



This year, Experience Japan, which is one of the projects of MIS, is going to hold a 9-day program.

In this program, we will go beyond the border between people with disabilities and able-bodied people by interacting with students in South/Southeast Asia beyond national borders.

6/12/17 ver.3(newest)

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1. What is MIS?

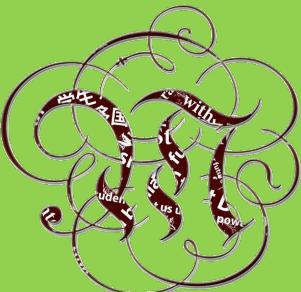


We, organizers of this project, belong to MIS (Multilateral Interaction with Students), a NPO (Non-profit Organization). MIS mainly consists of students in The University of Tokyo. It was founded to make students grow up to be leaders in the next generation and find and solve problems responsibly and independently. Now, about 100 students, from freshmen to seniors belong to this organization.

MIS designs opportunities where students with different cultural backgrounds see the real situation on the spot, “find” social problems, “discuss” their solutions and then “carry out” them. Through this process, our project aims to make students from different countries become people who can look at their own countries objectively and have the strong will to contribute to the society as next leaders, using the knowledge and experience they get. We believe that this process can contribute to the development of international society.

Now, we are cooperating with students in 7 different countries in South/Southeast Asia (Cambodia, Vietnam, Indonesia, Philippines, Malaysia, Myanmar and India). We are finding social problems and carrying out projects together.

All our activities are based on the principle “Seed the future”, which means producing leaders in the next generation who have an awareness of social problems.



MIS (Multilateral Interaction with Students)

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2. What is ExJapan?



The purpose of MIS is growing students up to leaders in the next generation, and facilitating multilateral interaction and cooperation. Besides projects in foreign countries by MIS, we think we have to focus on Japan and carry out projects there. That is because of course there are many problems in Japan, and it is necessary for southeast-Asian students to go beyond their countries and have the experience to learn.

One of the characteristics of this project is to support some of airfare to Japan so as to make the opportunity of learning fair as much as we can. Likewise, in this project, Experience Japan 2017, we are going to offer support to some extent.

Many students are eager to learn in Japan, but they cannot mainly because of economical bottleneck. In addition, there exists anxiety for the difference in religion and language, which makes students hesitant. We strongly hope that those who participate in this project can get the chance to actively learn not only the theme itself but also see and experience many new things by understanding different cultures and learning the way to solve social problems. Through this project, we are going to design such a rich experience in order for both students in Japan and Southeast Asia to become the leaders in the next generation.



Experience Japan

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3. About this year's program

This project aims to make students from Southeast/South Asia to get the viewpoint, skill, and motivation to discover problems and solve them.

This year, in Experience Japan 2017, we are going to achieve the purpose written above by focusing on “barrier,” of which majority: able-bodied people are not conscious usually. Statistically, the percentage of people with disabilities in Japan is about six. Six percent is not small enough to ignore, but the society cannot be said to be open to the six percent. Politics, economy, and society differ from one country to another. However, the importance of respecting and understanding others is common all over the world, and it has to be so in order to realize a great world.

Thinking so, we set the theme of this year’s project as “Beyond the Border.” Students who have gone beyond the national border and participated in this project learn what barrier exists between people with disabilities and people with no disability, and discuss the solution to overcome it. We would like participants to be conscious of handicapped persons by getting the knowledge of social environment surrounding people with disabilities from various standpoints, and thinking up the rational ways to tackle the problems. We hope that such problem consciousness yields the viewpoint of discovering problems and motivation, and thus make participants be active and sensitive to how the society and individuals should be, and aim to lead the world.

This project is meaningful because students not only deepen the knowledge of the theme: barrier, but also experience the cultural exchange with other participants with different backgrounds thorough discussion and daily lives. Additionally, foreign participants can get the opportunity to learn Japan and Japanese students can see the problem of their country from different point of view, which makes all participants grow up to see problems of their own country more deeply.

4. Basic Information

⌘ 1. Date

From August 23 to September 1, 2017

⌘ 2. Place

Around Tokyo

⌘ 3. Participation Fee

*for staying for 9 days

40,000 JPY (this is estimation)

*for airfare (round ticket)

The maximum subsidy for your plane ticket is 30,000~50,000 JPY. If your flight ticket is over this subsidy, you must pay the excess cost.

Even if your flight ticket is below the subsidy, the surplus of the money is not given to you.

⌘ 4. Qualification

- Now we're thinking to invite 10 students from South/Southeast Asia (including people with disabilities). We'll decide the member based on the answers of application form which will be announced later.
- You need to take a visa before joining in this project
- We will give priority to person who can participate in all the schedule (23/8-1/9) in principle.
- Participation cost except a subsidy for air tickets will be out-of-pocket expenses

⌘ 5. Application Form

It is uploaded to our website.

HERE IS THE URL. PLEASE DOWNLOAD IT!

<http://misleaders.org/katsudou/josi.foreigners.html>

5. Overview

1. Pre-assignments

At first, participants study about education concerned with disabilities in their own countries. Taking into consideration about the difference in education among countries and the ambiguous definition of education, we don't confine the content of education and let the participants think freely about education.

We think that there are various perspectives on education concerned with disabilities, such as education for people with disabilities to promote participation in society, or education for able-bodied people to change their attitudes toward disabilities. We believe that thinking about education will help us organize what kind of problems people with disabilities have.

Then, participants will summarize what they can do to solve the problems concerned with disabilities based on their studies about education. This will be important to see the changes in their mind through this program.

2. The first half of the program

- All the participants share the content of their pre-assignments, and discuss the problems concerning with disabilities in South/Southeast Asia, and how they should be.
- We visit some companies or people that take part in activities in South/Southeast Asia to realize a society that people with disabilities can equally engage in a society. There, we learn about the current situation in South/Southeast Asia.

3. Briefing session (Part 1)

Based on the first half of the program, we discuss some problems around disabilities and how we can solve them. In the end, we reconsider what society and people should do to realize a society where all people with disabilities can take part in their own societies with equal opportunities.

4. The latter half of the program

We visit companies which attack the problems of disabilities in various ways in Tokyo. Now, companies and organizations which we plan to visit are those which focus on support for job seekers and artists with disabilities, and support for Paralympic Games.

We learn their attitudes toward barriers that trouble people with disabilities, visions they have, problems they face and so on. In addition, we learn various approaches to support people with disabilities, which are taken in Japan, and think of what each person can do or what societies can do. On the other hand, we'll ask what kind of difficulties they have, what is behind in Japan in this field, and how they feel about it.

On the way to the companies, while we are walking in Tokyo with the participants including people with disabilities, we plan to provide an opportunity for discussing where people with disabilities have difficulties or feel comfortable in the places many people visit, for example in the streets or public facilities.

5. Briefing session (Part 2)

From the experience of the latter of the program, we make a plan from various perspectives to build a society where disabled people equally play an active role in Tokyo, where Olympic Games is being held in 2020.

Then, we expand the discussion into differences between participants' countries and Japan and what they have in common. Finally, we do a presentation on what we can do to solve the problems which people with disabilities in South/Southeast Asian countries have.

6. After the program

Based on the experience in Tokyo, participants think about the ideal society from the perspective of disabilities and what they should do to realize that society in their own countries. All participants incorporate them into a project plan in detail and submit it.

6. Schedule

Day 1 8/23

- Southeast and South Asia students arrive at Japan and meet at National Olympics Memorial Youth Center.
(We call it Olympic Center)
- Introduction
 - Self-Introduction, preparation etc.



Olympic Center

Day 2-4 8/24-26

- Educational problems related to people with disabilities in Southeast and South Asia

Day2

Participants present their pre-assignments and share the resent situation of people with disabilities in each country.

Day3

Visit organizations engaging in educational support activities for people with disabilities in developing countries and learn about the current problems and their activities.

Day4

Reconsider the pre-assignments and discuss what we should do based on the experience from day2 to 4.

Day 5-9 8/27-31

- Multilateral solutions to difficulties of people with disabilities

Day5-8

Learn how sports, arts and so on for people with disabilities interact each other, and difficulties accompanying them.

e.g.

Visit companies that support people with disabilities to overcome such difficulties and understand their missions, visions and aims.

Day9

Based on latter program, we will discuss what we should do to understand people with disabilities, considering Tokyo Paralympic.



Goalball



Presentation last year

Day 10 9/1

- Foreign students and Japanese break up
- Departure of Southeast and South Asia students



7. The best part of this program

