

JENESYS2016 Inbound Program 2nd Batch
Cambodia / Theme: Technology (Science and Technology Exchange)
**Thailand / Theme: Culture (Japanese Language Communication/
Experience in Japanese Culture)**
Program Report

1. Program Overview

As part of the Exchange Program “JENESYS 2016,” 25 high school students from Cambodia and 25 Japanese language teachers from Thailand visited Japan. They stayed in Japan from October 18 to October 25 to participate in programs aimed at promoting their understanding of Japan with regard to Japanese politics, economy, society, culture, history, and foreign policy. Through visiting companies, cultural experiences, homestay, and other activities, the participants enjoyed a wide range of opportunities to improve their understanding of Japan and shared their individual interests and experiences through SNS. In the reporting session, the participants worked in 2 groups on action plans to be implemented after returning to home countries, drawing on their experiences in Japan. Each group gave a presentation on their action plan.

【Participating Countries and Number of Participants】 Cambodia: 25, Thailand: 25
【Prefectures Visited】 Tokyo (all) , Hokkaido (Cambodia: 25) , Osaka, Nara (Thailand: 25)

2. Program Schedule

Oct 18 (Tue): Arrive at Narita International Airport
【Orientation】

Oct 19 (Wed):

(1) Cambodia (Technology) :

【Lecture on Japanese Culture／Key Note Lecture】

【Observation of Cutting-Edge Technology】 Mirai-kan (National Museum of Emerging Science and Innovation)

(2) Thailand (Culture) :

【Lecture on Japanese Culture／Key Note Lecture】

【Observation of Historical Landmark】 Edo Tokyo Museum

Oct 20 (Thu)~Oct 24 (Fri)

Divide into 2 groups and move to local area

(1) Cambodia (Technology) : Hokkaido Prefecture

【Observation of Cutting-Edge Technology】 Sapporo Science Center, Science Education Center attached to Hokkaido

Education Research Institute
【School Exchange】 Hokkaido Sapporo Intercultural and
 Technological High School

【Homestay】

【Workshop】

(2) Thailand (Culture) : Osaka and Nara Prefecture

【Observation of historical Landmarks】 Daisen Park (Mausoleum
 of Emperor Nintoku and Sakai City Museum), Todaiji Temple

【School Exchange】 Tenri University

【Cultural Experience】 Tea Ceremony

【Homestay】

【Workshop】

Oct 24 (Mon): Move to Tokyo

【Reporting session】

Oct 25 (Tue): Depart from Narita International Airport

3. Program Photos

Common Program : Tokyo

	
<p>10/19 【日本理解講義/基調講演】</p>	<p>10/19 【最先端技術視察】 日本科学未来館</p>
<p>【Lecture on Japanese Culture／Key Note Lecture】</p>	<p>【 Observation of Cutting-Edge Technology】 National Museum of Emerging Science and Innovation (Miraiikan)</p>

Cambodia(Technology) : Hokkaido Prefecture

	
<p>10/20 【最先端技術視察】札幌市青少年科学館</p>	<p>10/21 【最先端技術視察】北海道立教育研究所附属理科育センター</p>
<p>【Observation of Cutting-Edge Technology】Sapporo Science Center</p>	<p>【Observation of Cutting-Edge Technology】Hokkaido Education Research Institute</p>
	
<p>10/21 【学校交流】北海道札幌国際情報高等学校</p>	<p>10/21 【学校交流】北海道札幌国際情報高等学校</p>
<p>【School Exchange】Hokkaido Sapporo Intercultural and Technological High School</p>	<p>【School Exchange】Hokkaido Sapporo Intercultural and Technological High School</p>
	
<p>10/23 【ホームステイ歓送会】 【Farewell Party with Host Family】</p>	<p>10/24 【報告会】 【Reporting Session】</p>

Thailand(Culture) : Osaka and Nara Prefecture

	
<p>10/20 【文化体験】 大仙公園</p>	<p>10/21 【学校交流】 天理大学</p>
<p>【Cultural Experience】 Daisen Park</p>	<p>【School Exchange】 Tenri University</p>
	
<p>10/21 【歴史的建造物視察】 東大寺</p>	<p>10/22 【ホームステイ】 (宇陀市)</p>
<p>【Observation of Historical Landmark】 Todai-ji Temple</p>	<p>【Homestay】 Uda City</p>
	
<p>10/22 【文化体験】 座禅体験</p>	<p>10/24 【報告会】</p>
<p>【Cultural Experience】 Experience of Zen Meditation</p>	<p>【Reporting Session】</p>

4. Voice from Participants

◆ Cambodia, student

The Science Education Center attached to Hokkaido Education Research Institute has left on me a deep impression. It was very interesting to discover that earphones can be made from simple materials such as paper, magnets, and coils. I also became interested in studying geoscience because I clearly understood the causes of volcanic eruptions and realized their catastrophic effects. I found the Center's "Science Car," a bus that offers mobile science classes, very exciting because it came equipped with various different machines all adopting the latest technology.

◆ Cambodia, student

The first thing that impressed me during my stay in Japan was that the Japanese all strictly obey traffic rules, which some of us Cambodians don't. They are also punctual in the workplace. Walking around Asakusa gave me some understanding of the traditional culture of this Japanese popular spot, the atmosphere of which is similar to that of the Angkor Wat region in Cambodia with more than 1,000 years of history. As for school exchanges, there were a number of competitions between the schools where boys and girls could compete together. I thought this educational system, which is not common in Cambodia, was wonderful. Students at the Japanese schools were orderly and very friendly.

◆ Cambodia, student

Regarding the homestay program, the host families welcomed us warmly. We exchanged a lot of experiences. We are truly grateful to our host families who spent their time and money for us. Through this program, we gained some new knowledge and some unforgettable memories as well as happiness. I would like to study in Japan in order to help deepen the relationship between the two countries in the future.

◆ Thailand, student

Through lectures and basic lessons to understand Japan and its culture, which were carried out at the municipal public hall, I got to learn about the people, society, economy and basic history of Japan. I also got to learn about the Japanese personality and was given the opportunity to think about Japan's development. It is only through technology and their efforts that Japan has developed this far. When I visited the Edo-Tokyo Museum, I could feel the very development. As early as the Edo period, for example, there were waterworks facilities, gentleman's lavatories, and businesses selling waste to farmers, which were shown not only at the Edo-Tokyo Museum but also at another museum in Sakai City. I learned that Japan had considerably developed even in the Kofun period (burial mound period). The Daisenryo Kofun (Tomb of the Emperor Nintoku) was one of the examples. I was deeply moved when I heard the detailed explanation about that. I was also moved when

I learned about Zen Buddhism and Zen meditation, which are different from what we have in Thailand. Japanese people are very different from Thai people in their quietness, sensibility and outlook on life.

5. Voice from Japanese Participants

◆Thailand, hostfamily

When it was time to eat, my mother-in-law told us to eat together. In Thailand, I found it important for all of the family members to eat together.

◆Cambodia, hostfamily

What impressed me most during this exchange program is that we were able to communicate what we thought and how we felt. We became true friends because we wanted to talk to each other and have a good time together. Next time, I would like to go to their country and experience various different things.

◆Thailand, University staff

On the class observation day, it seems they were given the opportunity to have the direct experience of watching how classes in Japan are conducted, and they learned how to teach and how to give lessons. Especially in the Kanji lesson, it was very impressive to see that they shot a serious look at the Japanese teacher, because more than a few of them seemed to be worried about how to teach Kanji to the foreign students.

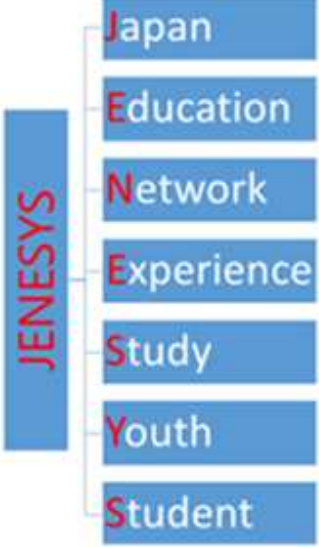

◆Cambodia, high school staff

I was impressed again to find that our high school students who had only just entered high school six months earlier were actively interacting with foreign high school students without hesitation. At the same time, from the way the Cambodian students were studiously looking around and from the various questions they asked, I truly felt how serious and dedicated they were.

6. Dissemination by the Participants

 <p>The screenshot shows a Facebook page for a group named 'banzaichaiyo'. The profile picture is a large group photo of many people, likely participants and staff, at a JENESYS event. The page has a blue header with the name 'banzaichaiyo' and a search bar. Below the photo, there are options to 'เข้าร่วมแล้ว' (I'm here), 'แชร์' (Share), and 'การแจ้งเตือน' (Notifications). The page also shows a search bar for 'ค้นหากลุ่มนี้' and a section for 'เพิ่มสมาชิก' (Add members) with a list of 19 members.</p>	 <p>The screenshot shows a Facebook video post by a user named 'Ly Soputha'. The video title is 'Day5-Home Stay Experience JENESYS 2016'. The video content shows a person walking through a park-like setting with trees and a path. The video has a duration of 4:33 and is in HD. Below the video, there are interaction buttons for 'いいね!' (Like), 'コメントする' (Comment), and 'シェア' (Share).</p>
<p>タイ : Face book を立ち上げ「banzaichaiyo」と名付けました。 万歳は日本語の意味で、チャイヨウはタイ語で万歳です。日本語を学んでいる人ならだれでもこのFace book にアクセスすることにより、日本語や日本についての知識を UPDATE することができます。 来日 6 日目歓送会でホストファミリーと一緒に写真を撮りました。</p>	<p>カンボジア: Jenesys2016 プログラムの 5 日目のホームステイにおいて、日本のホストファミリーと丸山動物園で過し、一生の思い出ができたことを動画にしました。</p>
<p>Thailand: We open our Facebook page and named “banzaichaiyo” . Banzai is Japanese and Chaiyo means same as banzai in Thai. Everybody who studies Japanese can access this Facebook page and update their knowledge of Japanese and Japan. We took this picture at farewell party with our host family on the 6th day after came to Japan.</p>	<p>We made video of when we went to Maruyama zoo with our Japanese host family on the 5th day of JENESYS 2016 program that we will never forget that for the rest of my life.</p>

7. Action Plan Presented at the Reporting Session by Participants

	 <p style="text-align: center;">紙イヤホン作成中</p>
<p>タイ：プロジェクトに、新たに名前を付けました。日本、教育、ネットワーク、経験、勉学、若者、学生の頭文字をとって JENESYS と名付けました。</p>	<p>カンボジア：北海道立教育研究所附属理科教育センターにて、紙イヤホン作成を通じて、イヤホンの仕組みを理解した上で、科学って面白いと実感した。科学の魅力を発信したい。</p>
<p>Thailand: We named our project “JENESYS”. It takes the first letter of Japan, Education, Network, Experience, Study, Youth and Student.</p>	<p>Cambodia: We found science is interesting after understanding the mechanism of earphone through making paper-made earphone at Science Education Center attached to Hokkaido Education Research Institute. We want to promote the charms of science.</p>