of so much. But income and other treatment of part time worker are not so good. About politics and diet members, women representatives increased at late 1990's considerably and after National election 11 September 2005, we have 43 women representative (9%). But in world classification Japan is ranked about 100th. This rank is lower than that of Viet Nam (22), Uzbekistan (55), and Cambodia (90). About public administration, women heads of local government are very few. Japanese men don't take the responsibility of house keeping and child care even if their wives have jobs. The average of the unpaid work time that Japanese husbands spend is 0.4 hour per day, in comparison with that of other advanced democracies, this is very short.

3. Can we really see such a state as gender inequality?

There are some arguments that it is not inequality. “Sameness or difference?” is a dilemma of gender equality. It is still inequality. One of the important factors of gender inequality is *gender role assignment*. Gender role assignment is as bellows

- Men occupy the public realm via paid work.
- Women confine into private realm as family.
- Public realm and paid work establish superiority over unpaid care work.

4. The prospect of the strategy for improving women's status

For encouraging women in politics, two kinds of policies are expected. One is quota and/or Positive action, and the other is women's parliament. Some countries with quota for candidate in law now, and promoting employment of women bureaucrats is one way of quota. Women parliament is just an event, but it can contribute to encourage women who stand as a candidate of local parliament.

5. Why do we need the strategy for making men into fathers?



Because of the trinity of women-private realm-family, it is difficult for women to be treated as men in labor market only by encouraging woman. Even if the social service for caring is introduced and developed, women must do residual unpaid work because men may not change. There is limit of the strategy of encourage women. *What we need for gender equality is changing men*. Only this strategy, we can dissolve gender assignment. Nancy Frazer cites three

gender equity models. First one is universal bread winner model, second one is Caregiver party model, and the last one is universal caregiver model. Frazer says that all three models are more equal than male breadwinner model, but universal caregiver model is the most. It is because only this model can contribute to change men and consequently dissolve gender role assignment. Then, what can we do to make men in to fathers? Papa Quota of Norway or The Daddy Month of Sweden is the policies that secure a term for which only men can take parent leave. Because of these policies, many fathers take child care leave in these countries. In Japan, there social policy for making men into fathers. Japanese government aims at making 10% of fathers take child care leave. But this policy has no sanction, so far all that government can do is to enlighten people.

<Q&A>

Q. How long do men take child care leave?

- Under the law, both men and women can take 1 year child care leave. Public servant can take 3 years. Some companies take short shift system.

Q. What is de-familiarization?

- To outsource housework. For example, it is popular to leave child in nursery schools and to leave elderly parents to nursing-care facility in Japan.

Q. What does the government do for female reassignment?

- Enabling women to take child care leave rightly, and Improving nurseries.

Q. Nursery staffs can not be maternal substitute, don't you think so?

- Anyone who can watch children is able to take care enough. At government-approved nursery schools, one nursery staff takes 3 children's care.

Q. In Frazer's models, I suppose that 2nd model is the best.

- Considering present situation in Japan, 2nd Model has realizability. But by taking that model, gender inequality remains. We just have to change men.

6. “Globalization and concept of modern law” on 9/27

Lectured by Professor *Yasutomo MORIGIWA* at GSL

Reported by *Toshiya KAMINAKA*



The lecture by Professor MORIGIWA Yasutomo on "Globalization and the Innovation of Modern Law" looked into the Modern System of governance according to legislation and justice under Globalization. We discuss "What must we do in Law to deal with Globalization?", that is to say, principled legal policy for harmonization and diversity: development of culture. Globalization

has three aspects; Conditions, International relations, and culture. First, by the conditional view, each policy decisions based on national interest. It is deeply affected by logic of capital. Secondly, by the international relations view, some international institutions such as WTO, WB(World Bank),IMF strongly promote free trade. In the legal world, national legal reform is requested by globalization also in Asia to adjust its rule.

Chapter III: Field Trip

1. The TOYOTA Motor Corporation on 9/21

Reported by Syoko SICHIJO

We went to Kuragaike commemorative Hall and Motomachi plant of Toyota Motor corporation with Associate Professor Tomio NAKANO and Ms Thoko Hayakawa (researcher at GSL). We received a warm welcome by people at Toyota Motor Company.

At the Kuragaike Commemorative Hall

Mr. Koji Matsuura told us about foundation of the hall at the guest house. *Kuragaike* was made for irrigation from 1624 to 1644. Until then there were droughts. We looked around the facility. We watch the house of Kiichiro Toyoda who established Toyoda factory. Next, we watched video about foundation of Toyoda factory and we took lecture by Director of Legal Department of the Toyota Motor Corporation, Mr. Osamu GOTO.



At the Kuragaike Commemorative Hall with Mr. Osamu GOTO, TMC Legal

Lecture: "Corporate Legal Practice of Toyota" (By Mr. Osamu Goto, Legal Department)

1. Company Organization.

There are three legal section in head office :Product Law Dept, Domestic Legal Affairs Dept and International Legal Affairs Dept. And 13 Tokyo Group is in Tokyo Office. In addition, 7 Overseas Operations are in overseas. There is network of legal divisions of TMC's Principal Overseas Subsidiaries and Affiliates.

2. Main Activities of TMC Legal.

(1) Dispute resolution.

Defend against litigation and disputes/ Defend Toyota's legitimate business interests against litigation and disputes with respect to trade, quality, safety, environment, etc all over the world/ Work out defense scenario in cooperation with business divisions/ Defend against Product Liability (PL) cases. PL case is the largest area of dispute Toyota is facing in the U.S. PL cases pending in Japan and other countries are still in small numbers and with relatively small amount of claim.

(2) Preventive, strategic advice & compliance.

To provide legal advice to maximize business potential and minimize legal risks. In general, risk management of business activities are to find relevant facts accurately, to analyze them carefully from every possible aspect, and to identify issues and potential risk with full use of our ability. Also to assess and quantify the risks and their possible consequences, so as to help the management make judgment and decisions. Other examples are to investigate local laws/ to plan appropriate transaction schemes/ to draft and negotiate contracts for joint venture, investment, acquisition, etc/ to help obtain governmental approval. There are Corporate Ethics Committee, which foster full understanding of relevant laws and ethics by Board members and Company officers. They also provide advice and take any necessary action. Information sharing is operated

among group companies such as Toyota Legal Conference and Business Legal Meeting. They also keep their legal knowledge updated by having seminars and making manual for employees.

After the lecture, we had great lunch there. After that, we visited *Motomachi* Plant, one of the plants of Toyota Motor Corporation and watched production system of automobile. They have two pillars. One is "Just-in-time" and another is "JIDOKA". "Just-in-time" is the tool to allow parts to be supplied only for what is needed, when needed, only as much as needed. "JIDOKA" is the system and equipment to realize no defects. If problems detected by the system production lines would be stopped automatically.

<Report by exchange students>

Report about the visit to TOYOTA Motor Company

Reported by Mang Samnieng Muni

On the 22 September, we took a visit to Toyota Motor Corporation, which was a very interesting trip. The trip started at 10:00 am by rented bus. Along the way, we passed the Aichi Expo 2005, and we had a very nice discussion with the other participants. Finally, we arrived at TMC around 11:00 am. We were very surprised with the fabulous view of TMC. We have obtained many things from this trip, but the most important things that we are interested in the most are the establishment of Toyota automobile, TMC's investment policy, and the procession of car manufacturing.

Firstly, we have known about one great man, Kiichiro Toyoda, a founder of Toyota automobile. Through the 15-minute-film show, we have learnt that TMC was established under the dream of Kiichiro and the cooperation of his colleagues. It is incredible to think that one man can make his dream come true. However, for Kiichiro, he did not care that he could do it or not, the only thing he wanted to do was to make it one. Consequently, the TMC was built up in Koromo (known as Toyota City) as he had expected.

Secondly, we have learned about this corporation rules and regulations of the company and the policy of investment. In that we can see that before this company invests in others countries especially in well-known countries such as Russia, USA and so on, they have to put into consideration the maximum and the minimum of the location first. Also, they have to make sure about the gross income they will get from those countries before they decide to invest.

Next, after visiting the main office of TMC, we continued to Toyota Motor Plant. There, we could see how a car needed 20 hours to be completed with the strength of human and the assistant of robots. Car's

procession is not an easy task that we always wonder whenever we ride on Toyota's cars, how smart was the inventor who could make the 4 wheels automatically ride.

Lastly, we were very exciting about the visit to TMC, it was a great experience for us that we can't easily forget and will remember it forever. Moreover, even it was a short visit for us, we have learned a very good theme from Mr. Toyoda that we can use that theme to lead our way in order to be success like him.



In the Kuragaike Commemorative Hall

2. Nagoya Prison on 9/22

Reported by Yuki TONO

We visited Nagoya Prison accompanied with Ms. Saori OKUDA and Mr. Hisashi HASHIDA, Professor of criminal law at GSL. We arrived at Nagoya Prison at 1:00 PM. Then Mr. Kanemoto, staff of the prison, explained a great deal about the prison such as what Nagoya Prison used to be, how prisoners live in Nagoya Prison. Nagoya Prison used to be the only building in the mountain. After the prison was made, the surrounding area developed. One problem the prison is facing is shortage of staff member. Number of prisoners is increasing, but the number of staffs is not increasing. It is now very hard for staffs to take a day off. He told detailed data to us very kindly. In year 2000, the number of prisoners was about 58,000. Today, the number of prisoners is about 79,000. Theft is most occurred, next is stimulant, and burglar. The frequency of a convict come back to the prison is 4.4 times on average. After that we looked around the kitchen, factory, gym, cells and the ground. Prisoners were working hard in the factory. At last, we had time for question. Student questioned about religion, the rights of foreign people and so on. When foreign prisoners want to perform religious event like fast, staffs allowed them to do that. Staffs are working very hard, so Mr. Kanemoto appealed that they want support from the citizen.

<Report by exchange students>

Report from Uzbek students on Field Trip to Nagoya Prison

By Nematov Jurabek Nematilloyevich

One day before we were said that we must not go in jeans or any other comfort clothes and for girls not to wear miniskirts. The regime of prison is very strict and if we put on such clothes we will upset the prisoners.

We went to Nagoya city Prison by bus. In the bus we were introduced some rules about our visit. After we arrived there were lecture by Kanemoto san (chief of prison). The lecture was about history, present conditions of prison, parts of it and other. After the lecture we had journey. During our journey we saw:-Bathroom of prisoner's, Meals of prisoners, Factories in which prisoners work, Living rooms, Sport squares for prisoners, Hall for cinema, concerts and other events, New constructing areas for prisoners to work and study. We had final lecture and we asked many questions. We were guided by head of Nagoya Prison Mr. Kanemoto. We listened to lecture of Mr. Kanemoto at the beginning of our journey to prison, and staff of International department Richard Kazynski was the interpreter. The lecture continued for nearly one hour and twenty minute. During the lecture we got a lot of information about Nagoya prison. Nowadays prisoners can participate in rehabilitation courses freely. But from May of year 2006 they should take a sit there according to new law, because the state wants to rehabilitate inmates efficiently. In Nagoya Prison there are 2 centers. First is the center of Medical, second is Classification Center. The Classification Center was established of preparing the comprehensive materials to improve treatments for inmates in the institutions where their sentences will be served. In Medical Center there are surgery, dialysis department, dentist, radiology, cardiology, neurology, aural-optical departments and etc. Inmates can meet with their family members or other persons once in a month and receive some foods from their relatives.



With Mr. Kanemoto

There is no discrimination in Nagoya Prison. If inmate feels himself in bad condition they can complain to their lawyer. Till this time nobody escaped from Nagoya Prison. We were impressed of the conditions and how human rights are respecting in prison. We realize that prison staff doesn't keep any pistol. They protect their selves by their own power. We think that developed economy as in Japan will provide such good conditions.

3. ISE Shrine n 9/24

Reported by Masataka TANIGUCHI



Professor ISOBE
Emperor's system. At 11:30 we arrived at Ago Bay. We bought very interesting souvenirs, because the saleswoman there were very professional about business we bought many. Out of the shop, there were so many cats! We were surprised to see some of them in the rest room. Then, we had seafood BBQ on the ship. We ate shrimp, clam, sliced raw tuna and so on. We were planning to go around Ago Bay, but we weren't able to do, because a typhoon was approaching to Ise city. After we had lunch, we went to the deck, and took many photos. We arrived at Ise shrine at

At 8:30, we gathered in front of Toyota auditorium. Ms. Saori OKUDA, Professor Takashi ISOBE and Associate Professor Kan Donguk accompanied us. We left for Ago Bay, which is famous for cultivation of pearls. In the bus, Professor Takashi ISOBE and Associate Professor Kan Donguk gave lectures about Ise-shrine. The content was that there is a close connection between *Shinto* (literally "the way of *kami* (powerful beings) and the Japanese



At Ago Bay



In the ISE Shrine

14:20. First, we went to Naiku, where the supreme deity Amaterasu Omikami is worshiped, respectively. We could only see the gate, because it is forbidden for the common to go inside the gate. There were many old trees in the site that everyone was amazed. Then, we strolled about through *oharaimachi* street and *okageyokochō*, where there were many souvenir shops. We enjoyed shopping there. We left for Nagoya University at 16:45. In the bus, Ms. OKUDA gave us very cute bells as souvenirs for everyone. We came back to Nagoya University around seven.

From Vansok's Diary

The visit to Jingu shrine really impressed me very much. It is such a beautiful place. The natural view is very great especially the river and the forest surrounded. I like that view very much. I think the time that we threw coin in front of the god house is the most valuable activity, for I can make a wish. Even though I am not shintoism, but I believe that if I have a pure heart, my dream will come true. Through the lecture given on the bus, I have gained more idea about shinto religion. Shinto means the way of god. It once had a great impact on Japanese politic. Japanese emperor once was treated as the son of god.

Nagoya District Court & Aichi Bar Association on 9/26

Reported by Mayu TAKEHASHI

It was a very hot day when we visited the Nagoya District Court. We took the Meijoh line from Nagoya University. Ms. Saori OKUDA, Associate Professor Kuong Teolee and Professor Takashi ISOBE at GSL of Nagoya University accompanied us.

First, we had an explanation of the courts from Ms. Kobayashi (an interpreter was Professor Kuong Teilee) in the grand bench. She explained Japanese court system, differences between civil and criminal cases, the trial member system, and so on. After that, we watched Japanese court system on video. We had a question time and there were some questions. Finally, we listened to trials for "Violation of Stimulant Control Law" and "Forgery of a Private Document, Use of it, and Swindle".

<Report by exchange students>

Report from Vietnamese students on field trip to Nagoya District Court

Reported by Nguyen Tuan Viet

We went to Nagoya district court. When I stand in front of the building of the court, I was very surprised about luxury of the building. It was very modern and comfortable inside. There are one large trial room and over 50 small trial rooms. The largest trial room is for trying important cases. It has 80 chairs inside and many modern communication which can connect with outside to servicing for communication. Inside, it is designed and decorated nearly between judge and accused but it is still serious, so it is the thing that I like best when I came there.

Beside that there are over 50 trial rooms for trying simply cases which do not many persons join. I think the building have scientific structure to try many cases in one day. And Vietnam can study from Japan about it because trials in Vietnam are very slow. So many cases have not tried during a long time. After we went around inside, I came 1 of 50 small trial rooms to observe about trying one criminal case. I saw judge, attorney, prosecutor who were working hard and I felt fear of accused when he confronted with the persons whom were protecting legal scale. Specially, accused did not wear uniform of prisoner, I was interested about it because accused wear uniform in Vietnam. I think it is an important progress. And we watched one movie about the courts system of Japan. Its include: the supreme court in Tokyo, 8 high courts in 8 towns, district courts and family courts in cities under towns, and summary courts. Especially, I like the summary court very much. Because in Vietnam, there is summary procedure but there is no summary court and the summary procedure is applied less. I think the cases are tried fast and simply at summary courts. After visiting the court we went to the building of Aichi bar association and had small party with them that night.



AICHI Bar Association

Reported by Hiroko KATAGIRI

Firstly, President Aoyama, the representative of round about 1000 attorneys of Aichi Bar Association, gave an address of welcome. Then Mr. Kunihiko ITO, vice president of Aichi Bar Association, delivered a lecture. He explained Japanese Attorney System and mainly focused on Self-Governance of Japanese attorneys and reform of the judicial system. Associate Professor Kuong Teilee translated Japanese into English.



—Attorneys in Japan are not supervised by any governmental power. For instance, government never does fire Japanese attorneys. This is called "Self-Governance of Attorneys". That is based on the concept of separation of the three powers of administration, legislation and judicature and on the belief that one of the most important roles of attorneys is to protect minority people from any authorities of state.

But instead of that, attorneys must submit to the disciplinary authority of their local bar associations. There is the Code of Ethics for Practicing Attorneys and disciplinary actions against attorneys. This kind of regulation is also based on the same concept fore mentioned and the one to keep the discipline and order independent from the authority of government.

—Now in Japan, it is often said that the number of lawyer is too small or that it requires a great investment of time to solve just one case. And Japanese society needs more judicial power to solve any troubles. So Japan began refashion the nation's judicial system, and then Legal Profession Training System changed in 2004 April. The most important component of the legal profession training system reform is the placement of graduate schools of law (law school). Before judicial reform, people used to study by themselves after graduation after college and take the bar examination. But now, people go to graduate schools of law after college and can train their ability to think legally. Under this system, Japan will increase the number of passer of the Bar Examination from 1000 to 3000 people per year. But now is the beginning of such a big reform, Japan is also in the process of trial and error.

After the lecture by Mr. ITO, we were invited to dinner. We had dinner at Chinese restaurant with about 15 attorneys. Exchange students were highly concerned with occupation of attorney and lawyer, so they asked a lot of question to attorneys during dinner party and attorneys also answered their questions politely. Through this program, exchange students and we, Japanese students not only could know much about Japanese judicial system and but also could talk a lot and interact directly with attorneys. I think we really could gain a valuable experience through lecture and dinner.



Dinner Party, with Mr. Manabu AOYAMA,
President of AICHI Bar Association

Chapter IV: Students Discussion —The status of Female in the Society—

1. Discussion manual

The reason why we chose this theme

- We'd like to discuss about the relationship between culture and law.

About the Questionnaire

Japanese students sent following questionnaire to partner institutions, because we thought that it could be tip for making position paper for discussion.

Questionnaire

- * The status of female in employment
- Is it usual for women to work outside?
- What is the percentage of female in working population?
- What is the percentage of female in members of Parliament and Government?
- What is the percentage of female in judges, attorneys and prosecutors?
- What kinds of job can women gets? Is it usual for women to get high status in the company?
- How long can mothers take child-care leave after the childbirth?
- Can fathers take child-care leave? If they can, how long can they take?
- Is it usual that companies have their own baby-sitters for working mother or father?
- Is there any discrimination in wage between male and female? Are there other discriminations in working such as company regulations?
- Are there any laws on equal employment?

Flow of this discussion

- Each country students gave presentation on “the present status of female in society” in their country.
- After the presentation, other countries students asked questions or made proposals on it. Students who gave presentation could answer or object them.
- In the final presentation, students gave presentation again considering questions and suggestions from other participants.

2. Japanese presentation & Discussion on it on 9/27

Reported by Yoshiki ISHIKAWA

In Japanese presentation, we proposed Japan should introduce Affirmative Action for women. In this presentation, first we explained how difficult it is for women to continue working in Japan. Many people still think that “Men should work outside, and women should do housework at home”. Although many women get job after graduation from school, they tend to quit job after marriage or giving birth. Of course, there is a system of child-care leave, but men seldom take the leave. As a result, many women give up working. Some women start working again as part time workers when they don't have to look for their children anymore. However, the labor condition of part time workers can not be as good as permanent workers, so they can't get good position in the company. As M-Pattern employment of women show,

cultural background and legal and system condition make women work continually.

We proposed two types Affirmative Action for working women to solve this discrimination. First one is short term solution. Government decide ratio of women in companies or in managerial position and force to companies to employ women or promote women to managerial position. And government force male workers to have parental leave. If this policy continues for a long term, this policy itself can be sex discrimination, so if the situation improved, we should stop this way.

Second one is long term solution. Companies should introduce merit-based wage system. In Japan, today most of them introduce seniority-based pay system. It is burden for women who have her children. And companies should introduce work-sharing system. Now, most of the working population is men, and they work too hard to share housework with their wives.

We knew cultural difference among four countries again. We think it is important for women to work outside and come true their dream, but other students think it is more important for women to take care of their children. Because of this difference of thinking, we discussed a little excitedly. And we discussed about the system of affirmative action. The other countries students asked us why government should force men who have their children to have parental leave. We explain we must change present situation, so we proposed a little radical. Students were afraid of disturbing free-market economy by this obligation.

3. Cambodian presentation & Discussion on it on 9/28

Reported by Eri KUMADA

Introduction

1. Women's voice in politics and decision making

According to the 1998 Constitution, article 35 states "Khmer citizens of either sex shall have the right to participate actively in the political, economic, social and cultural life of the nation."

- Legislative & Executive

The election in November 1998, women are under-represented in politically appointed positions such as 2 female Ministers (=7%) were appointed among the 25 ministers, 4 female Secretaries (=5%) of State were appointed out of 50.4% Under-Secretaries of State. Turning to the 2002 Commune Council elections, the 3 main political parties decided to bypass a 30% female quota system being made a legal requirement and only 8.5% of the elected were women. This illustrates the main political parties are still reluctant to promote female candidature within their parties.

- Judiciary

In 2003, there were 14 women judges (=12%) of a total of 198, 1 woman prosecutor (=15%) of a total of 63,129 court clerks (19.25%) of a total of 668, and 59 female lawyers out of 420.

- Union Federation

Among 24 Cambodian Union Federation Workers, there is only 1 women holding a position as a leader, even though 90% of Cambodian garment labors are women.

2. The chance to be promoted

- Civil Service

According to the Statute of Civil Servants Law, article 11 states both sex are able to participate in competition to be civil servants. However, only 31% of civil servants are women.

Women lose their opportunities to be promoted due to the perception of women's weaker capacity, and they lack of support from superiors and respect from subordinates.

3. The pressure of being discriminated

- Beer promoters

Women are generally regarded as inferior to men in terms of working, especially those who work as beer promoters. They usually have to work at night time to serve beers to the customers at restaurants or pubs, and per month they can get approximately 40-100 US dollars. The most concern nowadays is that sometimes they are deceived to do prostitution because of money, modernization and lack of understanding. Somehow, this stigma has influenced on other workers and made most people think generally and negatively to all beer promoters that they are behaving opposing Cambodia custom.

Conclusion

In order to promote an equal status of both men and women, we have to make a change in custom perception, but it's not easy task. So it would be better if we can improve women education first. Firstly, quota system or affirmative action systems should be in place for female candidacy within political parties, and women standing for election. Secondly, the government should increase women's capacity such as establishing special training for women civil servants, promoting to a higher range, encouraging and promoting them to diplomatic missions and participating international delegations. Thirdly, women should be provided more chance to participate in decision making and leadership especially from their female colleagues. Moreover, women should have a strong belief within themselves. Lastly, optimistic ideas of people on beer girls should be changed and people should not think all beer promoters are generally bad. More than that, employers should not put much pressure on the beer girls to satisfy customers while they do not feel like to do.

<Q&A>

Q How do you change the pessimistic ideas toward beer promoters?

- The government should educate beer promoters. And there should be law that impose sanctions to employers who make girls do prostitution.

Q At present, are there any laws for beer promoters?

- Women who are 15-18 years old can't work at night. But the reality is different from the law.

Q How can the government promote education for women?

- Advertisement (Ex. on TV) will be effective.

Q Are there any women association in Cambodia?

- Yes. For example, Women Cambodian center. This center helps women who suffer from domestic violence. There are also government sector and NGO for women. NGO educate men, too. Before French colonization, Cambodian people respect women very much, and women can enjoy their rights fully.

4. Vietnamese presentation & Discussion on it on 9/28

Reported by Toshiya KAMINAKA

Vietnamese students gave a presentation about the status of female in Vietnamese society, that is to say, the legal position of the women in the labor field. If women have an enough opportunity to earn money, the balance between men and women will be more easily established. Male and Female citizens have equal rights in all fields according to the Article 63 of Vietnamese Constitution. Especially, the Labor

Code has separate provisions for female employees. Actually, 52% female employees work with an equality role as male employees. However, the implementation of Vietnamese law is not enough because still many provisions are vague. Additionally, common people in Vietnam don't know the law so much. Even though there are more female employees than male, a number of women who get high position in the business is small (20%). Usually, women work at light work, because woman don't have enough time to improve their knowledge by the housework as mother. Finally, Vietnamese students suggested three points, familiarizing human rights, and special policies in the business, and improving high education for woman.

<Q&A>

Q. What do you think a kind of sexual discrimination in company?

- Company chooses female worker. Women are protected their right by the Labor Law. Women can take child care leave for four or six months.

Q. How about women in the countryside?

- They don't know their right so much.

Q. Vietnam had been colonized by China for a long time. Does Chinese law affect Vietnamese Law?

- There are many reflections in Vietnam Law. Not only Chinese, but also French, Soviet Law affect Vietnam Law. We try to study from many countries. We would like to find most suitable one.

Q. Are there any institutional problems in Vietnam?

- Yes, women need support to take high education in order to get proper position in the society.

5. Uzbek presentation & Discussion on it on 9/28

Reported by Natsumi ICHIKAWA

In Uzbekistan, the Muslim nation, it is believed that women are symbols of beauty and Muslim respect women very much. Traditionally, Uzbek women were to do housework and take care of children in house, and seldom went out. When Uzbekistan joined the Soviet Union, the idea of "Equality of both sexes" was stated by the Union,. Under the "Equality of both sexes," many Uzbek men who do not allow woman to work outside were attacked by the Union, and so was Uzbekistan itself which disagreed that. Uzbekistan experienced collapse of the socialistic system and is now reconstructing the nation of democracy.

By "The Law of the Republic of Uzbekistan on Employment of the Population" Article 13, the people, regardless of male or female, of Uzbekistan got the right to work outside of the country. According to "The Labor Code of the Republic of Uzbekistan," the Article 233 and 244, women can get three years-off for pregnancy and child-care leave. From this time till getting of child's adult the government pays money to mothers according to the part 14 of the Article 65 of the Constitution of Uzbekistan. He also introduced about the status of female in employment in Uzbekistan. It is usual for women to work outside, but women's first duty is to take care of children. Women need not work outside since men's salary is enough for supporting women in family. "Leave on Pregnancy and Childbirth" is given to only women most of the time. During the leave, the government guarantees the payment. They can take the leave when the child is at the age of under two or three. The leave can be taken by the father, grand parents, or other relatives, but these cases are rare because of the mentality of Uzbek people. Kindergarten system is high in its quality in Uzbekistan. Most popular professions of women are: cotton picking up, textile, school and graduate specialized education staff, librarian, seller, nurse, reception clerk, kindergarten workers, subway clerks

and etc. The introduction of "Law of the Republic of Uzbekistan" guarantees equality of both sexes. The age of retirement of women is 55 while men leave their job at the age of 60.

Women should do childcare in the first place, since children need mother's care the most. The main gender problems are: 1) it is difficult for all women to enjoy their rights in Uzbekistan and 2) marriage declines the rights of women. To solve the problem 1), establishment of special training classes of law and high educational degree is efficient. These kinds of special training classes will help women to know their rights. If women take high educational degree in university or institutes, the number of women workers will increase and inequality between male and female will decrease. Sharing of housework between male and female is another good way to solve the problem. It will give women more chance to communicate in society. Women have more time to study, work, and relax, and they will successfully continue their career. Another solution is using innovation and modern technology. Especially in rural areas, the technology and innovation in Uzbekistan is not improved enough yet. It is difficult for most of population in urban areas to buy products to make their life easier. For the solution of the problem 2), men should let their women to work and change the strong traditional opinion about women work. Men should let their wives to work outside and continue their career successfully after marriage. Another way to solve this problem is to getting independence from big family. In Uzbek tradition, a new wife should serve her husband and his family. It is very difficult for women to work outside while doing housework for the whole family. Young couple should leave their big family in order to realize a desirable situation for women who wish to work.

<Q&A>

Q. Why male cannot take care of their children?

- Only mother can provide milk for their children. Female is more suited for childcare.

Q. Why male cannot take care of their children, while male can cook, wash dishes and other housework?

- It is shame to take child-care leave for male. We are educated to think in this way.

Q. What is the "Father's work" you insist in childcare?

- Men can do hard work in rural areas. Degree of technology is not ready yet in rural areas of Uzbekistan. If they introduce new technology, it will be able to realize equality.

Q. What is "Mother's work" and "Father's work"? Isn't it gender bias?

- Father must teach how to earn money and etc. to survive in the world outside. Mother must teach how to cook, etc.

Q. Please tell us more about the "Special training classes".

- Economic situation is developing, and this is why things are changing in Uzbekistan. We have very good law system, but they do not know that they have all the rights. So we have to give special training classes for people to enlighten people.

Q. You are making quota system and special training classes. Is there any activity coming up from women's side?

- A party of women whose name means "chattering" in English discusses problems of women and how to protect their rights. Another organization is "Mahara" which holds seminars and consist of male and female. "Mahara" is doing their activity to protect not only female but also male. There are increasing numbers of women in Politics.

6. Final presentation and discussion on 9/29

Reported by Yuko TAKADA

Final presentation by Japanese students

First, to increase number of woman in managerial position. Affirmative action may cause reverse discrimination, but in fact woman get same level of education as man today, therefore we think that woman should be more promoted. In addition, we should go over seniority system and introduce a system to focus on one's talent and the degree of contribution to a company. Second to oblige man to take child care leave. To allow that, it should be guaranteed that man can come back to the company remaining in same position.

Final presentation by Cambodian students:

They said, child-care leave for men is not known, but it should be promoted through mass-media, for example saying "house work is a hard work". They hope more man to help do house working. They also said that through three months child care leave, people receives 15% of their salary provided by the country, but 15% does not seem to be enough. They suggested that the percentage should be altered.

Final presentation by Vietnamese students

They addressed that the government should have more policies to protect woman workers, provide more number of scholarships for woman, and to use mass-media to show the right role of woman, especially for country side.

Final presentation by Uzbek students

They addressed to increase number of deputies or senate quota to 50% for female candidacy, and to change current belief that "woman are weak, men are strong". Law should propagandize through mass-media. Traditional custom should be changed and so that man would let woman to study and work outside. They also addressed opposition toward Japanese presentation. They said company should no be punished by not employing woman for fulltime jobs, because it will interfere the economy. There is also a tradition in Uzbekistan that men would not let women do hard works, and Uzbekistan students support the classification of profession in respect of gender, therefore men cannot take child care leave same as woman. We discussed for a while and made a conclusion. Tradition, nation, should be considered when adapting law from foreign countries. We should not think policies are neither all right nor wrong. We need to study each one of them and get to know the truth of them.

7. Discussion on whole JASMIN Seminar-How can we develop our relationship?

And how can we improve this kind of seminar in the future. on 9/29

Reported by Yuko TAKADA

We talked about "How to develop and deepen after our relationship after JASMIN seminar?" in each group. The purposes are to get in touch, not to loose friends, support studying, improve foreign language skill. For conclusion, we agreed to create a new HP with BBS and chat room with different topics. Each group had many suggestions and they were mostly similar that most suggestions were to communicate through the internet. Major suggestions are the following.

—Create new HP, make a bulletin board, chat room, mailing list and web log.
Secondly, each participant addressed how they felt about and how to improve the seminar. Everyone had their own opinion. Instead of writing all comments from each person, I will list up overlapping voices.

- "We were able to learn about law and also about Japanese culture. For Japanese culture, especially from home staying"
- "Able to see the real condition of Japan, which is not written in text books"
- "Good chance to make friends from overseas"
- "Found out the way of thinking is similar, perhaps because we are Asians"
- "Hope to discuss over other problems and reach targets"
- "(Cambodian students) Hope to study Japanese in the future"
- "We should have gathering ceremonies, which means that we should have a chance some day to gather together in some country"
- "We would share our experience after we go back to our own country"
- "Wanted more free time to exchange their own culture"
- "(Japanese students) Should have studied more about our own law systems and culture"
- "Should have told the schedule beforehand to everyone"

8. Review for the Students Discussion

Eri KUMADA

After JASMIN seminar, Japanese students talked about students discussion, so I'll write our impression on it. We could learn about social issues in each country, and we were sometimes surprised at them. Of course I know that each country has unique system and culture. When I read books about other countries and find the differences, I recognize the information from point of my view. However, in discussion, I found that students from each country have the different point of view and think based on the viewpoint. I recognized that in order to communicate and understand each other, objective information is not enough. We need to try thinking in their place once. It was great discovery for me. This discussion was good opportunity to know about Japan, too. We realized that we don't know well about Japanese system and culture actually, because they're too natural for us to think deeply.

We tried to prepare for discussion very hard, but there are some reflections. Firstly, we should have told the intimate schedule and theme to exchange students beforehand. At least 1 month before the seminar, we should decide everything and tell them. Secondly, the discussion group was too big (about 25 students). If we made 2 or 3 groups, it's easier for every participant to show their opinion. Thirdly, we should exchange our opinions when we decide the discussion theme. We tried to, but couldn't because of the lack of enough time. Some Japanese students felt that they wanted to ask questions and tell their opinions much more. Participants should peruse other countries' position paper and prepare some questions and comments beforehand.

Students from Cambodia, Uzbekistan and Vietnam asked many questions and showed their opinions actively. Japanese students were impressed by their passion and we should study hard, too. Discussion theme-Female status in the society- had deep relationship not only with legal system but also culture. As I said before, each country's students have their own way of thinking, so discussion heated up. However, at last, we finished this discussion with smile. All of us learnt that discussing without restraint was very meaningful. If we praised each other without real understanding, we couldn't be real friends. Now the world is said to be globalizing. In such world, we'll face some difficulty. However, we learnt that differences are not the objects to crush or reconciliation. This point was great harvest for all participants.

Chapter V: Evaluation Form for JASMIN Seminar

<Questions in the evaluation form>

- ① What is your overall impression of the program you participated in?
- ② What do you feel were the most useful/valuable activities of the program? Give reasons why.
- ③ What were your objectives in participating in this program? Please tell us whether or not your expectations were met and the reasons why /why not.
- ④ To maximize the benefit of the program, how do you plan on applying ideas and skills you obtained through your participation in the program upon your return?
- ⑤ Please give us your suggestions on how to improve the Program in the future.

Cambodia



Mang Samnieng Muni

- ① I really enjoy participating in this program very much that there were many activities and also lead to a friendship relation our countries even our visit lasted only 2 weeks.
- ② I feel that the discussion section and home-stay program were the most useful activities of this program because this give me a chance to know other participant countries' problem about status of women in employment and the suggestions and as well get to know all participant countries' culture and tradition especially Japanese culture and food. Moreover, lectures were also very interesting and useful for our study.
- ③ Even I appreciated about this program, before coming to Japan I thought that there would be a divided discussion group from different countries because it would work well within a small group of people and easy to find a solution.
- ④ After coming back to Cambodia, I have a plan that if there are other Cambodian students joining the next program, I will tell them everything that they should know clearly about our culture, food, our society, how to dance Cambodian songs and so on because we came to Japan not only to exchange our study but also our culture or tradition. Especially they should learn Japanese before hand because it's easy to communicate with Japanese people.
- ⑤ Firstly, I think that this program was well organized because we have a fixed schedule. However, I think that next time if the named of the participants is known, they should know the topic of discussion immediately because it's easy for them to be prepared like to get survey or others information. Moreover, all the participants should walk or have meal in mixed countries like we have Japanese, Cambodian, Vietnamese and Uzbekistan students in a group. Also, the discussion group as well in order to share our experience, culture, ideas and get to know each other more closely.



Kong Davy

- ① I feel this program lasts very usefully and prosperously because I have a lot of chance to show culture, friendship, my opinions. I can get a lot of knowledge from all the lectures and field trip to some of important places in Nagoya .
- ② The most useful activities of this program were getting to know each other from all the participants,

showing some of our culture and gaining knowledge from lectures, field trip and group discussion. The reason is that we could build up our relationship more friendly especially when we had field trip and student activities to some of important places in Nagoya ; especially, we could get a great deal of knowledge about each country's women status.

- ③ I do not have any objectives. On the other hand, before arriving to Japan, I thought that we would work in group of mix country participants all of the time, for example in 1 group we have Japanese, Cambodian, Uzbek and Vietnam, because I think if we had this program, we could tie up our relationship more friendly. However, we had working group in such a mixed one, it was enough since it was too short a time for us.
- ④ According to my experience that is not an easy task to get, I will use it a very useful way by sharing to my family, friends and to those I know. The main reason is that most of the things I got from the seminar are very valuable, particularly group discussion, field trip and crucial lecture related to legal system and reality. I hope this knowledge will be provided effectively.
- ⑤ I would like to suggest that we should prepare a group which has all country participants for the half of the seminar by going somewhere or doing something together in order to strengthen our relationship and understanding. We should be open to each other especially when we have problem and misunderstanding so it is easy for us to help and solve the problem. I would like this seminar organizers to inform the changing of the theme the seminar at least one month before it starts or when there is an important change in the program or schedule, they should inform us in advance so that we can have sometime to prepare. At the same time, the program as well as the schedule should be much clearer and detail in case we misunderstanding. For example, should we prepare a performance for the opening or closing ceremony.



Khem Vansok

① I am very enjoy with this program. The first day, I arrived at Nagoya University, I felt very homesick. I miss my family and my friends. However, at the same day, I moved to my host family. During the two days of my home stay, I found out many things from my host family. Besides from the culture and daily life of Japanese people, I was provided a great love and care from my host family. At the day I left my host family, I felt like I was one of their family. On the other hand, at university, I have Japanese students who take a good care of me. I feel very impressed about their kindness toward s me. Even though, sometimes we found it a little bit hard to connect with each other in English, we still can improve our relationship. Moreover, the lectures provided by Nagoya university professors are very interesting and useful for me. I have learnt a lot of things those lectures. I sometimes even wish I can study more with those excellent professors.

- ② I want the most is to continue and improve our relationship between each other among the 4 participant countries. I have found two useful activities in this program. Firstly, home-stay program. Not only I could learn about Japanese culture, but my host family could also learn about Cambodian culture and the characteristic of Cambodian people through this program. Lastly, the discussion and presentation among the four participant countries provided me a load of knowledge about the situation of each country on the topic of gender issue. Moreover, I obtain a knowledge how religion affected the legal system of each country.
- ③ I think that every participant should have more chance to talk, or to exchange their idea between each

other. I do object the activity that divided the participants into 3 groups according their country. Even though all participants group were accompanied by Japanese students, this could hinder the development of the friendship between all students. Because each participant group only get close with the group of Japanese students that responsible for them; and they may find it hard to talk to other participants since everyone seems to have their own partner. My expectations were met. I expected to make a good friend with all the participants, and now I succeed. Even though I am not really active with the men participants, I think we still can continue our relationships.

- ④ I have gained a lot of knowledge from this program, I'll apply it usefully to my studying as a law student. But what I want to do the most, is that I will inform what I get from here to my family, my friends, and especially to the next students that will join in this seminar. There were many things that I first did not know about Japan, so I think it would be a good idea, if those students can learn in advance about those things in order to avoid culture shock.
- ⑤ As I have mentioned in my objective, all participants should not divided into group. They should work together, have lunch or dinner together, and so it will be a great chance for everyone to learn about each other. Moreover, I do enjoy the lectures here very much, and I think there should be a kind of this lecture more in the next program.

Uzbekistan



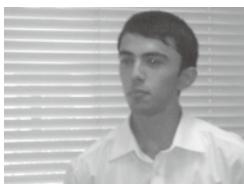
Alisher Umirdinov

- ① I really relaxed during this program, because I found a lot of friends and got a lot of information. I learnt foreign nations culture, language and tradition. We exchanged our opinion and be corrected our faults.
- ② There are many representatives of nations and it caused to got a lot of information.
- ③ I expected a different things and I am sure I got them.
- ④ I am planning to write an article and hold seminars among students.
- ⑤ I invite to increase the number of seminars. And we should begin these seminars more early.



Ibragimov Bunyodbek Abdusharipovich

- ① First is home stay was very great and I have improved my English and Japanese skills. And I have learnt about culture, tradition and law. Most is we discussed our problems with four country and some solutions took for them. It means if we (our states) corporate in future we can solve our problems easily.
- ② Home-stay, visit to court, prison, Toyota. The most is discussion was great. I did not wait such interesting discussion.
- ③ The first it was very good practice my Japanese language. I expected to learn only Japanese law, culture and education system. But I have an information about there counties.
- ④ In little time we make many friends and we don't want lose them. And In Uzbek culture we must not forget that people who taught us one letter. That's why I think about participant students we talked about it but it will be good if we can relations with Nagoya universities teacher to ask and learn from them.
- ⑤ It's better to invite more countries because in one tome we can learn more countries.



Nematov Jurabek Nematilloyevich

- ① It was really big chance to develop my mind and knowledge about participant countries. I exchange not only my opinion but also tradition, customs and friendship. The most important thing is that I was very pleased about kindness of Japanese.
- ② The most important thing for me was making friend with Japanese and other countries also. I think program was only way to make friendship with others. Maybe program will more continue if we will be friends and exchange forever.
- ③ My aim was to make friends, to give information about my country and learn more about Japan and other countries, to develop my Japanese. Yes, I met. I already have many friends and we will continue our relation, I give much information about my country and I learned many about Japan. And also I had chance to speak in Japanese.
- ④ I am planning to speak about Japan to all my relatives, and I will give some seminars about this program in my Institute.
- ⑤ I would like to have such programs in participant countries also. And I would like to do such chances that would suppose us to make more and more Friends.



With the member of Japanese traditional dance club

Vietnam



Nguyen Lam Tram Anh

- ① I think that the program is very useful and interesting. Why? Useful because I get much knowledge interesting because I have many kind of feeling: nervous, happy...
- ② Discussion from each country. Why? Interesting, useful to get much knowledge; You don't understand, you can ask; You don't agree, you can talk talk and talk...
- ③ My objective is to learn about the law system from other countries, know about Japanese universities, the way to teach in Japanese universities, and now, I have all.
- ④ Much talk more, don't afraid of you are wrong or right. It's OK. Because, you discuss with your friends. Ask many questions and express your opinion if you don't understand anything.
- ⑤ Developing the cooperation between the different countries. I always hope that my university will have good cooperation with Nagoya University like Cambodia and Uzbekistan so that we can know each other and develop the relationship, develop the Program. And, Nagoya University can help the other countries to hold the program like this.



Dao Anh Tuan

- ① Tell the truth, I have many impressions about the program. It was prepared many day before started. I think it is showed determination of everybody who hold the seminar. And when I came and stayed at here I felt so much about it. Everything is prepared thoughtful. The treatment of Japanese is wonderful. And I respect so much about it.
- ② The purpose of seminar is exchanging legal information of other countries (Japan, Vietnam, Cambodia, Uzbekistan). So I think the trips to Toyota corporation, Nagoya prison, Nagoya district court, Aichi bar

association which is very useful for my knowledge. When I came those places, I have known many valuable thing about the high technology and science, the legal system of Japan. Example: when I saw the largest trial room in the building of court, I was very surprised, because it have 80 chairs inside and many modern communication which can connect with outside to servicing for communication. It is bigger and more modern than the building courts in Vietnam. Inside, it is designed and decorated nearly between judge and accused but it is still serious, so it is the thing that I like best when I came there. Or when visited the Toyota corporation, I felt interesting because all thing are automatic and one new car is made about twenty hours , so now I van understand clearly why Japan are one in top countries about export car... generally, the things which I saw in that places, are very strange. The trips are wonderful.

- ③ Before I came here, I heard many thing about history, cultural, traditional, developed legal and strong mental of Japanese. And when I came here and stayed 14 days, I discovered many more things about Japan and Japanese. The main purpose of me that research about legal system of Japan, is successful. I can say that because I studied much knowledge about organizing trial. They are very useful for my study when I come back my university because there are many similar things in legal system between Vietnam and Japan.
- ④ When I come back my university I will talk with my friends about the things which I feel about Japan. And with ability and position of me, I can hold some activities to get information about legal system of Japan with internet. Besides I will suggest my teachers in my university about holding more seminar of student to discuss about popular problems in society and some practical trips to service for our study
- ⑤ Please give us your suggestions on how to improve the Program in the future. I think it is very difficult to say one thing that is all sides but I can say the program is very wonderful and I do not have suggestion about it. But I hope that we must have more exchanging student programs one year.



Nguyen Viet Tuan

- ① It is very fantastic.
- ② The discussion of students who comes from Japan, Vietnam, Cambodia, Uzbekistan. Through this discussion I study a lot of thing about every country's legal system that provides the equality between male and female.
Beside that, the home-stay program is very excited to me. It seems I stay at my house although I stay oversea.
- ③ To broaden my knowledge at law and get information about one of the, most develop countries. My expectation was met because I find some strange things from your country with my country.
- ④ I will apply the method in working of Japanese people in the future if I control some programs. I also change my method in working from now. Beside that, I will let my friends in Vietnam know something I have just studied in Japan
- ⑤ The schedule of this Seminar is longer.
You should not change some working time that informed us before.



At the welcome party with Professor Aikyo (GSL, Vietnamese law professor) and Mr. Cuong (international students at GSL)

Japan



Yasuo Asai

- ① It is very good and useful for me to participate this program. I was very busy, so I caught a cold before the program and I didn't attend the meeting before the start.
- ② The most useful/valuable activities were discussions. Because these discussions were very hot and interesting, so I could a lot of information, religions and thinking.
- ③ My objectives were thinking another countries stance and talking with other countries' people. And I think that I can get my objectives.
- ④ The term of program is very short, but we have to take more rest and sleep.
- ⑤ I suggest that we should have more free time and trip for Japanese old place.



Natsumi Ichikawa

- ① The program was wonderful that we could have very interesting discussion over improving status of female in our society. We could exchange ideas of each person, each country. The participants became good friends by the end through field trips, discussions and free times. This program was very fruitful and we have to go on doing programs.
- ② I think field trips are important in this program, although discussion is the most important activity in this program. It is because the members of the program can talk over and ask questions about the place we visit. By going through that experience we are able to communicate and get together lot faster and better.
- ③ To know and study about cultural, historical, and legal backgrounds of the four countries, Japan, Uzbekistan, Cambodia and Vietnam. My goal was met in this program very much, through hot discussion and exchange of our opinions.
- ④ First, I would like to study more about systems in Asian countries. The other plan I am thinking of is to develop my skill of speaking and discussing in English.
- ⑤ I think dividing us into 3 groups of mixed nationality is very good idea. We tend to hang around with the members from the same country. Divided in 3 groups, we can do some recreation in the groups like cooking one dish for each group and compete against another.



Yoshiki Ishikawa

- ① I think that I must improve my English. Because in discussion I couldn't say anything I want to say. After this program I must study English harder. I will say anything in English by next time I meet participants.
- ② In discussion we exchange our culture and way of thinking and so on. To discuss with foreign countries students make us know what Japanese system is not good more clearly than with only Japanese students. And I go to Aichi EXPO with Uzbek participants on September 24. I learn how they live in Uzbekistan. To learn how foreign people live in their countries is very interesting.
- ③ Actually I participate ACCU International Exchange programme under the UNESCO/Japan program

last march. I couldn't participate it positively at that time. So I decided that I would participate in preparation and program positively and make friends with other countries participants. And this time I could prepare and participate and make friends with them, especially with Uzbek students.

- ④ I will apply the thing I obtained in this program in my circle, SOLV. And if participants come back to Nagoya University, I will help them. I will keep in touch with them by e-mail or letter and share our thinking and knowledge and skills more.
- ⑤ I think we should have had more free time. Participants wanted to have more time which they use freely.



Hiroko Katagiri

① This seminar was a great and unforgettable experience for me. Through this seminar, I learned a lot such as mutual understanding and building new friendship and so on. I could sincerely enjoy this seminar unlike last seminar when I was 2nd year student.

- ② Discussion with 4 countries was most interesting and impressed me strongly. Because I could understand law and system of 3 countries and we could exchange various opinions each other. Actually we could not reach at forming our conclusion, however, it seems to be important and meaningful for me to have discussed with difficult problem as possible above all.
- ③ My main purpose is to improve my English skill. In this seminar, I don't know whether I could develop my English honestly. But joining in discussion and speaking English in discussion, I can have some confidence a little and I came to want to speak English more. And second objective is to enjoy this seminar because I could not enjoy last seminar genuinely. As I mentioned above, I could really take pleasure in this seminar in everything.
- ④ I should study English harder not to lose and to improve my English skill.
- ⑤ I hope this kind of seminar will be organized by many Asian countries.



Eri Kumada

① I'm satisfied with this JASMIN seminar. When I found the differences between Japanese legal system & culture and those of other countries, I was surprised and very interested in them. Field trips were also fruitful. Exchange students had different view points, so I also could find new things there. And I could get wonderful friends in three countries. This is the second time for me to participate in this kind of seminar. Now, I'm very glad to have many friends in various countries. At the beginning of the seminar, relationship between Japanese students and exchange students are like "Host & Guests". But at the end of this seminar, we became real friends and could talk what we really think or feel. Especially discussion grew heated very much. All the participants were very passionate and punctual, so I could enjoy this seminar without anxiety.

- ② Discussion on "Female employment" was the most impressive activity for me. I was very surprised at the differences between four countries, especially between Japan and Uzbekistan. I'm interested in legal assistance and relationship between law and culture. Because I've been thinking that legal assistance can be pushy if we take wrong way, and law can't be adjusted to society without considering about cultures. The discussion heated very much. During the discussion, I sometimes worried if the heat was too much. But after finishing discussion, I felt it was wonderful experience for me. I

understood that no one can say what is completely true or completely wrong, but first of all, we should know each others.

- ③ One of my objects was to know each other's culture, thoughts and legal system. I could achieve this goal though discussion and spending time together with exchange students every day. The other object was to make friends with them. Now, our friendship was more than expected. I'm very happy about it.
- ④ First, I'll learn much about Japan. And during this seminar, exchange students often asked me Japanese system and law, but I couldn't answer clearly. Second, I'll brush up my English. I could communicate with exchange students in English, but it was not enough to tell my thought and feeling fully. Thirdly, I could learn how to organize and create something with friends. This is the second time for me to take part in exchange seminar, so I think I could develop my ability to set forward one program.
- ⑤ First, I wanted much more time to spend with exchange students. Term of this seminar was 2 weeks, but three days were for home-stay program. And during this seminar, we had many holidays. That made difficulty for us to make the best of our precious time. Second, at this seminar, we had home-stay program at the beginning of the seminar. But I think it should be the middle of the seminar because I wanted to make friends at the beginning of the seminar. Third, I wanted much more time to prepare for this seminar. I wanted to tell exchange students about schedule and discussion theme more concretely. This problem could be my fault, but it was difficult for us to prepare all things in short terms. At last, exchange students should know each other much better beforehand. Especially when they have special custom. In this seminar, some students have special religious habits. But Japanese students didn't know much about it, and couldn't prepare enough for them. I felt very sorry for that.



Akane Makino

- ① The general impression I had from the program was pleasant. Although we are from different countries and different cultures, we tried hard to know each other. This is the most important thing when you communicate with people from foreign countries. Of course, it is difficult for everyone, because some cultural aspects may against the others. When I joined the program, I was able to sense every student's willingness to understand the different cultures and the different way of thinking. I strongly believe that this fundamental mutual understanding will benefit all of us in both small and large scale of the world.
- ② The most valuable activities were presentations and discussions. Here we made lots of questions in order to comprehend each group's social status. It was beneficial and a good opportunity to exchange our ideas.
- ③ My objective was to know many different ideas from different countries. In that sense, as I mentioned before, the expectation I had was met.
- ④ I hope I will be able to use the ideas in my daily studying life.
- ⑤ In order not to make the same mistakes or failures, the future participants should read and make use of the suggestions or the things that should be improved by the participants of this program.



Syoko Shichijo

- ① It was interesting. I've never had an opportunity to spend long time with foreign people. I come to know there are many cultures and senses of value even between Cambodia and Vietnam which are located near. I realized Asia is very big.

- ② Discussion. Because it grew my listening skill to English and we could understand each country's problem. To know those problems of other countries, we can know our own problem again. We exchanged our ideas about how to solve those problems. It 3. I want to be an international public servant in the future. And I want to work in Asian country, so I wanted to know how problem they have.
- ③ I get more things than which I expected in this program. I realized I need study more, and there are many things I don't know in this world.
- ④ I want to study English and other language more. And I want to be able to communicate with foreign people. Someday I wish I could visit three countries and discuss about another problem.
- ⑤ I can't suggest any, because this program was grate. But I wanted spend more time with all members.



Yuko Takada

① JASMIN seminar was excellent. I learned and experienced much in two weeks. The program had a pretty tense schedule each day that I feel I have done, what I would spend a year, in two weeks. Certainly it was a great experience for me to communicate with students from overseas, and also to build a friendship between them. We were all busy in this program, but as a recognition, everyone seem to learn a great deal in this seminar through field trips, lectures, and discussions.

- ② Of course the presentations and the discussions were the most valuable activities, since I understand that is the main activity of this seminar. I think we all participated in this seminar to actively exchange our ideas premising our cultural differences.

Other than the discussions, the most valuable activity for me was visiting the prison. It was a good experience for me to see what prison in my country is like. I think this is a kind of an experience that not anyone can do. Although it was a short stay, I learned many things from the instructor through Q&A. We were not able to see the whole prison, but I was pleased to have a chance to see a prison in reality. It changed my perception in some way.

- ③ My objective of this program was to make good friends from foreign countries through English communication and various activities. I think my expectation was met, and I am very satisfied concerning with that aspect.

In a wider view, however, I understand the objective of this program was to have good discussions, and I was not able to participate many in the discussions. I feel, I should have asked more questions toward other countries.

- ④ I think applying wiki to this program was a good idea. We can see how other people thought about the activities. It was a good tool for exchanging ideas. To make it more efficient, we may had have more time to use computers because our schedule in this program was so tight that we did not have much time to update our diaries.

- ⑤ As I wrote above, I think it was better if we had more time to manage our diaries.

Other than that, I don't have many suggestions. I think the program went pretty well.



Masataka Taniguchi

- ① It's wonderful!

- ② I think Presentation&Discussion is the most activities, because I learned

about the differences of each country. I had a precious time.

But, I regret that I didn't utter my opinion at the discussion. So, in another chance, I'll be more active. For the purpose, I have to study various things, such as languages, our cultures, law, and so on.

- ③ I've never been to foreign counties, so, in this seminar, I wanted to exchange foreign people. This is my objective. So, I'm satisfied my expectation, because I made good friends!
- ④ Through this seminar, I feel that foreign students are intelligent, smart. So, first of all, I plan to learn more. And, I'm going to have a direct experience from now.
- ⑤ I think we succeeded in this seminar, but acting in same country is not good.



Yuki Tono

- ① I'm very happy to exchange with foreign students.
- ② Presentation and discussions. It is because I learned a lot of things about present condition of other countries and listened to various opinions.
- ③ Speaking English. At first, It is difficult for me to listening and speaking English, but my English improve during this two weeks.
- ④ I want to study English more. Then I want to go abroad.
- ⑤ I want to have more free time to talk with foreign student.



Mayu Toyobe

- ① It was a great pleasure joining this seminar and I really enjoyed it. I learnt and gained a lot from this seminar. Visiting some places that I had never visited before, and sharing our culture, custom and ideas, we got to understand not only the foreign three countries, but also my own country more. I would like to say thank you to JASSO, MIZUHO and Nagoya University to give us such a wonderful opportunity.
- ② The most valuable activity of the program was discussion. Although the theme of the discussion was equality between men and women, I could find much more things about each country. And I think that it was very important to find both differences and similarities among four countries and accept them.
- ③ My objectives in this program was not a clear one that is to gain something. And I reached my objective because I gained far more things than I had expected!!
- ④ I think that it would be a good idea to write reports of this seminar in order not to forget our ideas, impression and skills we obtained through this seminar and show them to people who are interested in the seminar.
- ⑤ More free time for participants.



Toshiya Kaminaka

- ① I think that the program is very impressive, and fruitful.
- ② I think it is the group discussion by students Through the fruitful discussion, I can enjoy the mutual difference about female employment that reflects our culture.
- ③ My objective is to understand different opinions by exchanging opinions between each countries that has various backgrounds. My objective is totally filled, because I can learn very interesting opinions about female employment in each society from each countries, in particular

Uzbekistan. Then I got many great friends.

- ④ First, I try to study hard about my major; international economic Law to improve my specialty and to brush my English. And I make much of this wonderful experiences for my future career.
- ⑤ Please give us your suggestions on how to improve the Program in the future

I suggest that each countries students always have to be mixed to understand with each other. Because they often acted in same country. For example, international students such as Cambodia have their strong community, and they held a party for exchange students in same country. However, Vietnamese community is not so strong. They may feel lonely. Such Communities sometimes become a barrier to understand mutually in every participants.

Final Review of JASMIN Seminar—After finishing the seminar

Yoshiki ISHIKAWA

2nd year student, at school of law, Nagoya University

After JASMIN seminar, we gain international friendship among four countries. We had same lectures, had dishes with participants from other countries and visited some places. We had the same experience, and that's the reason why we made friends with them. This is the most important thing in this seminar. We improved our English, too. Of course we practiced our English to join this seminar beforehand, but all of us could not speak English very well. At first some of Japanese students had some trouble telling what we wanted to say.



But after spending much time with participants from other countries and speaking English with them, we improved our English and could say what we wanted to say. We also could know their culture and way of thinking and those of Japan. Especially we were surprised at difference of way of thinking through discussion. We realized that we grew up in difference culture and political structure. As for Japanese students, we had ACCU International Exchange Programme under the UNESCO/Japan program in this March. I think that we could prepare for this seminar better than the last program. We could consider failure in the last time and we improved some points. For example, how to prepare, good schedule, positive participation by Japanese and so on. In the last time, we could only management of seminar, but in this time we all could enjoy this JASMIN seminar. After finishing this seminar and we will improve our friendship much more by using internet and e-mail. We already established mailing list and BBS for us. If we have the chance to participate the seminar like this again, we can have some proposals to improve more. In this seminar we had very strict schedule, participants from other countries could not go to the place they wanted to go or do what they wanted to do. In the next time, we should have more free time and have more flexible schedule so participants can do what they really want to do. We should try to know other countries more in advance so that we can ask much more useful questions. For the deeper communication and discussion, we also need to speak English more fluently. In this seminar, we could know the present issues in four countries and differences of the way of thinking. But if we could prepare more, we could have discussed much more about the solution for the issues. And we should think way of proceeding of discussion better. We'd like to not only exchange our opinions but also solve some problems. At last, this is the good experience for us. We thank people who give us the chance.

Participants List

<Students from partner universities>

Cambodia			
	Kong Davy	MANG Samnieng Muni	Khem Vansok
Uzbekistan			
	Umirdinov Alisher Isakjonovich	Ibragimov Bunyodbek Abdusharipovich	Nematov Jurabek Nematilloyevich
Vietnam			
	Nguyen Lam Tram Anh	Dao Anh Tuan	Nguyen Tuan Viet

<Lecturers from partner universities>

Cambodia	Royal University of Law and Economics	 UNG Rotha
Uzbekistan	Tashkent State Institute Of Law	 Nazarova Anora Rustamovna
Vietnam	Ho Chi Minh City University of Law	 Tran Hoang Nga

< Japanese Participants >

			
Natsumi Ichikawa	Syoko Sichijo	Yuko Takada	Mayu Takehashi
			
Masataka Taniguchi	Yuki Tono	Mayu Toyobe	Yoshiki Ishikawa
			
Hirotaka Sawada	Yasuo Asai	Chiaki Asaoka	Hiroko Katagiri
			
Toshiya Kaminaka	Eri Kumada	Yoko Fukuta	Akane Makino
			
Eri Matsuda	Yuya Ohta	Shino Yoshioka	Misaki Kodama

English Check: Eri kumada, Yuko Takada

Edit: Eri kumada

V. TECHNICAL INPUTS

- Materials prepared by lectures-

1 LECTURE

1) Opening Lecture (1) “Email - Anonymity and Coidentity - Who sent this Email?” by Mr. Masaru Ishikawa, President of the Microhouse Incorporated *on Sep 20th 2005*

Electronic Mail, E-mail, e-mail, email or Email is useful and important method of communication. Many people know that telephone is not secure communication method. But it is surprising for you that email is not secure medium of communication.

Traditionally, post cards were easily read by many people, technically, telephone lines are also easily be tapped just like water pipes are tapped and emails are easily looked at by many people. This session gives you brief understandings about these security threat not known by simple users and how to overcome this threat.

Topics are:

- How Email Works
- Security Threats on Your Email Communications
- Encryption on Email Communications
- Email/WebMail Services
- Privacy with Anonymous SMTP
- Authentication on SMTP
- Passwords in general
- How to Protect Your Passwords

2) Opening Lecture (2) "Law, Power, and Social Life" by Associate

Professor Takehiro Ohya of GSL *on Sep 20th 2005*

Premise of Legalism

Legalism: each citizen knows what is legal (or illegal).

Crime — the intentional breach of law / social norm.

Ignorantia legis neminem excusat..

"Ignorance of the law excuses no man."—an expression of the premise.

People *ought to* know the law (norm); but how about the people *are?* (fact)

"Have you ever read through the Japanese Constitution?"

The OUGHT and IS in social life

FACT A) people don't know much about law.

FACT B) the Japanese society isn't amoral or in anarchy.

e.g. the red signal, crime rate, automatic vendor machine...

the Japanese are following laws WITHOUT KNOWING what is law?

What bridges the two facts?

Two Types of Government

American Model: investigation *ex post*.

- 1) People do something without legal knowledge (legal professionals monopolize them).
- 2) If that makes some breach, officials will do something.

Advantage: You have freedom to act. The government could be small.

Disadvantage: You might suddenly caught. The trouble could be huge.
cf. the Enron Scandal, 2001.

Japanese Model: *controlexante*.

- 1) The government make control over people's action (publicity, surveillance...).
- 2) People could follow the instruction from the government.

Advantage: You could feel safe. The trouble tends to be restrained.

Disadvantage: Maybe you couldn't be so free. The government could be large.
cf. the National Election.

Question: Isn't there strong need for large (or huge) budgets to keep such a kind government?

One answer: generally YES. e.g. in developing countries.

Another answer: maybe NO.

the Japanese government is relatively small in number of workers.

the tax rates are not so high as in e.g. northern Europe.

Two keys to effective government — the Expectational Power and the Diffusion of Power.

The Expectational Power: indirect method to control

Power — what make other people do something.

Direct Power: surveillance and punishment.

Problem: High cost. Not much used in (especially) Japan.

cf. the full quota of policemen is 243,261 in 2005 Japan.

Expectational Power: make people follow AT THEIR OWN INITIATIVE.

an example of student and teacher.
since people have their reason, they'd like to choose the option that they expect to realize.

action	reaction	preference	expectation	choice
play	give credits	1	NO	—
	not to give	3	YES	2
study	give credits	2	YES	1
	not to give	4	YES	3

POINT: it isn't necessary that the enforcement are really ready.

the Panopticon (Jeremy Bentham, 1791)

Could you commit breach of rule under such environment?

The condition to make the Panopticon work is the expectation that the Panopticon really works.

The Diffusion of Power

Question: still, isn't there strong need to make direct surveillancee?

an example of publisher and author.

Government → Publisher → Author

Suppose what happens IF the government predicts punishment to indecent publishers?

- 1) As an autonomous subject, every person tries to avoid punishment.
- 2) If one subject expects punishment to occur, it tries to control the sub-subject.
- 3) The sub-subject expects punishment (from the subject) to occur, and thus change its action.

i.e. the government succeed to change the action of sub-subject without direct surveillance to it.

Some example of diffusion of power in Japanese society:

control over indecent expression or libel.

calculation and payment of income and local taxes.

A Small Conclusion

3) Lecture (2) "Why Men Matter for Gender Equality?" by Professor

Tetsuki Tamura of GSL on Sep 26th 2005

Introduction: Today's Topic and Abstract

- 1) Gender equality under the law (in contemporary Japan)
- 2) Despite that, women and men are not equal in real social life
- 3) But does it really mean inequality between men and women ?
- 4) The prospect of the strategy for *improving women's status*
- 5) Why we need the strategy for *making men into fathers* ?

1. Gender Equality under (Japanese) Law

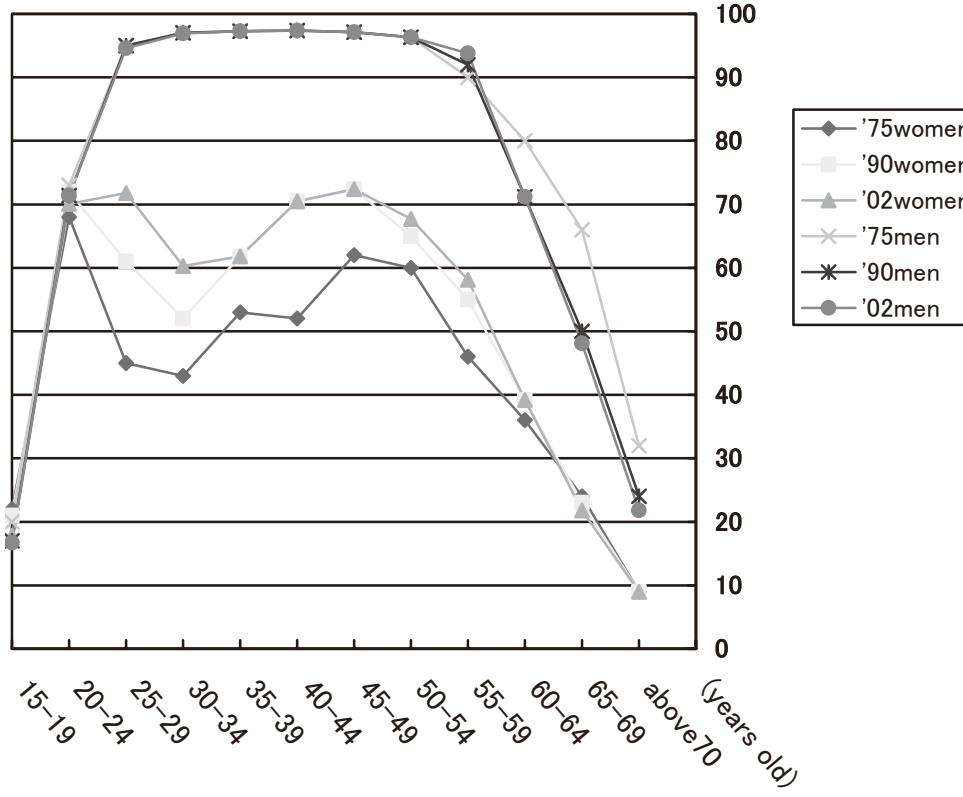
- Women and Men are basically equal in Japan (and other contemporary advanced democracies)
- Of course women have the suffrage (but barely after WW II), the freedom to choose their occupation, and can be educated at higher schools including graduate schools.
- The Constitution of Japan (Nihon Koku Kenpou)
 - Article 11: The people shall not be prevented from enjoying any of the fundamental human rights. These fundamental human rights guaranteed to the people by this Constitution shall be conferred upon the people of this and future generations as eternal and inviolate rights.
 - Article 14: All of the people are equal under the law and there shall be no discrimination in political, economic or social relations because of race, creed, *sex*, social status or family origin.
 - Article 24: Marriage shall be *based only on the mutual consent of both sexes* and it shall be maintained through mutual cooperation with *the equal rights of husband and wife* as a basis.
- **Law on Securing, Etc. of Equal Opportunity and Treatment between Men and Women in Employment**
 - Article 2: The basic principle of this Law is that women workers be enabled to engage in a full working life, with due respect for their maternity but *without discrimination based on sex*.
 - Article 6: With regard to the assignment, promotion, and training of workers, *employers shall not discriminate against a woman worker* as compared with a man by reason of her being a woman.
 - Gender Equality Law (English translation is tentative)
 - Article 3: Gender Equality shall be accomplished through aiming at guaranteeing the human rights of both women and men including valuing the dignity of each man and woman, not discriminating people by gender, securing the opportunity on which both women and men shall give full play to their abilities and so on.

2. Gender Inequality in Social Life

(1) Women's Employment: An Overview

- M-Pattern employment of women in Japan
 - Many women throw up their job when they are married or have their babies
 - They re-enter into labor market as part time worker when their children grow up and need not to be taken care of so much
 - Income and other treatment of part time worker are not so good

Chart 1 Labor Force Ratio of different population and gender in Japan
(Labor Force means people who have the will to work including unemployed)



2) Politics and Diet Members (House of Commons; the Lower House)

- Women representatives increased at late 1990's considerably.
- Now we have 43 women representative (9%) (after National Election 11 September 2005)
- But in world classification Japan is ranked **105th** (7.1%) ! (at 31 August 2005)

Chart 2 Women in Parliament (Lower House)

Rank	Country	%	Rank	Country	%
1	Rwanda	48.8	8	Costa Rica	35.1
2	Sweden	45.3	9	Mozambique	34.8
3	Norway	38.2	10	Belgium	34.7
4	Finland	37.5	11	Austria	33.9
5	Denmark	36.9	12	Argentina	33.7
6	Netherlands	36.7	13	South Africa	32.8
7	Cuba	36.0	13	Germany	32.8
7	Spain	36.0	14	Iraq	31.5

Viet Nam: Rank 22, 27.3% ; Uzbekistan: Rank 55, 17.5% ; Cambodia Rank 90, 9.8%

(source: IPU-Inter Parliamentary Union website <http://www.ipu.org/wmn-e/classif.htm>)

(3) Public Administration

①The Heads of Local Government (at April 2003)

- prefectural governor: 3 of 47 (6.4%) • vice governor: 7 of 63 (11.1%)
- mayor : 6 of 700 (0.9%)

②public servant and bureaucrat (in local government)

- successful applicants (at 2002) : 51.2% (cities) , 23.4% (prefectures)
- middle managers (at 2003): 4.8% (prefectures)

6.3% (some big cities of 5000, 000 or more populations)

(4) Private Sector

- M-Pattern employment
- There are very few women managers

(5) University: In Case of Nagoya University (2004)

- 8.4% (Professors, Associate Professors, and Assistant Professors)
- 10.8% (including research fellows)

(6) Family

- Japanese men don't take the responsibility of house keeping and child care

Chart 3 Time for Work, Unpaid House Work, and Child Care on Japanese Men

	Work		Housework		child care	
	double income family	Single income family	double income family	single income family	double Income family	single income family
1986	7.44 hours	7.24	0.12	0.11	0.03	0.06
1996	7.26	7.12	0.17	0.19	0.03	0.08
2001	7.13	7.14	0.21	0.22	0.05	0.13

Chart 4 Work and Unpaid Work Time in Advanced Democracies

(source: White Paper on Gender Equality 2003)

	Japan		USA		Sweden		Germany		UK	
	husband	wife	h.	w.	h.	w.	h.	w.	h.	w.
Work	7.7	3.7	6.2	4.9	6.4	3.9	6.1	4.1	6.3	3.5
housekeeping	0.4	3.8	2.0	3.3	2.5	3.9	2.5	4.2	1.7	5.4

3 . Can we really see such a state as gender inequality?

(1) Some arguments that it is not inequality

- If there are some gender ‘difference’, we can’t see it ‘inequality’.
- Gender Difference is based on ability, preference, choice and so on.
 - Many women are simply not interested in politics. That’s why the number of women’s politicians are less than that of men’s.
 - Many women are not eager to go their business carrier up. That’s why there are few women managers.
 - There are few women who have high talents. That’s why there are few women in academic field.
- People who say gender inequality must see (women’s) family matters and child caring less important than (men’s) work
→ women’s housekeeping and child (and elder) caring are as important as men’s working!

(2) A Dilemma of Gender Equality: sameness or difference?

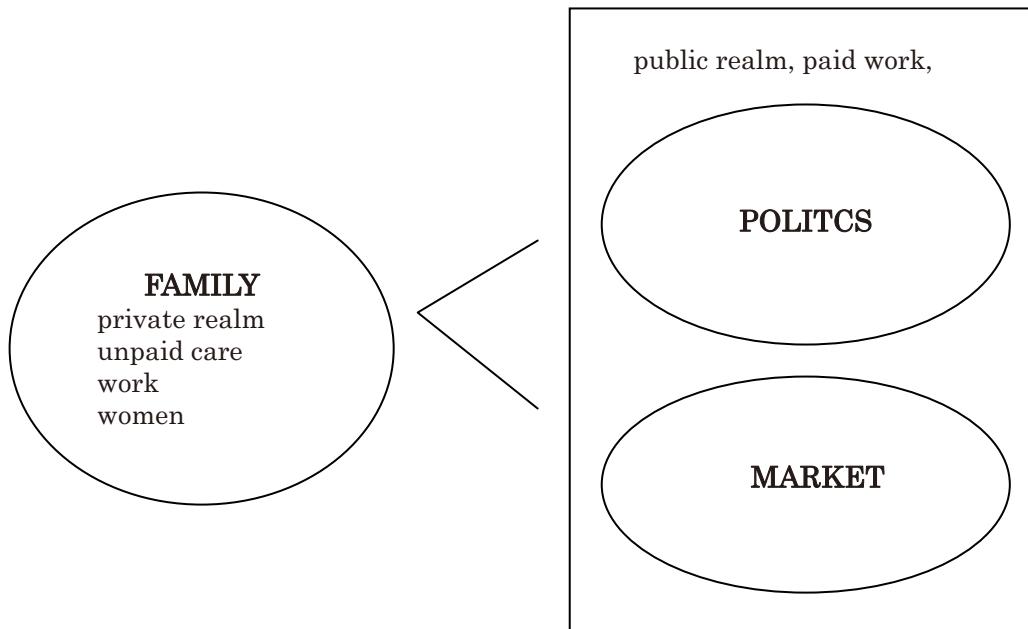
- On the one hand, if we say that women and men are equal and ‘same’ persons...
 - women are required hard activity like men
 - But in order to work hard like men, women give up having a baby.
- But on the other hand, if we say women and men are different...
 - Women will be said that *women have the role peculiar to women only*.
 - Then it is impossible for women to work like men.
 - Gender inequality in paid work is at best inevitable and at worse desirable.

(3) Against *not Inequality*

- As the differential between men and women is too vast, it is not reasonable to reduce its cause into ability, preference, and choice.
- It is reasonable that man who doesn’t do unpaid care work in family on the one hand, and woman who must *both* work and tackle unpaid care work on the other hand are different in time to be able to spend in paid work and motivation to it.

- If, as people who say not- inequality insist, unpaid care work is also important, why men take this role?
- Thus one of the important factors of gender inequality is *gender role assignment*
 - Men occupy the public realm via paid work.
 - Women confine into private realm as family.
 - Public realm and paid work establish superiority over private realm and unpaid care work.

Chart 5 Gender Role Assignment and Public-Private Distinction



4. The prospect of the strategy for improving women's status

- policies for encouraging women in politics
 - ① Quota and/or Positive Action
 - Quota for Candidate
 - countries with quota in law
France (50%), Argentina (30%), Belgium (30%), Korea (30%)
 - Parties with quota on its own initiative
many social democratic parties and green parties in northern and western Europe (30~50%)
 - Quota for policy council (Shingi Kai)
 - Promoting employment of women bureaucrats
 - ② Women's Parliament
 - This is one of the events which are planned by local government.
 - Deliberation and decision in this parliament does not directly restrict local government.
 - In Aichi Prefecture, there are some cities which held women's parliament: Inuyama City (1999), Komaki City (2002), Handa City (2002)
 - What meaning does this parliament have?
 - It can contribute to encourage women who want to stand as a candidate of local (real) parliament.
 - Women can get rich experiences and have self-confidence.

5. Why we need the strategy for making men into fathers ?

- (1) Can women be treated equally as men in labor market only by encouraging women?
- In order to answer this question, we need to consider the trinity of women-private realm-family
 - In case of this trinity--gender role assignment--are maintained
 - Women can work, *as long as* it doesn't prevent them from unpaid caring work in family
 - In case of introducing and developing the social service for caring
 - We can't conclude that Gender role assignment transform necessarily, because men may not change and women must do residual unpaid work continuously. (Even if she can use nursery school by 22:00 o'clock, who go to meet and care her children?)
- Limit of the strategy of *encourage women*
 - Women can't help carrying responsibilities to their activities in *both* public realm (paid work) and

private realm (unpaid work)

- As men will continue to engage only in paid work, inequality of the starting point in paid work between men and women will not change too.
- Thus what we need for gender equality is *changing men*

(2) Importance of *Making Men into Fathers*

- Only through this strategy, we can dissolve gender role assignment
- Nancy Fraser on Three gender equity models
 - ①universal breadwinner model
 - Women will become *breadwinner* like men (universalization of breadwinner)
 - To realize this model, we need *the de-familialization of unpaid work*
 - ②caregiver parity model
 - Women's unpaid work will value as equally as men's paid work
 - To realize this model, we need *the allowance for unpaid work*
 - ③universal caregiver model
 - Men will become *caregiver* like women (universalization of caregiver)
 - To realize this model, we need to *encourage the unpaid care work of men: making men into Fathers!*

- Fraser says;

- All three models are more equal than male breadwinner model
- But universal caregiver model is the most. Because only this model can contribute to change men and consequently dissolve gender role assignment

(3) What can we do?: an example of social policy for making men into fathers

- Papa Quota (Norway) or the Daddy Month (Sweden)
 - These policies secure a term for which *only men* can take parent leave.
 - If man-father uses this leave, he and her wife get extra term of leave.
 - About 30% of fathers take parent leave in Sweden.
 - Above 80% (!) of fathers take parent leave in Norway.
- Japanese social policy for making men into fathers
 - Japanese government aims at making 10% of fathers take parent leave
(In practice the ratio of fathers who take parent leave is only below 1%!)
 - This policy has no sanction. So far all that government can do is to enlighten people.

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Tamura, Tetsuki (forthcoming) "Gender Equality, Discourse Strategy, and Institutional Change," in Miyamoto, Taro ed. *Comparative Political Analysis of 'Post-Welfare State'*, Waseda University Press (written in Japanese).

4) Lecture titled "Globalization and Innovation of Modern Law" by Professor Yasutomo Morigiwa of GSL on Sep 27th 2005

I. Table of Contents

What must law do to deal with globalization?

- What is GLOBALIZATION?
- What is LAW?
- What is MODERN LAW?
- What is needed to make MODERN LAW work?
- What must we do in Law to accommodate Globalization?

II. Summary

• What is GLOBALIZATION?

- World-scale, unreflective, development
- Upshot of IMF-GATT regime

• What is LAW?

- System of governance according to legitimate rules

• What is MODERN LAW?

- System of governance according to legislation and justice

• What are the elements of MODERN LAW?

- (Minimal) modern state
- Constitutional democracy
 - The need for a constitution and law
- Organized power for police, justice, defense and taxation
 - The need for legitimacy and delimitation of power
- National economy
 - The market and its need for regulation

• Constitutional democracy

- Popular sovereignty
 - Separation of powers
 - Constitution as constraint to legislation
- Rule of law
 - Legislature
 - Independent Judiciary
 - System of legal education and training

• What must we do in Law to deal with Globalization?

- 1 harmonization of legislation
- 2 building of a well-functioning, responsive legal institution
- 3 competent and just legal personnel
- 4 legal education system for users and legal personnel
- 5 principled legal policy for harmonization AND diversity: development of a sustainable, identifiable culture

III. So what really is Globalization? (excerpt)

2 PRESENTATIONS BY THE INSTRUCTORS FROM THE PARTNER UNIVERSITIES

1) A REPORT FROM RULE, CAMBODIA

**REPORT
ON
THE CURRENT ISSUES OF LEGAL EDUCATION AT
ROYAL UNIVERSITY OF LAW AND ECONOMICS AND
HOW IT CONTRIBUTES TO THE DEVELOPMENT OF HUMAN RESOURCES IN CAMBODIA**
by
Mr. UNG Rotha, Professor of International Law, RULE

Professors
Distinguished lecturers
Delegates
Students
Ladies and Gentlemen,

It is a great pleasure and honour for me to be here with other distinguished lecturers. Before I begin to my presentation on the current issues of legal education at the Royal University of Law and Economics (RULE), and how it contributes to the development of human resources in Cambodia, please let me first thank Prof. **SABURI Haruo**, Dean of the Graduate School of Law, all staffs faculty and students for your warm welcome and hospitality.

"National Institute of Law, Politics and Economics" was the first name of RULE and was created in 1948 as the first and sole Public Higher Education Institute in Kingdom of Cambodia. In 1975-1979, under the Khmer Rouge regime, all educational institutions in Cambodia have been closed, including RULE. In 1992, RULE has been reopened; named Faculty of Law and Economics joining with Royal University of Phnom Penh. On the 16th of July 2003, this faculty became the Royal University of Law and Economics (RULE). At that time, RULE has only two Faculties: faculty of Law and faculty of Economics, but now RULE composed of four Faculties: Faculty of Law, Faculty of Economics, Faculty of Public Administration and Faculty of IT. Even though, in this occasion I am going to tell you only about the legal Education programme at RULE.

How can RULE participate in the Development of human resources in legal fields in Cambodia?

To realize the above objective of reconstruction of the country, RULE has continuously played the **key role** in developing human resources in legal field by its legal education program. I will present you three main points: one is The Contribution of RULE in Developing Human resource of Cambodia. Two is the current issues in legal education at RULE, and three is the solutions of RULE.

Firstly, I am pleased to start with:

I. The Contribution of RULE in Developing Human resource of Cambodia

Realizing that the public and private sectors are the two pillars supporting the development of Cambodia, RULE sets its broader objective. Traditionally, RULE's sole objective was to develop human resources for the public sector. Now, the objectives are enlarged to include the private sector as well. Various training programs in law and public administration were established and rapidly developed and recognized.

A. Academic Programs

The educational term/grade level system has been divided into semesters, with 8 semesters in the period of 4 years for the bachelor's degree program. RULE offers academic programs with strong emphasis on legal, public administration, economic and business education.

i. Graduate Degree programs

Graduate school of law

- Doctoral Program of Law (LL.D.) will be started from 2005-06 in Khmer.
- Master in Public administration (MPA), study in Khmer
- Master in Private law (study in Khmer)
- Master in International Business Law and Corporate Counsel (study in French and English).

ii. Undergraduate Degree program

1/ Faculty of Law

- Bachelor in Law (study in Khmer)
- Bachelor in Law (study in English)
- Bachelor in Law (study in trilingual: Khmer, French and English)

2/ Faculty of Public Administration

- Bachelor in Public Administration (study in Khmer)

RULE plays her main role of development of human resources in legal fields. She stands in the first line of all, because comparing with others educational institutions of Law in Cambodia, we can say that RULE has registered most of law students. As for the quality of education, RULE is classified among the best. The total number of law students holding bachelors of law at RULE since 1992 is **6621**, in which **3080** won the scholarships of RULE. Presently, the total number of law students at RULE is up to:

- Undergraduate: 2,287
- Post graduate (Master): 682

Year after year, RULE has been proud of sending many talent individuals to both the public and private sectors. RULE's alumni are now working in various government ministries, private companies, international organizations, Non-governmental organizations, liberal professions (most are lawyers), judges and prosecutors.

Along with the roles of supplying competent human resources to Cambodia's society, RULE serves another role as the gateway of Cambodia to the world. This role is proved by a vast cooperation with international institutions and universities through the exchange of students and faculty members.

B. International Academic Exchange

Increasingly, Cambodian universities have come to be involved in international academic exchange. However, RULE is exceptional. When RULE claims to be involved in international exchange, it does real exchange. About 70 professors from numerous foreign universities are officially invited to give lectures to RULE's students in the 2003-2005 academic years. Moreover, there are 17 permanent lecturers who are active in delivering lectures on campus. In addition, RULE has also concluded agreement for academic exchange with a total of 21 foreign universities and research institutions. Each year, RULE's students

have opportunities to continue their studies in various partner universities in France, Taiwan, Japan, Korea, Vietnam, Thailand and the United States of America. The following are partner universities and their scholarship granted to RULE's students. On average, there are about 30 scholarships per year.

1. Nagoya University, Japan
2. Waseda University, Japan
3. University of Transnational Law and Business, Republic of Korea
4. Andoung National University, South Korea
5. Daejong University, South Korea
6. University of Michigan, USA
7. University of Illinois, USA
8. English Language Institute, USA
9. Asian Institute of Technology (AIT), Thailand
10. Institut Universitaire d'Etude du Développement (IUED), Switzerland
11. Centre Franco-vietnamien pour la Gestion, Vietnam
12. International Law Center, Vietnam
13. University of Cantho, Vietnam
14. National University of Laos
15. Ecole Supérieure du Commerce de Paris (ESCP), France
16. Centre d'Etude et de Recherche appliquée au Management (CERAM), France
17. Université Lumière Lyon 2, France
18. Université Jean Moulin Lyon 3, France
19. Université de Paris, Sorbonne Paris IV, France
20. Université de Panthéon-ASSAS Paris II, France
21. Université de Panthéon, Sorbonne Paris I, France
22. National Cheng Kung University, Taiwan
23. Soo Chow University, Taiwan
24. State University of Oviedo, Spain
25. Queen Mary Institute, University of London

Even though we have had success in developing the legal human resources in our country, RULE has faced many issues.

II. The current issues in legal education at RULE

A. Toward the ambiguity and lost of legal system identity

Cambodia is a civil law tradition country because it was colonized by France last century. After the Paris Peace Agreement in 1991, Cambodia gained a new constitution which adopted a liberal democratic regime with a market economics. There has been a lack of laws and regulations. To fill these gaps, Cambodia depends largely on the foreign aid. Each donor country provides financial help and technical assistance to assist Cambodians in preparing laws and regulations. Each donor tries to apply its legal systems to Cambodia. As result, we have, for example, the Land Law in 2001 (US model # 1989 version, French model), the project of Law on Commercial enterprise (mix system of civil and common law), the project of law on Commercial Code (Canadian and Thailand model), Project of Civil and Civil Procedure Code (Japan), the Criminal and Criminal Procedure Code (France) etc. This adoption of foreign legal systems creates very big problems to not only RULE, but Cambodia as a whole. At RULE, most of its law professors graduated from France. They are, therefore, familiarized with the Civil law system. Even with their high capacity, it is very difficult for them to understand the concept of each new law and transfer it to the students.

B. Non-specialized oriented training and lack of Laws and Regulations

Unlike the Common law countries, our training is based on academics only. In order to become professional career, our alumni have to study a further one or two years. For example, if they want to become lawyers, judges, or prosecutors, they have to first pass the

entrance competition exam for the Training Centre for Lawyers or the Royal School of Magistrate and Prosecutors respectively.¹

C. Lack of Documents and research papers and materials

- Very few documents are available in Khmer;
- Most documents are in a foreign language; for example English or French, however many are old editions;
- There are significant hurdles for students to conduct research;
- Internet access is limited and expensive.

Lastly, I would like to tell you

III. The Solutions of RULE

A. The Reform of the program

- RULE is now reforming a new programme for the undergraduate and postgraduate for 2005-2010 to update new legal information in order to improve the legal capacity of our students within the international standard of higher education.
- RULE also is creating a special course called 'Preparatory Class for Entrance Exam of the Royal School of Magistrate which start from October 2nd, 2005 to February 10th, 2006.

B. Increasing International Cooperation

- RULE set up a future plan to join the ASEAN Universities Network in the short period of time.
- RULE generates a new Master program, "*Business Comparative Law*", dislocated from the University Lyon 2 in 2005-2006 taught in French Language (Degree of French Diplomas). If possible, we suggest that Nagoya University should do the same way as the above program of the French University Lyon 2.
- In 2005-2006, RULE sent 45 scholarship Law students to study abroad, in which 37 are studying in Master's Degrees programme and 8 others are studying in Ph.D. programme. There have been 28 students studying in France, 12 in Vietnam, 3 in South Korea and 2 in Japan. In particular, I would like to tell you that all 8 Ph.D. students have got scholarship from French Government and they must study in France. We also wish to propose the Japanese government or the Nagoya University to consider providing more scholarships to our professors and our students so that they can have a opportunity to continue their study in Japan because as I know, Japan has well experiences in construction of her legal modernisation. I think Japanese experience is important for Cambodia.

In Conclusion, we believe that the efforts made by RULE in the development of Human Resources remain inadequate. However, we hope that our foreign partner university will provide their support to RULE, especially Nagoya University, for achieving our goal.

Thank you for your attention

¹ See Section III. at The Reform of the Program

2) A REPORT FROM HCMC UNIVERSITY OF LAW, VIETNAM:

CURRENT ISSUES OF LEGAL EDUCATION AT HO CHI MINH CITY UNIVERSITY OF LAW AND HOW IT CONTRIBUTES TO THE DEVELOPMENT OF HUMAN RESOURCES OF VIETNAM

By Ms Tran Nga Hoang, Lecturer of the Ho Chi Minh City University of Law

1. GENERAL INTRODUCTION OF HCMC UNIVERSITY OF LAW

- Origin of HCMC University was a branch of Hanoi Law University, which was established in HCMC in 1987.
- In 1996, on the basis of a merge between that branch and Law Faculty of HCMC University, HCMC University of Law was established and running as a member of the National University of HCMC.
- Over 12 years (1987 – 2000), HCMC University of Law has a national reputation in both teaching and legal research. Therefore, it was awarded Labor Order (Second Degree) and then detached from the National University of HCMC. It became an institute belonging directly to the Ministry of Education and Training of Vietnam.
- Nowadays, HCMC University of Law has 2 campuses: the first in District 4 and the second in Thu Duc District. All of these campuses have lecture halls with capacities of 400 – 500 students, teaching rooms with capacities of 100 students, libraries, administration offices, language teaching and computer rooms.
- Starting from January 2005, a 12-storey air conditioned building is in the process of construction at the first campus. This project is expecting to be completed in the end of 2006. The building will have a total area of 8,800m² used for training, researching, seminars, international conferences, professional and administrative activities. That building is designed to have a Library with modern facilities and also an Electronic Library and Information Center. Thanks to the support of SIDA, our Library now and in the future is the only facility in the South of Vietnam that has access to various electronic legal databases such as Westlaw, Lexis and other rare facilities. Equipped with Internet connection, the Library is planning to develop the first Vietnamese legal electronic library and the best services for any researcher.
- As of August 2005, the total number of lecturers and staff of HCMC University of Law is 246, in which there are 150 lecturers. Our lecturers and staff have a significant number of good qualification, such as:
 - + 98 bachelors
 - + 89 masters
 - + 20 Ph.Ds

+ Besides, there are 18 lecturers who are in PhD programs and 40 lecturers in LL.M programs in Vietnam or overseas

(Source: Statistic on 26 August 2005 of Personnel-Administrative Department of HCMC University of Law)

2. CURRENT ISSUES OF LEGAL EDUCATION AT HCMC UNIVERSITY OF LAW

- HCMC University of Law has 6 Faculties:
 - Faculty of Fundamental Science: is responsible to teach our students fundamental science subjects, namely logic, philosophy, Marxism-leninism, foreign languages, psychology, sociology and many other scientific subjects relevant to the further legal education.
 - Faculty of Trade Law: is one of the largest faculties of the University. It is divided into three departments: economic law; banking, tax and finance law; land law and environmental law.
 - Faculty of Civil Law: divided into three departments: civil law and labour law; marriage and family law; civil procedural law
 - Faculty of Criminal Law: divided into three departments: criminal law; criminology; criminal procedural law
 - Faculty of Administrative Law: divided into three departments: constitutional law; theories on history and law; administrative law
 - Faculty of International Law: divided into three departments: public international law; private international law; comparative and international trade law
- **LL.B program**: is a four-year undergraduate program. A LL.B curriculum comprises of two phases. The first phase is the one year fundamental science curriculum. The second phase is the three year legal studies, in which students will be divided into five legal faculties as above mentioned. All students will study similar compulsory courses (60 credits), and the students from each faculty will study optional courses from such faculty (130 credits). The students must complete 190 credits required for four years (each credit counts for 15 hours of classes).
- **LL.M program**: is a two year postgraduate part-time program. Our University offers LL.M in four disciplines: criminal law; criminology and crime investigation; economic law; and administrative law. A LL.M student must complete 83 credits, which are allocated among 16 subjects, such as foreign language, science research methodology, teaching methodology, philosophy, information technology, state and law, advance courses in administrative law, criminal law and economic law. Each student must also complete a LL.M thesis to fulfill the requirement of a LL.M degree.
- **PhD program**: is a three year research program, comprises of two phases: topic research and PhD thesis. In the first phase, each PhD student must complete three research papers, to be counted as 6 credits. In the second phase, the student must submit a PhD thesis, which shows new contribution to the general knowledge and independent research capacity of the researcher.

3. CONTRIBUTIONS OF HCMC UNIVERSITY OF LAW TO THE DEVELOPMENT OF HUMAN RESOURCES OF VIETNAM

- As of February 2005, the student population consists of 12,111 undergraduates (including 4,652 fulltime (regular) students, 4,646 part-time (irregular) students, 2,391 students learning for 2nd bachelor (LL.B) degree, 399 students following a crash course in, 23 students of proposing system. Besides, there are 237 post-graduate students (232 in LL.M program, 5 in PhD program)

- Every year, HCMC University of Law admits about 900 fulltime students, 1,100 part-time students, and more than 900 students for 2nd degree. Thus, our University admits in total about 3,000 undergraduate students and produces a similar number of bachelors of laws each year. This number shows that HCMC University of Law is one of the two largest law schools in Vietnam. (Nowadays, there are 11 universities offering LL.B program with 9,000 bachelors graduating from them each year in Vietnam. So HCMC University of Law produces 33% of that number).
- As a LL.B, a person can work for many different organizations, such as:
 - + People's Councils, People's Committees;
 - + People's Courts, People's Prosecution Offices;
 - + Police, Enforcement Offices, Inspection Offices, Departments of the local and central government, Customs Offices;
 - + Legal divisions of domestic and foreign owned enterprises, Law Firms, Research Institutes,...
 - + Become a lawyer (attorney at law)
 - + Lecturers
 - + Can keep managerial positions at enterprises, or run business themselves

4. CONCLUSION

- Requirements: HCMC University of Law has to satisfy current requirements of Vietnam society. There are two main requirements: quantity and quality. In the requirement of quality, professional knowledge, practical skills and professional legal moral (ethic) are included.
- Favorable conditions:
 - + Investment of the State
 - + International aids and cooperation
- Difficulties:
 - + Infrastructural and economic conditions
 - + Shortage of quantity of lecturers
 - + Laws are changed and supplemented quickly
- Solutions:
 - + Proper and effective use of economic investment and aid
 - + Increase number of lecturers
 - + Improve qualification of lecturers in both legal professional knowledge and teaching methodology

3) A REPORT FROM TASHKENT STATE INSTITUTE OF LAW, UZBEKISTAN

Information about educational and scientific activity of Tashkent State Institute of Law *By Ms Nazarova Anora Rustamovna from the Tashkent State Institute of Law*

Tashkent State Institute of Law was created on the basis of the faculty of Law of Tashkent State University by the Decision of the Cabinet of Ministers of the Republic of Uzbekistan, №221 on August 15, 1991 and transferred to the departmental submission of the Ministry of Justice of the Republic of Uzbekistan.

I. The organization of the educational process

According to the National program on professional training our Institute provides bachelor degree, master degree, postgraduate study and doctoral studies. There are 3 Law faculties (State Legal Activity, Civil-Legal Activity, and Criminal Legal Activity) and the part-time education Faculty in the Tashkent State Institute of Law, and 22 completed departments work in it, and 13 departments are specialized, and also there is an academic liceum.

The scientific and pedagogical staff includes 226 professors and teachers. And there are: 1 academician, 20 doctors of sciences, 84 candidates of sciences.

Nowadays about 3250 students study in the Institute. And 2025 are on study to get bachelor degree, 325 students are on Master's degree program and part-time study include – 900 students.

The administration and staff of the Institute carry out the permanent job on creation of new methods of training with a view of deepening and development of traditional disciplines, and therefore such new disciplines as "Enterprise Law", "Conventional law", "Bank Law", "Tax Law", "International private law", "Corporate Law" were developed and learnt in the Institute.

Now for improvement of education quality some new pedagogical technologies have been developed and installed into the educational process, and they meet the requirements of the National program of the Republic of Uzbekistan on the professional training. In particular, it was developed more than 1500 slides on 17 disciplines by the Department of "training means", which are applied at carrying out of lectures and practical classes.

Besides such interactive methods, as role and business imitating games, psychological and professional trainings with use of a method of brain storm, etc. are actively took root into the educational process.

With a view of creation of the modern organizational - structural and information-technical base intended for the further development of the information-communication technologies, there are the Center of information technologies and distance training» in our institute, which has two modern computer halls, and also faculty of «Legal computer science and information technologies».

Using 5 new supercomputers the Tashkent State Institute of Law may develop modern electronic textbooks and manuals, and also modern multimedia means for its own study purposes and also for other legal Faculties of Uzbekistan, as our Institute is the unique specific Law Institute, which tries to improve legal activity and legal science around of Uzbekistan. Now 36 electronic versions of textbooks in the basic specialized subjects are prepared, and also 24 electronic textbooks and electronic manuals in the specialized subjects (6 of them multimedia textbooks) were developed, which are actively used in the educational process.

Our students, masters, post-graduate students and teachers and administration staff-members can use the legal program "Norma" (the Information base of laws and by-laws of the Republic of Uzbekistan), which was installed to all computers and it is regularly updated.

It is necessary to note, that educational process in the institute is inextricably related with practice. In particular, there are 36 lawyers-practitioners among teachers-staff. Among them we may name representatives of the Special Device of the President of the Republic of Uzbekistan, the Oliy Majlis (The Parliament), judges of the Supreme Court, Supreme economic court and Courts of Tashkent city, employees of the Republican Public Prosecutor Office, famous republican lawyers, experts of the Academy of State and public construction, which was

established under the President of the Republic of Uzbekistan, other higher educational institutions.

In 2002 the staff of the Tashkent State Institute of Law took the 1st place among all high schools of the republic in the field of preparation and publishing of textbooks, educational and study-methodical literature.

Our institute pays the special attention to improvement of professional skills of teachers and professors staff abroad. So, for example, if in 1997-2001 29 teachers have passed training in leading foreign high schools, so during the period from 2001 till 2004 this number has reached 69 persons.

At the same time, for last few years 52 teachers of the institute have been directed for improvement of practical-professional skills to the leading educational centers, courts, Public Prosecutor Office and other organizations of the internal affairs system of the republic.

At the same time, many talented students from our institute study and have finished their study in many foreign high schools.

Our Institute has signed several Agreements for Students and professors scientific and research Exchange and cooperation, such as:

1. High Graduate School of Law, Nagoya University (Japan, in 2000)
2. PARIS-SUD University (France, in 2002)
3. Moscow State Institute of Foreign Affairs (Russia, 2002)
4. Law Academy named by Yaroslav Mudriy (Ukraine, 2003)
5. Tbilisi State University (Georgia, 2003)
6. Severodvinsk branch School of Law of Pomor University named by Lomonosov (Russia, 2004)
7. Bashkiriya State University (Russia, 2004)
8. Kiev National University named by Taras Shevchenko (Ukraine, 2005).
9. University of Peoples Friendship named by Batirov (Kirzizistan, 2004)

In perfection of the educational process the special role is related to attraction of foreign scientists-lawyers for carrying out of lectures and practical classes for students, masters and etc. If in 1997-2001 their quantity was equal to 20 persons, and in 2001-2004 48 scientists from USA, the Great Britain, Belgium, Russia, Germany, Egypt and Hungary have read lectures for students and teachers of institute.

Nowadays we have the Center of "the Intensive studying of foreign languages» and 110 students have classes there in the structure of 8 groups (these courses include 3 stages of studying of English, French and Japanese languages). And the cooperation with some embassies, as Russia, USA, Great Britain, Japan, Germany, Egypt and by other international organizations, such, as ABA/CEELI (American Bar Association), WILL (Winrock International), Counterpart Consortium, OSCE, IREX, ACCELS, JICA and JICE are established. starting from 2001 educational year, special trainings, debate, seminars, summer and winter students schools on legal themes have been carried out In association of these organizations.

In more than twenty makhallas (organs of citizens' self administrations) and schools of Tashkent city and also in all regional branches of the Youth Organization of the Republic of Uzbekistan free-of-charge legal consultations were open by forces of students. Now we create students groups on propagation of "suffrage" and "rights of minors» among the population.

New forms of training are used in the educational process: for the first time with assistance of international organizations the program "Legal clinic" was applied, and its main purpose is rendering of free-of-charge legal aid to the population of the republic; and also role games – litigations in the special equipped hall of judicial sessions. In participation of international organizations (such as United Nations Organization, American Bar Association, etc.) we could create the Open library, the Center on studying of human rights and Humanitarian Law. TSIL establishes cooperation with different international educational funds, giving to students and teachers new scientific and educational opportunities.

TSIL has 4 legal clinics: they are Clinic on common legal issues, Clinic on questions of small and medium business, Street Law Legal Clinic and Clinic on human rights.

The basic purpose of Legal Clinics is rendering of free-of-charge legal aid to needy persons, and also improvement of professional skill of students. Now legal clinics render assistance to more than 3 thousand to citizens of the republic.

There are four libraries in the Institute:

1. the educational library, which book fund makes 158.822 units. With a view of increase the efficiency of the library's activity 10 computers of new generation were established.

2. The library of the Students House (Dormitory), which book fund makes 3.363 units.

3. The library of the part-time education faculty, which book fund makes 3.945 units.

4. And the Open library of the Center on studying of human rights and Humanitarian Law. The fund of this library is unique as it contains editions on various aspects of human rights and Humanitarian Law. The fund of the Open library is more than 6.000 books (directories, manuals, monographies) and magazines in Uzbek, Russian, English, German, French languages in the field of human rights and various branches of Law science.

The Open library assists in mastering by knowledge in the field of human rights and democracy by open access to the fund of library, presenting the information on electronic devices, carrying out of thematic exhibitions, etc.

During 2001-2004 teacher-professors staff of Tashkent State Institute of Law prepared and directed to the Oliy Majlis (the Parliament) more than 100 offers (drafts) on entering amendments and additions to the current legislation, and also 5 bills, such, as the bill "On results of the Referendum and main principles of legislative, executive and judicial authority organization", the draft of the Code "Legislation on elections in the Republic of Uzbekistan ", bill "on elections to the Senate of the Parliament of the Republic of Uzbekistan ", and the draft-project of "Administrative - procedural Code of Uzbekistan".

It is necessary to note, that journals "State and Law" (published since 2001 and by present time 18 numbers were issued) and "Uzbek Law Review" (was started to publish since 2004 and also some newspapers as "Legal education", "Street Law", issued by the institute, bring the worthy contribution to development of the legal science and expansion of legal educational work among the population.

As it was already mentioned, Tashkent State Institute of Law provides Master Degree Program in law, and there are 10 specializations:

5A 380101 «Theory and history of State and Law. History of political and legal doctrines»

5A 380102 «State law and management. Administrative law. Financial Law»

5A 380103 «Civil law. Family Law. Civil process. International private law»

5A 380104 «Economic Law; economic procedures»

5A 380105 «Labour Law. Law of social security»

5A 380106 «Agricultural Law. Land, water, wood and mountain Law. Ecological Law»

5A 380108 «Criminal Law. Criminalistics. Criminal - executive Law»

5A 380109 «Criminal trial. Criminalistics and operative – investigation Law. Judicial examination»

5A 380110 "International law"

5A 380111 «Judicial system; public prosecutor's supervision; legal professions».

After graduation of the Master's degree program students continue their scientific or practical activity in different legal organizations and departments such as: scientific research centers, graduates schools of law, law-enforcement bodies (Prosecutor offices, Courts, Ministry of Justice, Ministry of internal affairs, Bar associations, private companies, banks, etc.)

IX. ANNEXES

1. PROGRAM SCHEDULE

		ACTIVITIES	VENUE
Saturday September 17, 2005			
AM	7:50 am: Arrival at the Chubu International (<i>CHUBU KOKUSAI</i>) Airport (Cambodia Vietnam) – Leaving the Airport by bus (picked up and accompanied by Nagoya University Graduate School of Law (GSL) staff and students)	Chubu International Airport (<i>Centraire</i>)	
	Arrival at Nagoya University		
PM	12:00 am: Lunch with Japanese students	Campus Restaurant	
	1:00pm: Campus guidance by Japanese students		
	2:10pm: Arrival at the Chubu International Airport (Uzbekistan)	Campus GSL meeting room	
	4:30pm: Meeting with Host Families (Hippo Club) Students and two staff will move to host family's homes.		
Sunday September 18 – Monday September 19			
	Exchange with host families	Host Families Home	
Tuesday September 20			
AM	Move to Nagoya University. 10:00am: Registration 10:15am: An orientation session for guidance to Internet, Wiki Site and email, to give an overall picture of the activities which they would be involved in and a general idea of university life and of Nagoya at our School, and to know each other session	Law Building Seminar Room 905	
PM	12:00am: Lunch at University Restaurant	Campus Restaurant	
	1:00pm: Lecture titled, "Email - Anonymity and Co-identity - Who send this Email?" by Mr. Masaru Ishikawa, President of the Micro House Incorporated.	Law Building Seminar Room 905	
	3:30pm: Opening lecture titled, 'Law, Power and Social Life' by Professor Takehiro OHYA of GSL	CALE Forum	
Evening	Supper (with international students of GSL)		
Wednesday September 21			
AM&P M	10:00 am: Visit the Toyota Motor Corporation (TMC) at Toyota City 11:30-12:00 pm: Visit the Toyota Kuragaike Commemorative Hall. Presentation on 'Toyota Motor Corporation and its worldwide activities' by Mr. OWAKI Morio, General Manager of the International Legal Affairs, Department of the Legal Division at the Toyota Motor Corporation 12:00-1:00 pm: Invited to Lunch party by Toyota Motor Corporation 1:30 pm: Visit the Motomachi Plant, TMC 2:30 pm: Leave for Nagoya University	CALE Forum	
	5:30 pm: Inauguration of the Program (Chairman Professor Mamoru Sadakata) Address from Professor Haruo Saburi Dean of the Graduate School of Law (GSL) Addresses from Coordinators of each collaborating organization	Universal Club	
Evening	6:00 pm: Welcome dinner party at the University Restaurant hosted by Dean SABURI Haruo, Address from President, Professor Shinichi Hirano, of Nagoya University, Mr. Yukio Mukoyama, Executive Director of the Mizuho International Foundation	Universal Club at SYMPOSITION 2 nd floor	
Thursday September 22			
AM	9:00am – 10:00am: Introductory Lecture 1: "Law without Sanction: Tradition, Culture, and Law" by Professor MATSUURA Yoshiharu	CALE	
PM	Lunch	University Restaurant	
	1:30 pm to 4:00pm: Field Trip to the Nagoya Prison, transported by rented bus (Staff in charge: Professor HASHIDA Hisashi & OKUDA Saori)	Nagoya Prison	
	Supper		

Friday September 23		
AM	Presentations by the instructors from partner institutions on the “The current issues of legal education at each university and how it contributes to the development of human resources of each country”	Nagoya University CALE
PM	Lunch Students Exchange Session: Preparing for Discussions in country groups 6:00pm: Social activities: BBQ organized by Japanese students	University Restaurant CALE
Saturday September 24		
	Student Group Activities	Free
Sunday September 25		
AM& PM	Filed Trip to the ISE Jingu (Shrine), one of the most historically and culturally important Shinto shrines in Japan, by rented bus (staff in charge : GSL Professor ISOBE Takashi and Professor KANG Donguk) 8:30 am Departure Time 11:00 am Lunch 13:00- 15:30 ISE Jingu 18:00 Coming Back to Nagoya University	ISE JINGU (Shrine)
Monday September 26		
AM	9:00am to 11:00 am: Lecture 2 by GSL Professor TAMURA Tetsuki on the ‘Role of Female in Society and Gender Issues in Japan’ 11:00 am: Lunch break	Lecture Room 911
PM	12:00am: Field Trip to the Nagoya District Court. Move by public transportation Visit to the Aichi Bar Association Lecture by a lawyer affiliated in the Aichi Bar Association on Japanese Legal System and the Role of Lawyers Dinner Party invited by the Aichi Bar Association	Nagoya District Court Aichi Bar Association
Tuesday September 27		
AM	9:30am: (2): Lecture 3, titled ‘ Globalization and concept of modern law (tentative)’: by Professor MORIGIWA Yasutomo of GSL	GSL Lecture Room 911
PM	2:00pm: Students Exchange Programme: Sessions organized by students/ Theme : The Status of Female in the Society: Session 1: Group Discussion by students: Presentation and discussion by Working Group 1	GSL Lecture Room 911
Wednesday September 28		
AM	10:00am: Session 2: Group Discussion by students: Presentation and discussion by Working Group 2 12:00am: Lunch	Nagoya University CALE
PM	1:00pm – 4:00pm: Session 3: Group Discussion by students: Presentation by Working Group 3 /Presentation by Working Group 4 Dinner	Seminar Room No. 21 & 22
Thursday September 29		
AM	10:00am: Session 4: Final reports on the theme from respective country	Nagoya University CALE or (Sem21 & 22)
PM	1:00pm: Review for the whole program/ Reports drafting 4:00pm: Closing ceremony Addresses: Dean of the Graduate and School of Law, Professor SABURI Haruo/ Educators from 3 countries/ Students from 3 countries / Representative of Japanese students 5:30pm-8:00pm: Farewell party , hosted by the Dean of GSL, Professor SABURI Haruo. Host families will be invited to this party.	GSL Meeting Room No.1 GSID party room
Friday September 30		
AM	7:30am: Gathering at GSL Building / Moving to the Chubu International Airport (<i>Centraire</i>) by chartered bus 10:30am: TG645 or OZ9121 / Departure from the Chubu International Airport (<i>Centraire</i>)	Chubu International Airport

2. PARTICIPANTS:

Participants from partner institutions:

Nagoya University Graduate School and School of Law invites three students and one instructor respectively from the following partner universities:

Cambodia, Royal University of Law and Economics

- Ung Rotha (Instructor)
- Mang Samnieng Muni
- Kong Davy
- Khem Vansok

Uzbekistan, Tashkent State Institute of Law

- NAZAROVA Anora (Instructor)
- UMIRDINOV Alisher
- NEMATOV Jurabek
- IBRAGIMOV Bunyodbek

Vietnam, Ho Chi Minh City University of Law

- Tran Hoang Nga (Instructor)
- Nguyen Lam Tram Anh
- Dao Anh Tuan
- Nguyen Viet Tuan

Participating Japanese students from Nagoya University, Japan

- Eri KUMADA
- Hiroko KATAGIRI
- Shoko SHICHIJYO
- Mayu TOYOBÉ
- Yuya OHTA
- Yasuo ASAMI
- Hirotaka SAWADA
- Yoshiki ISHIKAWA
- Chiaki ASAOKA
- Yuki TONO
- Natumi ICHIKAWA
- Mayu TAKEHASHI
- Misaki KODAMA (GSID)
- Toshiya KAMINAKA
- Masataka TANIGUCHI
- Eri MATSUDA
- Yuko TAKADA
- Yoko FUKUDA

- Shino YOSHIOKA

- Akane MAKINO

Facilitators

External support and resources:

Mizuho International Foundation

- Yukio MUKOYAMA, executive director

JASSO/Japan Students Service Organization

- KASAI Nagoya, Executive Director, Nagoya Regional Office, Japan Student Services Organization (JASSO)

Aichi Bar Association

- Manabu AOYAMA, Lawyer and President
- Kousuke HAYASHI, Lawyer and Director of the international exchange committee, and
- Hirano TAMOTSU, and vice director of the international exchange committee

Toyota Motor Corporation

- Osamu GOTO, General Manager, Legal Division of the Toyota Motor Corporation

Nagoya Prison

Nagoya District Court

For Home-stay program

Hippo Family Club

- Mikio Murata, Executive Vice Director of the Hippo Family Club

Host families from the Hippo Family Club

Uzbekistan

- Nagoya-shi-nakagawaku / Michiko KANDA // Nematov Jurabek Nematilloyevich (Jura)
- Ichinomiya-shi / Kazuhiro HISANO // Ibragimov Bunyodbek Abdusharipovich (Buni) Kasugai-shi / Yumi OHNO // NAZAROVA Anora (Anora)
- Toyoake-shi / Yasuyo OHMORI // Umirdinov Alisher Isakjonovich (Ali)

Vietnam

- Gifu-Ogaki-shi / Ryoh KASASHIMA // Nguyen Viet Tuan (Tuan)
 - Nagoya-shi-Kitakuku / Mayumi TANAKA // Tran Hoang Nga (Nga)
 - Gifu-Mizuho-shi/Akiko SAKAI // Dao Anh Tuan
 - Komaki-shi / Itsuko KOBAYASHI // Nguyen Lam Tram Anh
- Cambodia
- Nagoya-Showaku / Yuko HATANO // Khem Vansok (Vansok)
 - Ichinomiya-shi / Chieko IMAEDA // Mang Samnieng Muni (Srey Nieng)
 - Okazaki-shi / Keiko KUROYANAGI // Kong Davy (Davy)

University Internal support:

- President Professor Shinichi HIRANO
- Vice President, Professor Shinichi YAMAMOTO
- GSL Dean, Professor SABURI Haruo
- Director of Division of the International Exchange of Nagoya University Mr.Yasuchika HOJO
- Suzuki Kazuyo, in charge of the Nagoya University Global Family Program
- .

Lecturer from outside:

Ishikawa Masaru, President of the Microhouse Incorporated
(We got full support of the JASMIN Seminar IT Site throughout the seminar from Mr. Ishikawa.)

Lecturers from GSL

- Associate Professor Takehiro OHYA
- Professor Yoshiharu MATSUURA
- Professor Yasutomo MORIGIWA
- Professor Hisashi HASHIDA

- Professor Takashi ISOBE
- Associate Professor Donguk KANG
- Associate Professor Tetsuki TAMURA

Internal Support from GSL

Professor

- Keiichi KITAZUMI
- Masanobu KATO
- Haruo SABURI
- Takashi ISOBE
- Yasutomo MORIGIWA
- Mamoru SADAKATA
- Hajime WADA
- Mitsuki ISHII
- Masafumi NAKAHIGASHI

Associate Professor

- Donguk KANG
- Takehiro OHYA

Assistant Professor

- Sam EDWARDS

International Students of GSL

- Kork Boren (Cambodia)
- Nargiza Amirova Farkhatovna (Uzbekistan)
- Tong Cuong Cong (Vietnam)

Executive Organizers at GSL

- Professor Saburi HARUO, Dean of the School an Graduate School of Law (GSL)
- Keiichi YOKOTA, Director of the administrative division of GSL
- Saori OKUDA, Assistant Professor and International Student Advisor from GSL
- Tohko HAYAKAWA, Researcher from GSL
- Kuong Teilee: Associate Professor from CALE

3. JASMIN SEMINAR SITE IMAGE

WELCOME TO JASMIN PORTAL (HTTP://JASMIN.PBWKI.COM)



Jump to [Official JASMIN Seminar site](#)#

Go to [JASMIN Seminar Participants Page](#)## (Password required).

[JASMIN Seminar: JASSO, Mizuho & Nagoya University International Exchange Seminar](#)

#THE FRONT PAGE OF THE OFFICIAL JASMIN SEMINAR SITE

[Official JASMIN Seminar Site](#)

Welcome to JASMIN Seminar Site

[JASMIN Seminar: JASSO, Mizuho & Nagoya University International Exchange Seminar](#)

We are pleased to welcome all participants to our University and this wiki seminar site. This site aims at sharing information, exchanging opinions, and compiling our report. We hope that this site will contribute to our networking worldwide.

[JASMIN Seminar Participants Page](#)

Students should visit the [JASMIN Seminar Participants Page](#) and update it by themselves.

[JASMIN News and Daily Updates](#)

★ Please check [JASMIN Daily Updates](#), every day.

[Program Overview](#)

- * [Outline of the Seminar](#)
- * You can download [Program Schedule](#) or just [look at it](#).
- * [Proceedings](#)

Find Planning and Preparation, Orientations, Course details and People working with you [here](#). It also describes Field Trips and Welcome Party information.

[Seminar Participants](#)

[Here](#) you can find participating students, instructors, supporters, lecturers, and contact persons.

[Link to Information Page](#)

Collect and upload useful materials for participants on [this page](#).

Access to Graduate School of Law, Nagoya University

Find *Higashiyama Campus* in [Access Guide to campus](#)

Take subway *Meijo Line* to [Nagoya Daigaku station](#)

Graduate School of Law is located at #11 building of this map.

Access to Participants' Residence

Nagoya University Accommodation Staff's Hall is located at #5 building of this map.

Nagoya Youth Center (accommodation for students during seminar) is located in front of *South Gate*(*) of Nagoya University. (*[between #69 and #70](#))

JASMIN Seminar ended up successfully on Saturday September 30. We thank you very much for your cooperation and hope for our ever-lasting friendships.

Best wishes to all of the participants and hope to see you again!

from Nagoya University

[A collection of reports on evaluation of JASMIN Seminar by participants submitted on the JASMIN Seminar](#)

THE FRONT PAGE OF THE JASMIN SEMINAR PARTICIPANTS PAGE

Welcome to [JASMIN Seminar Participants Page](#)

★Return to [Official JASMIN Seminar Site](#)

Please open your own page by [Clicking your Name](#) below, and start making up your own page. You will also find it enjoyable in constructing new pages in collaboration with your colleagues. Participants to JASMIN Seminar will get password for Studentpage wiki. You can consult with [Introduction to Wiki](#) section blow.

- [Evaluation Form](#) is only for you. On the other hand, the pages of '[others](#)' and 'Communication area pages' are for collaboration.

International Instructors (*each instructor's page*)

International Students (*each student's page*)

Royal University of Law and Economics, Cambodia

Tashkent State Institute of Law, Uzbekistan

Ho Chi Minh City University of Law, Vietnam

Students from Host University

Nagoya University, Japan

Host Families

Thank for helping us [Host Families](#).

Writing reports on activities

Q & A

Post questions here hopefully someone from participants will know the answer.

Any questions on the Seminar, academic affairs, daily life, Japanese society, culture, others..

4. REFERENCE MATERIALS

- List of the students exchange programs (outbound) at our School (1999.10~2006.3)

Date & Duration	Countries	Institutions visited	Number of participants
Oct 7–13 1999 (7days)	China	Xian University of Politics and Law / Fudan University/ Visit newly developed industrial sites	15
Sep 30–Oct. 4, 2000 (5 days)	Mongolia	National University of Mongolia School of Law and Home Affairs / Diet, Ministry of Justice and Home Affairs / Courts	3
Dec 24–30 2000.12, (7 days)	Shanghai, China	East China University of Politic and Law/ China University of Political Science and Law	14
Mar 1–6, 2001 (6 days)	Hanoi Vietnam	People's Court, Supreme Court / JICA Office/ Institute of State and Law / Supreme Office of Public Prosecutor Toyota Motor Corporation, Vietnam / Hanoi Law University/ Ministry of Justice	13
Dec 22 2001– Jan 2002 (12 days)	China	Fudan University School of Law/ Toyota Motor Corporation 四川 / South West University of Law and Politics	17
Sep 24–Oct 1, 2002 (8 days)	Uzbekistan	Tashkent Institute of Law/ University of World Economy and Diplomacy, / Samarkand State University/ Diet/ Supreme Court/ Supreme Economic Court/ Court/ Embassy of Japan/ JICA	18
Dec 21–30, 2002, (10 days)	Cambodia	Royal University of Law and Economics / NGO/ Court / Bar Association / Minister of Justice/	10
February 23 to 31, 2003 (7 days)	China	East China University of Politics and Law/ Mitsui Bussan Trade Corporation / Shanghai Toyota Industries / Law firm / People's court / International Economic Trade Arbitration Committee	13
March 15–22, 2004 (8 days)	Austria	University of Linz, Faculty of Law / Linz High Court / Linz District Court / Austria Diet / High Court / Supreme Court / Ministry of Justice	15
March 7–11, 2005 (5 days)	Taiwan	National Taiwan University College of Law / National Chengchl University, College of Law / Ministry of Justice / Taiwan High Court / Taipei City Hall	8
January 3–11, 2006 (expected)	Cambodia & Laos	Royal University of Law and Economics, Cambodia / Laos National University School of Law and Political Science, Laos	10 (expected)
February 24–28, 2006 (expected)	Ho Chi Minh City, Vietnam	Ho Chi Minh City University of Law, Vietnam	To be confirmed

- List of the number of overseas students enrolled in Graduate School & School of law (as of November 2005)

	Graduate (G) Program for academics		LL.M. professionals	LL.M. Comparative Law	LL.D. Comparative Law	LL.M. Special	LL.M. Special	Research student	Special research student	Exchange student	Undergraduate (U)	Japanese Language Students	Total			
	Master (M)	Doctor (D)														
China	5	5	3						2			3	18			
Uzbekistan				6	3	3		3		1			16			
Cambodia		1		6	2	4	1	1	1				16			
Korea	5	2	4					1	1	1		1	15			
Vietnam	1			5	2	2		3					12			
Mongolia				6		1	1	3					12			
Laos				4		1		1					6			
Taiwan	3								1				4			
Thailand		1		1						1	1		4			
UK										3			3			
Hungary								1			1		2			
Sweden										1	1		2			
Philippines				2									2			
Indonesia					1								1			
Brazil			1										1			
Australia					1								1			
Greece					1								1			
Myanmar				1									1			
Madagascar				1									1			
Latvia				1									1			
Bulgaria									1				1			
Egypt										1			1			
	11	10	9	0	34	10	11	2	13	5	1	3	4	7	0	121

Editors of the Report: Saori Okuda, Nagoya University

English Review: Mr. Rossa Muireartaigh, who briefly reviewed Chapter I to V

Photographs: EO staff and SOLV