

## **Promoting Study Abroad Programs to Domestic Students About Our Engineer Training & Research Innovation Program (ETRIP)**

-New Outbound (Study Abroad) Program in Science & Technology Fields-

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### **ABSTRACT**

The International Educational Activity in Higher Educational Institutes in Japan, including our university, has long been more-or-less focused in accepting foreign students into our educational system, from bachelor's level to Post-Doc's level, and internal organizations in university have been constructed to serve the needs of "visiting (inbound)" students. KIT has settled foreign students division and prepared several teaching staffs to take care of them both in academic and private life.

Our institute is a small-sized and strongly Science/Technology-oriented university. For many years we have 150-200 foreign students in the campus, from a variety of country. Although more than half has always been from China, its ratio is gradually decreasing. (Panel 1)

The inter-university agreements had traditionally been promoted by very personally active teachers through personal friendship with a researcher in the counterpart university. Its main purpose has been the active exchange of researchers and research developments, although most of the agreements are attached with student-exchange memoranda.

After KIT open the International Planning Division (2002) and the International Exchange Center (2004), we have changed our policy of International Activities to be unified and promoted from the Total University View. As of January 2006, we have 40 agreement universities and institutes, and 3 to 5 new member are coming every year. This number is not surprising at all. Even we make efforts to focus on "living" exchange programs, still "resting" programs remain in this number.

From around the beginning of this new Century, there have been very active nation-wide discussion and reports stating that we Japanese should be able to USE ENGLISH as an international communication tool. In some book, the speaker can hit the sentence "the author found medical doctors and engineers can speak English better than English teachers". Needs or necessity to communicate in English is actually very high for these people. The graduates from our Institute are mainly entering into various industries and our

present industrial environments are not limited within the country of Japan. Thus we have gradually changed our English education into cultivating the ability of English usage for these 10 years. Besides the funding support for study abroad from the national government, we introduced our own supporting system by using KIT Centennials fund. However, the number of students who try to go and study abroad is not drastically increasing. And, as another weakness, the studying field of the out-bounding students is very partial. (Panel 2)

The research activity of our teacher is highly international. For example, during 2004/2005, our teachers have been abroad, mainly to attend academic meetings, to collaborate with their international co-researchers, or to make dispatch education in the partnership universities, 1.5 times in average and stay there for 8 days. These activities are partly reflected onto the result of the program dispatching our students to international academic meetings held outside Japan, for which we also make a partial support from 2002, and the field of the students utilizing this support is much more wide. (Panel 2)

As a famous saying tells, Even a beggar on a street of New York City can speak English (American) to earn money, the crucial point is sending them in the surroundings which “forces” them to use English. From this very simple idea, coupled with the high international activity of our teaching staff, we have planned a new out-bound (study abroad) program in science & technology fields (Engineer Training & Research Innovation Program: ETRIP). Fortunately, three-year term financial support was approved by MEXT and the program started last June.

ETRIP is composed of three subprograms. The mainly enrolled students are those in the master course of the graduate school. Like most other schools of engineering, the very high percentage of KIT bachelors are going into master course, and the main “graduates” from KIT are MS.

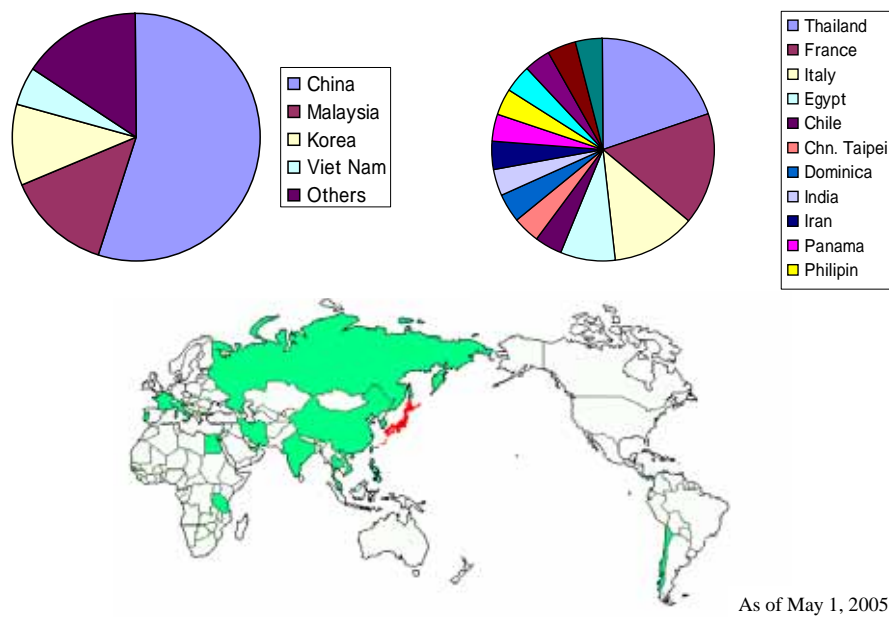
The first subprogram is “Research Study under Ex-campus Supervisor in Partner Institutes”, and the second one is “Participation in Dispatch Education at Partner Institutes”. One key point is in that the best use of the friendship relation with our agreement universities is involved. The results of the first year activity is shown in Table 1. For both of these subprograms, additional option can be attached. That is a short international internship at partner companies. As one can easily understand, fairly high portion of our alumni in industry is actually working abroad and the students would be “sent” to similar facilities after getting their job. Some might be hired directly by a foreign-affiliated firm. Even a short term, the experience of “working” in a global business should be very precious.

The third subprogram is the total reforming of our English education. This enrolls both graduate and undergraduate students. Each items for this subprogram is not very new. They include the qualification by standard test (TOEFL, TOEIC etc) to be used in regular

education/examination, concerted English /engineering education, and the KIT intensive course of English at partner university. The key point, if might be mentioned, is that all these items are streaming down to the first and the second subprograms.

Our new trial has just started and the actual fruit should be carefully verified, but the questionnaire filled by the students who participated this program (irrespective to the subprogram) tells that these actions are very valuable and effective to promote their motivation. We will expand the country, institutes and the number of participants in coming second year.

Panel 1 International Educational Activities in KIT (1)  
Oversea Students in our Campus



Panel 2 International Educational Activities in KIT (2)  
Overseas Study of our Japanese Students

Standing	Study Abroad			Temp. Absence			Short Term Dispatch		
	Grade	B	M	D	B	M	D	M	D
School Year	01	0	2	0					
	02	0	4	0	2	0	0	2	2
	03	1	0	1	6	1	0	3	1
	04	2	3	0	14	2	0	1	6
	05	3	2	0	10	4	2	9	13
<b>Total</b>	<b>18</b>			<b>41</b>			<b>37</b>		

Field	No.
Architecture & Design	15
Mechanical E	1
Polymer Sci.	1
Chemistry	1

Country	No.
France	8
Germany	4
England	1
Spain	1
Italy	1
USA	1
China	1
Thai	1

Field	No.
Polymer Sci.	11
Mechanical E	8
Electronic E	6
Adv. Fibro E	5
Appl. Biology	4
Chemistry	3

Table 1. ETRIP 2005/2006

Subprogram	Country	No of Students	Total Days
1	USA	4	364
	UK	1	90
2	Thai	2	26
	Viet Nam	6	72

Polymer Sci.	2
Mechanical E	1
Design E	1
Fibro E	1

App. Biology	5
Polymer Sci.	3