

TCS SEMINAR ON REGIONAL EDUCATION COOPERATION :

CAMPUS ASIA IN CJK - OUTCOME REPORT

This report outlines the contents of discussions and presentations from <TCS Seminar on Regional Education Cooperation: CAMPUS Asia in CJK> organized on May 11-12, 2017 in Seoul. Information in the report includes best practices from CAMPUS Asia pilot period from 2011 to 2016 as well as common concerns on program implementation and know-how for overcoming difficulties.

PROJECT TEAM

Author

KIM Hyemin, TCS Socio-Cultural Affairs Officer

Reviewed by

CHOE Youngjeen, Professor at Chung-Ang University

FAN Shiming, Vice Dean of Peking University School of International Studies

TAKENAKA Toru, Professor at National Institution for Academic Degrees and Quality Enhancement of Higher Education

Seminar Coordinators

KIM Hyemin, TCS Socio-Cultural Affairs Officer

LIN Meilian, TCS Socio-Cultural Affairs Officer

YANG Sooyoung, TCS Socio-Cultural Affairs Officer

Supervised by

LEE Jong-Heon, TCS Secretary-General

HAN Mei, TCS Deputy Secretary-General

YAMAMOTO Yasushi, TCS Deputy Secretary-General

QIAO Wen, TCS Director of Socio-Cultural Affairs

For inquiries about the publication, please contact us at tcs@tcs-asia.org.



제1회 한·일·중 교육장관 회의

The 1st Trilateral Education Ministers' Meeting,
The Republic of Korea, Japan, The People's Republic of China

January 30, 2016, Seoul

“

WE WILL PROMOTE
STUDENT EXCHANGES...
RECOGNIZING CAMPUS ASIA PROJECT'S
EXEMPLARY ROLE IN EDUCATION
COOPERATION AMONG
THE THREE COUNTRIES.

”

Joint Declaration of Trilateral Summit, 2015

*Photo provided by courtesy of ROK Ministry of Education

Contents

06	Forward
07	Acronyms
08	TCS Seminar on CAMPUS Asia
	1. Seminar Overview
	2. Comments from CJK Ministries of Education
	3. Executive Summary of Discussion Results
	4. Briefing of Subgroup Discussions
	5. Briefing of Erasmus Session
	6. TCS Reflections and Recommendations
	7. List of Figures, Boxes and Tables
	8. References
	9. List of Seminar Participants
	10. On the Future Coordination of CAMPUS Asia Working-Level Seminars
	<i>* This section summarizes the content of the discussions and presentations from the seminar. There may be some discrepancies with the specific details of the actual program implementation.</i>
37	APPENDIX 01 About CAMPUS Asia
	1. Program Overview
	2. Cooperative Framework
	3. CAMPUS Asia Joint Monitoring Committee
	4. CAMPUS Asia Program Content
	5. List of Participating Consortia
43	APPENDIX 02 Materials from TCS Seminar on CAMPUS Asia
	1. Pre & Post-Seminar Survey Forms
	2. Subgroup Discussion Topics Packet
	3. Seminar Program Booklet
	<i>* Appendix II is included in the electronic version only. For access, please visit TCS website or contact the author.</i>
61	APPENDIX 03 About Trilateral Cooperation Secretariat

Forward

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

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

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

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

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

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

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

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

*CJK MOE/MEXT (2016) Seoul Declaration for Trilateral Education Cooperation

LEE Jong-Heon
Secretary-General
Trilateral Cooperation Secretariat



Acronyms

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

TCS SEMINAR ON CAMPUS ASIA

01 SEMINAR OVERVIEW

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

About the Seminar

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

Number of participants:

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

Seminar Details:

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

Topics of Discussion:

- * Subgroup 1: Non-academic student support
- * Subgroup 2: Academic support and student professional development
- * Subgroup 3: Academic support
- * Presentation 1: Overview of EU's Erasmus+ Program
- * Presentation 2: Introduction of Erasmus Impact Study



Welcoming & Networking Reception on May 11th, 2017 in Seoul



Director KIM Chun-Hong,
ROK Ministry of Education

“ ROK, Japan and China are close neighbors who have long shared similar cultures. Based on this cultural bonding, the three countries have keenly cooperated in various fields such as politics, economics and socio-cultural affairs. Education cooperation is especially important for strengthening cooperation in other fields. This is because to enable continued cooperation, mutual trust and exchange between the youth is critical. ”

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



Director IWABUCHI Hideki
Japan Ministry of Education, Culture,
Sports, Science and Technology

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



1st Secretary of Education, YU Yongquan
Embassy of People's Republic of China in ROK

i) **Non-academic student support**

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

ii) **Academic support**

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

iii) **Student professional development**

- Alumni from CAMPUS Asia consortia are working in various areas such as large corporations, NPOs and NGOs, international organizations (e.g. Ctrip, NHK, KOICA, UNESCO Bangkok), but **internships and job placements largely depend on factors outside the program**, such as an academic advisor's help.
- For students who participate in **short-term exchange** rather than DDP, some consortia have been **awarding certificates to support students using their experiences with CAMPUS Asia as an asset** for career development.
- Participants noted that while learning in English is helpful, **studying Chinese, Japanese and Korean languages** does have an advantage when seeking post-graduation jobs which call for a balance between using English and CJK languages in the program.

iv) Program promotion and sustainability

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

RESULTS OF THE POST-SEMINAR SURVEY

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

TCS ANALYSIS OF SEMINAR RESULTS

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

PRE-SEMINAR SURVEY FOR SUBGROUP DISCUSSION

Prior to organizing <TCS Seminar on Regional Education Cooperation: CAMPUS Asia in CJK>, TCS administered a pre-seminar survey in Chinese, Japanese and Korean to better understand in advance what topics CAMPUS Asia university faculty and staff found most interesting.

Through the survey CAMPUS Asia faculty and staff were requested to select their primary interest among three general topics relevant to program implementation: (i) non-academic student support (e.g. living support, recruitment and promotion, extracurricular activities, language training), (ii) academic support (e.g. curriculum, credit transfer, double degree awarding), and (iii) student professional development and work-study connections (e.g. internship, alumni career trajectory, research).

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

Session I (subgroup discussion) Survey Sheet
TCS Seminar on Regional Education Cooperation:
CAMPUS Asia in China, Japan and Korea
May 11 (Thu) - 12 (Fri) Seoul, ROK

During session I, participants will be divided into 3 groups based on their interests. Please indicate areas of your interest below—your response will be reflected for group division. Additional information and comments will be considered as guiding questions for discussion (sample answers in red).

1. Preferred Discussion Topics
Please mark the below boxes next to the three topics with numbers 1 (most interested) to 3 (least interested).

1	Non-academic student support (e.g. living, recruitment & promotion, extracurricular activities, language training, etc.)
2	Student professional development and work-study connection (e.g. internship, alumni career trajectory, research, etc.)
3	Curriculum, credit transfer and degree awarding

2. Additional Information on Discussion Topics

(1) Strengths of your program

- Short-term programs: our short-term programs enables students to blend in with local students by proactively organizing field-trips.
-
-

(2) Challenges experienced by your program

- Student motivation: students are interested in exchange programs offered in English in North America and Europe than programs in CJK.
-
-

(3) Discussion questions to be shared with participants from other consortia

- Promotion: how do other consortia promote CAMPUS Asia that allows it to be competent among other exchange programs in North America and Europe.
-
-

3. Other Issues to be Shared
Please add any other topics of interest for subgroup discussion.

- External perception: lack of unified information about CAMPUS Asia in English presenting it as an internationally competent program.
-
-

Phone: 02-2713-0767 Fax: 02-2713-2222 Email: info@tcs.org
Address: 6-Sever 20th Floor, 62 Samseong-ro, Songpa-gu, Seoul, Republic of Korea, 136700

[Figure 1] Pre-Seminar Survey Form (in English)

Contents of Pre-Seminar Survey

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

04 BRIEFING OF SUBGROUP DISCUSSIONS

Subgroup

01

Topic

Non-academic Student Support

Moderator

Dr. FAN Shiming

CAMPUS Asia Joint Monitoring Panel

Vice Dean, Peking University School of International Studies

Country	University	Participant Name	Program Discipline
China	China Communication University	WANG Jue	Animation
	Jilin University	SUI Yining	Liberal Arts
	Peking University, Yunpei College	SUN Hua	Political Science
	Renmin University	DING Xiangshun	Law
	Shanghai Ocean University	WANG Xichang	Marine Sciences
		GAO Jian	
	Shanghai Jiao Tong University	CAI Yu Ping	Environmental Engineering
Tongji University	KONG Lingti		
Japan	SUN Tongyu	Architecture	
	Kobe University	OKI Yuri	Risk Management
	Tokyo University (BESETO DDP)	NACHI Nobue	International Relations
	Tokyo Marine University	HIRAYAMA Daisuke	Marine Sciences
HAYASHI Kazuhiro			
YASUKAWA Junko			
ROK	Korea Maritime University	HUH Cheol	Marine Sciences
		PARK Jisook	
	Pusan National University (Architecture)	LEE Inhee	Architecture
		KIM Yoonjeong	
	Pusan National University (Environmental Engineering)	LEE Young Jin	Environmental Engineering
	JEONG Ji Hwan		
	YIM Wanghee		

1) Issues regarding financial support, particularly student scholarships

- **Participant understanding of government funding prospects:** participants shared the understanding that administrative and curriculum development related funding has decreased or is expected to be self-supplied in the future, which is likely to influence program quality.
- **Participants' wishes to secure stability in the level of government financial support:** consortia representatives hope that the level of financial support (both scholarships and program development fees) can be maintained or increased as the stability of funding and quality of academic programs tend to be closely related.
- **Flexibility for distributing student scholarships is called for:** in the case of Japan, process for applying for scholarships has been changed from being dependent on MEXT

to JASSO, which may as a result be more complicated than before; in CJK, sometimes time of scholarship distribution does not coincide with the academic schedule.

- **Need for an international entity coordinating between China, Japan and ROK to support successful implementation of CAMPUS Asia:** learning from Erasmus, participants suggested having an international entity or fund overseeing CAMPUS Asia funding distribution as a long-term agenda.
- 2) **Student participation and level of interest in the CAMPUS Asia Program**
- **Different levels of student interest and willingness to participate in the CAMPUS Asia Program:** in the case of Japan, the level of student interest tends to be relatively lower; participants noted that students lack interest in studying in CJK not because of the content of CAMPUS Asia, but rather because of external factors like political relations or post-graduation employment. Among those that are interested in CAMPUS Asia, many are hesitant to participate because they are unsure whether CAMPUS Asia can be an incentive for employment. Due to this reason students prefer short-term exchange for experiences rather than long-term, intensive, degree-awarding programs.
 - **Improving the quality of CAMPUS Asia through inter-consortia cooperation:** participants suggested inter-consortia collaboration, as well as open sharing and exchanges of each other's cultural program contents for mutual improvement of CAMPUS Asia student experience. An instance of inter-consortia collaboration could be a cultural program coordinated by one program open to other consortia or several consortia work together to jointly coordinate cultural exchange programs.
- 3) **Exchange and sharing of information between consortia**
- **Sharing of curriculum information among consortia:** some participants suggested that the content of the study (curriculum) pursued by students in their program be shared online in electronic form among other staff and faculty coordinating the CAMPUS Asia Program at their respective universities. This would allow not just the universities but also companies and organizations recruiting employees to have access to information about what students participating in CAMPUS Asia learn. Each school would have different internal standards and regulations for disclosing curriculum to the public; this being the case, participants discussed the possibility of developing a minimum requirement for sharing basic information about respective program's curricula among CAMPUS Asia universities.

BOX 01

SUPPORT FOR
CAMPUS ASIA PROGRAM
STUDENTS AND
ALUMNI

Support to CAMPUS Asia Program Students and Alumni

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

- **Case of Tsinghua-Nagoya-SKK University (program on law):** at SKKU, partial financial assistance is offered to CAMPUS Asia students and alumni. In other words, some of the program implementation budget is allocated to the management of student-initiated alumni association activities. This budget

is used by students to coordinate youth-friendly events, such as free lunches before midterms to provide opportunities for CJK students in the CAMPUS Asia Program to naturally interact with local students from the visiting country.

→ **Case of PKU-UTokyo-SNU (program on international relations):**

at the University of Tokyo, CAMPUS Asia students and alumni who participated in the university's program attend a networking dinner held annually. CAMPUS Asia staff and professors also participate in the program. Students and alumni signed a "charter" of BESETO CAMPUS Asia alumni network during the 2017 gathering.



[Figure 2] BESETO CAMPUS Asia Alumni Network "Charter"

Subgroup

02

Topic

Academic Support and Student Professional Development

Moderator

Dr. CHOE Youngjeen

CAMPUS Asia Joint Monitoring Panel

Professor, Chung-Ang University (whole group briefing by Dr. LEE Inhee, Dean of Department of Architecture, Pusan National University)

Country	University	Participant Name	Program Discipline
China	Beijing Normal University	WANG Zhi-Song	Teachers' Education
		LI Yingshu	
	Fudan University	GUO Dingping	Risk Management
	Shandong University	LIU Ming Li	Infrastructure Engineering
Japan	Osaka University	LIU Keyang	Public Health
	Tokyo University of Arts (Tokyo Geidai University)	SAITO Ai	Animation
	Waseda University	SATO Yoichi	Political Science
		SUZUKI Hirokata	
ROK	Korean National University of Arts	LEE Jungmin	Animation
		LEE Wooje	
		PARK Jongshin	
	Sungkyunkwan University (Law)	LEE Hee Ok	Law
		RYO Il-Hyeon	
	Seoul National University (BESETO)	YOON Sehui	International Relations
	Seoul National University (Business)	CHANG Hae Eun	Business
	Seoul National University of Education	EOM Woo Seop	Teachers' Education
		KIM Yoon Jung	
Yonsei University (Seoul)	PARK Sahng Wook	Public Health	
	KIM Soo Kyoung		

ROK	Yonsei University (Wonju)	OH Byungkeun	Industrial Design
		CHO Yeyoung	
	Korea University	KIM Soojung	Political Science
		KIM Kyun	

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

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

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

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

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

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

- i) 1:1 credit exchange strategy: 3 credits acquired from foreign institution is acknowledged as 3 credits equally back at the home institution
- ii) Compare and contrast strategy: examining the content of the courses taken in foreign institution, comparing it with a similar curriculum in home institution and applying the number of credits given to the similar class at the home institution.
 - Flexibility was called for when applying the compare and contrast strategy for credit transfer, as credits for a similar course at the home institution do not necessarily equate to the number of credits for the course taken at the foreign institution. These discrepancies were understood as a case by case differences and needed to be dealt with individually according to the standards set up by each consortium.
 - Average time for earning a degree differs in the three countries; an ROK master's level program usually requires two years whereas in China most programs require three years. Some representatives shared their experiences from the pilot stage, and Tongji University, with prior experience of implementing double degrees with European partners shared their know-hows acquired from previous years.

Bridging Student and Faculty Expectations

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

- While generally 1 year is a sufficient amount of time to develop a single journal article as an outcome of research, there were cases where graduate students were only abroad for 6 months. In this case, it was very challenging for students to assist with faculty research and therefore students would prefer to focus on coursework.
- Case of SHJT-Kyushu-PNU consortium (program in environmental engineering):
 - Sometimes there were disparities between faculty's expectations for a student's role in research in CJK. In the case of SHJT-Kyushu-PNU consortium, the general understanding by the faculty of Kyushu University is that master-level students must prioritize coursework and academic learning over their role as an assistant for professors' research.
 - In SHJT and PKU, students' role as a research assistant is as important as their responsibility over coursework, if not more. From the perspective of SHJT and PKU, there was a need to request SHJT and PKU for university faculty's support, because the program for master's students basically forewent professors' assistance during the exchange period.
 - To bridge this gap between student and faculty expectations, SHJT-Kyushu-PNU consortium is expanding the scope and length of their program to Ph.D. level to help contribute to faculty's joint research.
 - As part of the preparation for facilitating joint research, SHJT-Kyushu-PNU consortium compiled faculty's research interests. Each lab in these universities is managing very different research topics; the key to successfully connecting labs between the partner schools was to start collaboration between the labs where leading professors already have a keen understanding of each other's research. Based on this experience, the CAMPUS Asia committee in this consortium surveyed research areas of professors in each lab who were interested in conducting CJK joint research, compiled the information and shared it among the SHJT-Kyushu-PNU network. As a result of this initiative, even professors who previously did not have a chance to interact physically and were not directly involved in CAMPUS Asia are now considering potential joint research projects with partner university programs.

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

consider how to benefit not only the participating students but also the advising faculty and their research through the CAMPUS Asia Program.

- 3) **Impact of CAMPUS Asia on student and alumni career trajectory**
 - **Following up with student and alumni career is considered an important aspect for the success of degree program:** the participants recognized this topic as a very important discussion issue on the outcome of the CAMPUS Asia Program; consortia that already produced alumni shared success stories, such as a case of their student employed in UN affiliated organizations after graduation.
 - **Internship and post-graduation employment is often strongly influenced by factors external to program quality:** participants commented that internships and employment were largely affected by factors external to the CAMPUS Asia Program's quality, such as the professor's or home intuition's existing network with hiring organizations.
- 4) **Promotion of CAMPUS Asia Program and inter-consortia cooperation**
 - **Emphasis on the value of website managed by individual consortium (managed by partner universities in respective consortia):** use of program websites has been recognized as an efficient means of program promotion.
 - **Necessity to create an inter-CJK online platform for information exchange (e.g. CAMPUS Asia website):** as suggested in subgroup 1, subgroup 2 also discussed the crucial need for an inter-CJK platform (e.g. online website or off-line community) where faculty and staff from all consortia can exchange information and outcomes of their individual programs for mutual reference and further program development.
 - **Call for faculty cooperation for English courses:** as there is no common language between CJK, English is an unavoidable means of instruction for the CAMPUS Asia Program. The need to develop strategies to provide incentive for faculty in CAMPUS Asia universities not directly involved in the program implementation was discussed, especially to promote lectures in English.

Double Degree Program Development at PKU-UTokyo-SNU (BESETO DDMP)

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

Process of Dual Degree Program Development

<u>2011.11.18</u>	MOU on Student Exchange (PKU-UTokyo-SNU)
<u>2012.08.02</u>	MOU on Dual Degree Program (UTokyo-SNU)
<u>2012.12.14</u>	Agreement on Financial Support (PKU-UTokyo-SNU)
<u>2016.11.02</u>	MOU on Dual Degree Program (PKU-SNU) * DDP between PKU-SNU expected to start in the second semester of 2017
<u>2017.05.30</u>	MOU on Operation and Financial Support for the CAMPUS Asia Program Phase II (PKU-UTokyo-SNU)

Steps for Establishing

DDP Agreement

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

DDP MOU Development Process

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

SNU	<u>2011.07.04</u>	Submission of CAMPUS Asia Program proposal
	<u>2011.10.31</u>	Designation as CAMPUS Asia consortium and discussion between partner institutions on DDP
	<u>2011.10-2015.5</u>	Drafting of MOU on DDP and continued discussion about its content
	<u>2015.06.05</u>	CJK CAMPUS Asia Joint Academic Affairs Committee agrees on establishing DDP and confirms necessary processes
	<u>2015.11.03</u>	Exchange of draft MOU on DDP between partner institutions
	<u>2015.12.31</u>	Draft MOU confirmed by SNU GSIS faculty (internal review)
	<u>2016.01.06</u>	First request to review draft MOU at the university administration level → returned with requests for re-examination of the draft
	<u>2016.01-02</u>	Preliminary internal review and working-level meeting (Office of International Affairs, Division of Academic Affairs, Division of Educational Affairs), drafting of final version of MOU on DDP
	<u>2016.03.07</u>	Final draft of MOU reviewed and confirmed by SNU GSIS faculty
.....		
PKU	<u>2016.03-06</u>	Internal review and discussion on MOU at PKU SIS (School of International Studies and other relevant university departments)
	<u>2016.07.08</u>	PKU Graduate Administration and International Student Division confirms final draft of MOU on DDP
.....		
SNU	<u>2016.07.12</u>	Second request to review draft MOU at the university administration level
	<u>2016.08-09</u>	Final draft of MOU reviewed and confirmed at the university administration level
	<u>2016.11.02</u>	SNU GSIS-PKU SIS establishes MOU on DDP

Source: SNU (2017) CAMPUS-Asia BESETO DDMP: Process of Developing Agreement on Dual Degree Program and Recent Developments (PowerPoint presentation)

Topic

Academic Support (with focus on Double Degree Programs)

Moderator

Takenaka Toru

CAMPUS Asia Joint Monitoring Panel

Professor, Research Department of National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)

Country	University	Participant Name	Program Discipline
China	Guangdong University of Foreign Studies	QUAN You	Language & Liberal Arts
	Peking University	DING Ye	Coordination of PKU programs
	Peking University (Business)	MO Shujun	Business
	Peking University (Public Health)	SHI Yuhui	Public Health
	Peking University (BESETO)	FAN Shiming	International Relations
Japan	Chiba University	WATANABE makoto	Animation
	Hitotsubashi University	MIYAZAKI Reiko	Business
		INADA Elly	
	Kyushu University	ICHIMURA Nahoko	Environmental Engineering
	Nagoya University	UDAGAWA Yukinori	Law
		SAMIZO Minori	
		KOKUBUN Noriko	
	Okayama University	OYASU Kiichi	Liberal Arts & others
	Ritsumeikan University	HIROSAWA Yusuke	Language & Liberal Arts
		ANZAKO Yuka	
Tokyo Gakugei University	KIM Bumsu	Teachers' Education	
ROK	KAIST(Korean Advanced Institute for Science and Technology)	LEE Jungil	Science and Technology
		NAM Sejin	
	Seoul National University(BeST Regional Experts)	AHN Jiyoun	Political Science

1) Development of double degree programs (DDP) and the current state of DDP operation

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

Different Approaches to Thesis Writing in DDP

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

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

2) Language of instruction and differences in CJK academic culture

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

3) Facilitating communication between partner universities

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

4) Increasing the appeal of the CAMPUS Asia Program to its target

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

The Appeal and Sustainability of CAMPUS Asia Program

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

- **Practical ideas shared for promoting the CAMPUS Asia Program's appeal:** specific suggestions from the subgroup on how to promote the appeal of the CAMPUS Asia Program included the following specific strategies:
 1. Partially opening up CAMPUS Asia courses to interested non-CJK students enrolled in the institution to expand target audience;
 2. Developing CAMPUS Asia alumni network and supporting them at the

- university level and beyond, which could also serve as another channel for program promotion;
- 3. Have alumni participate in individual program introduction sessions at each university to explain details about the CAMPUS Asia experience to their peers in accordance with their needs and perspectives; and
- 4. Develop high quality videos and other forms of promotional materials on CAMPUS Asia to be distributed as program promotion internally within each university and externally to interested entities.

- **Request to continue working-level meetings among CJK consortia representatives:** the participants unanimously requested that the CAMPUS Asia Working-Level Seminar continue to be organized, since the meeting served as an important platform for program managers to exchange valuable information and ideas for further improvement.
 - To lighten the burden of organizers, participants offered ideas on having future meetings held back-to-back with other relevant events such as the 2nd Trilateral Education Ministers' Meeting and Trilateral Rectors' Forum.
- * *Each consortium has a unique experience, between each individual team as well as between original consortia continuing from the pilot stage and new consortia that have freshly joined after regularization of CAMPUS Asia Program. For future discussions, addressing these disparities between participants could yield even more fruitful results.*

Subgroup 3 Discussion at TCS Seminar, May 12, 2017



05 BRIEFING OF ERASMUS SESSION

Erasmus+ 30 Years of Mobility Plus

Viktorija Kaidalova
Programme Manager in charge of EU Policies
Delegation of EU to ROK

- Erasmus was first developed as a mobility program for university students in the 1980s, and covered 11 states at the time. The most recent program, Erasmus +, is an expansion of the previous Erasmus Program in terms of scope and size, with the funding amounting to approximately 15 billion euros covering 4 million students and faculty participating in exchange. The budget and standards for allocation of the budget is readjusted each year according to the financial framework developed on priorities in policies and updated legal contexts.
- The purpose of the Erasmus Program is not only to increase mobility between the participating countries, but also to reduce youth unemployment, promote skills-based adult learning, and reduce early school departure among others.
- Countries participating in Erasmus + are divided into two categories: (i) program countries and (ii) partner countries. Program countries refer to those directly participating in the program scheme, with the majority of them being one of the 28 EU countries. The biggest difference between the two categories is that program countries, unlike partner countries, directly contribute to the Erasmus budget and have a National Agency established in their country to handle Erasmus program selection, monitoring and evaluation, promotion of Erasmus and best practices and other relevant tasks. Partner countries have National Erasmus+ Offices handling different tasks.
- The universities participating in the Erasmus + Program can benefit in four respects: (i) International Credit Mobility (ICM)¹, (ii) Erasmus Mundus Joint Master's Degree, (iii) Capacity Building for Higher Education, and (iv) Jean Monnet activities.
 - International Credit Mobility (ICM): ICM is an initiative that limited exchanges within the EU to beyond the EU. This initiative is operated based on the mobility agreements established between higher education intuitions (HEI) and is managed by National Agencies. For an exchange period of 3 to 12 months, participating bachelor's and graduate level students receive financial support covering their living expenses. Students are required to submit a study plan which cites the goal of the exchange (e.g. credits to be acquired) and are held accountable to this plan. ICM also supports faculty and staff exchange activities.
 - Erasmus Mundus Joint Master's Degree: this program has been in place since 2009. It recognizes degrees obtained from all involved partner HEIs and provides financial support for all related costs to students. Since Erasmus Mundus Joint Master's offers a lot of benefits, it is a highly selective program that receives many applications and has a very competitive selection processes. In Erasmus Mundus, at least 3 HEIs from program countries must form a consortium and HEIs in partner countries sometimes join. Students are required to study with at least 2 HEIs. Student scholarship is offered for

¹ EC (2017) Erasmus+ International Credit Mobility: Handbook for Higher Education Institutions

2
TuCAHEA is a consortium working to align higher education systems in Central Asia with those of European Higher Education Arena.

Reference link :
<https://www.unipi.it/index.php/english-news/item/7273-european-and-central-asian-universities-are-closer-thanks-to-tucahea>

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

Table 1
Input, Output and Outcome as Success Measures for Internationalization
Source: Uwe BRANDENBERG (2017)
Focus on the Results: Measuring Outcomes of Internationalization (PPT for TCS Seminar on Regional Education: CAMPUS Asia in CJK)

	Input	Output	Outcome
Definition	· Resources invested in internationalization	· Defined as the direct results of internationalization	· Defined as the effects and impact of an internationalization activity
Example	· Staff in the international relations office · Number of partnerships · Stipends available Websites · Websites	· Number or percentage of exchange students · Percentage of staff from abroad	· Changes in personality · Increase in competences · Increase in employability · Increase in international visibility
Accountability	· Easy to measure · Low relevance · High prevalence	· Not difficult to measure · Mid-level relevance · Medium level prevalence	· Hard to measure but possible · High relevance · Low prevalence

- 12 month, 18 month and 24 month periods. During the application process, a leading university from each consortium submits a single, common application form as a representative of the consortium. The partner HEIs however are advised to maintain a strong network and usually do so. This program has supported more than 30,000 students and faculty over the course of 7 years.
- Capacity Building for Higher Education: capacity building under Erasmus+ happens primarily through jointly developed programs. Relevant efforts center on international partnerships for the objective of promoting internationalization of HEIs or reforming its systems. Both program and partner countries actively participate in this initiative (e.g. TuCAHEA² Project at South Kazakhstan State University).
- Jean Monnet activities: Jean Monnet supports academic teaching and research, cooperation projects, conferences and publications in the field of EU studies. Jean Monnet program is open to universities, organizations and associations from all over the world including those in China, Japan and ROK. The funding period on average ranges from 12 to 24 months.

Uwe BRANDENBERG
Managing Partner
CHE Consult

- It is important to understand what internationalization is before pursuing it through mobility programs. Internationalization in itself cannot be an end goal. Rather, it is an instrument to achieve a goal for the university which benefits the organization, such as the competitiveness of students or research produced by the institution.
- When students are exposed to a new environment, the process of culture shock follows the sequence of (i) honeymoon phase, (ii) crisis of plummeting satisfaction, and (iii) readjustment. Upon return to home country, students go through (iv) reverse culture shock and (v) readjustment. This being the case, students participating in short-term exchanges do not have a chance to deeply learn cultural competencies as they return before adjustment to the new environment.
- To make achievements through international programs and to ensure accountability, the focus of programs needs to be on output, the actual result, rather than on input.

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

- According to the results of the EIS, an average 6-month study abroad experience for students equated 4 years of changes in their with the intensity of an impact from a serious family event (e.g. marriage, divorce or death in the family).
- According to the study, the population that does not wish to go abroad usually prefers to divert away from changes; however, those that decide to go abroad as a student are pre-disposed to favor changes, meaning they are programmed in a fundamentally different way. This being the case, simply increasing mobility may not yield results intended by international programs because there are those who wish to stay home and are unwilling to expose themselves to an international opportunity for a positive change. Before expanding mobility programs these students should be incentivized to participate in those programs.
- Statistically significant changes in the study results revealed that while the population that has no interest in international experience are fundamentally different from those who do, as long as students go aboard their characteristics are influenced through the exposure to different cultures. Students who experienced positive changes from an educational exchange abroad were found to have higher level of satisfaction and success in employment.
- EIS found that students tend to overestimate their learning outcomes; while 81% of those who studies abroad reported to see self-improvement in their personality, the data indicated that only 52% actually achieved high enough values to validate their claims of a positive change resulting from their study abroad experience. This being the case, self-administered student satisfaction surveys are not sufficient data to measure the outcome of mobility programs.
- Other indicators on the Erasmus Program's outcome include EU Commission's data on students' life partners. According to EU data, 33% of Erasmus alumni had a life partner of a different nationality, which was three times more than in the case of alumni who never went abroad for their studies. Additionally, 27% of Erasmus alumni met their life partner abroad, which indicates that mobility programs made a significant impact on their lives.
- In terms of post-graduation employment, EIS found that on average students who pursued an internship in a foreign enterprise during their participation in the mobility program received an employment offer, which served as an opportunity to develop career trajectories. While all skills obtained through participation in Erasmus proved useful, interpersonal and intercultural competencies were even more significant in professional success than language skills.
- EIS indicated that exchange between faculty and staff is significantly important and likely has a positive and indirect influence on the students. However, faculty and staff exchange is more complicated than student exchange and is not possible without consistent support at the institutional level.
- There was a stark contrast of Erasmus' impact between Western/Northern Europe and Eastern/Southern Europe, particularly in terms of post-graduation employment. Students from E/S Europe tended to have higher socio-economic status, well-off enough to participate in mobility programs while overseas experiences were more universal for Western/Northern European students. For E/S European students, study abroad experiences had a more visibly positive impact on employment.
- A general conclusion from EIS is that the most important factor for the success of mobility programs is information sharing. To provide more opportunities to larger target and to increase educational mobility, the positive impacts of relevant programs need to be widely publicized.

BOX 06

Q & A
FROM THE AUDIENCE
AND THE SPEAKERS

Q & A

FROM THE AUDIENCE AND THE SPEAKERS

Q. How do the terms globalization and internationalization differ?

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

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

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

Q. Do Erasmus Program consortia have joint degree³ programs, not double degree programs? Due to current domestic policies this is very difficult in CJK.

A. (Uwe BRANDENBERG) Yes, in Erasmus we have a variety of joint and double degree programs. There have of course been policy related and technical administrative programs for Erasmus as well. For instance, a while ago France tried to overcome such issues by introducing a policy where two academic advisors would oversee the composition of a single thesis; yet, there were objections to this idea, and an appeal that would be unfair for some students to receive two degrees with one thesis while others do not. To overcome this disparity in opinions, I have two personal suggestions: one is a long-term strategy, in which governments and international organizations like TCS leverage for a policy change. The second one is a realistic approach—for instance have CJK partner university presidents sign a single piece of diploma, but have a separate note indicating that it is from a double or joint degree program, which would in legal context count as one degree from the home institution but would still acknowledge students' experiences with from visiting institutions.

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

Source: Knight, J. (2008) *Joint and Double Degree Programmes: Vexing Questions and Issues*

1



Establishing a CJK cross-national information-sharing and program promotion platform for CAMPUS Asia

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

2



Fostering a CAMPUS Asia alumni network

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

3



Heightening the international competency of the CAMPUS Asia program

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

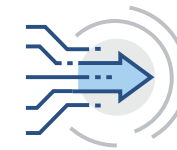
4



Considering the possibility of inter-consortia cooperation

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

5



Strengthening long-term sustainability of the CAMPUS Asia Program

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

6



Support from Trilateral Cooperation Secretariat to CAMPUS Asia Program

TCS has been invited by the Ministries of Education in China, Japan and ROK to support efforts for trilateral education cooperation. As CAMPUS Asia is one of the most important agendas for trilateral education cooperation indicated in the Joint Statement from the 1st Trilateral Education Ministers' Meeting, TCS will continue to provide support to the program particularly by serving as the focal point of trilateral communication between relevant ministries and institutions in CJK.

07 FIGURES, BOXES AND TABLES

Figures	Boxes	Tables
p.13 Figure 1. Pre-Seminar Survey Form (in English)	p.15 Box 1. Support for CAMPUS Asia Program Students and Alumni	p.27 Table 1. Input, Outcome and Output as Success Measures for Internationalization—Erasmus Impact Study (EIS)
p.16 Figure 2. BESETO CAMPUS Asia Alumni Network “Charter”	p.18 Box 2. Bridging Student and Faculty Expectations	p.40 Table 2. Roles and Responsibilities in CAMPUS Asia Framework
p.36 Figure 3. Post-Seminar Survey Results: Percentage of Respondents that Indicated “Highly Satisfied” for Each Sub-activity	p.20 Box 3. Double Degree Program Development Process at PKU-UTokyo-SNU Consortium (BESETO DDMP)	p.41 Table 3. List of Continuing CAMPUS Asia Consortia
p.39 Figure 4. Ministries and Partner Organizations in CAMPUS Asia Framework	p.23 Box 4. Different Approaches to Thesis Writing in Double Degree Programs	p.42 Table 4. List of New CAMPUS Asia Consortia
p.40 Figure 5. CAMPUS Asia Monitoring Scheme	p.24 Box 5. The Appeal and Sustainability of CAMPUS Asia Program	
p.62 Figure 6. TCS Decision-Making and Project Implementation Processes	p.29 Box 6. Q&A from the Audiences and the Speakers	
p.63 Figure 7. TCS Organizational Chart		
Figure 8. Brief History of Trilateral Cooperation		

08 REFERENCES

CAMPUS Asia Joint Monitoring Committee (2016) <i>CAMPUS Asia Pilot Program Joint Monitoring Report</i> . Obtained from http://www.niad.ac.jp/english/campusasia/joint_monitoring_report.pdf	China MOE, Japan MEXT, ROK MOE (2017) <i>List of CAMPUS Asia Consortia and Application Forms (internal document)</i> .	EP Nuffic (2015) <i>Joint Programmes from A to Z: A Reference Guide for Practitioners</i> . Obtained from https://www.nuffic.nl/en/internationalisation/jdaz-guide
CDGDC, MEXT, ROK MOE (2016) <i>Seoul Declaration for Trilateral Education Cooperation (outcome document of the 1st Trilateral Education Ministers’ Meeting)</i> .	KCUE (2014) <i>Overview of the 1st CAMPUS Asia Monitoring Results in Korea</i> . http://www.campusasia.kr/domain/campusasia/data/file/news/1230861332_ERCwLVoP_Overview_of_the_1st_CAMPUS_Asia_Monitoring_Results_2014.pdf	European Commission (2017) <i>The Erasmus Impact Study: Effects of Mobility on the Skills and Employability of Students and the Internationalization of Higher Education Institutions</i> . http://ec.europa.eu/dgs/education_culture/repository/education_library/study/2014/erasmus-impact_en.pdf
* Korean and English version, obtained from http://moe.go.kr/boardCnts/fileDown.do?m=0503&s=moe&fileSeq=f10953beb0229fe18a88ade62b82b42e	Knight, J. (2008) <i>Joint and Double Degree Programmes: Vexing Questions and Issues</i> . Obtained from http://ecahe.eu/w/images/c/cc/Joint_and_double_degree_programmes_-_vexing_questions_and_issues_-_september_2008.pdf	European Commission (2017) <i>Erasmus+ International Credit Mobility: Handbook for Higher Education Institutions</i> . Obtained from https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/international-credit-mobility-handbook_en.pdf
* Japanese version, obtained from http://www.mext.go.jp/a_menu/kokusai/senryaku/1366963.htm	NIAD-QE (2014) <i>‘CAMPUS Asia’ Monitoring on Quality Assurance: Overview of the First Monitoring in Japan</i> . Obtained from http://www.niad.ac.jp/english/campusasia/first_monitoring_in_japan.html	
* Chinese version, obtained from http://www.cdgd.edu.cn/campusasia/zywj/281889.shtml		

09 LIST OF SEMINAR PARTICIPANTS

Asia Business Leaders Program (ABLP) MO Shujun Assistant Dean and Director of International Exchange / Peking University (business) DING Ye Program Officer / Peking University (general coordination) dingye@pku.edu.cn MIYAZAKI Reiko MBA / EMBA Assistant / Hitotsuabashi University dingye@pku.edu.cn INADA Ely Adjunct Research Associate at Dean’s Office / Hitotsuabashi University CHANG Hae Eun (Ashley) Coordinator / Seoul National University (Business) dingye@pku.edu.cn	Beijing-Seoul-Tokyo Dual Degree Mater’s Program on International and Public Policy Studies (BESETO DDMP) FAN Shiming Vice Dean / Peking University (BESETO) fansm@pku.edu.cn NACHI Nobue Senior Program Manager / Tokyo Univ (BESETO) campusasia@pp.u-tokyo.ac.jp JEONG Jong Ho Professor / Seoul National University (BESETO) YOON Se Heui Coordinator / Seoul National University (BESETO) shyoon@snu.ac.kr	Collaborative Education Program in Marine Science and Technology, based on “China-Japan-Korea Version” of ERASMUS WANG Xichang Executive Dean / Shanghai Ocean University xcwang@shou.edu.cn GAO Jian Former Executive Dean / Shanghai Ocean University jgao@shou.edu.cn HIRAYAMA Daisuke Director, Academic Support and International Division / Tokyo University of Marine Science and Technology HAYASHI Kazuhiro Chief, Academic Support and International Division / Tokyo University of Marine Science and Technology ks-kanri@o.kaiyodai.ac.jp YASUKAWA Junko Staff, Academic Support and International Division / Tokyo University of Marine Science and Technology LIU Ming Li Deputy Director at Department of International Affairs / Shandong University (Engineering) SUI Yining Chief of International Exchange Section, Division of International Relations / Jilin University OYASU Kiichi Professor / Okayama University oyasu@okayama-u.ac.jp KIM Yong Tai - Professor Sungkyunkwan University (Liberal arts) KIM Dong Kun Researcher / Sungkyunkwan University (Liberal arts) kimdk95@skku.edu
	China-Japan-Korea intercollegiate Cooperative Project for Nurturing Leading Infrastructure Engineers LIU Ming Li Deputy Director at Department of International Affairs / Shandong University (Engineering)	Cooperative Educational Program for Fostering Human Resources to Lead Development of Sustainable Urban and Architectural Environment in Asia SUN Tongyu Vice Dean / Tongji University LEE Inhee Professor and Dean of Department of Architecture / Pusan National University (architecture) samlih@daum.net KIM Yoonjeong Research Professor / Pusan National University (architecture) plusblues@gmail.com

Cooperational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science and Technology (EEST)

CAI Yu Ping
Deputy Director at Office of International Cooperation and Exchange / Shanghai Jiao Tong University (Engineering)

KONG Lingti
Director of Office of International Relations / Shanghai Jiao Tong University (Engineering)
konglt@sjtu.edu.cn

ICHIMURA Nahoko
Technical Staff / Kyushu University (Engineering)
nahoko@kyudai.jp
ichimura.nahoko.385@m.kyushu-u.ac.jp

YIM Wanghee
Coordinator / Pusan National University (Engineering)

LEE Young Jin
Research Professor / Pusan National University (Engineering)

JEONG Ji Hwan
PM Professor / Pusan National University (Engineering)

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

KIM Youngji
Coordinator / Seoul National University (BeST)
yoanna1@snu.ac.kr

LEE Wonseok
Coordinator / Seoul National University (BeST)
ophi91@snu.ac.kr

AHN Jiyoun
Coordinator / Seoul National University (BeST)
ahnjy00@snu.ac.kr

East Asian Global Leadership Program for Multi-layered Conflict Resolution and Social Innovation

SUN Hua
Party Secretary and Vice Dean at Yunpei College / Peking University (Yuanpei A)
sunhua@pku.edu.cn

SATO Yoichi
Program Coordinator / Administrative Staff
Waseda University
y.sato21@kurenai.waseda.jp

SUZUKI Hirotaka
Program Coordinator / Administrative Staff
Waseda University
suzukh2012@waseda.jp

KANG Sung Jin
Director, Institute of Sustainable Development / Professor of Econ. / Korea University (Political Science)

KIM Soojung
Program Coordinator / Korea University (Political Science)

KIM Kyum (Steven)
Program Coordinator / Korea University (Political Science)

International Graduate Program for Teacher Education in East Asia

WANG Zhi-Song
Director at Department of Japanese / Beijing Normal University
liys@bnu.edu.cn

LI Yingshu
Admissions Director for Graduate School of Chinese Courses / Beijing Normal University

KIM Bumsu
Specially Appointed Professor / Tokyo Gakugei University

Japan-China-Korea International Animation Co-work Curriculum

WANG Jue
Manager of Undergraduate Specialities Office of Art Department / China University of Communication

SAITO Ai
Administrative Staff of International Strategy Division / Tokyo Univ of Arts (Geidai)
saito.ai@off.geidai.ac.jp

LEE Jungmin
Professor / Korean National University of Arts (KNUA)

LEE Wooje
Executive Manager / Korean National University of Arts (KNUA)
tranquil97@gmail.com

PARK Jongshin
Adjunct Professor / Korean National University of Arts (KNUA)

TABOHASHI Ryo
Head / Tokyo Gakugei University

FURUICHI Satoko
Lecturer / Coordinator
Tokyo Gakugei University

KIM Yoon Jung
Coordinator / Seoul National University of Education
campusasia@snue.ac.kr

EOM Wooseop
PM Professor / Seoul National University of Education
ews@snue.ac.kr

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

QUAN You
Deputy Director of CAMPUS Asia Education Center / Guangdong Foreign Language University
1652100685@qq.com

HIROSAWA Yusuke
Associate Professor / Ritsmeikan University

ANAZO Yuka
Professor, Chairperson of CAMPUS Asia Program / Ritsmeikan University

LEE Wonbum
Professor / Dongseo University
LEE Hong Gyoo - Professor
Dongseo University

Plant and Environment Innovation Program

WATANABE Makoto
Vice President / Chiba University

OH Byungkeun
Professor / Yonsei University (Design)

CHO Yeyoung
Coordinator / Yonsei University (Design)

Program for Careers on Risk Management Experts in East Asia

GUO Dingping
Director of International Partnership / Fudan University
guodp@fudan.edu.cn

OKI Yuri
Research Fellow / Kobe University
gsics-caoffice@edu.kobe-u.ac.kr

Program for Careers on Risk Management Experts in East Asia

GUO Dingping
Director of International Partnership
Fudan University

OKI Yuri
Research Fellow / Kobe University

Program for Medical Research Leaders to Solve Global Health Problems

SHI Yuhui
Associate Professor of School of Public Health / Peking University (Health)
yuhuishibmu@bjmu.edu.cn

LIU Keyang
Specially Appointed Professor / Osaka University (Medical school)

KIM Soo Kyoung
Coordinator / Yonsei University (Medical school)
ttangul301@yuhs.ac

PARK Sahng Wook
Professor and Vice Director of Yonsei Biomedical Research Institute / Yonsei University (Medical school)

TKT CAMPUS Asia Consortium

HARA Masahiko
Professor / Tokyo Institute of Technology

LEE Jungil
Manager of International Relations Team / KAIST

NAM Sejin
Coordinator / KAIST

Training Human Resources for the Development of an Epistemic Community in Law and Political Science to Promote the Formation of "jus commune" in East Asia (Jus Commune)

DING Xiangshun
Professor / Renmin University (Law)

Claudia Coordinator
Tsinghua University (Law)

UDAGAWA Yukinori
Professor / Nagoya University (Law)

SAMIZO Minoru
Researcher / Nagoya University (Law)
minoru.samizo@law.nagoya-u.ac.jp

KOKUBUN Noriko
Professor / Nagoya University (Law)
kokubun.noriko@law.nagoya-u.ac.jp

LEE Jaemin
Associate Dean for Academic Affairs
Seoul National University (Law)

LEE Hee Ok
Professor of Department of Political Science / Sungkyunkwan University (Law)

RYOU Il-Hyeon
Researcher at Institute of Asian Law and Politics / Sungkyunkwan University (Law)
ihyou80@nate.com

KWON Chul
Professor / Sungkyunkwan University (Law)

Representatives from CJK Governments

YU Yongquan
1st Secretary / Chinese Embassy to ROK

LU Huaiyu
3rd Secretary / Chinese Embassy to ROK

GAO Shaoshan
3rd Secretary / Chinese Embassy to ROK

IWABUCHI Hideki
Director / Ministry of Education, Culture, Sports, Science and Technology of Japan

KIM Chun Hong
Director / Korean Ministry of Education

Subgroup Discussion Moderators

FAN Shiming
CAMPUS Asia Joint Monitoring Panel / Vice Dean at Peking University School of International Studies / Peking University

TAKENAKA Toru
Researcher at NIAD-QE / Professor at Osaka University / NIAD-QE

CHOE Youngjeen
CAMPUS Asia Expert Consultant / Professor at Chung-Ang University

National HE Quality Assurance Organization

HISANO Takashi
Staff NIAD-QE

KIM Sunjoo
Director of International Cooperation Division / KCUE

Representatives from Europe

KAIDALOVA VIKTORIJA
Programme Manager (EU Policies) / EU Delegation to ROK

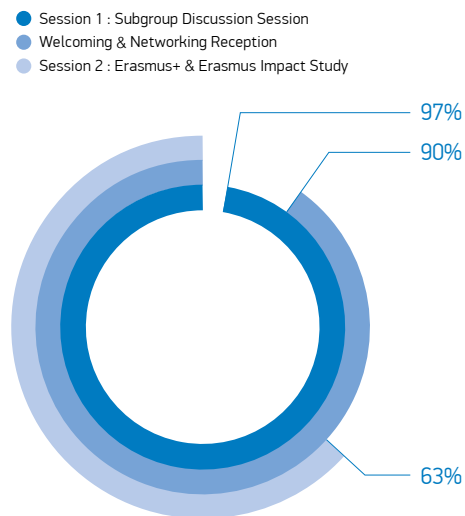
POLLMAN Christoph
Director / DAAD-Seoul Info Office

BRANDENBURG Uwe
Managing Partner / CHE Consult

To better understand CAMPUS Asia faculty and staff experiences at <TCS Seminar on Regional Education Cooperation: CAMPUS Asia in CJK> and to collect feedback for future improvements, TCS administered a post-seminar survey in English from May 20 to June 5, 2017. The main objectives of the survey were to (i) evaluate the overall effect of TCS Seminar on CAMPUS Asia, (ii) to understand which sub-activity (i.e. welcoming and networking reception, CAMPUS Asia subgroup discussions, presentations on EU's experience with the Erasmus Program) was most helpful, and (iii) offer suggestions for future improvements.

The results of the survey are summarized as follows:

- **On coordination** : seminar participants recognized the value of the meeting as the first cross-national information sharing platform for CAMPUS Asia working-level personnel. They requested that the seminar continue to be coordinated on a regular basis, and suggested the possibility of hosting it side-by-side with relevant trilateral education cooperation meetings (e.g. TEDMM). Some of the participants expressed interested in co-organization of the next seminar.
- **On seminar content** : among the sub-activities, participants indicated the highest level of satisfaction with the CAMPUS Asia subgroup discussion session, noting that it was a meaningful opportunity to share information on the program's implementation and improvement. The majority of survey respondents commented that simultaneous language interpretation was helpful and that they would like more time than the allotted 2-3 hours for the discussion. On the other hand, regarding the session on Erasmus recommended that future sessions on EU's experience or on other mobility programs provide more practical, specific information for program implementation rather than on general information on policies.



[Figure 3-1] Post-Seminar Survey Results: Percentage of Respondents that indicated "highly satisfied" for each sub-activity

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

Through this survey, TCS aims to (i) better understand the participants' experience at the seminar, (ii) learn about the needs of CJK education participating in international seminars, and (iii) collect additional suggestions to be shared through the outcome report.

This short survey is comprised of following sections:

- (i) General Feedback
- (ii) Feedback on Sessions (CAMPUS Asia Subgroup Discussions (for those who participated))
- (iii) Feedback for TCS (for internal reference only)

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

RESPONDENT INFORMATION

Name: _____
 Institution: _____
 E-mail address: _____

I have participated already in my email with other participants from TCS Seminar on Regional Education Cooperation, CAMPUS Asia in CJK. Yes No

I have participated already in my email with other participants from TCS Seminar on Regional Education Cooperation, CAMPUS Asia in CJK. Yes No

LIKERT SCALE

1. I would like to participate in the next TCS Seminar on Regional Education Cooperation at our institution.

2. I would like to participate in the next TCS Seminar on Regional Education Cooperation at our institution.

3. I would like to participate in the next TCS Seminar on Regional Education Cooperation at our institution.

4. I would like to participate in the next TCS Seminar on Regional Education Cooperation at our institution.

5. I would like to participate in the next TCS Seminar on Regional Education Cooperation at our institution.

6. I would like to participate in the next TCS Seminar on Regional Education Cooperation at our institution.

7. I would like to participate in the next TCS Seminar on Regional Education Cooperation at our institution.

8. I would like to participate in the next TCS Seminar on Regional Education Cooperation at our institution.

9. I would like to participate in the next TCS Seminar on Regional Education Cooperation at our institution.

10. I would like to participate in the next TCS Seminar on Regional Education Cooperation at our institution.

[Figure 3-2] Post-Seminar Survey Form (in English)

ABOUT CAMPUS ASIA

Appendix

01

ABOUT CAMPUS ASIA PROGRAM

³ Consortia refers to a group comprised of at least 1 or more partner universities respectively from China, Japan and ROK participating in CAMPUS Asia by managing a jointly developed exchange or academic degree program.

⁴ Seoul Declaration for Trilateral Education Cooperation is the official outcome document of 1st Trilateral Education Ministers' Meeting.

Overview

CAMPUS Asia (Collective Action for Mobility Program of University Students in Asia) is a higher education cooperation and exchange initiative launched and managed by the Ministries of Education in China, Japan and ROK. This program was developed based on the agreement from the Trilateral Summit between the leaders of the three countries to serve the objective of shaping a better future for the region (CAMPUS Asia Joint Monitoring Committee, 2016) through promoting exchange and mutual understanding between the youth. After first launched in 2011 with 10 consortia³ as a pilot program, CAMPUS Asia was highly lauded for its successes during the 5-year implementation period at the 1st Trilateral Education Ministers' Meeting (TEDMM) held in Seoul on January 30, 2016.

At the 1st TEDMM, Ministers of Education spoke "highly of the great contribution of the CAMPUS Asia Program," expressing the willingness to "cooperate in laying the legal, institutional and procedural foundation for an exchange-friendly environment for college students of the three countries" (Seoul Declaration for Trilateral Education Cooperation, 2016)⁴. With the support from the three countries, the scale of CAMPUS Asia was expanded to include 8 continuing consortia and 9 newly joining consortia, totaling 17 participating consortia beginning 2016. The range of disciplines covered by CAMPUS Asia programs includes Language and Liberal Art, Business, Engineering and Technology, Architecture, Arts and Design, Public Health and International Relations.

CAMPUS Asia Students in BESETO DDMP Program; Photo provided by courtesy of SNU GSIS Office



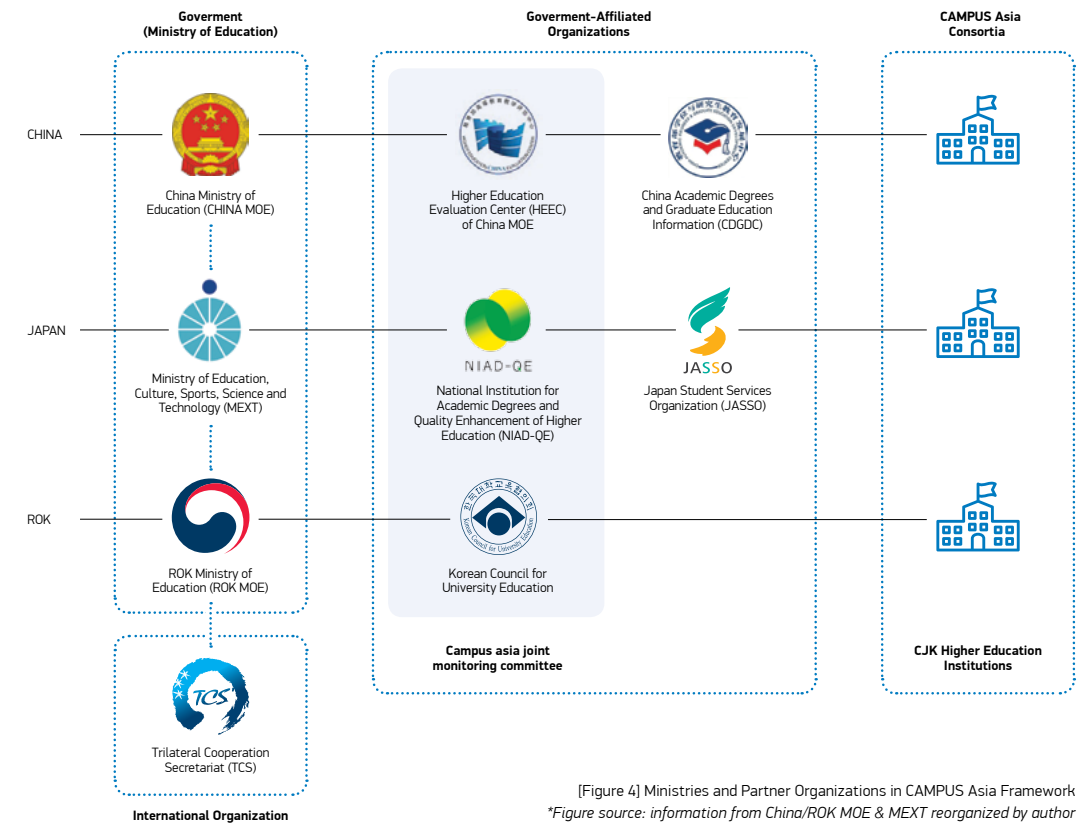
Cooperative Framework

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

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

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

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



[Figure 4] Ministries and Partner Organizations in CAMPUS Asia Framework
*Figure source: information from China/ROK MOE & MEXT reorganized by author

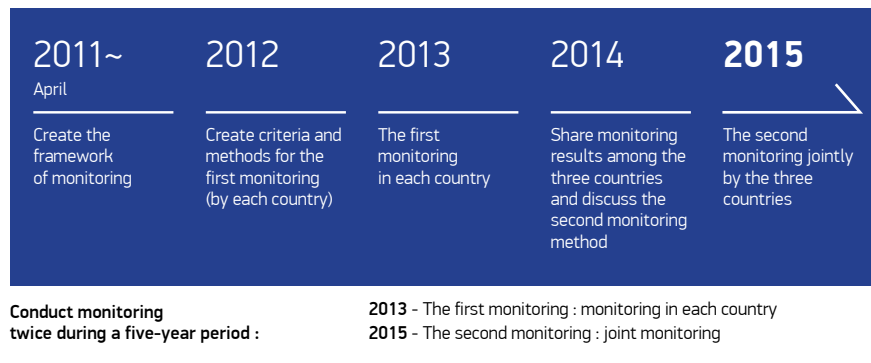
	General Overseeing	Consortia Selection Processes	Distribution of Financial Support	Monitoring and Evaluation
CHINA	China Ministry of Education(CHINA MOE)	CHINA MOE CDGDC	CHINA MOE	HEEC
JAPAN	MEXT	MEXT	MEXT JASSO	NIAD-QE
ROK	ROK Ministry of Education(ROK MOE)	ROK MOE KCUE	KCUE	KCUE

[Table 2] Roles and Responsibilities in CAMPUS Asia Framework

CAMPUS Asia Joint Monitoring Committee

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

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



[Figure 5] CAMPUS Asia Monitoring Scheme

*Figure source: CAMPUS Asia Joint Monitoring Committee (2016) CAMPUS Asia Pilot Program Joint Monitoring Report

CAMPUS Asia Program Content

Universities participating in the CAMPUS Asia framework contribute to education cooperation between China, Japan, and ROK through various program formats.

Major examples of program format includes but are not limited to the following:

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










- ii) Semester or academic term-based exchange student programs;
- iii) Double Degree Programs (DDP);
- iv) Faculty cooperation such as joint research or faculty exchange; and
- v) CAMPUS Asia Program alumni network and activities.

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

[Table 3] List of Continuing CAMPUS Asia Consortia

	Project Name	University Name		
		China	Japan	Korea
	Advanced TKT CAMPUS Asia Consortium	· Tsinghua University	· Tokyo Institute of Technology	· KAIST
	Asiancrats: A Prime Professional Human Resource Development Program for the East Asian Higher Education Area	· Jilin University	· Okayama University	· Sungkyunkwan University
	Asia Business Leaders Program II (Advanced)	· Peking University	· Hitotsubashi University	· Seoul National University
	Beijing-Seoul-Tokyo DualDegree Master's Program onInternational and Public PolicyStudies (BESETO DDMP)	· Peking University	· The University of Tokyo	· Seoul National University
	Cooperational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science and Technology-A New Challenge	Shanghai Jiao Tong University	Kyushu University	Pusan National University
	Plan for a Joint Campus representing Korea, China and Japan representing Korea, China and Japan which will foster leaders in East Asian Humanities	· Guangdong University of Foreign Studies	· Ritsumeikan University	· Dongseo University
	Program for Careers on Risk Management Experts in East Asia /Risk Management	· Fudan University	· Kobe University	· Korea University
	Training Human Resources for the Development of an Epistemic Community in Law and Political Science to Promote the Formation of "jus commune" in East Asia/Jus Commune	· Renmin University · Tsinghua University · Shanghai Jiao Tong University	· Nagoya University	· Sungkyunkwan University · Seoul National University

[Table 4] List of New CAMPUS Asia Consortia

	project name	University Name		
		China	Japan	Korea
	China-Japan-Korea intercollegiate Cooperative Project for Nurturing Leading Infrastructure Engineers)	· Shandong University	· Nagasaki University	· Sungkyunkwan University
	Collaborative Education Program in Marine Science and Technology, Based on "China-Japan-Korea Version" of ERASMUS	· Shanghai Ocean University	· Tokyo University of Marine Science and Technology	· Korea Maritime and Ocean University
	Cooperative Educational Program for Fostering Human Resources to Lead Development of Sustainable Urban and Architectural Environment in Asia	· Tongji University	· Kyushu University	· Pusan National University
	East Asian Global Leadership Program for Multi-layered Conflict Resolution and Social Innovation	· Peking University	· Waseda University	· Korea University
	East Asia Liberal Arts Alliance for Enhancement of Liberal Arts Education and Training of "Co-Creative" Leaders (Asia Regional Experts Education Projects)	· Peking University	· The University of Tokyo	· Seoul National University
	International Graduate Program for Teacher Education in East Asia	· Beijing Normal University	· Tokyo Gakugei University	· Seoul National University of Education
	Japan-China-Korea International Animation Co-work Curriculum	· Communication University of China	· Tokyo University of the Arts	· Korea National University of Arts
	Plant and Environment Innovation Program	· Zhejiang University · Tsinghua University	· Chiba University	· Yonsei University (Wonju)
	Program for Medical Research Leaders to Solve Global Health Problems	· Peking University · Tsinghua University · Shanghai Jiao Tong University · Tianjin University of Traditional Chinese Medicine	· Osaka University	· Yonsei University (Seoul)

MATERIALS FROM TCS SEMINAR ON CAMPUS ASIA

Appendix

02

会议第一单元 (小组讨论) 调查问卷

TCS 三国亚洲校园高校合作研讨会

5月11日 (星期四) - 12日 (星期五), 韩国首尔

在会议第一单元里, 我们将根据与会者的兴趣将所有参加者分成三组。请在下表里选出您感兴趣的议题以帮助我们进行分组。您在问卷里提供的其他答案以及意见也将为小组讨论提供帮助 (红色部分为参考答案)

1. 您感兴趣的议题

请根据感兴趣的程度, 在每条议题左边的方格里标出 1, 2, 或者 3 (1 代表最感兴趣, 3 代表最不感兴趣)

1	向非学术领域的学生提供学术外的帮助 (例如: 住宿, 招募及宣传, 课外活动, 语言训练等)
3	课程, 学分转换, 和学位授予
2	学生的职业发展以及学习与工作相结合的教育方式 (例如: 实习, 毕业生职业发展, 研究等)

2. 讨论内容

- (1) 您所负责项目的强项
 - 短期项目: 我们的短期项目通过组织学生进行实地考察帮助他们与当地学生更好地沟通交流。
 - 您所负责项目遇到的挑战
- (2) 您所负责项目遇到的挑战
 - 学生招募: 比起中日韩三国之间的交换项目, 学生更倾向于选择在北美或欧洲的交流项目
 - 与其他组织的参会者一起探讨的问题
 - 宣口: 其他组织该如何宣传亚洲校园来使这个项目在与北美欧洲的交流项目里更具竞争力?
- (3) 与其他组织的参会者一起探讨的问题
 - 宣口: 其他组织该如何宣传亚洲校园来使这个项目在与北美欧洲的交流项目里更具竞争力?

3. 其他探讨议题

- 如果您有任何其他想要讨论的议题, 请告诉我们。
- 外部宣传: 缺乏统一的信息来宣传亚洲校园的国际竞争力。

Phone: 82-2-733-4700 Fax: 82-2-733-2525 Email: tcs@tcs-asia.org
Address: S-Tower 20th Floor, 82 Seomman-ro, Jongno-gu, Seoul, Republic of Korea, 110-700

第1セッションのアンケート

「TCS 地域教育協力セミナー: 日中韓のキャンパス・アジア」

5月11日～12日, 韓国・ソウル

「TCS 地域教育協力セミナー」の第1セッションでは, 参加者の関心事項別に3つのグループに分かれ討論を行います。グループ割当のために, 以下の質問にお答えください。(赤色の例示をご参照ください)

1. 好みの討論テーマ
以下の討論テーマより, 関心の高い順に1から3まで番号をご記入ください。選択をもとに討論グループの割当をお願いします。

①	学業以外の学生サポート (例: 学生募集, 生活支援, 校外活動, 言語トレーニングなど)
③	カリキュラム, 単位履修及び学位授与
②	在学中/卒業後のキャリアに関するサポート (例: インターンシップ, 卒業生管理, 研究活動など)

2. ①と選択したテーマに関する質問
一番関心のある討論テーマに関して, 以下の項目にお答えください。

- (1) 貴大学のプログラムの強み
 - **ワールドワイドネットワークを通じて現地の学生たちとの交流を促進する短期プログラム**
 - **他の参加者と議論する上での強項**
 - **日中韓より欧米中心の英語交流プログラムに興味を持つ学生が比較的に多いため, 学生募集が難しい**
- (2) プログラムを実施する上での課題
 - **欧米の交流プログラムとは異なる, 日中韓キャンパスアジア・プログラムだけの競争力をアピールするためのプロモーション戦略**
- (3) 他の参加者と議論したい内容
 - **日中韓より欧米中心の英語交流プログラムに興味を持つ学生が比較的に多いため, 学生募集が難しい**

3. 他に議論したい内容

- 上記3つのテーマ以外に議論したい内容がある場合, ご自由にご意見お寄せください。
- **日中韓キャンパスアジアの国際的な競争力をアピールする英語紹介資料の必要性について議論したい**
 -
 -

Phone: 82-2-733-4700 Fax: 82-2-733-2525 Email: tcs@tcs-asia.org
Address: S-Tower 20th Floor, 82 Seomman-ro, Jongno-gu, Seoul, Republic of Korea, 110-700

제1 세션 소그룹토론 설문

TCS 지역교육협력 세미나: 한중일의 CAMPUS Asia

5월 11일 (목) - 12일 (금), 대한민국 서울

TCS 지역교육협력 세미나 제1 세션에서는 참석자의 선호에 따라 3개 그룹으로 나누어 토론을 진행하게 됩니다. 그룹 배정을 위해 아래의 질문에 답해주시기 바랍니다. (빨간색 예시)

1. 선호하는 토론 주제

토론 그룹 배정을 위해, 선호하는 순서에 따라 1-3까지 번호를 기입해주세요.

1	학업 외 학생 지원 (예: 학생 모집, 생활 지원, 교외 활동, 언어 교육 등)
3	커리큘럼, 학점 이수 및 학위 수여 관련
2	학업 중후 진로 지원 관련 (예: 인턴십, 졸업생 관리, 연구 등)

2. 1순위 토론 주제와 관련한 세부 질문

1. 순위로 선택하신 토론 주제와 관련해, 다음의 사항을 답해주시기 바랍니다.
 - (1) 귀 대학 프로그램의 강점
 - **현장 학습을 통해 현지 학생들과의 교류를 증진하는 단기 프로그램**
 - **사립 이행상의 과제**
 - **한중일보다 북미유럽 중심의 영어 교류프로그램을 선호하여 학생 모집이 어려움**
 - (2) 사업 이행상의 과제
 - **다른 참석자들과 논의하고 싶은 사항**
 - **북미유럽 교류프로그램과 자멸화된 캠퍼스아시아만의 경쟁력을 어떻게 개발하기 위한 홍보 전략**

3. 기타 논의하고 싶은 사항

- 위에 제시된 3가지 주제 외에 논의하고 싶은 사항을 자유로이 서술하여 주시기 바랍니다.
- **캠퍼스아시아의 국제 경쟁력을 어떻게 개발하기 위한 통합된 영문 정보의 필요성**
 -
 -

Phone: 82-2-733-4700 Fax: 82-2-733-2525 Email: tcs@tcs-asia.org
Address: S-Tower 20th Floor, 82 Seomman-ro, Jongno-gu, Seoul, Republic of Korea, 110-700

Session 1 (subgroup discussion) Survey Sheet

TCS Seminar on Regional Education Cooperation.

CAMPUS Asia in China, Japan and Korea

May 11 (Thur) - 12 (Fri) Seoul, ROK

During session 1, participants will be divided into 3 groups based on their interests. Please indicate areas of your interest below—your response will be reflected for group division. Additional information and comments will be considered as guiding questions for discussion (sample answers in red).

1. Preferred Discussion Topics

Please mark the below boxes next to the three topics with numbers 1 (most interested) to 3 (least interested).

1	Non-academic student support (e.g. living, recruitment & promotion, extracurricular activities, language training, etc.)
3	Curriculum, credit transfer and degree awarding
2	Student professional development and work-study connection (e.g. internship, alumni career trajectory, research, etc.)

2. Additional Information on Discussion Topics

- (1) Strengths of your program
 - **Short-term programs: our short-term programs enables students to blend in with local students by proactively organizing field-trips**
 -
 -
- (2) Challenges experienced by your program
 - **Student recruitment: students are interested in exchange programs offered in English in North America and Europe than programs in CJK**
 -
 -
- (3) Discussion questions to be shared with participants from other consortia
 - **Promotion: how do other consortia promote CAMPUS Asia that allows it to be competent among other exchange programs in North America and Europe**
 -
 -

3. Other Issues to be Shared

Please add any other topics of interest for subgroup discussion.

- **External promotion: lack of unified information about CAMPUS Asia in English presenting it as an internationally competent program**
-
-

Phone: 82-2-733-4700 Fax: 82-2-733-2525 Email: tcs@tcs-asia.org
Address: S-Tower 20th Floor, 82 Seomman-ro, Jongno-gu, Seoul, Republic of Korea, 110-700



Follow-up Survey for <TCS Seminar on Regional Education Cooperation: CAMPUS Asia in CIK>

Through this survey, TCS aims to (i) better understand the participants' experience at the seminar, (ii) learn about the needs of CIK universities participating in international seminars, and (iii) collect additional questions/concerns to be shared through the outcome report.

This short survey is comprised of following sections:

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

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

RESPONDENT INFORMATION	
Name	KIM Hyemin
Affiliation	TCS
Email address	kim.hyemin@tcs-asia.org
I feel comfortable sharing my email with other participants in CIK <TCS Seminar on Regional Education Cooperation: CAMPUS Asia in CIK>.	
<input checked="" type="checkbox"/> YES, I am comfortable sharing my email with others	<input type="checkbox"/> No, please do not share my email with others
GENERAL FEEDBACK	
1. "Welcoming reception" was helpful for networking and for my work with CAMPUS Asia Program at our university.	
Strongly Disagree	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 Strongly Agree
2. "Session I: CAMPUS Asia Consortia Subgroup Discussion" was helpful for networking and for my work with CAMPUS Asia Program at our university.	
Strongly Disagree	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 Strongly Agree
3. "Session II: Regional Education Cooperation in EU" was helpful for networking and for my work with CAMPUS Asia Program at our university.	
Strongly Disagree	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Strongly Agree

4. Please indicate which activity was most productive for you, and kindly share the reason with us (mandatory if answered 1 or 2 for above items)	
Please explain your comments here.	
5. Please indicate which activity was least productive for you, and kindly share the reason with us (mandatory if answered 1 or 2 for above items)	
Please explain your comments here.	
FEEDBACK ON SESSION I (CAMPUS ASIA CONSORTIA SUBGROUP DISCUSSION)	
1. Subgroup designation: I was placed in a subgroup according to my interests I have indicated in the pre-seminar survey.	
Strongly Disagree	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 Strongly Agree
2. Discussion topics: the topics and discussion contents during subgroup session were relevant to my interests and for the improvement of CAMPUS Asia Program.	
Strongly Disagree	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Strongly Agree
3. Discussion results: the results of subgroup discussion were practical and will be applicable to my work with CAMPUS Asia in the future.	
Strongly Disagree	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 Strongly Agree
4. Language: simultaneous interpretation in CIK language improved the quality of discussion, in comparison to when only English is used.	
Strongly Disagree	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Strongly Agree
5. Please check items that need improvement in future CAMPUS Asia Seminars for working-level discussions (select all that applies).	
<input checked="" type="checkbox"/> More time for formulated subgroup discussions	<input type="checkbox"/> More time for discussion subgroups (less than 20 people)
<input checked="" type="checkbox"/> More time for unformulated discussion (e.g. coffee break)	<input type="checkbox"/> Sharing of discussion topics in advance
<input type="checkbox"/> Other: (please explain your comments here)	
6. Please share any additional comments you would like to share that you were unable to bring up at the subgroup session or about the session format.	
Please explain your comments here.	
FEEDBACK ON SESSION I (CAMPUS ASIA CONSORTIA SUBGROUP DISCUSSION)	
1. Please share comments you have for TCS, including your suggestion for our role in assisting CAMPUS Asia Program.	
Please explain your comments here.	

#	Country	University	Participant Name	Program Discipline
1		China Communication University	WANG Jie	Animation
2		Jilin University	SUI Yinying	Liberal Arts
3		Peking University, Yangtze College	SUN Hua	Political Science
4		Beihai University	DONG Xiangshun	Law
5	China	Shanghai Ocean University	WANG Jichang	Marine Sciences
6			GU Yu Peng	Marine Sciences
7			GU Yu Peng	Marine Sciences
8			KONG Lingli	Environmental Engineering
9		Tongji University	SUN Tengyu	Architecture
10		Keble University	ORU Yuri	Risk Management
11		Tokyo University (BESE TO DDP)	MOBUIE, Naohi	International Relations
12	Japan	Tokyo Marine University	HIRAYAMA Daishuke	Marine Sciences
13			HAYASHI Kazuhiko	Marine Sciences
14			YASUZAWA Junko	Marine Sciences
15		Korea Maritime University	JOHN Chool	Marine Sciences
16	ROK		LEE Inhee	Marine Sciences
17			KIM Yoonjeong	Architecture
18			LEE Young Jin	Architecture
19			JEONG Ji Hwan	Environmental Engineering
20				
21			YIM, Manghae	Environmental Engineering

1. Self-Described Challenges

- Communication with partner institutions & standardization (3)
 - Difficulties in agreeing on program goals with partner universities
 - Timing for short-term exchange in partner medical schools is not standardized, therefore more seminars/student exchange need to be arranged
 - Difficulties in providing detailed information to outgoing students on research labs that is inaccessible unless exposed on site
- Management of financial resources (6)
 - Financial support is uncertain/lacking compared to Japan & ROK context
 - Government scholarship (quantity/amount) does not match headcount of students participating in the program
 - Need for additional financial support needed for building core courses, faculty communication and teaching classes
 - Workload for administrative coordinators called for additional financial support
 - Lack of financial resources, disparity in academic calendar/regulation interfere with fluid implementation
 - Scholarship application process is complicated and time/energy consuming
- Lacking student interests (7)
 - Students prefer exchange programs in North America/Europe to CJK, resulting in difficulty in student recruitment
 - Student recruitment, particularly regarding recruitment strategy encompassing undergraduate/graduate level
 - Challenges in recruiting students due to lacking interests from students for CJK
 - Students in science & tech tend to be less interested in exchange than those in liberal arts, again resulting in difficulty in student recruitment
 - Short-term program hosts large group but 6-month/1-year program receives less than 5 students (maximum cap is 5)
 - Challenges in recruiting students due to lacking interests from students in going to CJK
 - Students are reluctant to participate in exchange programs likely to affect job prospects
- Student experiences with language, culture and employment (5)
 - English courses/providing sufficient undergraduate level courses should precede establishment of double degree program
 - Employment in Japan requires Japanese proficiency which is a challenge for foreign students
 - Time constraints poses difficulties for offering preparatory lessons on language/cultures of exchange countries
 - Learning two CJK languages/maintaining balance can be a pressure
 - Especially long-term exchange student tend to focus on language acquisition and miss out on a chance to develop expertise
- Other systematic challenges (3)
 - How to manage regular courses when courses for short-term programs are ongoing
 - Management of master's level research
 - Determining essence of East Asian Studies is a challenge
 - For teachers' college, study abroad itself can be challenging

**Note: the numbers in parentheses next to subtitles indicate the number of issues shared under the same category of self-reported problems.
 (e.g. 6 next to "management of financial resources" indicate that there were 6 different problems relevant to "management of financial resources", submitted through pre-seminar survey.)*

2. Topics for Further Discussion with the Subgroup

- Student experience & local culture
 - Detailed information about strategies to enable students' meaningful growth and experience
 - How to better arrange students' life during exchange period for studying and for learning about the local culture
 - Sharing unique activities or instances of special effort making proven to be especially effective
- Student professional development
 - Other consortia's experience on Project Based Learning projects with private firms/companies
 - How other consortia are conducting internship programs
 - Relevancy between individual CAMPUS Asia program and post-graduation employment
 - What forms of job-seeking support are other consortia providing?
- Language learning & English component
 - Effective strategies for improving practical and spoken English, relevant indicators and setting expectations for science & tech major students
 - How effective can employing both CJK languages and English multilingual instruction be for conducting classes and student workshops?
 - Wishes to discuss issues of local language learning
- Staff and faculty exchanges in CAMPUS Asia
 - Whether there will be opportunities for teachers to gain experience in another campus?

3. Discussion topics relevant to all (from Group 1)

- CAMPUS Asia program promotion
 - Need for comprehensive/coherent English information equally applicable in CJK
 - Necessity of a comprehensive, cohesive information about CAMPUS Asia Program in English for international competence
 - Promotion strategy distinguish from programs in North America & Europe
 - Promotional strategy to distinguish CAMPUS Asia from other exchange programs targeting North America & Europe
 - Distinguishable promotion strategies for CAMPUS Asia to make it stand out in the midst of other exchange programs
 - Incentive for students during recruitment & general program promotion strategies
 - Lack of adequate external program promotion (i.e. objective, major, financial support, etc.)
 - Alumni activities and career prospects
- Communication between CJK consortia
 - Establishment of a more efficient communication channel/platform between participating consortia (e.g. SNS, website, off-line meetings that can provide up-to-date and real-time information)
 - Improving communication and exchange between consortia
 - Cooperation and exchange among consortia
- CAMPUS Asia alumni network & activities
 - How are alumni networks being managed, and how are alumni-current student networking opportunities being provided?
- Feasibility & implementation of double degree
 - How do other consortia balance short-term (increasing mobility) and long-term (expertise developing/degree) exchange programs?
 - Feasibility of trilateral joint degree program amongst CJK institutions
 - Wishes to learn about specific processes and steps for implementing double degrees

Mediated by Dr. CHOI Younsik
 CAMPUS Asia Joint Monitoring Board
 Professor at Chung-Ang University

#	Country	University	Participant Name	Program Discipline
1			WANG Zhi-Song	Teachers' Education
2		Beijing Normal University	Li Yingshu	
3	China	Fudan University	GUO Dingping	Risk Management
4		Shandong University	LIU Ming Li	Infrastructure Engineering
5		Duke University	LIU Keqiang	Public Health
6		Tokyo University of Arts (Tokyo Gaida University)	LIU Keqiang	Animation
7	Japan	Waseda University	SUZUKI Hirokazu	Political Science
8			LEE Jungmin	Animation
9		Korean National University of Arts	PARK Jongshin	
10			LEE Hee Ok	Law
11		Sungkyunkwan University (Sku)	RYO Ji-Hyeon	International Relations
12		Seoul National University (SNU)	CHANG Hye Sun	Business
13		Seoul National University (Business)	Kim Yoon Jang	Teachers' Education
14	ROK	Seoul National University of Education	KIM Soobok	
15		Yonsei University (Seoul)	PARK Saeng Wook	Public Health
16		Yonsei University (Wyeju)	OH Byungkeun	Industrial Design
17			CHO Yeseung	Political Science
18		Korea University	KIM Soojung	
19			KIM Hyun	
20				
21				
22				
23				

1. Self-Described Challenges

- 1) Differences in CJK higher education systems at macro level (4)
 - Disparity in CJK academic calendar
 - Imbalance in amount of scholarships in CJK
 - China-Japan credit transfer is complicated, seeking efficient strategies to find and develop transferable courses
 - Different levels of support from CJK MOE makes standardization difficult
- 2) Communication with partner institutions & standardization (6)
 - Disparity in graduation requirements for master's students (e.g. program length, credits, thesis)
 - Disparity in CJK curriculum management/relevant administrative tasks resulting in need for consultation and mediation
 - Complicacies in implementing dual/joint degree in regards to curriculum, credit transfer, degree awarding
 - Maintaining equal number of exchange students from CJK side
 - Complicacies in implementing dual/joint degree in regards to curriculum, credit transfer, degree awarding
 - Managing dual-advisor system for thesis based on different standards/requirements from each universities
- 3) Lacking student interests (7)
 - Students prefer to study in Western countries
 - Students are more interested in studying in Western countries than in CJK
 - Challenges in student recruitment
 - Challenges in student recruitment due to preference for exchange programs in North America/Europe
 - Lack of courses to get students interested in before going abroad
 - Small number of Korean students are interested in double degree
 - Student recruitment is difficult due to higher level of interest in exchange with Western countries
- 4) Student experiences with language, culture and employment (3)
 - How to promote program with local private corporations/firms to combine academic learning & internships
 - Language difference
 - How to engage advisors in dual degree student recruitment, overseas student dispatch, and different academic activities
- 5) Other systematic challenges (5)
 - Strategies to support Japanese students who are unsure about academic experience in English
 - Japanese students need safety net for post-graduation employment as studying abroad may have consequences for job seeking
 - Establishing credit transfer system and ensuring quality of the program
 - Not enough students for JASSO scholarship
 - Some dormitories do not allow direct departmental transfer

*Note: the numbers in parenthesis next to subtitles indicate the number of issues shared under the same category of self-reported problems.
 (e.g. 4 next to "Differences in CJK higher education systems at macro level" indicate that there were 4 different problems relevant to "differences in CJK higher education systems at macro level" submitted through pre-seminar survey.)

2. Topics for Further Discussion with the Subgroup

- 1) Quality assurance mechanism in individual consortium
 - Specific methods/procedures for ensuring quality of education offered by individual CAMPUS Asia Program
 - How do other consortia manage program quality assurance?
- 2) Systematic support for double degree
 - How are dual degree programs implemented within current policies? How can programs be developed and concur challenges like degree awarding?
 - How and what kind of guidance do CJK professors offer to students for completion of double degree?
 - What special academic support for double degree students' who compose two these are other consortia offering?
- 3) Credit transfer and disparities between partner institutions
 - For consortia that employed a credit transfer system, how to take into account differences in lecture hours, study hours, etc. for giving grades
- 4) Student professional development
 - Support for alumni who wish to settle in their home countries after participation
 - How do students manage study abroad and employment simultaneously?
 - Possibility for internships with potential full-time hiring opportunities?
 - Do other consortia develop curriculum in consideration of students' post-graduation employment?
- 5) Internationalization of students and the program
 - What are other consortia considering in order to promote outgoing Japanese students?
 - Tokyo University is interested in opening the program to non-CJK students, but it is uncertain to which extent the program may be opened to
 - How to improve CJK universities' international competitiveness to sustain CAMPUS Asia?
 - How to better engage CJK students to be trained with international competencies/have a voice in international stage?
 - Sharing particularly effective measure to strengthen student understanding of local language and culture
- 6) Staff and faculty exchanges in CAMPUS Asia
 - Are there seminars for teachers/students in CAMPUS Asia?

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

- 1) CAMPUS Asia program promotion
 - 1)-i. Need for comprehensive/coherent English information equally applicable in CJK
 - Necessity of a comprehensive, cohesive information about CAMPUS Asia Program in English for international competence (4)
 - How to officially promote CAMPUS Asia Program in English? (2)
 - Lack of a comprehensive, cohesive information about CAMPUS Asia in English
 - How to promote CAMPUS Asia in Western countries to make it more attractive?
 - 1)-ii. Promotion strategy to distinguish from programs in North America & Europe
 - Ideas for incentivizing CAMPUS Asia over exchange programs in North America/Europe
 - How do other consortia promote CAMPUS Asia to present it as a competent program amongst other programs in North America/Europe?
 - Promotional strategies to distinguish CAMPUS Asia from exchange programs with North America/Europe
 - Promotional strategies to increase CAMPUS Asia's appeal as an exchange program
 - 1)-iii. Incentive for students during recruitment & general program promotion strategies
 - Promotion strategy for CAMPUS Asia to motivate more participation from students
- 2) Communication between CJK consortia
 - How to strengthen communication between consortia?
 - Possibility and strategies for exchange among all CAMPUS Asia consortia in CJK?

*Note: numbers in the parenthesis indicates the number of identical concerns shared by different participants in the same subgroup through the pre-seminar survey.

Moderated by Dr. TAKEMANA Toru
 CAMPUS Asia Joint Monitoring Panel
 Professor at Osaka University Graduate School of Letters

#	Country	University	Participant Name	Program Discipline
1		Guangdong University of Foreign Studies	QUAN You	Language & Liberal Arts
2		Peking University	DING Ye	Coordination of PKU programs
3	China	Peking University (Business)	MO Shujun	Business
4		Peking University (Public Health)	Sun Yuhui	Public Health
5		Peking University (BESETO)	FAN Shining	International Relations
6		Chiba University	WATANABE Makoto	Animation
7		Hirotsubashi University	MIYAZAKI Reiko	Business
8		Kyushu University	MIURA Eriy	Business
9		Kyushu University	CHINO Yoko	Environmental Engineering
10		Nagoya University	UMEGAMA Yukio	Law
11	Japan	Nagoya University	SAMIZO Minoru	Law
12		Osaka University	KOKUBUN Noriko	Liberal Arts & others
13		Osaka University	OTASU Aichi	Liberal Arts & others
14		Ritsumeikan University	HIROSAWA Yusuke	Language & Liberal Arts
15		Ritsumeikan University	ANZAKO Yuka	Language & Liberal Arts
16		Tokyo Gakugei University	KIM Rumi	Teachers' Education
17		Tokyo Gakugei University	TAKIHASHI Iryo	Teachers' Education
18		KASIT (Korean Advanced Institute for Science and Technology)	LIU Yuhang	Science and Technology
19	ROK	KASIT (Korean Advanced Institute for Science and Technology)	NAM Sejin	Science and Technology
20		Seoul National University (BEST Regional Experts)	ANN Jordan	Political Science
21		Seoul National University (BEST Regional Experts)	ANN Jordan	Political Science

1. Self-Described Challenges

- Communication with partner institutions & standardization (5)
 - Producing double/joint degree programs while adhering to different rules and regulations of CJK MOE & participating universities
 - Disparities among partner universities' academic systems interfere with program implementation
 - Enabling fluid exchange despite issues with language and credit transfer
 - More coordination needed to dispatch/accept students due to divergent systems amongst partner schools
 - Concerns for cohesiveness of standards for mutual credit transfer
- Student experiences with language, culture and employment (3)
 - Setting high criteria for English limits participation, how are other consortia dealing with such issues?
 - Providing courses taught in English (3 courses per semester, main research focus public health)
- Concerns specific to double degree program implementation (2)
 - Balance between exchange student programs/double degree programs (concerns regarding content & quality)
 - Difficulties in promoting double degree programs to students (workload for two thesis, academic guidance hard to offer while student is abroad)
- Other systematic challenges (2)
 - Promoting professors' interest in the program
 - Development of joint curriculum optimal for training in animation

**Note: the numbers in parenthesis next to subtitles indicate the number of issues shared under the same category of self-reported problems.
 (e.g. 5 next to "communication with partner institutions & standardization" indicates that there were 4 different problems relevant to "communication with partner institutions & standardization" submitted through pre-seminar survey.)*

2. Topics for Further Discussion with the Subgroup

- Disparities in CJK higher education systems at macro level
 - How can systematic challenges (e.g. differences in academic calendar, semesters, regulations) be overcome?
 - How to manage students studying in other two countries with limited timeframe/funding?
 - Disparities in CJK academic systems
 - Feasible/logical strategy for CJK higher education cooperation that is coherent with education system, culture and laws in CJK
- Credit transfer and disparities between partner institutions
 - How are other consortia managing credit transfer? (grade & hours issue) Are they using regional frameworks like UMAP?
 - How are others determining program completion requirements? (e.g. acquiring 12 credits of CAMPUS Asia courses)
 - Dealing with short-term exchange students' attendance
- Distribution of financial roles and goal setting
 - Long-term goal and the efficient use of financial resources in other consortia
 - How is the share of CJK in program expenditures determined?
 - What regulations do CJK partner universities have for spending student financial support (e.g. residential costs/scholarship)?
- Student professional development
 - What strengths do participating students demonstrate for job hunting and career development?
- Internationalization of students and the program
 - Is it possible to recruit non-CJK students for CAMPUS Asia?
 - Is it possible for CAMPUS Asia students to participate in exchange programs in non-CJK countries?

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

- CAMPUS Asia program promotion
 - Need for comprehensive/coherent English information equally applicable in CJK
 - Necessity of a comprehensive, cohesive information about CAMPUS Asia Program in English for international competence (2)
- Communication between CJK consortia
 - Possibility and strategies for exchange among all CJK consortia?
 - Developing strategy for use of financial resources that fits the uniqueness and needs of individual consortia
 - Is it possible to establish a "CAMPUS Asia University League"?
 - Can we have a publication dedicated to communicate and share results among CAMPUS Asia Program Participants?
- CAMPUS Asia alumni network & activities
 - Existence of CAMPUS Asia alumni association? Is TCS, universities, or students voluntarily providing such platform?
- Feasibility & implementation of double degree
 - What is the most desirable level for individual CAMPUS Asia Program implementation? (double degree vs. short-term exchange)
 - Can/should double degree programs be an obligation?
 - Cases of double/joint degree implementation in other consortia
- Financial & policy related support
 - Do CJK governments have further policies to further coordinate/promote this project?
 - Strategies for post-funding period sustainability and relevant plans for the program

**Note: numbers in the parenthesis indicates the number of identical concerns shared by different participants in the same subgroup through the pre-seminar survey.*



TCS 三国亚洲校园高校合作研讨会
 TCS 地域教育協力セミナー: 日中韓のキャンパス・アジア
 TCS 지역교육협력 세미나: 한중일의 캠퍼스 아시아

TCS Seminar on Regional Education Cooperation

CAMPUS Asia in China, Japan and Korea

MAY 11 - 12, 2017 | Seoul, ROK

Title TCS Seminar on Regional Education
Cooperation
CAMPUS Asia in China, Japan and Korea

Date May 11-12, 2017

Venue TCS Office, Seoul ROK

Participant Japan Ministry of Education, Culture,
Sports, Science & Technology (MEXT)
Embassy of People's Republic of China to ROK
In representation of Chinese Ministry of Education

Korean Ministry of Education
CAMPUS Asia Consortium



SEMINAR SCHEDULE MAY 11 | THURSDAY (PM)

Welcoming Reception | 19:00 - 21:00

Time	Schedule	Venue
19:00-19:20	Initial Registration TCS introduction video Beverage bar open	
19:00-19:25	Welcoming Remarks & Toast TCS Secretary-General, YANG Houlan	Four Seasons Hotel, Ara Hall (6F)
19:25-19:35	Photo Session For all participants, in front of the banner	
19:35-21:00	Networking & Standing Reception Food bar open Standing reception	

SEMINAR SCHEDULE

MAY 12 | FRIDAY (AM)

Opening | 09:15 - 10:30

Time	Schedule	Venue
09:15-09:30	Registration For participants not attending the reception	
09:30-09:50	Opening Opening Remarks (5 min.) LEE Jong Heon Deputy Secretary-General of TCS Congratulatory Remarks (15 min.) IWABUCHI Hideki Director at Office for International Planning Higher Education Bureau, MEXT YU Yongquan First Secretary of Education Embassy of People's Republic of China in ROK KIM Chun-Hong Director at Division of International Educa- tion Cooperation at ROK Ministry of Educa- tion	S-Tower, TCS Office (20F)
09:50-10:10	Introduction of Moderators & Session 1 Moderator self-introduction and briefing of each subgroup's focus	
10:10-10:30	Venue Rearrangement & Moving Upstairs to Subgroup Discussion Rooms	

5

SEMINAR SCHEDULE

MAY 12 | FRIDAY (AM / LUNCH)

Session I : Subgroup Discussion | 10:30 - 14:30

Time	Schedule	Venue
10:30-12:30	Session I: Subgroup Discussions by CAMPUS Asia Consortia Discussions on CAMPUS Asia Program implementation & way forward in 3 subgroups Group 1 Non-academic Student Support Group 2 Academic Support & Student Professional Development Group 3 Academic Support Working Luncheon Asian food lunch boxes Group 1 members move upstairs for lunch Coffee Break	S-Tower, Conference Rooms (20F) Group 1 (21F) Group 2 (22F) Group 3 S-Tower, Conference Rooms (21F) Group 2 (22F) Group 1&3
12:30-13:30	Venue Rearrangement & Move Downstairs for Whole Group Session	
13:30-13:50	Session I Whole Group Briefing Moderators summarize the main points of discussion in each subgroup (8 min. each) Comments from the floor	S-Tower, TCS Office (20F)

6

SEMINAR SCHEDULE

MAY 12 | FRIDAY (PM)

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

Time	Schedule	Venue
14:30-14:45	Introduction of Trilateral Cooperation Secretariat KIM Hee-Jin Political Affairs Officer at TCS	
14:45-16:00	Overview of EU's Erasmus Program (20 min.) Viktorija KADALOVA Programme Manager—EU Policies Delegation of the European Union to ROK Introduction of Erasmus Impact Study (30 min.) Uwe BRANDENBURG Managing Partner at CHE Consult Leader of Erasmus Impact Study Team Audience Q&A and Open Discussion (25 min.)	S-Tower, TCS Office (20F)
16:00-16:10	Closing Closing Remarks (5 min.) LEE Jong Heon Deputy Secretary-General of TCS	

7

DISTINGUISHED PARTICIPANTS

Representatives from CJK Ministries of Education



**IWABUCHI
Hideki**

Director at Office for
International Planning
Higher Education Bureau
MEXT



**YU
Yongquan**

First Secretary
of Education
Chinese Embassy
To ROK



**KIM
Chun-Hong**

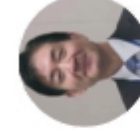
Director at Division
of International
Education Cooperation
ROK MOE

TCS Board Members



**YANG
Houlian**

Secretary-General



**LEE
Jong-Heon**

Deputy
Secretary-General



**UMEZAWA
Akima**

Deputy
Secretary-General

8

SUBGROUP MODERATORS

Subgroup 1: Non-Academic Student Support



FAN Shiming
Associate Dean
School of International Studies
Peking University
CAMPUS Asia
Joint Monitoring Panel

Dr. Fan Shiming is now Associate Dean of the School of International Studies (SIS) at Beijing (Peking) University, where he teaches the courses International History, Sino-American Relations and The Politics of International Communication.

His research interest covers image, perception, public opinion and communication in international relations. As Associate Dean, he is responsible for international exchange and cooperation. SIS-PKU has dual degree MA programs with University of Tokyo and Seoul National University under Campus Asia framework.

He got all his degrees (BA 1990, MA 1993, and Ph.D. 1999) on International Politics from Beijing University. Dr. Fan was a Visiting Fellow at the Fairbank Center for East Asian Studies at Harvard University (1998), a Visiting Professor at Niigata University of Japan (2002-2003), and Visiting Professor at University of Oslo (2016).

9

10

SUBGROUP MODERATORS

Subgroup 2: Academic Support & Professional Development



CHOE Youngjeen
Professor
Chung-Ang University
Expert Consultant in CAMPUS Asia
Monitoring Committee in ROK
(Joint Monitoring Panel)

Youngjeen Choe is professor of English at Chung-Ang University, South Korea. He has been teaching various courses of cultural studies including film theory and criticism on both undergraduate and graduate levels. He has published many articles on American fiction films and documentaries, American Blues music, Gilles Deleuze, digital culture, and many others. He is currently working on the auteuristic reception of the New American Cinema in the Korean Cinema of the 1970s.

He received his B.A. and M.A. at the department of English in Yonsei University, South Korea. He also got his Ph.D. in the comparative studies department of SUNY Stony Brook. He formerly taught at Sangmyung University, South Korea, for two years before he came to CAU in 2006.

He has been serving as an expert member and consultant in Campus Asia Monitoring Group of Korea since 2015. He has been also participating in the monitoring committee of the ASEAN+3 Project for Educational Collaboration since 2016.

SUBGROUP MODERATORS

Subgroup 1: Non-Academic Student Support



FAN Shiming
Associate Dean
School of International Studies
Peking University
CAMPUS Asia
Joint Monitoring Panel

Dr. Fan Shiming is now Associate Dean of the School of International Studies (SIS) at Beijing (Peking) University, where he teaches the courses International History, Sino-American Relations and The Politics of International Communication.

His research interest covers image, perception, public opinion and communication in international relations. As Associate Dean, he is responsible for international exchange and cooperation. SIS-PKU has dual degree MA programs with University of Tokyo and Seoul National University under Campus Asia framework.

He got all his degrees (BA 1990, MA 1993, and Ph.D. 1999) on International Politics from Beijing University. Dr. Fan was a Visiting Fellow at the Fairbank Center for East Asian Studies at Harvard University (1998), a Visiting Professor at Niigata University of Japan (2002-2003), and Visiting Professor at University of Oslo (2016).

9

10

SUBGROUP MODERATORS

Subgroup 2: Academic Support & Professional Development



CHOE Youngjeen
Professor
Chung-Ang University
Expert Consultant in CAMPUS Asia
Monitoring Committee in ROK
(Joint Monitoring Panel)

Youngjeen Choe is professor of English at Chung-Ang University, South Korea. He has been teaching various courses of cultural studies including film theory and criticism on both undergraduate and graduate levels. He has published many articles on American fiction films and documentaries, American Blues music, Gilles Deleuze, digital culture, and many others. He is currently working on the auteuristic reception of the New American Cinema in the Korean Cinema of the 1970s.

He received his B.A. and M.A. at the department of English in Yonsei University, South Korea. He also got his Ph.D. in the comparative studies department of SUNY Stony Brook. He formerly taught at Sangmyung University, South Korea, for two years before he came to CAU in 2006.

He has been serving as an expert member and consultant in Campus Asia Monitoring Group of Korea since 2015. He has been also participating in the monitoring committee of the ASEAN+3 Project for Educational Collaboration since 2016.

SUBGROUP MODERATORS

Subgroup 3: Academic Support



TAKENAKA Toru
Professor
Research Department
National Institution of Academic Degrees
& Quality Enhancement of
Higher Education (NIAD-QE)

Toru Takenaka is a professor at Research Department of the National Institution of Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE). He studied history and was awarded PhD at Kyoto University. His specialty is modern German history as well as cultural transfer between Japan and Europe in modern times. He taught European history as professor at the Graduate School of Osaka University for more than twenty years before joining the NIAD-QE in April this year.

He has published a number of books and articles, including *Meiji no Waiguna Bum: Kindai Nihon no Ongaku Iken* [Wagner Boom in the Meiji Era: Music Transfer in Modern Japan], Tokyo: Chuo Koron 2016; *Kiesuru Seikimatsu: Daitsu Kindai no Genrishugisha Gunzo* [The Fin de siècle-Piecy: Fundamentalists in Modern Germany], Kyoto: Minerva 2004; *Kindai Doitsu ni okeru Fulkko to Kaitaku: Daini Teiseiki no Nomin Undo to Hankaishugi* [Restoration and Reform in Modern Germany: Peasants Movements and Anti-Modernism in Imperial Germany], Kyoto: Kyojo 1996; *Siemens in Japan: Von der Landesöffnung bis zum Ersten Weltkrieg*, Stuttgart: F. Steiner Verlag 1996.

11

GUEST SPEAKERS

Session II: Overview of EU's Erasmus Program



Viktorija KAIDALOVA
Programme Manager
In charge of EU Policies
Delegation of the European Union
to the Republic of Korea

Ms. Viktorija Kaidalova is the Programme Manager in charge of EU policies at the EU Delegation to the Republic of Korea since 2014. She oversees the EU-Korea political cooperation projects under the EU Partnership Instrument and, among others, follows closely work of the EU Jean Monnet Centres of Excellence/EU centres.

Ms Kaidalova has previously worked at the EU Delegation to Malaysia, handling projects related to climate change, forestry and sustainable development, as well as R&D and education.

From 2002, Ms. Kaidalova has served as a Latvian diplomat, specialising in economic integration prior to her posting at the Latvian Permanent Representation to the EU. She headed the Division of bi-lateral development cooperation at the Ministry of Foreign Affairs of Latvia before joining the European External Action Service in 2008.

12

GUEST SPEAKERS

Session II: Introduction of Erasmus Impact Study



**Uwe
BRANDENBURG**
Managing Partner
CHE Consult
Team Leader of
Erasmus Impact Study (EIS)

Uwe Brandenburg holds a PhD from the University of Bristol in Globalisation Studies, an MSc-Econ from the University of Wales at Swansea and an M.A. in Islamic Sciences from the WWU Münster. He was for eight years Director international at the Humboldt-Universität zu Berlin and moved to the CHE in 2006, to CHE Consult in 2007. Since 2013 he is one of two managing partners. He is mainly responsible for international projects, large research projects and services. Moreover, he is in charge of the daughter company CHE Consult Prague s.r.o.

Uwe has published widely on the topic of internationalization such as the much debated article with Hans de Wit on the end of internationalization in 2011 in the Boston IHE. He was the head author and team leader for both the Erasmus Impact Study (EIS, 2014) and the follow-up EIS Regional Analysis (EIS RA, 2016) and just recently submitted the impact study on the European Voluntary Service (EVS). He is also currently - among other projects - heading the large-scale research project on the effects of internationalization on nonacademic staff financed by the German Federal Ministry of Education.

Uwe is an elected member of the Convocation Court of the University of Bristol. He was an elected member of the General Council of the European Association for International Educators (EAI) as well as a core expert to the IAU (International Association of Universities) and to the Ad Hoc expert group on Internationalisation.

13

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

TCS is mandated to promote cooperation and co-prosperity among the three countries. The primary mandate is to support the trilateral consultative mechanisms including providing reference to newly established mechanisms. We also aim to become the hub of trilateral cooperation by organizing multiple projects and events. Additionally, we conduct research, explore new initiatives and promote public understanding of the trilateral cooperation.

Printed on May 11, 2017

Address S-Tower 20F, 82 Saemunan-ro,
Jongno-gu, Seoul, ROK 110-700

Phone +82-2-733-4700

Fax +82-2-733-2525

Website www.tcs-asia.org

Email tcs@tcs-asia.org

Booklet Design Hyemin KIM & GL

14

ABOUT TRILATERAL COOPERATION SECRETARIAT

Appendix

03

Overview

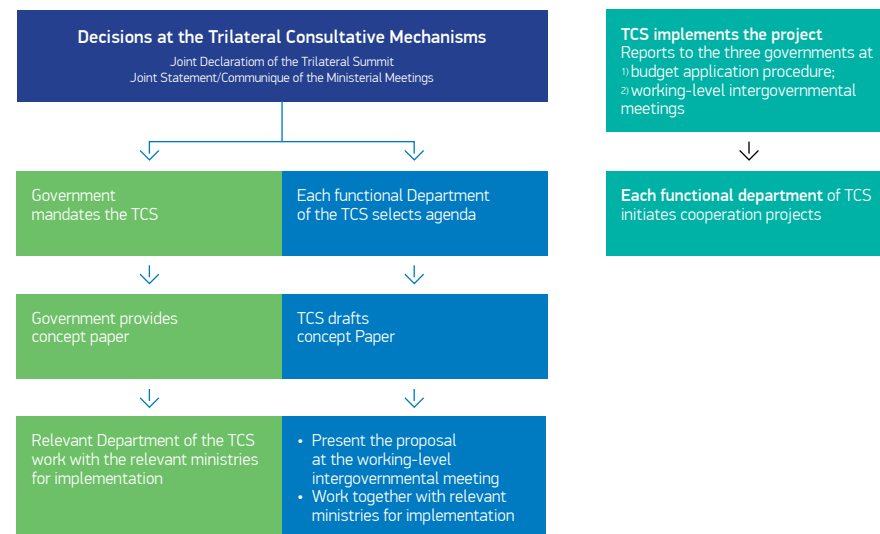
Trilateral Cooperation Secretariat (TCS) is an international organization established to contribute to peace, stability and prosperity among the People's Republic of China (China), the Republic of Korea (ROK), and Japan. Upon the agreement signed and ratified by each of the three governments, TCS was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

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

Functions and Activities

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

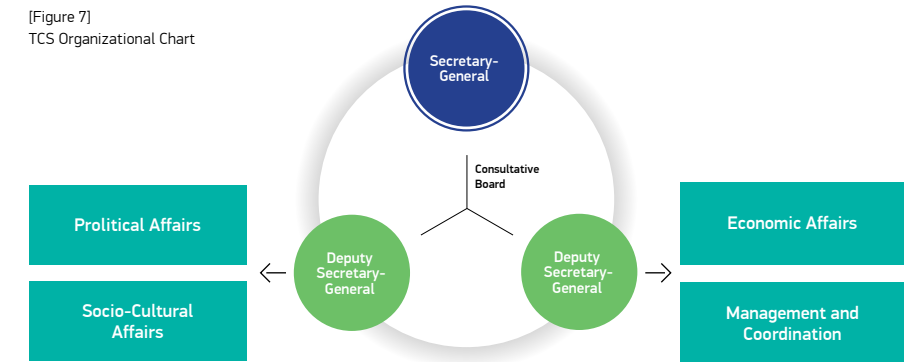
[Figure 6] TCS Decision-Making and Project Implementation Processes



Organization

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

[Figure 7] TCS Organizational Chart



Brief History of TCS

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



[Figure 8] Brief History of Trilateral Cooperation

중 교육장관 회의

International Education Ministers' Meeting,
Republic of Korea, Japan, The People's Republic of China

2016, Seoul



“

SPEAKING HIGHLY
OF THE GREAT CONTRIBUTION
OF THE CAMPUS ASIA
PROGRAM...

”

Seoul Declaration for Trilateral Education Cooperation, 2016
**Photo provided by courtesy of ROK Ministry of Education*

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

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

Published in November, 2017 in Seoul, ROK
Address S-Tower 20th FL., Saemunan-ro, Jung-gu, Seoul, ROK 110-700
Phone +82-2-733-4700
Fax +82-2-733-2525
Website <http://www.tcs-asia.org>
Email tcs@tcs-asia.org
Publication design Design Purple +82-2-542-4730