

## Education Program

### 1. Program to dispatch and accept students

Under the program, Japanese students will be dispatched to the three Andes nations on short- and long-term bases, while Yamagata educational institutions will accept South American students for similar periods.

#### 1. Dispatch of Japanese students

##### • Short-term stay

Between February and March each year, students will be dispatched for up to three weeks to the three Andean countries, allowing them to learn about current developments in local natural resources—and the associated problems. Students will also have a chance to deepen their knowledge of Japanese communities in the three nations, responses to environmental protection, and geographical, cultural and historical diversity. They will get hands-on experience in various domains and take part in workshops in the cities of Lima and Nazca in Peru, La Paz and Uyuni in Bolivia, and Talca in Chile. Students will participate in training sessions with local university students. Lectures will be delivered in English, in principle, with Spanish and Japanese used as auxiliary languages.

##### • Long-term stay (more than three months but less than one year)

Students will be dispatched to Pontificia Universidad Católica del Perú in Peru, Universidad Mayor de San Andrés in Bolivia, and Universidad de Talca in Chile. They will be enrolled for more than three months and take classes for credits.

#### 2. Acceptance of foreign students

##### • Short-term stay

Students from the six universities in the three Andean nations will be accepted from July to September each year for a short-term stay lasting up to three weeks. They will lodge at accommodation in Yamagata Prefecture together with Japanese students. They will take classes on Japanese industrial technology, environmental protection, history of industrial development, international development, social welfare theories, history, corporate management and cultural anthropology, among others. The lectures will be given in English, in principle. Spanish and Japanese will be used as auxiliary languages.

##### • Long-term stay (More than three months but less than one year)

Faculties and departments of Yamagata University will accept foreign students for long-term stays and allow them to earn credits. The university will support students who wish to find employment at Japanese companies by offering help in the areas of Japanese language education, career development, and job placement. Long-term foreign students will undertake internship programs lasting a week or two, thus allowing them to acquire rudimentary industrial skills while deepening their knowledge of Japanese firms.

##### • Lending mechanism for long-stay students

Peruvian students staying for one year or enrolling for a bachelor's, master's or doctor's degree from Yamagata University are eligible to apply for a student loan from Peru's Alianza Estratégica de la Universidad Peruana. There is also a system under which students may be exempted from paying Yamagata University fees (though this depends on the home university).

#### 2. Language education

Yamagata University will provide new, basic Japanese courses in the three South American countries, with the aim of increasing the number of students participating in the program and aspiring to study at Yamagata and other institutions on a long-term basis (or to get a degree) and those seeking employment at Japanese corporations. New, basic Spanish courses will be provided for Japanese students.



Yamagata University Research Institute in Nazca (Peru)



Salar de Uyuni (Bolivia)



Universidad de Talca (Chile)



Yamagata University's Mt. Zao dormitory (Yamagata City)



Yamagata University's Faculty of Agriculture: Research forests (Tsuruoka City)



Yamagata University's Faculty of Engineering: Global education building (Yonezawa City)

## Re-Inventing Japan Project

# Yamagata-Andes Nations' Double Triangle Program



## Program information/Inquiries

Program information <http://www.yamagata-u.ac.jp/dtp/en/>



### •DTP International Human Resources Development Program Secretariat (Japan)

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### Satellite Office (Peru)

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## President's Message

Yamagata University has conducted joint research and educational projects with South American nations for many years: We have investigated the Nazca Lines in Peru; administered technical education activities and a human resources development project for managerial personnel in the realm of lithium exploitation in Bolivia; and carried out synergetic studies in Chile on the cultivation of strawberries—a fruit indigenous to the country. We have dispatched Japanese students to the three nations mentioned above and accepted students from them in kind.

In the 2015 academic year, Yamagata University's outstanding record of concerted education and research with South American countries was recognized by the Ministry of Education, Culture, Sports, Science and Technology, which awarded the university a subsidy for its "Yamagata-Andes Nations' Double Triangle Program" under the "Re-Inventing Japan Project—Support for Establishing Inter-university Exchanges with Central America and South America, etc." By maximizing our achievements and experiences gained from working with these nations—in addition to leveraging the trustful relationships we have forged—Yamagata University intends to act as a propulsive force for internationalization at the university and other educational institutions in the prefecture. We sincerely appreciate the support and cooperation extended to us by all those concerned.



Yamagata University  
President  
**Dr. Kiyohito Koyama**

## Participating Universities



Yamagata University (Japan)



Yamagata Prefectural Yonezawa University of Nutrition Sciences (Japan)



National Institute of Technology, Tsuruoka College (Japan)



Pontificia Universidad Católica del Perú (Peru)



Universidad Nacional de Ingeniería (Peru)



Universidad Nacional Mayor de San Marcos (Peru)



Universidad Nacional Agraria La Molina (Peru)



Universidad Mayor de San Andrés (Bolivia)



Universidad de Talca (Chile)

## Conceptual Diagram of the Program(DTP)

### Problems faced by Central, South America and Japan

- Environmental destruction that accompanies natural-resource development
- Poverty, widening gap in education between the haves and have-nots, lack of welfare programs, activities and studies
- Acute shortage of capable promoters for international projects
- Academic sectionalism in the fields of economic development, welfare improvement and environment preservation that discourages cross-border research

### Double Triangle Program (DTP)

Two universities and one technical college in Yamagata Prefecture

Six universities in three Andean nations

### Development/Engagement of New Inter-university Exchanges

- \*Short- and long-term dispatch/acceptance of students (Holding joint training sessions for Japanese and foreign students)
- \*Training and internship at companies
- \*Allowing transfer of more credits between universities and building a double-degree system
- \*Establishing a new scholarship program and expanding the scope of all scholarship schemes
- \*Conducting Spanish and Japanese language classes
- \*Strengthening support for students seeking employment at Japanese companies

**Japan**

Yamagata University

### Solving and conquering problems of Central and South American nations, and Japan

### Expanding the DTP scheme to Asia, Africa and the Middle East; solving problems of these countries

**Fac. Agriculture, National Institute of Technology, Tsuruoka College (Tsuruoka)**

Environmental preservation, sustainable development, technological transfer

**Fac. Engineering, Yonezawa University of Nutrition Sciences (Yonezawa)**

Industrial and technological research and development, technology management, health and hygiene

**Fac. Literature and Social Sciences (Yamagata)**

Cultural anthropology, international welfare development

**Peru**

Preservation of cultural assets/ Human security

**Yamagata University's satellite office**

Acceptance of foreign students: Internship required

Ripple effects and expansion of program to other areas

Regional revitalization based on understanding of Yamagata Prefecture's characteristics

### Attributes and abilities of international personnel serving as a bridge between Yamagata and South American nations

- Be able to act based on understanding of the balance between economic, natural-world, and welfare reproduction
- Possess a good command of Spanish, English and Japanese
- Be able to proactively build and develop international networks
- Possess excellent communication skills, boundless energy, and an awareness of how to contribute to society
- Be able to understand and solve problems in Central America and South America, and contribute to regional development

**Bolivia**

Industrial research and development/ Technological transfer

**Chile**

Environmental preservation/ Restoration

## Goals

The Yamagata-Andes Nations' Double Triangle Program will facilitate personnel exchanges and various joint undertakings between six major South American universities—in Peru, Bolivia and Chile—and Yamagata University and two other educational institutions in the prefecture. Through such work, the program aims to produce highly qualified personnel who can help promote natural resource development and international projects, while serving as a bridge between the three Latin American nations and the Yamagata region.

## Outline

Under the program, Yamagata University—in conjunction with a university and a technical college in the prefecture—will start talks with four Peruvian universities, a Bolivian college and a Chilean college regarding projects to dispatch and accept short- and long-term exchange students. Language education will also be discussed, with an eye on teaching Japanese in the South American nations, and the Spanish tongue in Japan. We are also parleying with Pontificia Universidad Católica del Perú regarding the establishment of a double degree system. Long-term foreign students who wish to find Japan-based employment will benefit from Yamagata University's experience and achievements in sourcing suitable positions.

## Fostering future-oriented personnel

- The program aims to turn out well-balanced, talented individuals who can contribute in the fields of economic, welfare and natural-world reproduction—maintaining cycles of economic activity, stably and sustainably providing welfare services, and restoring natural resources while maintaining natural-world cycles—and who are skilled communicators in three languages: Japanese, English and Spanish.
- Ideally, they will be enthusiastic, proactive characters capable of developing natural resources and engaging in cooperative international activities.
- They should be able to exercise leadership and unite organizations, while serving as a bridge between Japan and the Andean countries.
- They should be also cognizant of the diverse cultures, values, technologies and societies that define other nations, and be capable of planning and implementing projects with a fastidious eye.

