An Evaluation of the International Students Summit on Food, Agriculture and the Environment in the New Century

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Executive Summary

The International Students Summit (ISS) has been held annually since 2001 at Tokyo University of Agriculture (TUA). Students from more than 20 countries gather from global partner universities and TUA to exchange ideas on food, agriculture and environmental issues in the world and to discuss the role of youth in the 21st century. Experience and lessons learned from the first ISS led to the “Tokyo Declaration” at the first ISS, and an action plan was adopted during the second ISS. In this action plan, TUA appeals to its partner universities to organize student groups who seriously study food, agriculture and environmental issues, and operate the International Students Forum (ISF). To improve the ISS, an evaluation of the first five years of ISS was conducted. The objectives of the evaluation were to assess the several perceptions of various ISS/ISF activities, to evaluate the impacts of the ISS/ISF, to collect ideas on ways to strengthen the activities, and to develop recommendations for the continuity of the ISS and ISF (International Student Forum) programs and activities.

During the 2001-2005 period, 271 TUA student participants, 90 international student participants, 55 TUA/ISS organizing committee members and 22 international advisors have attended and worked to organize the ISS. This evaluation utilized a Web-based online survey for data collection. The survey was sent to ISS participants, students and faculty members of TUA who attended the ISS events, as well as international advisors. Data were coded and analyzed using SPSS software. The Web-based survey achieved an overall response rate of 55.6 percent, ranging from 49.2 percent for TUA/ISS organizing committee members to 66.7 percent for international advisors.

Major findings from the evaluation are as follows:

- Respondents are generally satisfied with most of the ISS activities, arrangements, and personnel. However, conducting the summit in English is one of the biggest barriers for TUA student participants to communicate and actively participate in the activities.

- Student participants reported increased interest in international relations and study abroad, after attending the ISS.

- Though there has been some impact on general students at global partner universities, the number of general students who are interested in ISS/ISF is still low.

- Most of the respondents know about the ISS/ISF Web site, but the number of people who are checking and using the content of the Web site is quite low, and some improvement is needed to make it more user-friendly.

- Respondents are open to receiving more information about ISS/ISF. TUA student participants and TUA/ISS organizing committee members are especially interested in learning more about current ISF activities at TUA. International student participants want to receive updates on the presentations and discussions at the ISS, and international
advisors are interested in receiving information about ISF from other global partner universities through the Web site.

- International student participants did not get enough information and understanding about the ISS/ISF before and during the ISS for the evaluators to be able to compare them with the international advisors. It seems information about ISS/ISF did not transfer well from international advisors to international student participants.

- TUA student participants and TUA/ISS organizing committee members were generally aware of the main ISF activities at TUA. However, actual attendance was lower than awareness, with only slightly more than half of the TUA student participants and only a few of the TUA/ISS organizing committee members attending several activities that they were not required to attend.

- Three out of five TUA/ISS organizing committee members think the ISF activities at TUA are important for students, and about 85 percent of international advisors mentioned that they need ISF at their universities.

- Ninety five percent of the TUA student participants from distance campuses (Atsugi and Okhotsk) said they experienced some kind of difficulty in communicating and attending ISF activities.

- Few global partner universities have established ISF, but it seems there are some differences in ISF recognition between international student participants and international advisors.

- The biggest factor affecting the establishment of ISF at global partner universities is that former ISS participants have already graduated, and most universities have several student clubs and organizations similar to ISF.

- TUA student participants mentioned that they need more information exchange and a demonstration of the ISF experience of other global partner universities if they are to establish an ISF elsewhere.

- International student participants and international advisors slightly agreed that it would be possible to hold ISS at other universities. Many of the TUA student participants also mentioned that they want to hold ISS at other global partner universities once ISFs have been established there.

- TUA student participants and international student participants believe that Global NEFA (Network for Environment, Food and Agriculture), an alumni association of the ISS/ISF, is mainly for information exchange. However, it is not well known by them.

- Our program evaluation indicated that participants’ expectations for the ISS were generally achieved with the exception of TUA/ISS organizing committee members. For student participants, “Chance to meet students from different countries in the world” and “Gain knowledge and understanding about food, agriculture and environmental issues in the world” were the most frequently mentioned expectations. For ISS faculty participants, the primary expectation was “Opportunity to establish cooperation/ network among
participating universities,” and only 62 percent of TUA/ISS organizing committee members answered that this expectation was achieved.

- Each of the global partner universities uses a similar process to elect its student delegates for the ISS, including letters of recommendation, interviews, presentations and high levels of English skills.

- One-third of the TUA student participants answered that they have attended at least one of the International Education Programs offered by TUA.

- The most frequently mentioned future step for ISS/ISF by TUA/ISS organizing committee members and international advisors was the provision of online for-credit courses.

- TUA student participants mentioned “Made friends, interacted with students from different countries and respected the differences between each other” and international student participants mentioned “Learned and understood international food, agriculture and environmental issues” as the most important thing that they learned or experienced through ISS/ISF activities.

- When asked to offer suggestions, many of the TUA student participants suggested that ISS presentations should be based on field notes or information from hands-on learning. Comments from international student participants were mainly focused on ISS updates including this report and further networking with other participants after the ISS. TUA/ISS organizing committee members commented that it would be better to involve other students’ organizations and to have a poster session for each department to increase general students’ interest in international society. The international advisors suggested that it would be better to advise participants not to have similar presentations every year and to choose students delegates in their third year.

There are several recommendations resulting from the evaluation that should be implemented to improve ISS and to increase its impact on students. First, we recommend clearly defining ISS and ISF and outlining their objectives clearly to student participants prior to and during the summit. Without this explanation, it may be difficult to develop ISF in other global partner universities and also to continue the ISS and ISF activities at TUA.

Generally, each respondent group was satisfied with the ISS activities, arrangements and personnel. However, some improvements are needed. The presentation on the ISS should be based more on field experience, and TUA student participants should try to improve their English skills. Since situations at each of the universities may differ, it seems there is no need to develop a fixed rule or policy to elect student delegates for ISS from each of the global partner universities. However, it is recommended that global partner universities choose sophomore or junior-level students rather than seniors, who will graduate soon after the ISS. It would be a great idea to hold ISS at other global partner universities, but careful assessment of factors such as financial support and the existence of a strong ISF or similar organization should be made prior to planning ISS at other universities. As a next step for the ISS, faculty members from global partner universities should form a team to offer online courses. However, online training cannot replace the value of face-to-face meetings that provide chances for students and faculty members to develop relationships and better understanding of one other as the ISS allows now.
A few global partner universities have already established ISF, and some other universities are conducting some ISF-related activities. However, because universities already have organizations similar to ISF, it would be better to cooperate with those existing student organizations rather than creating the ISF as a new entity. This cooperation will likely also increase the interest of general students at each university. We also suggest building a connection between international education programs and/or study abroad programs at each university to promote students to enter ISS/ISF.

Overall, information exchange among the respondent groups is lacking, and many respondents are not aware of what is going on at other universities. To improve information exchange, it is important to improve the ISS/ISF Web site to make it more user-friendly and to maintain it with more frequent updates. These updates should include global partner universities’ ISF activities and information about presentations and discussions from past and current ISSs. The Conference Room should also be improved to facilitate active discussions.

One more important recommendation is that of reenergizing the TUA/ISS organizing committee members. It is expected that the TUA ISS organizing committee provides overall leadership in the planning, implementation and evaluation of ISS/ISF program and activities. In reality, this evaluation found that the members were not very active in ISS/ISF activities. We, therefore, recommend that TUA/ISS organizing committee members meet on an annual basis to discuss the planning and implementation of ISS with TUA administrators and selected TUA student participants and to share information about the ISS/ISF activities and challenges with them.

The ISS/ISF has had a great impact on students, and the program should be continued to educate and empower students to become future leaders in food, agriculture, and environmental fields. We hope that our suggestions and recommendations, as well as comments from respondents who participated in the ISS/ISF, will help TUA to provide continuity in organizing the ISS as an improved summit and to establish ISF at each global partner university to hold activities that will improve the world.
Acknowledgements

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Any mistakes or errors in the survey, data analysis, or interpretation of findings is ours alone, and not of our respondents or TUA.
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1. Introduction

Tokyo University of Agriculture (TUA) is committed to developing a global network of next generation agriculturists. It has recognized that during the 21st century, societies are facing several problems some of the most serious being food production and safety, both of which are highly related to agricultural science. TUA recognizes that the issues of food production and safety should be discussed and solved on a global scale. However, the global networks to educate the agriculturists who will address these issues have not yet been developed.

The Center for International Programs (CIP) at Tokyo University of Agriculture is working toward educating students by developing a global network of agricultural universities. The global network for educating future generations was initiated in 2004 with support from the Ministry of Education, Culture, Sports, Science and Technology of Japan. This initiative is based on a comprehensive approach to professional education and extracurricular activities aimed at empowering students with professional knowledge and international communication skills to solve such problems on a global scale. Development of the network among selected agricultural universities around the world would expand the opportunities for students to access a wide range of education. Providing students with opportunities to interact and communicate with other students from several countries could be promoted by the global network. The global network will provide students with international exposure that will foster their thinking on international issues and enhance their communication skills. Moreover, information sharing and communication among faculty members could be enhanced and cooperative programs such as student exchanges and research collaborations could be developed. TUA believes that an important role of higher educational institutions in agriculture is to educate opinion leaders who solve the issues of food, agriculture and environment in the global world.

The Center for International Programs at TUA has initiated several programs and projects to support the global network of students and scholars. The center has established linkages with 18 universities who are leaders in agricultural education around the world, and this network is known as global partner universities of TUA. This network has contributed and enhanced cooperation between TUA and its global partner universities. For example, approximately 300 international students from more than 24 countries are studying in TUA. Several faculty members and graduate students are engaged in international development work. The two major initiatives of TUA supporting the global network for education include:

1) Professional Education in Agriculture, Food and Environment
Special Program (conducted in English)

This program, established in April 2002, offers a total of 15 specialized courses conducted in English. These courses provide an opportunity for students to learn about food, agriculture and environment in Japan and Asia.
International Education Program

International exchange and study abroad programs: The exchange programs are held in the form of short-term farm practice and long-term study abroad. Short-term farm practice studies are held at global partner universities under intensive farm practice programs. In addition, a special short-term study program is held at the University of British Columbia, Canada. At UBC, TUA students can attend agricultural training and language study for one month during the summer and two months during spring--both focusing on agriculture and language study. Students who wish to pursue long-term study at our global partner universities follow the regular curriculum abroad for eight months to one year as visiting students.

Farm stay and agricultural training programs: The International Farmers Aid Association (IFAA) provides students with an opportunity to have a one-year experience on a farm, and our students are sent every year to the United States. In addition, TUA has contracted with many institutions and individuals all over the world to operate one-year training programs in agriculture and related industries.

Professional education within academic departments: There are four departments in the junior college, 14 departments in the graduate school and 17 departments plus five faculties for the undergraduate level at TUA. Each department offers courses with international content and provides hands-on learning opportunities.

2) Extracurricular Education

Extracurricular international education is provided mainly through the International Students Summit (ISS) and International Students Forum (ISF) which were initiated in 2001. Students could attend such extracurricular educational programs as ISS and ISF besides taking academic courses and attending other professional education programs. This opportunity aims at upgrading students’ knowledge and skills to apply professional knowledge to the real world and improve their international awareness and abilities to communicate with people all over the world.

International Students Summit (ISS) and International Students Forum (ISF)

Tokyo University of Agriculture has developed a novel approach to educate next generation agriculturists based on the comprehensive combination of professional education and extracurricular activities. The International Students Summit on Food, Agriculture and Environment in the New Century was first held in November 2001, and it is held annually at TUA. The ISS provides an opportunity for students of global partner universities as well as international and Japanese students studying at TUA, to get together and exchange ideas and views on food, agriculture and environmental issues in the world, and discuss the role to be played by youth for the sustainable livelihood of mankind. Based on experience and lessons learned, conclusions were put into the “Tokyo Declaration” at the first International Student Summit and an action plan was adopted in the second ISS. In this action plan, TUA appeals to its partner universities to organize students' groups to seriously study food, agriculture and environmental issues, and to operate the International Students Forum (ISF). The ISF members consist of students’ organizations of global partner universities that are engaged in research and educational activities on issues related to food, agriculture and the environment. They regularly conduct exchanges of information and opinions through the Internet. Representatives of students’ organizations of each university get together once a year at the ISS.
**Global Partner Universities**

TUA has established academic cooperation agreements with several universities around the world. As of 2005, the following 18 universities serve as TUA’s global partner universities:

- Michigan State University, the United States of America
- Kasetsart University, Thailand
- The University of British Columbia, Canada
- China Agricultural University, China
- National Chung Hsing University, Taiwan
- University of the Philippines at Los Banos, the Philippines
- Bogor Agricultural University, Indonesia
- Mongolian State University of Agriculture, Mongolia
- Universidad Nacional Agraria La Molina, Peru
- Kyungpook National University, Korea
- The Hebrew University of Jerusalem, Israel
- Hanoi Agricultural University, Vietnam
- Universidade de Sao Paulo, Brazil
- Universidad Autonoma Chapingo, Mexico
- Universiti Putra Malaysia, Malaysia
- Fédération des Ecoles Supérieures d’Ingénieur en Agriculture (ISAB), France
- Wageningen University, the Netherlands
- National Agriculture University of Ukraine

The following two universities participate in ISS activities but are not global partner universities of TUA:

- University of Applied Science, Weihenstephan / Triesdorf, Germany
- Moscow Timiryazev Agricultural Academy, Russia

**Activities undertaken under ISS and ISF Initiatives**

Students at TUA could develop an awareness of and strong interest and attitudes toward issues and challenges facing international agriculture through participating in various programs and activities organized by CIP, including ISS and ISF. As a result, the number of students attending the agricultural practice and research courses at global partner universities is increasing every year. These opportunities enable students to improve professional knowledge and skills and enhance their language and communication skills. The ISS and ISF activities offer opportunities for students to speak about important issues facing agriculture through formal presentations. In addition, the ISS and ISF allow students to practice presentation skills, expressing their opinion to the general public as well as to those in their academic fields. It is expected that the skills they obtain at the university will enable them to succeed in the international community of professional agriculturists.

Many of the students who have graduated from TUA are now actively taking part in several fields of international agricultural development. For example, over 500 alumni have emigrated from Japan overseas and about 800 alumni have participated in the Japan Overseas Cooperation Volunteers program as agricultural volunteers. Students who attend the programs in the Global Network are expected to demonstrate their skill and abilities to participate actively in international professional associations and societies and solve problems on a global scale.
Purpose of the Evaluation

The overarching goal of this study is to document the impact of the ISS and ISF programs and related activities in developing awareness and interest in international agricultural development issues and opportunities among participating students and institutions. Specifically, this evaluation is planned to:

1) Assess students’ perceptions of various activities under the ISS/ISF.
2) Evaluate the impacts of the ISS/ISF programs and their activities among ISS participants.
3) Identify TUA faculty members and international advisor’s opinions about activities of the ISS/ISF initiative and seek their opinions to strengthen these activities.
4) Develop recommendations for the continuity of ISS and ISF programs and activities.

2. Methodology and Survey Return Rate

Evaluation Methodology

This evaluation followed a descriptive methodology using a Web-based survey to collect data from various populations. The online survey has been gaining popularity in social surveys and educational research for its cost effectiveness in data collection and entry, speed of data access, ease of processing and management of data received in electronic form (Duffy, 2002; Kaplowitz et al., 2004; Couper, 2000, Sax et al., 2003). We chose an online survey method for data collection for this evaluative study for several reasons: (a) ease of survey access- i.e., all ISS/ISF participants have e-mail and could access web surveys; (b) low cost due to elimination of paper, printing postage, mail processing, and data entry costs; (c) speed of data collection; and (d) increased accuracy in the data. It should be noted that this method (i.e., online survey) does have its own challenges, limitations and shortcomings such as generalizability, response rate, sampling and handling non-response bias (Sax et al., 2003; Couper, 2000). Respondents may delete the e-mail message as “unrecognizable” or “irrelevant” as some computer system may screen the message as spam.

Study Population and Sampling Frame

The population for this study consisted of ISS participants from 2001 through 2005. The sampling frame included all students, international advisors and TUA faculty and staff members involved in the planning and organization of the ISS event. This evaluative study had four separate populations--TUA students attending the ISS/ISF events, ISS participants, ISS international advisors and TUA faculty members, researchers and staff members who participated in the ISS summit during 2001-2005. The CIP at TUA provided a digital, current and non-duplicative list of all populations, and this database served as the mailing list for the online survey.

Instrument Development

Draft instruments and cover letter were developed after careful reading of the ISS goals and objectives, activities undertaken and expected impacts. Prior evaluation instruments were also reviewed to draft questions for the four groups of respondents. These instruments were developed by following effective survey design guidelines. The validity of the survey instruments was ascertained by a panel of experts established in consultation with CIP at TUA. The members of the panel reviewed the content, readability of questions, format and ease of answering the survey questions. Comments and feedback were incorporated in the final versions of the surveys.
The Web-based version of the instruments was pilot tested several times using J-NAVI server and on different computers to assure that responses were properly loaded into an Excel database. The online surveys were pilot tested with a small group of ISS participants.

Reliability of various scales pertaining to the impact of the ISS, impressions about the ISS, usefulness of ISS activities and organization of the ISS were determined using Chronbach’s alpha procedure.

The first scale assessed the impact of the ISS using 12 statements rated on a Likert-type scale. These statements were related to various types of ISS impacts and were asked of each group of respondents. Participants were asked to indicate the extent to which their participation in the ISS had improved their understanding and skills in food, agriculture and environmental issues. They were asked to rate each statements on a 1-5 scale, with 1 = “No change”; 2 = “Slight improvement”; 3 = “Some improvement”; 4 = “Good improvement”; and 5 = “Greatly improved”. Cronbach’s alpha reliability was 0.91 for the scales pertaining to impact of the ISS.

A second set of questions included six statements about participants’ impressions of the ISS. Participants were asked to read each statement and indicate their agreement or disagreement on a 1-5 scale with 1 = “Strongly disagree”; 2 = “Disagree”; 3 = “Neutral”; 4 = “Agree”; and 5 = “Strongly agree”. Chronbach’s alpha for this scale was 0.77.

The third set of questions included eight statements pertaining to the usefulness of ISS activities. Again, respondents were asked to read each statement and rate the usefulness on a 1-5 scale, with 1 = “Not at all useful”; 2 = “Not so useful”; 3 = “Neutral”; 4 = “Useful”; and 5 = “Very Useful”. Cronbach’s alpha value for this scale was 0.86.

International advisors were asked to rate the impact of the ISS on the general student population at their college/university. They were asked to rate the impact on a 1-5 scale with 1 = “No change”; 2 = “Slight improvement”; 3 = “Some improvement”; 4 = “Good improvement”; and 5 = “Greatly improved”. Cronbach’s alpha for this scale was found at 0.98.

Finally, international participants were asked to provide feedback on the overall organization of the ISS using a scale of 1-5, with 1 = “Strongly disagree”; 2 = “Disagree”; 3 = “Neutral”; 4 = “Agree”; and 5 = “Strongly agree”. Cronbach’s alpha for this scale was 0.70.

Data Collection
Online surveys were administered during May-June 2006. An e-mail cover letter was sent by Professor Akimi Fujimoto, Chairperson of the ISS organizing committee, to all participants who attended the ISS during 2001 through 2005. The cover letter explained the importance of the survey, provided directions to access the survey and asked for participants’ cooperation. Each respondent was provided with a unique “pass code” to access the survey. For those participants without Internet access or simply preferring a print survey, that option also was provided.

The first letter was sent on May 26, a reminder e-mail was sent on June 2, and the final reminder was sent on June 9, 2006. As of June 20, 183 ISS participants had completed and returned the online survey. Table 1 provides a summary of the response rates for all respondent groups.
Table 2.1.1 Population and response rate of the ISS evaluation

<table>
<thead>
<tr>
<th>Respondent group</th>
<th>Total population</th>
<th>Surveys sent</th>
<th>Responses received</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUA student participants</td>
<td>271</td>
<td>181</td>
<td>89</td>
<td>49.2</td>
</tr>
<tr>
<td>International student participants</td>
<td>90</td>
<td>76</td>
<td>49</td>
<td>64.5</td>
</tr>
<tr>
<td>TUA/ISS organizing committee members</td>
<td>55</td>
<td>49</td>
<td>31</td>
<td>63.3</td>
</tr>
<tr>
<td>International advisor</td>
<td>22</td>
<td>21</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>438</strong></td>
<td><strong>327</strong></td>
<td><strong>183</strong></td>
<td><strong>55.6</strong></td>
</tr>
</tbody>
</table>

To encourage timely responses and to increase the response rate, this study utilized “social exchange” concepts as suggested by Dillman (2000). Our strategy was to increase rewards and decrease the cost of participation. Strategies to increase rewards included making answering interesting and offering respondents a summary of the findings. Similarly, the use of short, easy-to-navigate, user-friendly (not requiring excessive effort to complete and return) that avoided questions potentially embarrassing for respondents decreased the social cost of participation in this study.

A cover letter from the director of CIP-TUA helped promote the trust of participants. The response rate for this study ranged from 49.2 percent (for TUA students) to 66.7 percent (for international advisors), with an average of 55.6 percent.

**Data Handling and Analysis**

Data entered by respondents via the online survey were saved in an Excel database and then downloaded into a SPSS database. The SPSS database was preconfigured to code both numerical (i.e., nominal, ordinal, interval and ratio level) and string (i.e., text responses for open-ended questions) data.

Once downloaded into SPSS, data were randomly checked for accuracy using frequency analysis and comparing them with Excel data. Comparative analyses were conducted across respondent groups i.e., TUA students, ISS participants, international advisors and TUA faculty and staff members. Reliability analysis was conducted for data gathered using Likert-type scales using Cronbach’s alpha procedures. Descriptive statistics including frequency counts, percentage, range, mean and standard deviation were used to describe the findings. One-way analysis of variance and t-tests were used, as appropriate, to determine differences in mean scores by respondent groups. Contingency coefficient, Pearson’s correlation and regression were used to determine the association or relationships between selected variables.

**3. Results**

3.1 Demographic Characteristics of the Respondents

Over 70 percent of the survey respondents have access to the Internet every day, and almost 20 percent access the Internet two to three times a week (Figure 3.1.1). This result
shows almost nine out of 10 ISS participants accessing the Internet two to three times a week or more. The Internet could be an important tool for information exchange among ISS participants. ISS participants live across the world, so the Internet is the easiest way to communicate with them.

![Internet Access of ISS Respondents](image)

Figure 3.1.1 Internet access of ISS respondents.

This survey was sent to all ISS participants who have attended the ISS since 2001. Altogether, 183 surveys were received for analysis. As shown in Table 3.1.2, the number of ISS participants responding to the survey increased with every year, consistent with the increase in the numbers of international student participants and TUA student participants. International advisors were identified and chosen from each global partner university and began participating in the ISS in 2004.

![Year of ISS Participation of Respondents](image)

Figure 3.1.2 Years of respondent ISS participation.
a. ISS student participants

Figure 3.1.3 Gender of ISS student participants.

ISS student participants are both TUA/ISS student participants and ISS international student participants. TUA student participants are TUA students, including Japanese and international students from three campuses at TUA and a few students from other Japanese universities who also participated in the ISS. Each global partner university of TUA selects one to two students to participate in the ISS event. In addition, a few international students from universities other than the partner universities also participate in the ISS events.

The male-female representation of ISS student participants who responded to this evaluation is about equal (Figure 3.1.3). Most of the first-time attendants in ISS events were undergraduate students. However, the rate of sophomore student attendance is significantly low (Figure 3.1.4). This can be understood by looking at the table for both international student participants and TUA student participants. Since most of the global partner universities select the students who participate from their universities, the academic level of international students participants is consequently high (Figure 3.1.5). On the other hand, most of the TUA student participants have attended the ISS since they were freshmen. However, the number of students who attended as sophomores is also low compared with other levels of students (Figure 3.1.6).
Academic Level of ISS Student Participants  
(n=138)

Number

Freshman | Sophomore | Junior | Senior | Master's Level | Doctoral Level

Academic Level of ISS International Participants  
(n=49)

Number

Sophomore | Junior | Senior | Master's Level | Doctoral Level

Figure 3.1.4 Academic level of student participants when they first attended the ISS.

Figure 3.1.5 Academic level of international student participants when they first attended ISS
Current occupation of the ISS student participants shows more than half of them are still students at the undergraduate or graduate levels and remain at college or university. The other 30 percent are working full-time (Figure 3.1.7). The four major fields of work in which ISS student participants alumni are working are “academic and education”, “agribusiness”, “food and beverage” and “farming”. The four major fields of work in which current students want to work after graduation are “agribusiness”, “academic and education”, “natural resources and environment” and “food and beverage”. Other fields include “medicine, biotech and pharmaceutical” and “farming” (Figure 3.1.8). From this result, it could be said that most of the ISS student participants are working and willing to work in the field of food, agriculture and the environment, which is the main focus of the ISS. Therefore, the ISS is a very good opportunity to educate and give young students a chance to be opinion leaders of the field.
Figure 3.1.8 ISS student participants’ fields of work.
b. ISS Faculty Participants

ISS faculty participants are both TUA/ISS organizing committee members at TUA and international advisors. TUA/ISS organizing committee members are selected from the TUA faculty every two years from each department by the student exchange committee though they are not necessarily interested in international programs and ISS/ISF. However, those who are interested in the international program and who have experience studying abroad are preferred. Since 2004, international advisors are annually selected from each global partner university and are responsible for ISS/ISF-related activities at their own universities.

The ISS faculty participants are mostly male (Figure 3.1.9). Interestingly, the international advisors are all male. Half of the ISS faculty participants are professors. The other half consisted of associate professors, assistant professors and school staff members (Figure 3.1.10).
3.2 Perceptions of ISS Activities

Respondents were asked their opinions about the usefulness of activities taking place during the ISS each year. This question was asked to indicate usefulness and how well each activity is organized each year by using a five-point scale (1=”Not at all useful”, 2=”Not so useful”, 3=”Neutral”, 4=”Useful” and 5= “Very useful”).

Respondents generally said all of the ISS activities are useful, and the overall mean score for each year ranged from 4.18 to 4.29. The field trip and advisors meeting had the highest mean score each year, followed by ISS presentation and discussions before the ISS. On the other hand, the keynote speech and poster session had the lowest mean scores for most years (Table 3.2.1). This means most of the respondents enjoyed the productive times during the field trip, presentations and discussions, which are the main activities during the week of the ISS.
Table 3.2.1  Usefulness of ISS activities.

<table>
<thead>
<tr>
<th>Activities</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean* (SD)</td>
<td>Mean* (SD)</td>
<td>Mean* (SD)</td>
<td>Mean* (SD)</td>
<td>Mean* (SD)</td>
</tr>
<tr>
<td>Orientation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>48 4.17 (0.66)</td>
</tr>
<tr>
<td>Field trip</td>
<td>19 4.58 (0.69)</td>
<td>24 4.58 (0.83)</td>
<td>31 4.39 (0.76)</td>
<td>46 4.63 (0.68)</td>
<td>55 4.51 (0.74)</td>
</tr>
<tr>
<td>Advisors meeting**</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15 4.47 (0.74)</td>
<td>18 4.56 (0.78)</td>
</tr>
<tr>
<td>Rehearsal***</td>
<td>23 3.91 (0.95)</td>
<td>21 4.19 (1.03)</td>
<td>33 4.03 (0.81)</td>
<td>40 3.60 (1.11)</td>
<td>47 4.09 (0.91)</td>
</tr>
<tr>
<td>Discussion before ISS***</td>
<td>22 4.05 (0.84)</td>
<td>20 4.35 (0.81)</td>
<td>30 4.10 (1.00)</td>
<td>35 4.14 (0.81)</td>
<td>42 4.24 (0.88)</td>
</tr>
<tr>
<td>Keynote speech</td>
<td>31 3.71 (0.94)</td>
<td>30 3.77 (0.68)</td>
<td>43 3.70 (0.94)</td>
<td>60 3.82 (0.91)</td>
<td>66 3.82 (0.94)</td>
</tr>
<tr>
<td>ISS presentations</td>
<td>30 4.33 (0.71)</td>
<td>34 4.12 (0.88)</td>
<td>44 4.18 (0.76)</td>
<td>61 4.18 (0.90)</td>
<td>73 4.15 (0.91)</td>
</tr>
<tr>
<td>Panel discussion</td>
<td>32 4.16 (0.77)</td>
<td>32 4.00 (0.98)</td>
<td>44 4.00 (0.94)</td>
<td>58 3.90 (1.10)</td>
<td>68 3.91 (0.93)</td>
</tr>
<tr>
<td>Poster session</td>
<td>29 3.66 (1.05)</td>
<td>-</td>
<td>-</td>
<td>41 3.54 (1.14)</td>
<td>57 3.35 (1.11)</td>
</tr>
<tr>
<td>Reception</td>
<td>32 4.41 (0.88)</td>
<td>34 4.15 (0.89)</td>
<td>46 4.00 (0.87)</td>
<td>59 4.15 (0.87)</td>
<td>65 4.18 (0.81)</td>
</tr>
<tr>
<td>Overall</td>
<td>34 4.21 (0.77)</td>
<td>35 4.29 (0.67)</td>
<td>45 4.18 (0.72)</td>
<td>60 4.23 (0.79)</td>
<td>72 4.26 (0.82)</td>
</tr>
</tbody>
</table>

*mean was computed based on responses on a 1 - 5 scale with 1=Not at all useful and 5=Very useful.

**This question was asked only of ISS Faculty Participants.

***This question was asked only of ISS student participants.
3.3 Impressions of ISS Arrangements and Personnel

Respondents were asked to rate the ISS arrangements and personnel by checking the extent to which they agreed or disagreed with 12 statements, using a five-point scale (1=“Strongly disagree”, 2=“Disagree, 3=“Neutral”, 4=“Agree” and 5=“Strongly agree”) for each year.

Respondents generally agreed with the statements and were satisfied with the ISS arrangements and personnel except for three statements related to English skill. Statements about the counterpart, food and accommodations received the highest mean scores, ranging from 4.00 to 5.00. The statements related to English-“Did not have difficulty in expressing themselves in English”, “TUA participants put effort into expressing themselves in English” and “There was enough information provided in English”-had a very low mean scores ranging from 2.61 to 3.55 (Table 3.3.1). When we look at the mean score in detail for each respondent group, there was significant difference between TUA student participants and ISS international participants for these three statements every year. The mean scores for TUA student participants range from 2.18 to 2.96; for international student participants, from 3.83 to 4.67. The statement “TUA participants put effort into expressing themselves in English” was also asked to faculty respondents and there was also significant difference between TUA/ISS organizing committee members and international advisors. These results clearly indicate that TUA student participants have difficulty in English and, feel this is a constraint.
Table 3.3.1 Participants’ Impressions About ISS Arrangements and Personnel.

<table>
<thead>
<tr>
<th>Statement</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean* (SD)</td>
<td>n</td>
<td>Mean* (SD)</td>
<td>n</td>
</tr>
<tr>
<td>Counterpart helped me stay in Japan comfortably**</td>
<td>3</td>
<td>4.67 (0.58)</td>
<td>6</td>
<td>5.00 (0.00)</td>
<td>12</td>
</tr>
<tr>
<td>Session discussion was well organized</td>
<td>34</td>
<td>4.00 (0.82)</td>
<td>36</td>
<td>3.72 (0.78)</td>
<td>47</td>
</tr>
<tr>
<td>Panel discussion was well organized</td>
<td>34</td>
<td>4.21 (0.77)</td>
<td>35</td>
<td>3.91 (0.74)</td>
<td>47</td>
</tr>
<tr>
<td>Time allotted for each presentation was enough</td>
<td>33</td>
<td>3.67 (0.99)</td>
<td>36</td>
<td>3.56 (0.94)</td>
<td>47</td>
</tr>
<tr>
<td>ISS topic was appropriate</td>
<td>33</td>
<td>4.15 (0.83)</td>
<td>35</td>
<td>3.77 (0.73)</td>
<td>47</td>
</tr>
<tr>
<td>Allotted time for ISS week was enough</td>
<td>34</td>
<td>3.71 (1.00)</td>
<td>37</td>
<td>3.59 (0.99)</td>
<td>48</td>
</tr>
<tr>
<td>Did not have difficulty in expressing myself in English***</td>
<td>24</td>
<td>2.83 (1.34)</td>
<td>23</td>
<td>2.61 (1.34)</td>
<td>34</td>
</tr>
<tr>
<td>TUA participants put effort into expressing themselves in English</td>
<td>34</td>
<td>2.62 (1.44)</td>
<td>36</td>
<td>2.72 (1.21)</td>
<td>47</td>
</tr>
<tr>
<td>There was enough information provided in English****</td>
<td>23</td>
<td>2.87 (1.18)</td>
<td>24</td>
<td>3.12 (1.26)</td>
<td>34</td>
</tr>
<tr>
<td>I enjoyed the food provided during the ISS week*****</td>
<td>3</td>
<td>4.00 (0.00)</td>
<td>6</td>
<td>4.17 (0.75)</td>
<td>12</td>
</tr>
<tr>
<td>Accommodations were comfortable****</td>
<td>3</td>
<td>4.33 (0.58)</td>
<td>6</td>
<td>4.00 (0.89)</td>
<td>12</td>
</tr>
<tr>
<td>The proceedings were well edited and organized</td>
<td>32</td>
<td>3.97 (0.86)</td>
<td>34</td>
<td>3.94 (0.81)</td>
<td>47</td>
</tr>
</tbody>
</table>

*Mean was computed based on responses on a 1 - 5 scale with 1=Strongly disagree and 5=Strongly agree.

**This question was asked only of international student participants.

***This question was asked only of ISS student participants.

****This question was asked only of ISS student participants and international advisors.

*****This question was asked only of ISS international student participants and international advisors.
3.4 Impact of ISS

a. The Impact of ISS on student participants

ISS student participants were asked about the personal impacts of the ISS, and ISS faculty participants were asked about the impact of the ISS on participating students, using a five-point scale (1= “No change”, 2= “Slight improvement”, 3= “Some improvement”, 4= “Good improvement” and 5= “Greatly improved”) and an impact index was calculated. In addition, a between groups post hoc test was done within four groups to test whether there are differences in the impacts of the ISS. These questions were asked to make clear what kind of impact the participating students experienced from the ISS and if there were any differences in impacts between the respondent groups.

The results from the four respondent groups indicate many impact types. The two statements “Interest in international relations” and “Interest in studying abroad” received very high mean scores from each of the four groups, ranging from 3.80 to 4.57. The lowest impacts were on “Motivation for job hunting” and “English skill”, with mean scores ranging from 2.64 to 3.60.

Among the 13 impacts listed, the mean score was significantly different for five impacts: “Interest in foreign language (except English)”, “Motivation for job hunting”, “Communication skill”, “Knowledge about Japan” and “Impact index” (Table 3.4.1). The significant difference for “Interest in foreign language (except English)” was between the ISS organizing committee members (mean of 3.04) and the international student participants (mean of 3.89).

Again in “Motivation for job hunting”, there was significant difference in mean score between the TUA/ISS organizing committee members (mean of 2.64) and the international student participants (mean of 3.6). For the impact of “Communication skill”, there was significant difference between ISS faculty participants and ISS student participants. ISS faculty participants responded that there was some improvement (mean of 3.21 and 3.32), on the other hand, ISS student participants responded that there was good improvement (mean of 3.95 and 4.04) in communication skill.

Between TUA/ISS participants (TUA/ISS organizing committee members and TUA student participants, mean of 3.2 and 3.68) and ISS international participants (international advisors and international student participants, mean of 4.29 and 4.43), there was significant difference in the impact in “Knowledge about Japan”. This is a very reasonable difference because the TUA/ISS participants live in Japan and the ISS international participants may have been visiting Japan for the first time. The overall “impact index” mean scores differed significantly for the TUA/ISS organizing committee members (mean of 3.44) and international student participants (mean of 3.99)(table 3.4.1). Some other comments from international advisors indicated student leadership and international experience as participating student impacts.

During the ISS week, many of the students gathered from more than 20 countries share ideas about current related situations and possible solutions for problems in each country and worldwide, resulting in a positive impact on international relations, especially for students. This impact may influence them to become interested in studying abroad. Looking at the overall results, international student participants rate impact with the highest score, and
TUA/ISS organizing committee members rate impact with the lowest score. These international student participants’ results are understandable because attending this kind of international summit is a first for most of them, so the impacts could be significant. The results for the TUA/ISS organizing committee impacts however, are significantly lower than expected.
**Table 3.4.1** Impact of ISS on participating students

<table>
<thead>
<tr>
<th>Statement</th>
<th>TUA student participants</th>
<th>International student participants</th>
<th>TUA/ISS organizing committee members</th>
<th>International advisors</th>
<th>F Value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of agriculture, food and environment in own country</td>
<td>74 3.74 (1.02)</td>
<td>47 3.81 (0.99)</td>
<td>25 3.88 (1.09)</td>
<td>14 4.07 (0.73)</td>
<td>0.467</td>
<td>0.71</td>
</tr>
<tr>
<td>Understanding of agriculture, food and environment in the world</td>
<td>74 3.88 (0.98)</td>
<td>47 4.19 (0.82)</td>
<td>25 3.84 (1.07)</td>
<td>14 4.00 (0.68)</td>
<td>1.298</td>
<td>0.28</td>
</tr>
<tr>
<td>Interest in foreign language (except English)</td>
<td>74 3.65 (1.29)</td>
<td>47 3.89 (1.09)</td>
<td>25 3.04 (1.17)</td>
<td>14 3.43 (1.16)</td>
<td>2.873</td>
<td>0.04**</td>
</tr>
<tr>
<td>Interest in studying and solving global issues</td>
<td>74 3.92 (1.09)</td>
<td>47 4.02 (0.92)</td>
<td>25 3.68 (1.03)</td>
<td>14 3.71 (0.83)</td>
<td>0.778</td>
<td>0.51</td>
</tr>
<tr>
<td>Interest in international relations</td>
<td>74 4.20 (0.98)</td>
<td>47 4.47 (0.91)</td>
<td>25 3.96 (1.02)</td>
<td>14 4.57 (0.51)</td>
<td>2.236</td>
<td>0.09</td>
</tr>
<tr>
<td>Interest in studying abroad</td>
<td>74 3.97 (1.22)</td>
<td>47 4.28 (1.10)</td>
<td>25 3.80 (0.96)</td>
<td>14 4.29 (1.07)</td>
<td>1.342</td>
<td>0.26</td>
</tr>
<tr>
<td>Motivation for academic research</td>
<td>74 3.91 (1.14)</td>
<td>47 3.87 (1.31)</td>
<td>25 3.40 (0.96)</td>
<td>14 3.43 (1.22)</td>
<td>1.669</td>
<td>0.18</td>
</tr>
<tr>
<td>Motivation for job hunting</td>
<td>74 3.18 (1.37)</td>
<td>47 3.60 (1.28)</td>
<td>25 2.64 (1.32)</td>
<td>14 3.43 (1.34)</td>
<td>2.954</td>
<td>0.03**</td>
</tr>
<tr>
<td>Interest in international and local voluntary work</td>
<td>74 3.58 (1.27)</td>
<td>47 3.77 (1.25)</td>
<td>25 3.48 (1.00)</td>
<td>14 3.36 (1.15)</td>
<td>0.562</td>
<td>0.64</td>
</tr>
<tr>
<td>Communication skill</td>
<td>74 3.95 (1.01)</td>
<td>47 4.04 (0.88)</td>
<td>25 3.32 (1.11)</td>
<td>14 3.21 (1.25)</td>
<td>4.851</td>
<td>0.00**</td>
</tr>
<tr>
<td>Knowledge about Japan</td>
<td>74 3.68 (1.05)</td>
<td>47 4.43 (0.58)</td>
<td>25 3.20 (1.12)</td>
<td>14 4.29 (0.73)</td>
<td>12.136</td>
<td>0.00**</td>
</tr>
<tr>
<td>English skill</td>
<td>74 3.32 (1.14)</td>
<td>47 3.55 (1.49)</td>
<td>25 3.00 (1.00)</td>
<td>14 3.36 (1.01)</td>
<td>1.126</td>
<td>0.34</td>
</tr>
<tr>
<td>Impact index</td>
<td>74 3.75 (0.77)</td>
<td>47 3.99 (0.74)</td>
<td>25 3.44 (0.91)</td>
<td>14 3.76 (0.69)</td>
<td>2.823</td>
<td>0.04**</td>
</tr>
</tbody>
</table>

*Mean was computed based on responses on a 1 - 5 scale, with 1=No change and 5=Greatly improved.

**Significant at 0.05 level.
In addition, two questions were asked only of TUA student participant about their increased chances to communicate with international or Japanese students using the same five point scale as in impact analysis of the ISS (1= “No change”, 2= “Slight improvement”, 3= “Some improvement”, 4= “Good improvement” and 5= “Greatly improved”). Both the international students and the Japanese students responded that they had a good improvement in their chance to communicate with international or Japanese students (Table 3.4.2). This impact may not only affect TUA students, but also increase the interest in international relations, studying abroad and foreign languages.

Table 3.4.2 Chance to communicate with Japanese/international students.

<table>
<thead>
<tr>
<th>Statement</th>
<th>n</th>
<th>Mean* (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To international students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance to communicate with Japanese students</td>
<td>41</td>
<td>3.80 (1.17)</td>
</tr>
<tr>
<td>To Japanese students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance to communicate with international students</td>
<td>57</td>
<td>4.26 (0.81)</td>
</tr>
</tbody>
</table>

This question is asked only of ISS/TUA student participants.

*Mean was computed on the basis of responses on a 1 - 5 scale with 1=No change and 5=Greatly improved.

b. The Impact of ISS on General Students at Global Partner Universities

The same questions about the impacts of the ISS were asked of international advisors focusing on the general students in their own university who wished but did not have the chance to participate in the ISS. They answered by using the same five-point scale (1= “No change”, 2= “Slight improvement”, 3= “Some improvement”, 4= “Good improvement” and 5= “Greatly improved”).

The mean score for the impact index was 2.98. This is 0.78 below the mean score of the ISS impacts on participating students as rated by the ISS international advisors, which was 3.76. However, they still responded that they observed some improvement of the impacts of the ISS on students who did not attend. There were similar impacts for participating students, who had high scores, and even for general students, which were “Interest in studying abroad”, “Interest in international relations” and “Knowledge about Japan” (Table 3.4.3). Other comments included: increased awareness of TUA, need to support more than one student to participate in the ISS and “applicants are increasing every year”. These results indicate that having the ISS is affecting not only the participating students, but also the other students of global partner universities.

In addition, we asked for ideas to improve the impacts on general students in each university from both TUA/ISS organizing committee members and international advisors. Many of the respondents said that they need to establish the ISF or a related organization to increase the impact. The promotions include using several tools such as newsletters, posters and conferences to let the general students know about the ISS/ISF and build interest. Furthermore, some respondents indicated there is a need to have support from several departments to spread the impact throughout the student body.
Table 3.4.3 Impact of ISS on general students.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean*</th>
<th>(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of agriculture, food and environment in own country</td>
<td>3.07</td>
<td>(1.44)</td>
</tr>
<tr>
<td>Understanding of agriculture, food and environment in the world</td>
<td>3.07</td>
<td>(1.21)</td>
</tr>
<tr>
<td>Interest in foreign language (except English)</td>
<td>2.57</td>
<td>(1.02)</td>
</tr>
<tr>
<td>Interest in studying and solving global issues</td>
<td>2.93</td>
<td>(1.27)</td>
</tr>
<tr>
<td>Interest in international relations</td>
<td>3.21</td>
<td>(1.25)</td>
</tr>
<tr>
<td>Interest in studying abroad</td>
<td>3.43</td>
<td>(1.28)</td>
</tr>
<tr>
<td>Motivation for academic research</td>
<td>2.71</td>
<td>(1.20)</td>
</tr>
<tr>
<td>Motivation for job hunting</td>
<td>2.86</td>
<td>(1.35)</td>
</tr>
<tr>
<td>Interest in international and local voluntary work</td>
<td>2.93</td>
<td>(1.27)</td>
</tr>
<tr>
<td>Communication skill</td>
<td>2.79</td>
<td>(1.25)</td>
</tr>
<tr>
<td>Knowledge about Japan</td>
<td>3.21</td>
<td>(0.98)</td>
</tr>
<tr>
<td>English skill</td>
<td>2.93</td>
<td>(1.27)</td>
</tr>
<tr>
<td>Impact index</td>
<td>2.98</td>
<td>(1.13)</td>
</tr>
</tbody>
</table>

This question is asked only of ISS international advisors

*Mean was computed on the basis of responses on a 1 - 5 scale, with 1=No change and 5=Greatly improved

c. General Students’ Interest in ISS

International advisors and TUA/ISS organizing committee members were asked about the general students’ interest in ISS/ISF at their faculty/colleges to indicate how many students are interested in ISS/ISF at global partner universities. In most of the universities, including TUA, fewer than 20 percent of the total students in each faculty/college are interested in ISS/ISF. If we look closely, more than 50 percent of the ISS faculty participants feel that less than 10 percent of general students in their faculty/college are interested in ISS/ISF (Table 3.4.4). This suggests that most students at global partner universities and TUA are not interested or do not know about the ISS/ISF.

The rate at which general students of each university are increasing or decreasing in the past five years was also asked of both international advisors and TUA/ISS organizing committee members. About 65 percent (64.29 percent) of the ISS international advisors and 48 percent of the TUA/ISS organizing committee members answered that general students interest in ISS/ISF has increased during the past five years (Table 3.4.5).
Table 3.4.4 General students’ interest in ISS/ISF.

<table>
<thead>
<tr>
<th>Percentage of students interested in ISS/ISF in the faculty/college</th>
<th>TUA/ISS organizing committee members</th>
<th>International advisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Less than 5%</td>
<td>8</td>
<td>32.00</td>
<td>3</td>
</tr>
<tr>
<td>6-10%</td>
<td>7</td>
<td>28.00</td>
<td>6</td>
</tr>
<tr>
<td>11-20%</td>
<td>8</td>
<td>32.00</td>
<td>3</td>
</tr>
<tr>
<td>21-50%</td>
<td>2</td>
<td>8.00</td>
<td>1</td>
</tr>
<tr>
<td>More than 50%</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.00</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 3.4.5 Number of students interested in ISS/ISF in the past five years

<table>
<thead>
<tr>
<th>Students interested in ISS/ISF</th>
<th>TUA/ISS organizing committee members</th>
<th>International advisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Increasing</td>
<td>12</td>
<td>48.00</td>
<td>9</td>
</tr>
<tr>
<td>Decreasing</td>
<td>3</td>
<td>12.00</td>
<td>0</td>
</tr>
<tr>
<td>No change</td>
<td>10</td>
<td>40.00</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.00</td>
<td>14</td>
</tr>
</tbody>
</table>

3.5 Source of Information

a. Awareness of ISS/ISF Web site

On the TUA Web site is an ISS/ISF page that includes a bulletin board in Japanese and a conference room for each region of the world with discussion in both Japanese and English. To enter the bulletin board and conference room, username and password are needed. These are provided to each ISS student participant. The bulletin board is mainly used to inform about ISS/ISF activities at TUA; the conference room is used to hold discussions about the theme of the ISS each year by both international student participants and TUA student participants.

Respondents were asked whether they know and are interested in using the ISS/ISF Web site, bulletin board and conference room. In addition, through open-ended questions, students were asked what kind of topics they want to talk about in the conference room and how the Web site and the conference room can be improved. Results showed that most of the respondents know about the Web site and other contents but less than one third of the TUA student participants are using the bulletin board on the Web site. On the other hand, interest among TUA student participants and international student participants in using the conference room is higher, but less than half of the TUA student participants want to use the conference room in Japanese. Around 60 percent of the students answered that they are interested in using the bulletin board and the conference room, but about 70 percent of the respondents
answered they are not checking or posting messages to either (Table 3.5.1). The topics that student participants want to discuss in the conference room mainly relate to food, agriculture and the environment, especially specific topics such as organic farming, safe food and nutrition problems. Many of the respondents also mentioned that they want to talk about ISS-related themes each year, include self-introductions, and discuss what former participants are doing.

Answers about Web site and conference room improvement most frequently include suggestions for easier use. To reach most of the main contents on the ISS Web site such as the conference room, requires many steps. The other statements mostly related to the conference room. General statements included the need for a discussion coordinator and combined world region rooms for more in-depth discussion. In addition, some of the respondents mentioned that they want to have reminder e-mails to be sent when someone posts a message to the conference room (Table 3.5.2). These changes are not difficult to make and will help reorganize the Web site for better use.
Table 3.5.1 Perceptions of the ISS/ISF Web site

<table>
<thead>
<tr>
<th>Statements</th>
<th>TUA student participants</th>
<th>International student participants</th>
<th>TUA/ISS organizing committee members</th>
<th>International advisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Do you know about the ISS/ISF Web site?</td>
<td>70</td>
<td>88.57</td>
<td>45</td>
<td>80.00</td>
<td>25</td>
</tr>
<tr>
<td>Do you know about bulletin board on the Web site?</td>
<td>64</td>
<td>73.44</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Do you check the bulletin board in a regular basis?</td>
<td>59</td>
<td>27.12</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Did you know that there is a conference room on the Web site?</td>
<td>62</td>
<td>67.74</td>
<td>41</td>
<td>75.61</td>
<td>22</td>
</tr>
<tr>
<td>Do you check or post messages in the conference room in Japanese on a regular basis?</td>
<td>57</td>
<td>21.05</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Do you check or post messages in the conference room in English on a regular basis?</td>
<td>40</td>
<td>32.50</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Are you interested in using the conference room in Japanese?</td>
<td>40</td>
<td>47.50</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Are you interested in using the conference room in English?</td>
<td>41</td>
<td>68.29</td>
<td>38</td>
<td>57.89</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 3.5.2 How to improve the Web site and the conference room?

<table>
<thead>
<tr>
<th>Statement</th>
<th>TUA student participants (n=14)</th>
<th>International student participants (n=17)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of mention</td>
<td>Frequency of mention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make the Web site and the conference room easier to use</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Choose one topic for discussion and someone to coordinate the discussion in the conference room</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Reduce the number of conference room</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Send reminding e-mail when someone posts a message or on regular basis</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Make the conference room possible to upload pictures</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Let more people know about the conference room</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
b. Sources of Information about ISS

Respondents were asked about the usefulness of each source/media to send info about the ISS. They answered using a five point scale (1= “Not at all useful”, 2= “Not so useful”, 3= “Neutral”, 4= “Useful” and 5= “Very useful”). Respondents indicated that most of the information sources/media were useful, but there were some significant differences in mean scores on what kind of information source/media respondent groups preferred.

The mean score for usefulness of TUA CIP was significantly different between TUA student participants (mean of 3.65) and international advisors (mean of 4.50). Proceedings also had significant differences between TUA/ISS participants (including TUA/ISS student participants and ISS organizing committee members mean of 3.52, 3.73) and international advisors (mean of 4.54) (Table 3.5.3). In addition, some of the participants mentioned personal contact between friends or members are very useful sources of information for all of the respondent groups. From these results it could be said that ISS participants prefer to get information about the ISS sent directly to them by other students or faculty members and not indirectly- for example, through the conference room, proceedings or Web site. E-mail from Global NEFA is also sent directly to respondents, but it has just started and it is still in the development stage, so the score is low. The conference room had low score, but as we mentioned before, many of the students are interested in using it. The ISS/ISF Web site also received a high score, even though it is not a direct information source.
Table 3.5.3 Usefulness of sources/media for information about ISS.

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>TUA student participants</th>
<th>International student participants</th>
<th>TUA/ISS organizing committee members</th>
<th>International advisors</th>
<th>Total</th>
<th>F Value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>Mean*  (SD)</td>
<td>n</td>
<td>Mean*  (SD)</td>
<td>n</td>
<td>Mean*  (SD)</td>
<td>n</td>
<td>Mean*  (SD)</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>-----</td>
<td>-----------</td>
<td>-----</td>
<td>-----------</td>
<td>-----</td>
<td>-----------</td>
</tr>
<tr>
<td>ISS/ISF Web site</td>
<td>62</td>
<td>3.60 (1.08)</td>
<td>44</td>
<td>4.07 (0.62)</td>
<td>22</td>
<td>3.95 (0.95)</td>
<td>12</td>
</tr>
<tr>
<td>Conference room on Website</td>
<td>56</td>
<td>3.11 (1.22)</td>
<td>42</td>
<td>3.71 (0.83)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ISF-Japan mailing list</td>
<td>62</td>
<td>3.73 (1.12)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Global NEFA mailing list</td>
<td>47</td>
<td>3.40 (1.06)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>e-mail from TUA students</td>
<td>-</td>
<td>-</td>
<td>45</td>
<td>4.31 (0.70)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TUA Center for International Program (CIP)</td>
<td>57</td>
<td>3.65 (1.17)</td>
<td>41</td>
<td>3.85 (0.88)</td>
<td>23</td>
<td>4.04 (0.82)</td>
<td>12</td>
</tr>
<tr>
<td>Own university</td>
<td>-</td>
<td>-</td>
<td>44</td>
<td>3.77 (1.10)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ISS advisors at own university</td>
<td>-</td>
<td>-</td>
<td>43</td>
<td>3.81 (1.20)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Proceedings</td>
<td>61</td>
<td>3.52 (1.13)</td>
<td>45</td>
<td>4.04 (0.80)</td>
<td>22</td>
<td>3.73 (1.03)</td>
<td>13</td>
</tr>
</tbody>
</table>

Some questions were asked only of specific groups
*Mean was computed on the basis of responses on a 1-5 scale, with 1=Not at all useful and 5=Very useful.
**Significant at 0.05 level.
To help understand if each group of respondents was getting enough information about the ISS/ISF, the question “Do you want to get more information about the ISS/ISF?” was asked, including what kind of information was desired through an open-ended question. In addition, the students still keeping in touch with students who participated in ISS from other universities were asked how to improve the information exchange between ISS student participants.

From the results, we could know that ISS student participants are more willing to get information about the ISS/ISF than ISS faculty participants because most of them no longer remain at the university and have difficulty receiving information (Table 3.5.4). TUA student participants and TUA/ISS organizing committee members want to know what kinds of activities are going on in the ISF at TUA and international student participants want updates on the presentations and discussion at the ISS on the Web site. The international advisors are willing to get information about ISF from other global partner universities.

Though 80 percent of the international student participants are still in touch with students from other universities, only about half of TUA student participants keep in touch with participants from other universities (Table 3.5.5). English could be one of the biggest factors affecting the TUA student participants low mean response. In addition, not all of the TUA student participants had the chance to communicate well with the international student participants. In the comments on improving for information exchange, many of the respondents mentioned improvement of and easier use of the ISS Web site and conference room. They also said most of the information sharing could be done through e-mail and the mailing list (Table 3.5.6).

### Table 3.5.4 Getting more information about ISS/ISF

<table>
<thead>
<tr>
<th></th>
<th>TUA student participants*</th>
<th>International student participants</th>
<th>TUA/ISS organizing committee members</th>
<th>International advisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Yes</td>
<td>25</td>
<td>75.76</td>
<td>36</td>
<td>80.00</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>24.24</td>
<td>9</td>
<td>20.00</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100.00</td>
<td>45</td>
<td>100.00</td>
<td>25</td>
</tr>
</tbody>
</table>

*This question is asked only of graduated students

### Table 3.5.5 Keeping in touch with classmates from other universities who attended ISS

<table>
<thead>
<tr>
<th></th>
<th>TUA student participants</th>
<th>International student participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>33</td>
<td>47.14</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>52.86</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.00</td>
</tr>
</tbody>
</table>
3.6 Impressions of ISS/ISF

International student participants and international advisors were asked questions related to their impressions of ISS/ISF. They answered using the five-point scale (1= “Strongly disagree”, 2= “Disagree”, 3= “Neutral”, 4= “Agree” and 5= “Strongly agree”). These questions were asked to find out whether they had enough information about the ISS/ISF before and during the ISS and also to measure their interest in holding the ISS/ISF at their own universities.

In general, international advisors had enough information about both the ISS and ISF before traveling to Japan, and they developed more understanding about the ISF during their stay in Japan. However, international student participants seem to have had less information about both the ISS and ISF. Particularly, there was a significant difference between these two respondent groups in information about the ISF both before and during the ISS (Table 3.6.1). This result indicates that information about the ISF did not transfer well from international advisors to international student participants. Even though the mean score for students is greatly improving across international advisors, the result indicates more improvement is needed. In addition, current international student participants indicated interest in establishing the ISF at their own universities (mean score of 3.64).

To indicate whether there is a clear understanding of the difference between the ISS and ISF, we asked participants if they know the difference. This question was asked of all respondent groups. It was mentioned that the ISF was established in 2002 during the second ISS, so participants in the first ISS (2001) may not know of the ISF. The results show ISS faculty participants generally understand the difference, but many of the student participants do not. This result and the results displayed in Table 3.6.1 indicate that there should be more explanation about the ISS and ISF to student participants, including TUA student participants.
Table 3.6.1 Impressions of ISS/ISF

<table>
<thead>
<tr>
<th>Statements</th>
<th>International student participants</th>
<th>International advisors</th>
<th>t-value</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had enough understanding of the ISS before traveling to Japan (topic, objective, schedule, etc.)</td>
<td>44 3.70 (1.13)</td>
<td>13 4.15 (1.14)</td>
<td>1.25</td>
<td>0.23</td>
</tr>
<tr>
<td>I had enough information about the ISF before traveling to Japan</td>
<td>44 3.25 (1.10)</td>
<td>13 4.15 (1.14)</td>
<td>2.52</td>
<td>0.02</td>
</tr>
<tr>
<td>I understood clearly the objectives and activities of the ISF during the ISS week</td>
<td>44 3.93 (0.95)</td>
<td>13 4.77 (0.44)</td>
<td>4.46</td>
<td>0.00</td>
</tr>
<tr>
<td>To current students: I am interested in establishing the ISF in my university</td>
<td>22 3.64 (1.05)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*Mean was computed on the basis of responses on a 1- 5 scale, with 1=Strongly disagree and 5=Strongly agree.

Table 3.6.2 The difference between ISS and ISF.

<table>
<thead>
<tr>
<th></th>
<th>TUA student participants</th>
<th>International student participants</th>
<th>TUA/ISS organizing committee members</th>
<th>International advisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>55 78.57</td>
<td>29 65.91</td>
<td>21 84.00</td>
<td>12 92.31</td>
<td>117 76.97</td>
</tr>
<tr>
<td>No</td>
<td>15 21.43</td>
<td>15 34.09</td>
<td>4 16.00</td>
<td>1 7.69</td>
<td>35 23.03</td>
</tr>
<tr>
<td>Total</td>
<td>70 100.00</td>
<td>44 100.00</td>
<td>25 100.00</td>
<td>13 100.00</td>
<td>152 100.00</td>
</tr>
</tbody>
</table>

3.7 Present Status of ISF Activities

a. ISF Activities at TUA

As it is written in the action plan that was adopted during the second ISS (2002), TUA has established the ISF, a students’ organization. The members of the ISF organize the ISS and have several activities year round that are organized mainly by students. The main activities for the ISF at TUA are to study each country and present the results at the study meeting, pre-summit and the ISS. In addition, the ISF conducts several activities to increase understanding of food, agriculture and the environment around the world, which are listed in Table 3.7.1.

A pre-summit is hold once a year, in August, and study meetings are held once every few months to present an interim report from each country group. These activities are planned to help students understand the situation in each country and to hold discussions with other students from several countries. In the food culture exchange, international students introduce their countries and demonstrate how to cook ethnic dishes that later students will try to cook by themselves. Students may learn about food and culture around the world through this activity.
“Janglish” is a coined word combining Japanese and English. This is a unique activity designed to improve language skills, not only of English and Japanese but also several other languages by students teaching one another their mother tongue. This helps students have active discussions without the nuisance of language barriers. Students also plan to have field practice with local farmers to study the agricultural system from production and processing to sales. To have a deeper discussion with international students at TUA, the Tour of Japanese Agriculture was planned for international students to visit several agricultural sites and learn more about agriculture in Japan. Most of the ISF activities are not for ISF members only—general students may also attend these activities.

TUA student participants and TUA/ISS organizing committee members were asked about awareness of and attendance at these ISF activities. The number of TUA/ISS organizing committee members who attended ISF activities is very few because they are not requested to attend. However, they are recommended to attend the pre-summit and a few other activities. The awareness of each activity by TUA student participants is quite high except for the Tour of Japanese Agriculture, which mainly targets international students. However, their attendance is much lower than their awareness, with slightly more than half of the respondents answering that they have attended most of the activities. On the other hand, the awareness of the TUA/ISS organizing committee members is much lower than that of the students especially regarding Janglish and the field practice (Table 3.7.1).

Table 3.7.1 ISF activities at TUA.

<table>
<thead>
<tr>
<th>ISF Activities</th>
<th>TUA student participants (n=63)</th>
<th>TUA/ISS organizing committee members (n=25)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aware n %</td>
<td>Attended n %</td>
</tr>
<tr>
<td>Pre-summit</td>
<td>53 84.27 42 66.67</td>
<td></td>
</tr>
<tr>
<td>Food culture exchange</td>
<td>51 80.95 44 69.84</td>
<td></td>
</tr>
<tr>
<td>Janglish</td>
<td>47 75.64 27 42.86</td>
<td></td>
</tr>
<tr>
<td>Study meeting</td>
<td>45 71.43 39 61.90</td>
<td></td>
</tr>
<tr>
<td>Field practice</td>
<td>41 65.08 32 50.79</td>
<td></td>
</tr>
<tr>
<td>Tour of Japanese Agriculture</td>
<td>21 33.33 15 23.81</td>
<td></td>
</tr>
</tbody>
</table>

TUA has three campuses - Setagaya (Tokyo), Atsugi (Kanagawa) and Okhotsk (Hokkaido), and each of the campuses has several ISF members and ISF activities. The Atsugi campus is one hour away from the Setagaya campus, but if one wants to travel to the Okhotsk campus, an airplane trip of 1 ½ hours is necessary. Most of the activities and members are concentrated on Setagaya’s campus, where the ISS is also held each year. Therefore, students at Atsugi and Okhotsk need to communicate with students and faculty members and participate in the activities on Setagaya’s campuses. Because of long distances between campuses, there are difficulties in conducting the ISF activities. To better understand these difficulties, TUA student participants from Atsugi and Okhotsk campuses were asked whether they had any difficulty communicating with other students and participating in the ISS/ISF activities on other campuses. They were asked to respond using a five-point scale (1= “Strongly disagree”, 2= “Disagree”, 3= “Neutral”, 4= “Agree” and 5= “Strongly agree”). Comments for improvements were also collected.
Results show that more than 95 percent of the students in Atsugi and Okhotsk campuses are having or had some kind of difficulty in communicating and participating in the ISF activities on other campuses (Table 3.7.2). The comments collected from these students indicate that they want permission to use university facilities and a chance to visit other students and campuses so that they may communicate face to face as shown in the following comments:

“Better if there will be the opportunity for Setagaya students to visit Atsugi campus.”

“Information dissemination through the use of university phone. Visiting Okhotsk campus once every few months.”

Because of the difficulty in attending the ISS/ISF activities on other campuses, students mentioned that financial support for transportation is very helpful to them. This began this year with support from the CIP-TUA. In addition, some mentioned that student members at Setagaya need to organize the executive meeting and overall meetings more conveniently so that students from Atsugi may participate. Meetings are held mostly on the Setagaya campus. These meetings are held once a month or as needed by students. There are also meetings with TUA/ISS organizing committee members and with executive student members a few times a year.

“Transportation was very expensive.”

“From this year, there will be transportation subsidy, that’s why I am quite relieved financially. However, I want the meetings to start from 6 p.m. because previous meetings started too early.”

“It is convenient for me because I am living relatively near to Setagaya campus. With the passnet [prepaid card] given by the school, individual financial burden is getting better from this year. However, there were cases when Atsugi students visited Setagaya campus for a meeting where key members in Setagaya campus didn’t attend. I want the key members to attend the meeting.”

<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency of mention</td>
<td>%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4.00</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>60.00</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>36.00</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 3.7.2 Communication difficulties with ISS/ISF students from other campuses.

These questions were asked only of ISS TUA student participants on the Atsugi and Okhotsk campuses.
TUA/ISS organizing committee members were asked about the importance of ISF activities for students in TUA and they answered by using a five-point scale (1= “Strongly disagree”, 2= “Disagree”, 3= “Neutral”, 4= “Agree” and 5= “Strongly agree”). Suggestions for ISF activities in TUA were also collected. This question was asked to indicate how TUA/ISS organizing committee members feel about the ISF activities and how we can improve the activities. Sixty percent of the respondents agreed that ISF activities are important; 32 percent responded neutrally (Table 3.7.3). This is a reasonable rate for TUA/ISS organizing committee members because not all of the members are interested in and knowledgable about the ISF.

Table 3.7.3 The importance of ISF activities to students at TUA.

<table>
<thead>
<tr>
<th>Frequency of mention</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

This question was asked only of ISS organizing committee members.

b. ISF Activities at Global Partner Universities

Each of the global partner universities agreed to establish a branch of the ISF in the action plan adopted during the second ISS in 2002. However, only a few universities have established an ISF. To find out which universities have an ISF and their membership total, two questions were asked: “Do you have ISF at your university?” and “How many ISF members do you have in your university?” to both international student participants and international advisors.

International student participants from Thailand, Indonesia, Brazil, Peru, Canada, Mexico, Malaysia, Mongolia and the Netherlands, and international advisors from Indonesia and Brazil answered that they have an ISF at their universities. In this result, it seems there is some difference in recognition of the ISF and number of ISF members between international student participants and international advisors (Table 3.7.4, 5). Not all of the ISS participants answered the survey, so there may be more ISFs than reported.

Table 3.7.4 ISFs at other universities.

<table>
<thead>
<tr>
<th>International student participants</th>
<th>International advisors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of mention</td>
<td>Frequency of mention</td>
<td>Frequency of mention</td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>13</td>
</tr>
</tbody>
</table>
To those who answered that they do not have an ISF at their university, the question “Is it possible to establish an ISF at your university? Please give reason to support your opinion” was asked as an open-ended question. This question was asked to help understand the number of factors affecting ISF development at global partner universities. About half of the respondents gave positive responses, believing it possible to establish an ISF at their universities. However, several factors were mentioned affecting organization probability. Most of the former ISS participants have already graduated from partner universities, and most of the universities already have several student clubs and organizations similar to the ISF. Respondents also mentioned that there are many students who are interested in these kind of activities, but they need support from the university to create this kind of organization. In addition, some respondents mentioned that they need more international students or to better internationalize their university to organize an ISF, as shown in the following comments:

“Students who participate in ISS are usually graduating seniors. They leave the campus after graduation. So, they have not been able to organize ISF. We also have several clubs and international program activities. Most students participate in one or more clubs/organization. So, we need to think carefully about whether we need an additional club--ISF. We plan to discuss this in fall 2006 and possibly have it in the near future. (USA, advisor)

“We plan to set up a new institution, namely, the Graduate Institute of International Agriculture. The main purpose of this organization is to recruit international students to us for their master and doctoral degrees. I believe this intended institution shall be a very suitable bridge for us to promote activities such as ISF. (Taiwan, advisor)

“It is possible. Because there are so many students who are interested in the agriculture and environment, they are positive. In addition, the administrator must be support the idea too.” (China, student)
“It is difficult to establish the ISF in Germany, because we already have many different groups. They are discussing about agricultural problems, visiting many farms etc.” (Germany, student)

“At present, our university is interested in establishing ISF. However, actually, we need some funds to do that.” (Vietnam, student)

The questions “What have you done or are doing to establish the ISF in your university?” and “What kind of ISF related activities are you practicing?” were asked. The ISS activities at global partner universities include discussions, conferences and communications with other student organizations, as shown in the following comments:

“We already include the ISF within the framework of our student international program.” (Indonesia, advisor)

“Group discussion; research projects; Extension.” (Brazil, advisor)

“We did a lot of activities such as conferences with professors whose fields were related to food security and also conferences about our experience in Japan.” (Peru, student)

“We had established the ISF-M club in MSUA. There are 17 members of each branch schools. Therefore, we organized first meeting and planned the action plans.” (Mongolia, student)

“We just have had some lectures in relation to Tokyo Declaration and the fifth ISS, and at the end of each session we have held discussion about these topics.” (Mexico, student)

“Bring different international associations together and they exchange information together.” (Netherlands, student)

“Try to consolidate and communicate about the establishment of ISF to our current students’ organization which more or less has similar activities and mission with ISF.” (Indonesia, Student)

International student participants and international advisors were asked what kinds of ISF-related activities not organized by the ISF are meeting in their home universities. From the results we know many of the universities have many unique activities, as shown in the following comments:

“Sharing international experiences from different student exchange programs. Students presented their experiences ranged from farm practice, study tour, laboratory works to seminar in a conference. 2. Special seminars in English by invited speakers. 3. Discussion in a topic related to ISS theme. Students with good performance in English and during discussion will be nominated for ISS. 4. Activities can be run only at Kamphaeng Saen campus where the advisor who had ISS experience resided.” (Thailand, advisor)
“Promote a program so that our students know more about world agricultural problems as well as those in the nearby villages. We already have a model village for the student to do exercises.” (Indonesia, Advisor)

“We have agriculture fair in every year. The students will present about their study while each faculty will present the research result that will be useful for aviculture and factory which including seminar from many agricultural expert.” (Thailand, student)

“We have voluntary ‘Student Campaign’ in all universities all over Vietnam. In summer, students go to rural and mountainous areas to help people there in many aspects such as health services.” (Vietnam, student)

‘Vinculacion Estudiantil’ student entailment consists of a close relationship of peasants and students, they go to rural areas and share know-how and useful information to farmers.” (Mexico, student)

“Many activities, through different student associations in my university, about local issues, environment, developing countries... that organize conferences at the university, different action of sensitization for the other students…” (France, student)

From the three open-ended questions above, we know that many of the universities are trying to organize an ISF. However, they already have several organization and activities in their universities and it may not be useful to establish another one. These results show that it is better to cooperate with other organizations already established at each university rather than establishing the ISF as a new entity in most of the global partner universities.

An attempt was made to study perceptions of international advisors about the need to establish the ISF at their home universities. They were asked to indicate the extent to which ISF is needed at their home universities on a five-point scale (1=“Strongly not needed”, 2=“Not needed”, 3=“Neutral”, 4=“Needed” and 5=“Strongly needed”). Findings indicated that over four out of five (i.e., 85 percent) felt the need for ISF at their universities. From this result, it is clear that international advisors have more positive feeling about ISF than TUA/ISS organizing committee members only 60 percent of them think ISF activities for students are important.

<table>
<thead>
<tr>
<th></th>
<th>Frequency of mention</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>2</td>
<td>15.38</td>
</tr>
<tr>
<td>Needed</td>
<td>5</td>
<td>38.46</td>
</tr>
<tr>
<td>Strongly needed</td>
<td>6</td>
<td>46.15</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 3.7.6 Assessment of the need for ISF at other universities
In addition to the ISF activities in each global partner university, it was asked how many participants think it might be possible to hold an ISS at their university and why. This question was asked to consider the possibility of holding the ISS at another university. Respondents used a five-point scale (1= “Strongly disagree”, 2= “Disagree”, 3= “Neutral”, 4= “Agree” and 5= “Strongly agree”). International student participants had higher mean scores (mean of 3.80) than international advisors (mean of 3.38)(Table 3.7.6). We think this is a reasonable result because international advisors are also faculty members at each university and know about the financial conditions, facilities and possibilities of holding this kind of international conferences and therefore respond more strictly than students. However, many of the international advisors commented that they have experience with this type of conference and it may be possible for them to gain financial support. International student participants have also mentioned that if they hold the ISS at their university, it could be a good opportunity for other students to improve consciousness about global issues (Table 3.7.7). From these results, it is determined possible to hold the ISS at other global partner universities. This could be a good opportunity for students to gain experience at organizing similar conferences and open students’ minds to a worldwide experience. In addition, this opportunity could facilitate each university in establishing an ISF or organizing related clubs to work together.

We have also asked the TUA student participants about what they can do to establish an ISF at global partner universities. Most of the respondents mentioned that information exchange and ISF experience demonstration at TUA is the most important thing TUA-ISF members can do. In addition, they mentioned they need to make the objectives of the ISF clear and to help other students understand. Furthermore, TUA students participants commented that they want to have more frequent information exchanges and hold several activities with other ISFs once they’re established. Many of the respondents also said that they want the ISS to be held in other global partner universities.

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>Mean*</th>
<th>(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>International student participants</td>
<td>44</td>
<td>3.80</td>
<td>(1.11)</td>
</tr>
<tr>
<td>International advisors</td>
<td>13</td>
<td>3.38</td>
<td>(1.19)</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>3.70</td>
<td>(1.13)</td>
</tr>
</tbody>
</table>

*Mean was computed on the basis of responses on a 1-5 scale with 1=Strongly disagree and 5=Strongly agree.
Table 3.7.8 The possibility of holding ISS at a global partner university

<table>
<thead>
<tr>
<th>Statement</th>
<th>International student participants (n=26)</th>
<th>International advisors (n=9)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
</tr>
<tr>
<td>Good opportunity to improve students' consciousness about global issues</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Experience and expertise in the field</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Financial support</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>There are a lot of students interested to organize ISS in each university</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

c. Global NEFA

The Global Network for Environment, Food and Agriculture (Global NEFA) was established in November 2005 as an alumni association of the ISS/ISF so student participants could network and continue the information exchange even after graduation. Because the alumni live all over the word, activities will consist of information exchange through the Internet. However, some gatherings occurred since establishment, and some study meetings with ISF students are in the planning stage.

Graduated ISS participants, both TUA student participants and international participants, were asked if they are receiving e-mail from Global NEFA and do they understand it. What they expect from it and suggestions were also solicited to better understand their desire for it and how the activities can be improved. More than 70 percent of the TUA student participants answered that they are receiving e-mails from the Global NEFA. On the other hand, only 16 percent of the international student participants said that they know about it (Table 3.7.8, 9). They believe that Global NEFA is mainly an information exchange among its members. Respondents indicated a desire to know of recent ISS/ISF activities by using this Web site and other Internet tools. In addition, many of the respondents mentioned that they need to participate in and organize other activities to improve the world, as shown in the following comments:

“A way for international leaders in this field to keep in touch and exchange ideas.”

“I expect G-NEFA as a forum to share any information about current condition of several activities done by alumni of ISS/ISF.”

“Rekindle the friendship, cooperation and enthusiasm among past ISS participants through different projects and events for a better tomorrow!”

“Don’t get fixated on the organization and name. Be flexible in doing action. I want the student-members who graduated to be in charge in supporting different activities. I hope for the further development of ISF.”
“Individual growth based on cooperation and information dissemination among friends who are still students and/or part of the working society.”

Figure 3.7.1 International student participants’ knowledge about Global NEFA.

Figure 3.7.2 TUA student participants’ receiving e-mails from Global NEFA.

3.8 Expectations of ISS/ISF

Each respondent group was asked to indicate what their expectation of the ISS was before participating in the ISS and whether their expectation was attained. (“expectation” means what they thought possible to do or gain through attending the ISS.) Respondents were provided with a list of expectations. They were also asked to indicate other expectations in an open-ended question.
In general, members of each of the respondent groups said they have attained their expectations, but about two-thirds (61.9 percent) of the TUA/ISS organizing committee members said they attained the 1st expectation (Table 3.8.1). This result is reasonable since many of the TUA/ISS organizing committee Members do not attend many of the activities during the ISS week, making it difficult for them to establish general cooperation/networks among participating universities.

Table 3.8.1 Expectations about ISS prior to participating in ISS.

<table>
<thead>
<tr>
<th>Respondent groups</th>
<th>First expectation</th>
<th>Second expectation</th>
<th>Third expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n     %</td>
<td>n     %</td>
<td>N    %</td>
</tr>
<tr>
<td>TUA student participants</td>
<td>38   84.21</td>
<td>20   70.00</td>
<td>12   75.00</td>
</tr>
<tr>
<td>International student participants</td>
<td>29   93.10</td>
<td>18   83.33</td>
<td>15   86.67</td>
</tr>
<tr>
<td>TUA/ISS organizing committee members</td>
<td>21   61.90</td>
<td>2    100.00</td>
<td>2    100.00</td>
</tr>
<tr>
<td>International advisors</td>
<td>13   76.92</td>
<td>8    87.50</td>
<td>5    100.00</td>
</tr>
</tbody>
</table>

When we look into the expectations for each of the respondent groups, “Chance to meet students from different countries in the world” was mentioned most frequently by TUA student participants and “Gain knowledge and understand about food, agriculture and environment in the world” was the second most frequently mentioned. However, it was opposite for international student participants. The third most frequently mentioned expectation by the international student participants was “Visit Japan and know more about Japan.” These expectations were attained by most of the respondents. The expectations of TUA student participants that were not attained included: “Improve English and communication skill” and “Experience and gain management skill of organization” (Table 3.8.2). From these results, it is clear that student participants wanted to gain broader knowledge of their major and had a chance to meet a lot of people from several countries, exchanging knowledge and discussing current issues.

This could also be said of faculty participants, especially from global partner universities. As shown in Table 3.8.3, many of the international advisors expected to develop chances to work together or to exchange their ideas about education and research with other participants and learn about Japanese culture, agriculture and educational programs. TUA/ISS organizing committee members had two expectations—“develop students’ international sensibility” and to “improve students’ English skill” (Table 3.8.3). This expectation is more concerned about the students than the international advisors, but since we could not get any other expectation responses, we could not say if others had the same expectation.
Table 3.8.2 The primary expectation of ISS student participants.

<table>
<thead>
<tr>
<th>List of main expectation</th>
<th>TUA student participants</th>
<th>International student participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency of mention</td>
<td>Attained %</td>
</tr>
<tr>
<td></td>
<td>(n=38)</td>
<td>(%)</td>
</tr>
<tr>
<td>Chance to meet students from different countries in the world</td>
<td>30</td>
<td>96.67</td>
</tr>
<tr>
<td>Gain knowledge and understand about food, agriculture and environment in the world</td>
<td>17</td>
<td>82.35</td>
</tr>
<tr>
<td>Visit Japan and know more about Japan</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Improve English and communication skill</td>
<td>7</td>
<td>27.14</td>
</tr>
<tr>
<td>Gain better understanding of global issues and cultures</td>
<td>3</td>
<td>100.00</td>
</tr>
<tr>
<td>Widen own interest and mind into the world</td>
<td>6</td>
<td>100.00</td>
</tr>
<tr>
<td>Introduce own countries to others</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Experience and gain management skill of organization</td>
<td>3</td>
<td>33.33</td>
</tr>
<tr>
<td>Gain professional contact, experience and study topics for the future</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Learn about own country</td>
<td>2</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The sum of the number for each expectation might exceed the total number of respondents because each respondents might mention multiple expectations.

Table 3.8.3 The primary expectations of ISS faculty participants

<table>
<thead>
<tr>
<th>List of main expectation</th>
<th>TUA/ISS organizing committee members</th>
<th>International advisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency of mention</td>
<td>Attained %</td>
</tr>
<tr>
<td></td>
<td>(n=21)</td>
<td>(%)</td>
</tr>
<tr>
<td>Opportunity for research collaboration</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Learn about Japanese culture</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Learn about Japanese agriculture</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Learn about Japanese educational programs</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Discuss issues about education and research</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Student motivation to leadership</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Improve students' English skill</td>
<td>1</td>
<td>100.00</td>
</tr>
<tr>
<td>Develop student's international sensibility</td>
<td>1</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The sum of the number for each expectation might exceed the total number of respondents because each respondents might mention multiple expectations.
3.9 Additional Comments About the International Program and Activities

a. Election of Student Delegates from global partner universities

Because the ISS does not have any fixed rules about choosing student delegates from the global partner universities, we asked international advisors about their election processes. Most of the universities have similar processes including letters of recommendation, interviews, presentations and degree of English skills, as shown in the following comments:

“There is a general invitation to the student community to participate in the process. The students have to write an essay on the ISS topic of interest. Then, they have to present it to a group of teachers from different specializations. The group of teachers as a petit committee has to give a note to each presentation. Then, an average note is obtained. An extra interview with the elected student may be needed to make a final decision by the coordinator of the committee.”

“Announcement was made regarding ISS and interested students have to fill in an application form. The students are required to present a seminar (on the same topic; e.g., the importance of organic farming). The audiences of the seminar are fellow lecturers and interested students. The lecturers will rate the students and the one that is more fluent in delivery and able to communicate well in English (able to answer questions on the subject matter and other issues) will be selected. In 2004 and 2005, we received on average 30 applications with GPA not less than 2.5.”

b. Students’ Perceptions of the International Education Program at TUA

At TUA several international education programs and special programs are conducted in English as part of the professional education. Student participants were asked whether they attended or wanted to attend these programs. One-third of the respondents answered that they have attended at least one of the programs (Table 3.9.1). This rate is very high compared with other general students at TUA. This result indicates that many of the students who attended the international education program were ISF members or that many students became interested in the program through ISS and ISF activities. This shows us that we should support the students who have attended the program to become ISF members. In addition, the same might be said to other global partner universities that it may be easier to enlist students who have experienced study abroad programs to be ISF members.
Table 3.9.1  The international program at TUA

<table>
<thead>
<tr>
<th>Program</th>
<th>Attended</th>
<th>Want to attend</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency of mention</td>
<td>Frequency of mention</td>
<td>Frequency of mention</td>
</tr>
<tr>
<td>Special program</td>
<td>21</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Short-term farm study (China, Taiwan, Thailand, Mexico)</td>
<td>12</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Short-term study program (Canada, France)</td>
<td>7</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>Long-term study program (Global Partner University)</td>
<td>4</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Farm stay and agricultural training programs (USA)</td>
<td>0</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>None</td>
<td>44</td>
<td>10</td>
<td>-</td>
</tr>
</tbody>
</table>

*Number for expectation exceeds sample size because of multiple responses.

c. Joint International Education Program

Ideas on future ISS/ISF steps were collected from ISS faculty participants. Regarding a joint international education program, international advisers were asked first if their universities were interested in joining the program. Later, ideas for the program were collected from both TUA/ISS organizing committee members and international advisors. Almost all of the international advisors answered that their university would be interested in joining the program (Table 3.9.2). In the comments from both respondents groups, many respondents mentioned that online courses providing credit and allowing transfer of credits between universities would be ideal. Student and faculty exchange programs were also mentioned, especially by international advisors (Table 3.9.3). Some examples for course topics and other suggestions were also mentioned, as shown in the following comments:

“World food, agriculture and environment. Tropical agriculture. Natural resource management. Sustainable agriculture.”

“Applications of biotechnology/GMO in agriculture/food production. International conservations/regulations related to agriculture/food production and environment.”

“It has to be flexible in its curriculum. It must have a general interest for most involved universities. It will require both international and local support. The program should be common in its content for all universities. The objectives must include also practical work. And at the same time, to educate students to support interchange, educational, research and economical cooperation programs. It should have a group of teachers strongly committed with the program.”
Interested to Joint International Education Program (n=13)

- Yes: 92%
- No: 8%

Figure 3.9.1 Interest in the joint international education program

*This question was asked only of ISS international advisors.

Table 3.9.2 Ideas about a joint international education program

<table>
<thead>
<tr>
<th>Statement</th>
<th>TUA/ISS organizing committee members (n=21)</th>
<th>International advisors (n=12)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online courses</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Provide credits and allow transfer of credits</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Faculty and student exchange program</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Special lectures by professors from global partner universities</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Need to improve the English ability of students</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Internship program</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

d. Important Things Students Learned or Experienced Through ISS/ISF Activities

TUA student participants and international student participants were asked, what was the most important thing learned or experienced through ISS/ISF activities. (Similar answers were recorded as an expectation in Table 3.8.5). TUA student participants said that “made friends, experience to interact with students from different counties and to respect the differences in each other” was the most important thing. The International student participants said “learned and understood international food, agriculture and environmental issues” was the most important thing they learned or experienced (Table 3.9.4).
This indicates a clear difference of motivation to attend the ISS between two of the respondent groups. This difference may come from their different position in the organization of the ISS. TUA student participants mainly host the ISS and organize it. On the other hand, international student participants visit and present. Though there are several differences between the two groups, it is clear that both of the student groups participating in the ISS learned and experienced many things through ISS/ISF activities, as shown in the following comments:

“Friends. Many friends who spent the hard time together is the most important thing for me and they will be my friend forever. I also realized there is many people with diverse point of views.” (TUA student participant)

“I felt a sense of fulfillment after taking part in successfully organizing students from different cultures. This event gave me confidence in myself.” (TUA student participant)

“Widen my interest into the world. This was the reason why I studied abroad and had the will to be a person capable of working in the international environment work place.” (TUA student participant)

“I learn a lot. Not only know agriculture system from other country but also can get some new idea by transfer technique or technology that may be applied in our country, especially now that I’m working in department of agriculture, as a worker I’m trying to implement something new to upgrade our agriculture system. My English also is better than before.” (International student participant)

“I could know what happen in the world globally especially from an agriculture point of view as well, as known some information about how to solve world's problem and how youth can participate in doing that's all.” (International student participant)

“According to my study in undergraduate student time was food science, the main thing that I paid attention to is factory processing. But after I has a chance to join ISS/ISF, I realized that the relationship of agriculture and economics which also relate to the trend in food science too. This forum helped me open my mind and brain.” (International student participant)
Table 3.9.3 The most important thing learned or experienced from ISS/ISF activities

<table>
<thead>
<tr>
<th>Statement</th>
<th>TUA Student Participant (n=38) Frequency of mention</th>
<th>International student participants (n=36) Frequency of mention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned and understood international food, agriculture and environmental issues</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Made friends, experience interaction with students from different countries and learned to respect the differences in each other</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Widen interest and mind into the world and several points of view</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>English skill and importance</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Management skill of organization</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Total number of mentions exceed the number of respondents because some of the respondents mentioned several items.

e. Additional Comments and Suggestions

Many respondents from each group wrote comments and suggestions for improvements in the ISS/ISF. TUA student participants suggested that ISS presentations should not be based only on books or journals but also include field notes or information from hands-on learning. The same was also indicated by all respondent groups. One of the respondents suggested the need for more active participation from other global partner universities to make the ISS and the ISF more global. In addition, one of the respondents commented that she/he had a great experience and knows what study abroad entails now.

“It is better if the content of presentations is based on the experience or research of the students themselves. Not only a conclusion from books. So it could be good information for the audience and the speakers could speak more confidently. Also try to make a connection between the present and the next ISS. It will make people easier to follow up and we could expect that the next speaker will continue the study or research of previous speaker. Continuity is the point.” (TUA student participant)

“Active participation (more active) of global partner universities in a common coordinated project could be a very important first step. Project progress responsible professors in the different universities should be selected and former participants should collaborate in extending the network. If we achieve that, then we can have a more global (and not Japan-centered) ISF and ISS.” (TUA student participant)

“I spent precious time in ISS and ISF. I was proud to join it! The reason why I am in UK is I got plenty of international differences in there and try to find more international knowledge about Food, Agriculture, and Environment.” (TUA student participant)
The comments from international student participants were more focused on updates of the ISS, including this report, keeping up the network with other participants after the ISS.

“More time and communication after the ISS for the realization of what was discussed in the panel after the presentation. More interactions with other Japanese students and counterparts at TUA.” (International student participant)

“It's really important to chain communication between ISS/ISF with G-NEFA, while keeping an effort to run ISF activities. And if it possible also involve G-NEFA in yearly ISS.” (International student participant)

“It would be interesting to have a feedback from the data gathered through this form as well as the report we produced after the summit, to learn about the overall opinions and assessments.” (International student participant)

“Can have pictures or video online to keep up-to-date information, or short news about recent happening.” (International student participant)

Another concern raised was about the long discussion and English skill of TUA students: One respondent suggested it might be better to have professors as chairpersons:

“The only thing how wasn’t so perfect are the long discussions over the title of the next summit instead of discussion of the actual things.” (International student participant)

“The chairpersons should be professors, so they would know much more about the issues debated during the ISS, and they would have a high English level. The discussion times would be much more interesting.” (International student participant)

TUA/ISS organizing committee members commented that students’ interest in international society should be increased, that it is better to involve other student organizations and also to have a poster session for each department. There were also comments indicating that it is time to establish more stable organization for ISS/ISF to manage it. In addition, one of the respondents suggested holding a summit with other Japanese universities domestically.

“In order to give the participating students from sister-universities the opportunity to experience the Japanese culture, the interaction with TUA students (except ISF members) through the cooperation of student organizations should also be organized. Moreover, each TUA department should present their respective academic researches in the poster session. This may improve their sense of internationalism. And, it would be great if we could organize an International Exchange Day/Festival during the summit week.” (TUA/ISS organizing committee member)

“I think the summit is in the level to establish the stable organization from just having a festival. Therefore, I call for the establishment of an inter-department mother organization based on the results of this evaluation.” (TUA/ISS organizing committee member)
“With the increasing participation of students from other universities in Japan, I suggest that we domestically hold summit with a global standpoint.” (TUA/ISS organizing committee member)

International advisors also gave some comments about ISS improvement. One suggested that it is better to advise the participants not to have similar presentations every year. Another suggested choosing third year students as delegates from global partner. This way they may stay and help organize an ISF at their home universities. Furthermore, respondents commented that the ISS/ISF has influenced the students greatly and should continue.

“This try to advise participant students from different countries not to repeat same/similar topics in their presentations, such as organic food, etc. You should have the right to tell the participant students whether you will accept their presentation topics or not.” (International advisors)

“Need more propaganda/advocacy on the importance of ISS/ISF activities. Promote student exchange and to select third year students as delegates, since the last-year student will soon leave the university.” (International advisors)

“ISS/ISF has a very strong impact among our students. As an advisor of the ISS/ISF, I noticed a clear improvement and understanding of our students about the objectives of ISS/ISF. Therefore, we should start thinking about ways to continue the ISS/ISF.” (International advisors)

4. Summary and Recommendations

The ISS was first held in November 2001 and it is held annually at TUA. The ISS provides an opportunity for students of global partner universities, as well as international and Japanese students studying at TUA, to come together and exchange ideas on food, agriculture and environmental issues in the world and discuss the role to be played by youth in the sustainable livelihood of mankind. Based on experience and lessons learned from the first ISS, the “Tokyo Declaration” was made at the first International Student Summit and an action plan was adopted during the second ISS. In this action plan, TUA appeals to its partner universities to organize student groups to seriously study food, agriculture and environmental issues, and operate the ISF. The ISF members consist of global partner universities’ student organizations engaged in research and educational activities on issues related to food, agriculture and the environment. They regularly conduct information exchanges and opinion polls through the Internet. Student organization representatives get together once a year at the ISS.

ISS activities were planned and implemented in 2001 through 2005. During this five-year period, 271 TUA student participants, 90 international student participants, 55 TUA/ISS organizing committee members and 22 international advisors attended and worked to organize the ISS. This evaluation was conducted to document impacts of ISS on participating students, advisors and institutions. This evaluation utilized a Web-based, online survey for data collection. The survey was sent to ISS participants, students and faculty members of TUA who attended the ISS events, and international advisors. Data were coded and analyzed using SPSS software. The Web-based survey had an overall response rate of
55.6 percent, ranging from 49.2 percent for TUA/ISS organizing committee members to 66.7 percent for international advisors. Considering that some of the participants have moved, changed e-mail address, retired or graduated from universities, this response rate was considered representative for the purpose of this study.

4.1 Demographic Characteristics of Respondents

The survey found that more than 90 percent of the respondents have frequent access to the Internet. ISS participants live in several countries and represent almost each continent, the Internet is the best way for them to connect and most have frequent access to it. There was significant difference in when the student participants first attended the ISS between TUA student participants and international student participants. Most of the TUA student participants attended the ISS at earlier academic levels. International student participants mostly attended the ISS when they were seniors or at the graduate level. ISS student participants are currently working or would like to work in food, agriculture and environmental fields.

This study found a great degree of congruence between the theme of the ISS/ISF summit and its audience. Because all participants, come from academic fields related to food, agriculture and the environment, they have a great potential to make contributions in academia and education that could bring about significant changes to the field.

4.2 Perceptions of ISS Activities

All of the four respondent groups were asked to rate the usefulness of each ISS activity. Generally, they felt the activities were useful each year of the ISS. Particularly, the field trip and advisors meeting had a very high mean score followed by ISS presentations and discussion before the ISS. The keynote speech, poster session and panel discussion did not have very high mean scores. Orientation and the advisors meeting, which have taken place since 2004, received higher mean scores.

We therefore recommend to have some improvement in the keynote speech, poster session and panel discussion, and to continue having the orientation and advisors meeting. During the orientation it is especially necessary to explain the concepts of ISS and ISF well to the international student participants because their understanding is much lower than that of the international advisors before they traveled to Japan.

4.3 Impressions of ISS Arrangements and Personnel

All of the respondents from the four groups generally agreed with the statements pertaining to ISS activities and were satisfied with the ISS arrangements and personnel. However, respondents were not satisfied with statements regarding English language skill, which included, “Did not have difficulty in expressing myself in English”, “TUA participants put effort into expressing themselves in English” and “There was enough information provided in English.” The statements about counterparts, food and accommodation received very high mean scores for each year. Counterparts are TUA student participants who help international student participants with language barriers and other forms of support. This also increases the chance for TUA student participants to communicate with International student participants. On the other hand, the three statements which are related to English received
lower mean scores than others. When we compare the mean score for the two respondents groups who answered this question, TUA student participants had significantly lower mean scores than international student participants. TUA student participants are not elected from the university as international student participants are, they are not necessarily good at English, and this is one of the biggest challenge for them.

*We therefore recommend that TUA student participants be exposed to English and try to organize activities which use English. Otherwise, TUA student participants will have problems not only during the ISS but also during other activities involving information exchange.*

4.4 Impact of ISS

a. Impact of ISS on Student Participants

The impact of the ISS on student participants was examined by asking 13 questions about the personal impacts of the ISS on student participants, other participating students and ISS faculty participants. The two statements “Interest in international relations” and “Interest in studying abroad” received the highest mean scores from each of the four respondent groups (mean score ranging from 3.80 to 4.57 on a five-point scale with 1 = “No change” and 5 = “Greatly improved”). The impact statements with the lowest mean scores were “Motivation for job hunting” and “English skill”, ranging from 2.64 to 3.60. Five among the thirteen impacts listed had significant differences in mean scores between respondent groups. Three of them i.e., “Interest in foreign language (except English)”, “Motivation for job hunting” and “Impact index” were between international student participants and TUA/ISS organizing committee members. Overall, ISS student participants mostly rated impacts more highly than ISS faculty participants for most statements. In general, faculty members have more positive views than students. However, TUA/ISS organizing committee members saw significantly lower impacts of ISS on students than others.

Additionally, TUA student participants indicated that they increased their chances to communicate with international or Japanese students through the ISS/ISF. This impact may have increased their interest in international relations, studying abroad and foreign languages more than attending the ISS alone.

*Results suggest that student participants have been greatly affected by the ISS. This is the first time for many, especially students, to attend this kind of international convention with more than 20 countries represented. It could enormously affect them in several ways. Particularly, students opened their minds to the world and some seriously consider studying abroad now. These student participants have the potential for growth to become leaders in their fields. Nevertheless, judging from analysis results, it seems TUA/ISS organizing committee members tend not to view the impact of ISS as positively as other groups. Understanding and cooperation from the TUA faculty members is necessary to continue holding the ISS, but it could not be achieved without a big effort of the TUA/ISS organizing committee members. We therefore recommend holding discussions with TUA/ISS organizing committee members to exchange opinions regarding the ISS and to build consensus on improvement and continuation.*
b. Impact of ISS on General Students at Global Partner Universities

The impacts of the ISS on general students at global partner universities who wished but did not have the chance to participate in the ISS were inquired by asking international advisors that of the same 13 impact statements ranked by ISS student participants. On average, the mean score was 0.78 lower than that of ISS student participants, but this is reasonable because general students did not have a chance to attend the ISS. However, there were higher mean scores for similar statements that had high scores on the impacts of ISS student participants. In addition, we received several comments that it is important to establish the ISF or similar organizations and that more promotion is necessary to increase the impacts on general students. Others mentioned that they need support from several departments to spread the impacts to general students.

Additionally, more than 50 percent of TUA/ISS organizing committee members and international advisors feel that less than 10 percent of general students in their own faculty/college are interested in ISS/ISF. This demonstrates that most of the students at global partner universities and TUA either are not interested or do not know about the ISS/ISF. Furthermore, about 50 percent of the ISS faculty participants mentioned that general student interest in the ISS/ISF has increased during the past five years. This indicates that there is a great potential to further increase the general students interest and participation in the ISS/ISF.

We therefore recommend that each university increase promotion of the ISS/ISF to increase general student awareness. Then faculty members or students could establish the ISF or gather interested organization similar to ISF, to start some activities.

4.5 Sources of Information

Most of the respondents in each of the respondent groups know about the ISS/ISF Web page on the TUA Web site. However, less than one-third of the TUA student participants are using the bulletin board on the Web site. The TUA student participants and international student participants who are interested in the conference room is higher, but fewer than half of the TUA student participants want to use conference room in Japanese. Students want to discuss topics specifically related to food, agriculture and environment. In the conference room, the related topic of the ISS theme each year and self introduction and many others mentioned they want to know what former participants are doing. Many open-ended comments on how to improve the Web site and conference room mentioned there is a need to make them more user-friendly. Several other comments mentioned the need for a discussion coordinator and a need to combine regional discussions into one. Additionally, some of the respondents mentioned that they would like reminder e-mails sent when someone posts a message in the conference room.

Respondents mainly answered that most of the information sources/media were useful. From the survey findings, it seems most of them prefer to get information about the ISS directly from other students or faculty members but not indirectly. The conference room received the lowest score from the TUA student participants, but many respondents are interested in using it as mentioned above. In addition, the ISS/ISF Website is not a direct information source/media, but received high mean score from every respondent group.
Findings of the survey indicated that ISS student participants are willing to get more information about the ISS/ISF. This is understandable because most of them no longer remain at the university and had difficulty receiving information. TUA student participants and TUA/ISS organizing committee members want to know more about the current ISF activities at TUA. On the other hand, international student participants want updates on the presentations and discussions at the ISS on the Web site. Also, international advisors are willing to get information about ISF from other global partner universities through the Web site.

While only about 50 percent of the TUA student participants are still in touch, 80 percent of the international student participants keep in touch with students from other universities. Not all of the TUA student participants had the chance to communicate well with international student participants. Perhaps this may be an influencing factor affecting their low mean response.

Many responses to open-ended questions related to the improvement of information exchange dealt with the need for easier use of the ISS/ISF Web site and conference room. Many of the respondents also mentioned that e-mail and mailing lists could be the best tools for information sharing.

Most of the improvements mentioned in responses to the open-ended questions seem very useful and easily done. We therefore recommend improving the ISS/ISF Web site to be more user-friendly and maintaining it with more frequent updates. These updates should include Global Partner Universities’ ISF activities and information about presentations and discussions from past and current ISSs. The conference room should also be improved to facilitate active discussions. Creating a coordinator position is a good idea, as is reducing the number of regional discussions to include larger areas. Overall, more information sharing is necessary between other respondent groups after the ISS to improve and continue it.

4.6 Impressions of the ISS/ISF

International student participants had less information on and understanding about both the ISS and ISF before traveling to Japan than international advisors. Both groups improved their understanding of the ISF during their stay in Japan, but it seems more improvement is needed for international student participants. This result indicates that information about both the ISS and ISF did not transfer well from international advisors to international student participants. Every respondent group was asked if they understood the differences between the ISS and ISF. Findings showed that ISS student participants had less understanding of the differences between them.

We therefore recommend that international advisors provide more information and explanations regarding the ISS and ISF to student participants before they travel to Japan. There should also be a chance to explain in detail about the ISF to improve student understanding during the ISS week. Orientation would be a good chance to explain it. There is also a need for TUA student participants to understand the difference between the ISS and ISF. Without this explanation, it may be hard to develop the ISF in other global partner universities and also to continue the ISF activities at TUA.

4.7 Present Condition of ISF Activities

a. ISF Activities at TUA
The awareness of ISF activities at TUA is quite high for TUA student participants but not very high for TUA/ISS organizing committee members. Attendance at these activities is very low for both of these groups. Still, slightly more than half of TUA student participants have attended most of the activities, excluding the tour of Japanese agriculture, which mainly targets international students who study in TUA. On the other hand, the attendance of TUA/ISS organizing committee members is very low because they are not required to attend them.

This study indicates that three out of five TUA/ISS organizing committee members think the ISF activities at TUA are important for students. This number is not high, but it might be reasonable because not all of the TUA/ISS organizing committee members became members by choice. Some of them seem very reluctant about the organization of ISS and ISF. It could be possible that not all TUA/ISS organizing committee members have enough information or understanding of the ISS. It seems many of the members have not actively attended the ISS and ISF.

We therefore recommend that TUA/ISS organizing committee members meet annually to discuss the planning and implementation of ISS. TUA administration should also be invited to this annual event to share its vision for international programming. Selected TUA student participants could be invited to share information about the ISF activities with TUA/ISS organizing committee members and to let them know what kinds of activities students are involved in, where, when and for what reasons. Then TUA/ISS organizing committee members may understand the activities and give some support and advice to students. It is not easy to be supportive unless one knows what students are doing.

TUA has three campuses located at some distance from one another, in Setagaya (Tokyo), Atsugi (Kanagawa) and Okhotsk (Hokkaido). Setagaya campus is the main campus where the ISS and many ISF members are concentrated, but other campuses also have ISF members and several ISF activities. Therefore, 95 percent of the TUA student participants in Atsugi and Okhotsk campuses said they have some difficulty in communicating and attending ISF activities. In open ended comments, many of the students indicated that they want permission to use university facilities and a chance to visit students and other campuses to communicate directly. They also mentioned that financial support for transportation would be very helpful in solving this difficulty. Additionally, some students from Atsugi campus mentioned that students at Setagaya campus should organize meetings more conveniently for Atsugi students to attend— for example, by starting the meeting late in the evening.

We therefore recommend that TUA student participants to appeal to TUA/ISS organizing committee members about the difficulties and support needed. It is important to exchange information between students and faculty members about ISF activities. TUA student participants should also organize the ISF activities with concern for students who will participate from other campuses and create chances for face-to-face communications.

b. ISF Activities at global partner universities

International student participants from Thailand, Indonesia, Brazil, Peru, Canada, Mexico, Malaysia, Mongolia, Netherlands and international advisors from Indonesia and Brazil said that they have ISFs at their own universities. Not all of the ISS participants responded to the survey so there may be more ISFs than recorded. However, the number of
ISF members also differed between these two respondent groups, and it seems there are some differences in ISF recognition between them.

About half of the two groups of respondents who answered that they do not have an ISF, answered that it is possible to establish an ISF at their university. In addition, about 85 percent of international advisors mentioned that ISFs are needed in their universities. However, several factors were mentioned that make it difficult to organize an ISF. Most frequently mentioned was that former ISS participants have already graduated, and that most universities already have several student clubs and organizations similar to the ISF. A few other respondents also mentioned that they need more support from the universities and more international students to organize an ISF. Additionally, international student participants and international advisors mentioned that they are having discussions, conferences and communications with other student organizations to establish an ISF. Moreover, many of the global partner universities are having many unique ISF related activities, including some not organized by the ISF.

From the results above, we know that many partner universities think ISF is needed and they are trying to organize an ISF. However, it seems it is better to cooperate with other student organizations already established at each university rather than creating the ISF as a new entity.

When asked about the possibilities of holding the ISS at global partner universities, international student participants and international advisors slightly agreed (mean of 3.80 for international student participants and 3.38 for international advisors on a five-point scale 1= “Strongly disagree” and 5= “Strongly agree”) that it is possible to hold the ISS at other universities. International advisors mentioned in open-ended comments that they have experience with this type of conference and it may be possible for them to gain financial support. Additionally, international student participants mentioned that it could be a great opportunity for other students to increase their consciousness of global issues. On the basis of these results, it appears that many of the respondents are willing to have the ISS at their own universities. We think this opportunity could facilitate each university in establishing an ISF or related clubs to work together between universities.

TUA student participants mentioned that they need more information exchange and a demonstration of the ISF experience in other global partner universities if they are to establish ISFs elsewhere. Some of the respondents also mentioned that they need to make the objectives of the ISF clear, and that they must help international student participants to understand. Additionally, many of the TUA student participants commented that they also want to hold the ISS at other global partner universities once ISFs is established.

We therefore recommend, first, to make clear the definition and objective of the ISF and to have more frequent information exchanges between global partner universities and TUA. At present large numbers of TUA students benefit from the ISS held at Satagaya campus. Holding the ISS at a global partner university requires careful assessment of various factors. First, one should consider the number of TUA students who would be attending the ISS if it were held at a global partner university. Second, organizing such a global summit requires a major resource commitment and there may be need to find financial support to host a major international event. Third, the proposed host university needs a strong ISF and similar organizations already existing in the university, international student participants and international advisors who can cooperate with these and other related organizations to
possibly host some activities with other ISF’s. Following, it seems possible to hold the ISS at other global partner universities.

c. Global NEFA

Global NEFA is an alumni association of the ISS/ISF. Almost three quarters of graduated TUA student participants answered that they are receiving e-mails from Global NEFA. On the other hand, only 16 percent of the international student participants said that they know of it. Most of the respondents from both groups believe that Global NEFA is mainly for information exchange among its members. They have a desire to know of recent ISS/ISF activities through the Internet and also mentioned that they need to participate in and organize activities to improve the world by themselves.

*We therefore recommend increasing Global NEFA publicity. Since Global NEFA is an alumni association, it is not expected to perform specific tasks. However, we hope this network will help students who have already graduated to create sparks with one another and be leaders in the field of food, agriculture and the environment.*

4.8 Expectations of ISS

Each respondent group was asked what their expectations of the ISS were- that is what they wanted to do or gain through the ISS, and whether their expectation was attained. Most respondents answered that their expectations were met except for one expectation of TUA/ISS organizing committee members, “opportunity to establish cooperation/network among participating universities.”

TUA student participants’ most frequently mentioned expectations were “Chance to meet students from different countries in the world” and “Gain knowledge and understanding about food, agriculture and environment in the world.” We know from the results that students are willing to gain broad knowledge in their majors and have the chance to meet a lot of people from several countries. One of the expectations mentioned by TUA student participants that was not attained (27.14 percent) was to “Improve English and communication skill”.

For the ISS faculty participants, the first expectation was designated as “Opportunity to establish cooperation/network among participating universities”. Fewer than expected TUA/ISS organizing committee members (61.90 percent) answered that they attained this expectation. The reason for this small number could be that not many TUA/ISS organizing committee members attended ISS activities, such as the advisors meeting and field trip. They also did not have the chance to communicate well with international advisors. The majority of the respondents did not mention anything for the second and third expectations, except one person who mentioned “Develop students’ international sensibility” for the second and “Improve students’ English skill” for the third expectation. International advisors mentioned that their expectations were “Opportunity for research collaboration” and “Learn about Japanese culture, agriculture and education”. They answered that they attained their desire to learn about Japan, but it seems few attained their expectation to establish cooperation and research collaboration among other participating universities.

*It appears that most of the ISS student participants attained their expectations of the ISS, with a few of the minor expectations not being attained. However, these minor*
expectations requiring much personal effort, are not easily attained. On the other hand, it
seems some improvements of ISS activities for ISS faculty participants are needed. We
therefore recommend that ISS faculty participants have more chance for discussion and that
TUA/ISS organizing committee members be required to attend the ISS activities.

4.9 Additional Comments About the International Program and Activities

a. Election of Student Delegate from global partner universities

There are no fixed rules regarding student delegate selection that global partner
universities must follow. However, most of the universities have followed similar processes to
elect their student delegates, including letters of recommendation, interviews, presentations
and high levels of English skills.

The situation may differ for each of the universities, and it seems there is no need to
develop a fixed rule or policy to elect student delegates. However, it would be good to
recommend that global partner universities choose sophomore or junior level students rather
than seniors so they can remain longer at the university and help organize and promote the
ISF after attending the ISS.

b. Students Perceptions of International Education Programs TUA

One-third of the TUA student participants answered that they have attended at least
one of the international education programs offered by TUA. They rated the ISS experience
very high compared with general students at TUA. This finding indicates that many of the
students who attended the international education program have been members of the ISF or
that many students became interested in the program through ISS and ISF activities. This
shows that it is good to support students who have attended the program to become ISF
members. Additionally, it might be easier for other global partner universities to support
students who have experienced study abroad programs to become ISF members.

We therefore recommend building a connection between international education
programs and the ISF- for example, requesting students who attended the long-term study
program at global partner universities to become members of the ISF. This cannot be done
without support from faculty members.

c. Joint International Education Program

Regarding future steps of ISS/ISF, almost all international advisors responded that
their universities will be interested in participating in the joint international education
program. Ideas for the program were collected from both TUA/ISS organizing committee
members and international advisors. In the comments, online courses providing credits and
allowing transfer of credits between universities were most frequently mentioned by
respondents from both groups. Student and faculty exchange programs were also mentioned,
especially by international advisors.

Online courses seem ideal to initiate a joint international education program
because partner universities are scattered around the world. Faculty members from global
partner universities may form a team to offer such online courses. However, such courses cannot replace the value of face-to-face meetings that provide a chance for students and faculty members to develop a true understanding, as the ISS allows now.

d. Important Things Students Learned or Experienced through ISS/ISF Activities

TUA student participants and international student participants listed different important things learned or experienced through ISS/ISF activities. “Made friends, interacted with students from different countries and respected the difference between each other” were most frequently mentioned by TUA student participants. On the other hand, “learned and understood international food, agriculture and environmental issues” was most frequently mentioned by international student participants. This finding and the expectations of the ISS by ISS students participants suggest that there is a clear difference in motivation to attend the ISS among TUA student participants and international student participants. TUA student participants are concerned about friendship and contacts; international student participants are more interested in gaining knowledge in the field of food, agriculture and the environment. This difference may come from their positions in organization with the ISS, i.e., TUA student participants organize the ISS, and international student participants visit and present at the ISS. Even though there are several differences between the two groups, it is clear that all of the students who participated in the ISS learned and experienced many things through its activities.

e. Additional Comments and Suggestions

Many of the comments and suggestions collected for the ISS/ISF were gathered from the last part of the survey. In these comments, many of the respondents from each group indicated that there may be several improvements in the ISS/ISF.

Many of the TUA student participants suggested that ISS presentations should be based on field notes or information from hands-on learning. Many of the other respondents in each group mentioned similar things. Another one of the respondents commented about the need for more active participation by global partner universities to make the ISS/ISF more global. On the other hand, comments from international student participants were mainly focused on ISS updates, including this report, and further networking with other participants after the ISS. Additionally, one respondent suggested that it may be better to have professors act as chairpersons because of their higher English skills and to avoid unproductive long discussions.

TUA/ISS organizing committee members also commented that it would be better to involve other student organizations and to have a poster session for each department to increase general students’ interest in international society. One also mentioned that it is time to establish a more stable organization for ISS/ISF management. There were also comments suggesting a summit held domestically with other Japanese universities. Comments from international advisors were more related to ISS presentations and student delegates from global partner universities. There was also a comment that it would be good to advise participants not to have similar presentations every year. Another suggested choosing students delegates in their third year so, they would not graduate soon after the ISS. Respondents commented that ISS/ISF has a great impact on students and that it should continue.
We therefore recommend that ISS student participants to have more field experience and especially TUA student participants should try to improve their English. Overall, information exchange and updates are lacking among the respondent groups. They need to determine what kind of information is needed and how to exchange and update it. This is very important to continue the ISS and develop the ISF while increasing motivation between each other. The ISS presentations should also differ each year. We have mentioned this before, but will mention one more time that it is better to choose student delegates at the third year or younger because they can then work actively to establish the ISF at each global partner university. Additionally, it is important to involve other student organizations in the ISS/ISF, not only at TUA but also in other global partner universities to increase the impacts of ISS/ISF on general students. Overall, the ISS/ISF has a great impact on students and it should be continued to educate students to be great leaders in the fields of environment, food and agriculture.

4.10 Overall Opinions About ISS

Two major findings are pertinent to improving the ISS and increasing its impact on students. First, it is important to increase the exchange of information to update the Web site. Right now, it seems that not many respondents know what is going on at other universities. Also, graduates do not know what has been done in the recent ISSs and ISFs. This situation is creating difficulty for global partner universities wanting to establish and continue ISF at their university.

Second, we see a need to reenergize the TUA/ISS organizing committee members. It is expected that the TUA / ISS organizing committee provides overall leadership in the planning, implementation and evaluation of ISS/ISF program and activities. In reality, the members were found not to be very active in ISS/ISF activities. We feel that there is a need for a much better understanding about the role of the ISS/ISF among TUA faculty members. Several strategies could enhance faculty participation in the ISS including: the leadership of TUA may need to emphasize that internationalization is its priority; faculty international engagement should receive due weight when considering faculty tenure and promotion; and ISS/ISF should be continued as part of ongoing TUA activities and not as a government funded project. More frequent information sharing between TUA student participants and TUA/ISS organizing committee members is also necessary. Members should more actively participate in each of the ISS/ISF activities.

The ISS/ISF has had a great impact on students, and the program should be continued to educate and empower students to become future leaders in food, agriculture and environmental fields. We hope that our suggestions and recommendations, as well as comments from respondents who participated in the ISS/ISF, will help TUA provide continuity in organizing the ISS as a better summit and to establish ISF at each global partner university to hold activities that will improve the world.
References


ISS/ISF Website: http://www.nodai.ac.jp/campuslife/oversea/iss/index.html
Appendix 1: Impact of ISS on student participants: Other

TUA/ISS organizing committee Members
- Be hospitable to others

International Advisors
- Cross-cultural understanding of student
- Students’ finding that their home university should be more internalized.
- One of the participants is eager to continue study in Japan
- Student leadership
- Good exposure and experience for students
- International experience

Appendix 2: Impact of ISS on General Students from global partner universities: Other

International Advisors
- Awareness of Tokyo University of Agriculture
- We need more than one student to participate in the ISS
- The number of applicants increased every year. This means that former students were very impressed and positive about the ISS.

Appendix 3: Ways to improve the Impact on General Students

TUA/ISS organizing committee Members
- Make students understand the importance of international relations, enjoy different culture and how it is interesting to communicate with people regardless of language and nationality.
- Need the support from the whole department.
- Clarification/Explanation of ISF/ISS to professors and students (as part of lectures). Let students be conscious/concern with various problems.
- Improve the entrance examination system for students with high English proficiency can easily enter
- Broaden the interests of TUA students. It is most important to create a good environment to make students to get interested and have their own opinion into several topics around themselves not only about their major. If students do not raise their awareness for general issues like sociopolitical issues, women’s issues, poverty, students who are interested to ISS will not increase.
- Send the ISS/ISF mail magazine to all the students
- There is a need to do more PR because many students seem to have no idea about ISF/ISS. Maybe we can do PR during the freshmen orientation.
- Need to clarify about ISS first to professors that this is a university-wide event. Then later, students should be informed.
- Students from other far campuses should have the opportunity to actually experience the event
- Set the theme of ISS which will build the interest of natural science students.
- Make it part of the class (e.g. students can get credits)

International Advisors
- Having a club like ISF could help. Selecting sophomore level students with leadership skills would help diffuse the information among undergraduate students.
- (1) Increase an incentive for participated students. Those who participated in ISF will have advantage on being selected to different student exchange program and ISS. (2) It is an obligation that students who participated in any student exchange program must join the ISF. (3) Inviting general students that have not joined the ISF to attain ISF activities.
- We need to establish a mechanism/organization at local universities so that local students could learn more about international agriculture, even without the ISS stimulation.
- Our university is already become a member of another International Students Forum and
the ISS and ISF is part of that activity. We plan to issue regular newsletters and posters to disseminate the information of ISS/ISF activities.

- Education on international agriculture - problems and perspectives
- Yes, by organizing more conferences in different departments. Until now, it has been done mostly in one Faculty. The one from the selected students come.
- Actually our Campus is devoted essentially to Agriculture, Food and Environment. Directly or indirectly, all faculty and students are involved in these issues. We had emphasized on teaching and research projects to achieve these goals. Many students participate in different research projects as well as in discussion groups about these issues.
- Yes. There are many ways to do it, first of all, will try to attract more students attention to the ISS activities through students organization and young researchers organizations at our University.
- Another possibility is a promotion via GCHERA youth branch initiation in China.
- An annual conference is a very good tool for raising interest.
- More promotion...

**Appendix 4: Discussion Topics for the Conference Room**

**TUA student participants**
- Agricultural support in developing countries where I am right now.
- I like to discuss about ISF theme at the perspective of the working society.
- Introduction of participants and their respective culture other than discussions.
- Further strengthen the interaction with sister-university participants. Most of the participants have already graduated, and some of them are working related to agriculture or have experiences abroad. This can be a way for us to participate in the ISS.
- Experience in real:
  - I am still not on the level of communicating with others. I barely have experience in the working society.
- Specific topic; in each 6 months. e.g.) This semester will be talk about agriculture, next is a food. Everyone who read conference board has opinions, someone or me will start discuss!
- Communicate with other people from distant places.
- Discuss about ISS with other presenters and together to think about the organizational structure. Everybody should bare in mind to make ISS as everyone’s.
- If we can, from self introduction to topics of the ISS.
- Confirmation of the status/contents of each presentation.
- In order to meet the students from sister-universities before their arrival.
- The theme for the following year and topics for the panel discussion should be raised and discussed upon in this site since before the ISS.
- Anything related to food, agriculture and environment.
- Poverty in Africa or in own country.
- General topics, not only limited to food, agriculture or environmentally related. Should be a better a way to link students from all over the world.
- Emphasize on the theme for the following year. Ask about different interests and views of students from sister-universities.
- Discuss on the current theme and what’s in store for the following year.
- Discuss on the ISS theme.

**International student participants**
- Organic farming, research related topics, recent events in school, and perspectives about future.
- What has been going on with the ISS since I attended? Has the ISS impacted the world at all? What are the participants doing now?
- Safe and Nutritious Food Supply and Manufacture.
- Global warming and agriculture after the oil peak.
- Learn agricultural and environmental conditions about other countries.
- International undertakings in agriculture to have a safety food in the world.
● Food production and distribution, environment preservation and social programs.
● All topics about agriculture and nutrition, especially actual problems
● environment, especially atmospheric environment
● Agricultural, Food, Environment, Culture, Update Information all of participated countries
● Animal infectious diseases
● Education, business, languages and job opportunities
● Global issues such as global warming, innovation and international cooperation.
● Nutrition problems of each country -> the differences, but also just having fun, how the students are.
● Global programs we can be involved in that actively work to solve issues, not just talk about them.
● Challenges to food safety (avian flu, TB, BSE etc.)
● more private information of the members of the summit
● world economic issues such as tariff and subsidies – cooperation between Asia countries in economic development
● International trade
● I’d like to talk about all the topics related to the theme of the ISS, mainly about global environmental issues and international relations.
● World issues on economics, social, cultural and rural aspects
● About new international or national agreements in agriculture, food or environment, cooperation between universities, exchange of ideas...

Appendix 5: Ways to improve the Website and the Conference Room?

TUA student participants
● There's redundancy in messages posted by participants. If I would like to send a message to everyone, I need to post my message more than 5 times. And if I want to check all the messages posted, I need to check all the country sites. This style takes too much time. I suggest that if there is a plan to retain the conference room, better to divide it by topic. Besides, one country's problem/issue is most probably a problem of other countries. It would be more interesting if participants can freely make their own topic for discussion as well. Another suggestion, the conference room should have a search option.
● It would be great if it’s possible to have interaction between current TUA students and sister-university participants
● I want a conference room more conducive for discussion. The conference we have now is more of a bulletin board.
● The theme should be specified first before any improvements can be done.
● Send by mailing-list for reminding a discussion in the conference room in every 6month... because I often forget to go to conference room.
● It should not just be for the participants. It’s better to make ISF in the world. Moreover, there should be no password. If possible, the site can be accessed in the mobile phone. There are too many conference rooms. Need re-arrangement for better access and utilization.
● I want to put pictures.
● Clarify who are the target users of the site
● I want to have more pictures of the previous ISS to be putted.
● It’s better to improve on its design and practical usage (e.g. blog-style). If possible, word and excel files can be attached or forwarded/sent, and upload pictures. The font style and size can be changed as well.
● The accessibility should be seriously improved. It is hard to reach the conference room in any language. That makes it difficult to post a message on it. And also some modifications should be made, in order to improve the sense of belonging to the forum. Some warning mails telling you that a message has been posted could be a viable option, like many other social community sites. Also I think that a fewer number of conference rooms, if not only one should be better. Only one conference room, with different topics proposed by the participants. There is no need to have a different conference room for each different region.
The number one problem is that most students from sister-universities do not use the conference room. Although they were using the conference room the year before, how about last year?

- Need to update the site regularly
- Active student participants should be well-informed about the HP. Moreover, somebody should be assigned to regularly manage the site and comment on messages. Otherwise, no one will use the site.

**International student participants**

- General topic of discussion for recent issues
- let more and more people know about it
- Sending an e-mail when somebody posts a new message
- encourage others to have a day for conference room in a week or month for new updates
- You could set a theme for a period of time. This would narrow the discussions and make them easier for the participants to understand and get involved on them.
- Reduce the rooms, put the discussion in one place.
- It really influenced by a willing and eagerness of participant to participate in the conference room (CR). So committee, please also keep in touch and share any information through CR, because to date it is really rare to find someone active in CR.
- Choosing one subject for a certain period and talking only about it, and then to change the subject for another period. (I mean, we should not talk about a lot of subjects at the same time).
- Divide the posts by topics, instead of by country or region. For example, one can open a post about introducing each other to the group, at the same time as another post is opened about the effect of the advancement of data transfer technologies and internet access in the rate of innovation around the world.
- Make it easier to connect.
- Easy to use - Easy to read and to answer
- Not separate the countries but the topics. so it is easier to find the room where i want to discuss.
- Haven't used it yet, but will take a look now.
- Just a few participants keep using the conference room, and sometimes we don’t know where to write messages so everyone can see them (which country). One country (Japan, for example) should be chosen in order to centralize the discussions.
- Maybe more designed like a MSN-conference room
- By inciting students, professors (former and actual ISS members) to participate.
- Grouping participants of each year, and have a mailing list and regular reminding/notifying email. Put up interesting topics.

**Appendix 6 : What information is Desired**

**TUA student participants**

- What kind of activities ISF doing right now?
- I don’t even know what is going on with ISS. I am in oversea right now and if possible I want to take part with something, but there is no information and I want to get more information through mailing list or something.
- The date of ISS
- What kind of activities is going on. What kind of discussions are going on. What do students want to know through study.
- State of progress of ISF.
- Activities of ISS and ISF each year. What kind of activities which involving alumni students are going on.
- Many kind of information (It seems current students are not even using the ISS Website and how can I ask for information to other alumni students?)
- If the theme of the presentation have a clear coherence.
- what is ISF doing?
- The activities of ISF and the content schedule and content of Pre-summit. If there is any help that we can provide, please give us information.
I want to keep at least the connection.
I want to help ISF activities as a member of society. Therefore, I want to get information that what students want us to do.
I want to look at the activities done by current students.
The reason why students want to attend ISF. Is the English skill of students improving or not. Are the students studying enough to have equal discussion with students from abroad.
What kind of activities is going on in the ISF.

**International student participants**
- The summary about each year conference, and newly updated discussion topics
- What's going on every year? Conference theme, study tour, international students.
- everyone talk about the issues every year in Tokyo.
- Development of the previously ratified (agreed) issues and discussions. Perhaps some results may help.
- The activities and the topics in the ISS in every year
- Actually since 2003 I am involved in the selection process for the ISS at my university.
- I would like to hear about what is currently going on with ISS/ISF.
- the topic and information that was present in every year and when and what about the activity of ISF will happen
- The proceedings of ISS
- topic of discussion and abstract of presentations and papers
- updates on what can the ISS/ISF participants face in the challenging world specially in agricultural undertakings internationally
- I would like to get an update after each Summit. Maybe a video recording in a documentary format about it. It could be available for downloading.
- Just the information, how to reach the new reports of the summits. maybe an short information per e-mail
- the topic of the summit and the general process
- Any information about preparation of next ISS as well as any running activities undertaken by ISF participant/member
- posters in Japanese about the ISS.
- Updates on recent summits, news from former participants.
- shall we get the latest working paper from the next isf
- Changes about the ISF. Information about the last ISS
- About the other students and where they living
- the topics and the discussion
- Updates on what past students have gone on to do professionally.
- How ISF proceeding and what they have approved.
- next Summit's program, and new activities of the ISF,
- The topics of next ISS
  - The impacts of ISS on promoting the understanding of participants
  - How ISS helps to improve cooperation between universities participated
- I would like to get all the abstracts and e-mails of everybody who attended the next ISS/ISF
- about the culture and technology being used by your country and others as well that can be applied in farming
- every new issues and information about agriculture in the world
- Proceedings every year
- I had forgotten the conference room on the Website, although I think that it is very interesting especially after the summit to keep thinking of international issues in Agriculture, Food and Environment and to keep in touch with the members. It is important to maintain the ISS network.

**TUA/ISS organizing committee Members**
- Member list, profile, and what kind of activities are going on.
- I want to know about the contents of presentation and discussion on the Website.
- Annual schedule of the activities and events.
I want to know more about daily activities.

International Advisors
- More information about ISF from sister universities.
- How could the participant universities around the world to work together to organize an international activity for the students in different countries to participate.
- Program activities of each country and continuity of the ISS in the future.
- Information sharing among international students
- If there is an action plan between participating universities, and if so, which are they. The perspectives of a research or education join program among the participating universities
- All information about ISS/ISF has already been provided to us.

Appendix 7: Ways to Improve the Information Exchange?

TUA student participants
- I think the internet is the only thing we can use. Actually what I can get as a information is digest version of newspaper and internet at here.
- Every person should become little bit more active. (First, it should start from oneself)
- mailing list
- I want to have HP and mailing list which will be possible to communicate with alumni and current students.
- Improve on the conference room and bulletin board. If current students don’t use the HP, what more can you expect from the alumni. The conference room and bulletin board lack the appeal to be used.
- Revision of the purpose/theme of ISS is the priority.
- Promotion on the active usage of the conference room
- I don’t know
- I've been searching the way of this!
- The effective use of the bulletin board. I think there is an active information exchange going on among ISF members in MIXI (Japanese Social Networking Website), an internet communication site. It is an open site and there are no passwords needed. I think foreign students and alumni can easily join/participate. In order to disseminate information regarding on going activities, there should be easier access to activity profiles/updates.
- A better conference room could combined with a mailing list could be a very good alternative.
- Make the HP easier to use.

International student participants
- Messenger!??
- by e-mail, it is the easiest way for me. People always check their e-mail first when they are online.
- Public on the Website
- through email update, or sending fliers
- Maybe sending an e-mail to our respective mail accounts.
- email and posting of new trends from other countries featured in a e-newsletter or e-magazine
- You could give the participants more time to rest right after arriving from their countries. You could use this “resting day” as a day to introduce them to the Summit, the goals of the event and summarize other summits and their conclusion.
- Improve CR first, then keep informing people any information related to ISF
- Internet is one of the best ways to keep in touch, may be in he future we would have a meeting at the TUA to share experiences in life and to talk about the impacts of the ISS in our lifes
- Through a more interactive format like networks like multiply.com and orkut.com.
- With an efficient Website
- e-mail and homepages
- the easiest way is via email
Above mentioned ideas to the students mail address.
To provide past participants more information about the next ISSs
With all the e-mails who attended the ISS/ISF
give detailed information and some pictures
maybe an information mail twice a year, like a news mail
By emailing a reminder to participate to the conference room

Appendix 8: Suggestions for New Activities at ISF-Japan?

TUA student participants
- Study meeting and interaction among students and alumni
- Reunion/Re-interaction with previous participants from every country
- Plan a creative interaction among departments
- Organize informal events wherein people can easily participate.
- I hope I could plan something. But, I'm too busy to plan it.
- I want to participate again in the Shokubuka (Food Cultural Exchange)
- Organize farm to table related educational tour, and Japanese culture related educational tour for foreign students
- Interaction among Setagaya and Atsugi students
- There has been sufficient planning being done. However, we could not manage to implement/apply everything.

Appendix 9: Suggestions for Solving the Difficulty of Communicating with Students on Other Campuses

TUA student participants
- Regular communication through mail or telephone using the facilities of the university
- Better if there will the opportunity for Setagaya students to visit Atsugi Campus
- Information dissemination through the use of university phone. Visiting Ohtsuku campus once a few month
- Establishing the organization in other campuses
- Make use of internet phone. Talk with students from Ohtsuku and Atsugi campuses. Have an ISF direct line.
- Students from all campuses should work together and visit each other.
- Setagaya students should visit Ohtsuku Campus and vice-versa. Various discussions should take place as well.
- Use of mobile phone mailing list
- Use of TV conferencing more often
- Use of an internet bulletin board
- Last year, there was a problem of which session should Atsugi and Setagaya campuses will be included. In order to accommodate Setagaya paper, Atsugi campus members had to revise their paper many times. If possible, don’t disseminate vague information; and don’t easily change something which has been previously decided.
- It is important to participate in series of discussions with Setagaya members.

Appendix 10: Suggestions for Solving the Difficulty in Attending ISS/ISF Activities on Other Campuses

TUA student participants
- Transportation expense was very expensive.
- In order to understand each other, as much as possible participation is necessary.
- Better to have subsidy in transportation expenses
- From this year, there will be transportation subsidy that’s why I am quite relieved financially. However, I want the meetings to start from 6 pm because previous meetings started too early.
- It is convenient for me because I am living relatively near to Setagaya Campus. With the passnet (prepaid card) given by the school, individual financial burden is getting better from this year. However, there were cases when Atsugi students visited Setagaya campus
for a meeting key members in Setagaya campus didn’t attend. I want the key members to attend the meeting.

- I want support for the transportation expenses
- Support for transportation expenses

Appendix 11: Suggestions for Improving ISF Activities at TUA

**TUA/ISS organizing committee Members**

- Better to respect the students’ independence
- Importance of increasing the number of participants
- In the university curriculum/program, a course (with credit) related to international cooperation activities should be made available to students. For sure, there are students who have been working hard using both their time and energy. If the course is available from first year, one can earn up to 8 credits until he/she graduates.

Appendix 12: Possibility and Reasons for Establishing ISF at Other Universities.

**International student participants**

- Students are interested in international experience especially in Japan
- There is no support from the University.
- Yes, because we are a very large university with a large international population.
- Yep, as I have mention about how my university is related to agriculture. However, to set up ISF need a lot of effort from teachers also.
- It is possible. Because there are so many students who are interested in the agriculture and environment, they are positive. In addition, the administrator must be support the idea too.
- I don't know what is ISF and I do not have enough knowledge to know whether is possible to establish ISF
- Yes, it is possible if we could gather all former speakers and participants of the ISS in our university and share their experiences with the new and young students and make an ISF in real undertakings in their own campus or college
- Our University isn't an official partner to Tokyo University of Agriculture. Connections have to be improved first
- Yes, it is. Because there are some organizations of environment protection in my university and they are tend to do this.
- As my previous answer, so far ISF will become part of students activity in one of my former university's student board/organization, because they have a similar aims and activities.
- There is already student activities in the same kind of topics.
- The administration has other projects to manage.
- It is difficult to establish the ISF in Germany, because we already have many different groups. They are discussing about agricultural problems, visiting many farms etc.
- All of the ISS participants at my college have graduated (including myself), and successful student organizations need to rise out of student interest, not faculty implementation. I don't think that students here really understand what ISF is, what it does, or how it works. More education is needed, but resources are not available due to funding, time and understanding.
- We haven't got any exchange student. That’s why.
- At present, our university is interested in establishing ISF. However, actually, we need some funds to do that.
- Possible because many students in my university are really interested with this program.
- I do not understand exactly the purpose of the ISF, and I did not understand better with my chairpersons. We already have similar student associations in our own university. So I think a better idea to maintain a strong ISF network would be though the conference room on the Website.
- My University is very small. We are 1000 Students. The mostly Students are not interestong on ISF/ISS
- I think that is always a possibility, yet unknown.
International Advisors

- Students who participate in ISS are usually graduating seniors. They leave the campus after graduation. So, they have not been able to organize ISF. We also have several clubs and international program activities. Most students participate in one or more clubs/organization. So, we need to think carefully about whether we need an additional club--ISF. We plan to discuss this in fall 2006 and possibly have it in the near future.
- What we have now is not ISF as number of international students in agriculture, food and environment is very few. Conducting activities using English as a mean is very difficult and get less attention. Only Thai students joined the so-call ISF activities we have set up last year at Kamphaeng Saen campus only.
- Efforts have been made to included discussions relevant to ISF within an academic course devoted to discussions on global issues pertaining to agriculture, food and culture.
- We plan to set up a new institution, namely, the Graduate Institute of International Agriculture. The main purpose of this organization is to recruit international students to us for their master and doctoral degrees. I believe this intended institution shall be a very suitable bridge for us to promote activities such as ISF.
- Sure. But it has to be support by our authorities
- Yes, it's possible. We are ready to do it now.
- that would be possible through the student organizations
- Yes. The need of the internationalization of the University
- It is possible to establish.

Appendix 13: Activities Toward Establishing ISF at Other Universities

International student participants

- Discussion among students is promoted before the selection.
- We did a lot of activities as conference with professors whose fields where related to food security and also conferences about our experience in Japan.
- We have been discussing about the themes suggested by the ISS.
- helped to organize an info session and get new students interested in ISF
- Try to consolidate and communicate about the establishment of ISF to our current students organization which more or less has a similar activities and mission with ISF
- Conferences with students and professors from my university
- We have established an online discussion group in the selection process for sending a representative from our university.
- It was established after I came back from Japan, and I’m graduate after that. so its hard for me to involve it directly because I graduated already.
- We're in the process of beginning one.
- I have graduated and am not currently involved in ISF establishment. I do not know what progress is being made.
- We had established the ISF-M club in MSUA. There are 17 members of each branch schools. Therefore, we organized first meeting and planned the action plans.
- We just have had some lectures in relation to Tokyo Declaration and the 5th ISS, and at the end of each session we have held discussion about these topics.
- There are many activities like ISS already implemented in my university, but none of them called “ISS". I’m talking to ex-participants about forming a discussion group, so we can change opinions and talk about the themes proposed to the past ISS/ISFs.
- Bring different international associations together and they exchange information together

International Advisors

- Efforts have been made to organize an ISF but that has been difficult as the students who have attended the ISS have either graduated from university or have gone on academic exchange. Without students on campus who have attended ISS it is difficult as a faculty member to devote the time necessary to get an ISF chapter. Some success at holding an ISF meeting in early 2005 was achieved but that has not been possible in 2006.
- We already include the ISF within the framework of our student international program
Appendix 14: Kinds of ISF-related Activities at Other Universities

**International student participants**

- We have agriculture fair in every year. The students will present about their study while each faculty will present the research result that will be useful for aviculture and factory which including seminar from many agricultural expert.
- Maybe sustainable seed production and technology for agriculture students
- We don’t many activities because the students have not taken the organization of the ISF as a main goal to be accomplished over the years.
- A talk, presentations about ISS/ISF, an essay contest.
- The presentation and the propagation by films and paper
- International Association Students of Agriculture and related Sciences (IASA), International Forestry Students association (IFSA), etc
- We had two poster sessions about organic production systems and about a good use of water in Mexico
- What I trying to do during I still undergraduate is I’m trying to persuade children especially infant to love agriculture.
- None, except the trip to Japan
- International/ag/natural centers, clubs and organizations many study abroad programs interested students
- We have “voluntary Student” Campaign in all universities all over Vietnam. In summer, students go to rural and mountainous areas to help people there in many aspects such as health services.
- “Vinculacion Estudiantil” -Student Entailment-It consists of a close relationship of peasants and students, they go to rural areas and share know-how and useful information to farmers.
- The selection process (to choose the representative student from my university) is quite long, and involves discussions and essays.
- None
- Excursions, international parties, congresses,
- Many activities, through different student associations in my university about local issues, environment, developing countries... that organize conferences at the university, different action of sensibilization for the other students...
- Only student exchange, bbs for topic discussion, not such former event for students, and international activities.

**International Advisors**

- None at present.
- 1. Sharing international experiences from different student exchange programs. Students presented their experiences ranged from farm practice, study tour, laboratory works to seminar in a conference. 2. Special seminars in English by invited speakers. 3. Discussion in a topic related to ISS theme. Students with good performance in English and during discussion will be nominated for ISS. 4. Activities can be run only at Kamphaeng Saen campus where the advisor who had ISS experience resided.
- Very minor, not well organized yet.
- Promote a program so that our students know more about world agricultural problems as well as those in the nearby villages. We already have a model village for the student to do exercises.
- Recently an event on forestry
- Group discussion; Research projects; Extension
- First of all, it's a questions related with quality, safety, standardization and certification of Ag products. Second is a biotechnology and ecology.

Appendix 15: The Possibility of Holding ISS at Other Universities

**International student participants**

- Group discussion; Research projects; Extension
- Not very much
Our university has held involved and experienced in receiving international summit and congress in the past.

Because I think my university can not support the money for the airline ticket
I do not know if there would be funds.

We have a strong group of international students who would most likely be interested in participating.

My university is the main university for agriculture in Thailand. We have a lot of students who are related to and well understand agriculture. It will be very good if we can get them together and share each other. But the hardest thing is how to make the inspiration to a person who will be the first to establish it.

Encourage student to experience different culture. Also a way to establish student trade program; joint program of BS and Master?. With different education background, point of view and perspective will give student an opportunity to be creative.

to encourage other students to think globally and help international challenges faced by new generation in solving issues and concerns in agriculture particularly in producing and handling safety food in the world

There are a lot of students waiting for the chance to organize the ISS at my university.

It indeed is useful to improve students’ conscious of the environment protection and so on

Because ISS is really useful as a media to share any information related to agriculture, food and environment as well as a moment to improve personal skill and broaden knowledge.

There are a lot of International events similar to the ISS that are held in my University each year, and I think there are enough equipment to support the Summit

Our university (University of Sao Paulo) has the appropriate structure to host the Summit.

Because before this there were no any activities related to agriculture student. by this summit it open our eye and other people how struggle we as a agriculture student to promote agriculture again in our country.

There is already an organization about environment & humanitarian actions

Because Moscow Timiryazev Agricultural Academy is the biggest and well-known agricultural university in Russia & in the world.

the professors in Germany are not very interested at the ISS. Just some students, the friends of those who went to Japan, know about ISS.

We have many international and agricultural/natural resource programs.

All of the ISS participants at my college have graduated (including myself), and successful student organizations need to rise out of student interest, not faculty implementation

our university has got none of international students so we couldn't exchange anything.

I do not exactly. I think it is possible, because of we are very interested in foreign relations to the agricultural universities of the world. But may be we can not pay the cost of the members like TUA.

Because we could offer food and lodging, facilities, beautiful sightseeing, and hospitality

It’s possible to organize discussions between students about the themes discussed in each ISS.

students can exchange knowledge and contribute some ideas

New place, new style, new environment and new culture to be meet.

Because there are always students interesting in international issues

ISS is a very good event, yet I don't know my former university (China Agricultural University) will be able and willing to sponsor such a big event or not. Now I am study at Cornell University in US.

**International Advisors**

We are the land-grant university with global focus. We have the infrastructure to host the event. We also have the faculty expertise and experience.

With proper financial support, Kasetsart University has facilities and staff to hold the ISS.

It is unlikely that funding could be obtained from government and university sources to host an event the magnitude of the ISS.

As I said before, we lack a mechanism/organization to move local students to participate.
We now place international program as priority, especially when foreign students are willing to study at our university. Some departments are financed by the government to improve English communication ability of students.

It has to be worked in coordination with our university authorities (Rector, General Academic Direction)

As I mentioned before, all faculty members and students from my university are involved directly or indirectly to agriculture, food and environment issues.

Because the target of ISS and the general approach is close and understandable by our University and students. The International networking is strongly supported at the University.

I do not know yet.

Appendix 16: Things that ISF-Japan Members can do to Establish ISF at Other global partner universities

TUA student participants

- Somebody should be assigned for each country. There should be regular information exchange with ISF-J
- Tell them how we established ISF Japan.
- There should be close interaction with foreign students. Japanese students should have a more open and positive attitude in accepting foreign students (including their language, culture, custom)
- Information dissemination
- The direction and purpose of ISF-J should be set first.
- Using well on Website, for instance, Web meeting.
- Visit each university and tell the students in there what we are doing at ISF-Japan. At the same time, promote the former participant from the university to establish the ISF.
- We should try hard to get ability of communication and English speaking. And we have to make larger number of overseas students be interested in the ISS and ISS.
- In order to establish ISF in sister-universities, we need to communicate well with the one who wants to establish ISF in each university.
- In order to identify its meaning and strength, there is a need to present the impact of different activities on students and the society. From then, we can encourage other to establish ISF in their respective universities.
- Distribute ISF pamphlets or news
- It does not depend on what ISF-Japan members could do. Student in global partner universities, and specially students that attended any of the ISS, with their advisers should work together in order to build a similar project in their respective universities. It is very little what ISF-Japan member alone could in order to extend the network.
- Activities of ISF-J is the most important factor
- Talk about ISF-J experience. Help the previous participants to disseminate what they have learned at the ISS.
- In order to have continuous discussions and establish ISF in every university, we should make every student participant from sister universities understand what are ISF and ISS during the summit week. That was lacking last year. Some of the students came to Japan just to have fun, and went back to their respective countries without understanding the essence of ISF and ISS.
- It is very important to have regular communication. And, there should be information dissemination on activities held in TUA.

Appendix 17: Cooperative Activities if Other Universities Establish ISF

TUA student participants

- Up-to-date information exchange on food, agriculture and environment in each country
- Interaction
- As an alumni and part of the working society related field in international agriculture, I think there will be an opportunity for me to give a presentation and interact with others.
- Exchange opinions. Have some common activities
I want to make a presentation on the farm (organically-grown grapes and kiwi) wherein I am currently doing field practice

- Academic activity
- Visit to every country
- Exchanging information and sharing problems.
- I want ISS to be held in sister-universities, especially in UBC.
- Each country should give a presentation based on a specific research theme. For example, food problem related “processing of agricultural products in the food industry”. From the given theme, everyone will exchange information and organize different activities.
- Although I know it is difficult, I want the ISS be held in sister universities.
- Exchange opinions
- ISS being held in other universities would be great.
- I suggest that sister-universities adopt the one of the ISF-J activities called Janglish. They can initiate simple conversations in Japanese, while exchanging information regarding their country’s agriculture and environment.
- In order to deepen the understanding among countries, there should be interaction and study meeting.
- Discuss with a common theme. If possible, conduct a field practice. ISF advisers tell us to come for the field practice, however, this is actually difficult to implement.
- It will be very interesting if ISS will be held in each country. Distribution of regular newsletter

Appendix 18: Expectations of Global NEFA?

**International student participants**
- More information exchange, build up network for future academic cooperation.
- Discussion about challenging subjects and evaluation of the development in the participant countries.
- Interaction of the member countries to participate and act on the global issues concerning environment & agriculture
- A way for international leaders in this field to keep in touch and exchange ideas.
- I expect G-NEFA as a forum to share any information about current condition of several activities done by alumni of ISS/ISF
- I would like to join the Global NEFA
- Alumni for those who had come to ISS and do a reunion
- I have not been involved.
- I expect of Global NEFA, that we can reduce the damage and harm to the food, agriculture and environment. This network is very effective for the human of the world.
- That every member has a close relationship to each other
- No idea

**TUA student participants**
- Rekindle the friendship, cooperation and enthusiasm among past ISS participants through different projects and events for a better tomorrow!
- Future connection. At present, I am registered in the Pan-America TUA Alumni mailing list. I get a lot of information from them. In comparison to ISF, I feel that there are no information being disseminated.
- Active exchange of information
- Alumni association
- Create an environment wherein new participants will be interested in joining/participating
- I want it to be more active/lively
- Don’t get fixated on the organization and name. Be flexible in doing action. I want the student-members who graduated to be in charge in supporting different activities. I hope for the further development of ISF.
- Let me know what ISF is doing
- Updates on students who graduated
- Information exchange related to each person’s activities.
- I don’t expect anything because I myself is not doing any action.
- Individual growth based on cooperation and information dissemination among friends
who are still students and/or part of the working society.

- I think there are many students related to food, agriculture and environment who have graduated already. I hope to exchange information with them.
- Continuous information dissemination on ISS and ISF activities
- Establish and maintain a network of previous participants and members from TUA and sister-universities

Appendix 19: Suggestions for Global NEFA

**International student participants**

- Divers background inclusion, up-to-date contact information circulation
- make a list of global issues and concerns and prioritize in ranking the possible real situation faced in the world today
- Get a wiki so that everyone can edit content on its own Webpage.
- More active, more communicative, and more participative especially in contributing any input for the sustainability of ISS and its plan.
- I would like to get more information about it
- give us a member card that can let everybody that we are member of global NEFA also can promote people about NEFA
- What is it?
- Yes, I have. I have to expand this network all of countries in the world. Another point is that we can establish to celebrate the day, that means the protect food, agriculture and environment. In this day we /Origins from ISS and ISF/ are going to advertise about the how to grow quality food, and how to choose good food, how to protect the environment, how to impart the nature etc., all over the world like “New year” celebration, and “Women's day”
- NEFA’s organizers should tell more about it’s purpose and disseminate it among students.
- no idea

**TUA student participants**

- Make it more active to be possible to introduce oneself by using e-mail of homepages. Make a profile of each member.
- Please make a newsletter at least twice a year.
- The organization is too formal. It seems hard to be part of it.
- If the organization is not fully managed, better to just dissolve it.
- Yes. We all are busy, I know, however, I want to discuss what alumni people are doing and what they are thinking. so shall we use a conference room? If we have already, sorry, I haven't used yet. Let remind us what conference room is using now by Mailing List.
- Information exchange with younger members. Develop and revitalize agriculture of Japan and other countries
- I was part of the ISS 5 years ago. I don’t know its current situation. I hope that current students are actively taking part in the activities.
- I hope that there is a bulletin board wherein we can post messages. Know the specific activities we can do. Then make a one year schedule.
- Keep writing in Japanese and English together.

Appendix 20: First Expectation

**TUA student participants**

- Be able to understand the food, agriculture and environment issues of different countries
- On the first summit, I was part of the PR group. I had the chance to guide and teach younger students. Moreover, I could open my mind to international world.
- Deepen understanding of Japanese and international agriculture
- Spread the knowledge of foreign countries
Talk with students from different countries
Broaden my horizon
Improve language proficiency and agriculture knowledge
I expected that there are activities to decrease starvation
Interaction with foreign students
Deeper understanding of agriculture
Closer interaction with foreign students and deepen understanding among students from several countries.
Holistic understanding of food
I hoped that TUA students will continue having meaningful discussions with sister university students in order to solve various current issues in agriculture. I have already graduated and I know that this issue is not easy to achieve, however, I still have this will/urge.

Biggest event in TUA organized by TUA students
Understand the agricultural condition of developing countries
Exchange ideas with different foreign students
I have decided to attend only one year and did everything what I wanted to do in this one year. The results are summarized in a report. If you are interested, I think you can ask one of the participants who participated the first ISS. Please do check.

Improve on English proficiency
International exchange
I wanted to participate in the ISS. I wanted to work together with Japanese students.
Study the agricultural condition of different countries.
Interaction with foreign students
Make friends with foreign students
Interact with students from all over the world
Make friends all over the world, constructing and international students’ network... Only partially full filled.
Interaction with foreign students
Make friends with both foreign and Japanese students. Improve on communication skills
Understand the agriculture condition around the world
Interact with sister-university students thru food, agriculture and environment
Can participate in many field practices
Make friends
Improve language proficiency
Communicate with foreign students in English
Interaction with students who have strong consciousness
Gain broader knowledge of the world
To know how do students from different countries think and study

**International student participants**

Learn more about Asia agriculture and culture.
Meeting young talents and peers; Understanding of different cultures; Seeing the world
The global conditions regarding agriculture
Visiting Japan and have a chance to meet students from different countries in the world.
To have a general idea about the same subject in different countries and cultures.
Had a good chance to discuss and understand about the trend of interesting in agriculture and environment. Actually it was the more favorite time for me in that time, to discuss with all members
Let other students know more about my country
Learn about food security and food safety in a lot of countries around the world.
Interaction with other students in the world for making food safe
Get more knowledge about agriculture, food and environment over the world
Broaden knowledge, improve my English communication skill, know Japan' culture more, have a lot more friends
To know more about agriculture in other countries.
A place to exchange ideas in the search for solutions for environmental and agricultural problems.
Let the new comer know us by giving our email address so that the new comers get some briefing from us.

Visit Japan
Discussing about nutrition - but it was “just” agriculture (it was interesting too, but not that what I expected)
To gain a better understanding of global issues, American stereotypes and international relations
Learn about different cultures and their agricultural and environmental issues
To introduce myself and my country.
Improve understanding about WTO
My presentation should be clear and interesting.
Know more about international relations in relation to food, agriculture and environment.
ISS is really good
Information sharing
Meet other cultures
Brainstorm about world problems
To understand better the international relations in agriculture, food and environment
I had no expectations of the ISS.

Appendix 21: Second Expectation

**TUA student participants**

- Be able to formulate ways to solve various issues on food, agriculture and environment (student version)
- Interaction with many students
- Interaction with students from other department, or major
- Be more positive towards studying
- Learn about the agricultural situation of Japan and other countries
- Make friends
- Work together with other members to make me understand other students’ culture, knowledge and thinking. Moreover, to self-enlightenment.

- Improve communication within TUA campuses (Setagaya, Atsugi and Okhotsk Campuses). Conducting discussions through e-mail, TV phone, pre-summit, and field trip during the ISS week are not sufficient medium for communication and interaction. In order to conduct more in-depth debates with sister-university students, I think TUA students need to strengthen more the bond in TUA.
- Organizational structure of the student body
- Master practical language (English)
- Learn language
- Deepen knowledge on food, agriculture and environment
- Contribute in any way, to solve problems about food, agriculture and environment.
- Learn agriculture through farm practice
- Improve knowledge and ability
- Interaction with foreign students
- It seems enjoyable
- Make friends with foreign students
- Broaden horizon through the interaction with foreign students
- Learn about own country’s agriculture

**International student participants**

- Gain a clearer understanding of International Food Laws and how they impact Asia.
- Sharing and learning; Participation and expression; Exchange within international cooperation
- Improve the information about the agriculture of each country and also improve the friendship between the people come from many countries
- To develop a critical sense about international policies.
- I could understand about the system of agriculture in Japan.
- Get acquaintance with more international friends
● Gain more new friends internationally
● Let others know more agriculture, food and environment in China
● To share my experience with other students.
● Interact with people from several different countries
● Trying with all countries to solve world-problems, discussing, learning much about the others
● Greater sense of confidence
● To successful participate in the summit.
● Exchange ideas and culture with other friends all over the world
● I should answer in a good manner all the questions about my presentation
● Talk to all participants and discuss ideas.
● Practical and applicable actions or solutions at the end of the summit, and more reflections during the discussion times, thanks interesting chairpersons to carry out the debates.

TUA/ISS organizing committee Members
● Develop student’s international sensibility

International Advisors
● Opportunity for research collaboration
● Students’ knowledge, idea, experience and how they share these together. Organize conferences and the related activities.
● Discuss issues pertaining to education about agriculture and food security with other academic advisors and students.
● Start initial collaboration by accepting visit of students from Taiwan
● To have an idea of Japanese agriculture
● Cultural Exchange
● To communicate about education and research
● Develop cooperation in research

Appendix 22: Third Expectation

TUA student participants
● Be able to establish a network of friends all over the world
● Improve English and Japanese levels
● Know about domestic and international problems
● Interaction with foreign students
● I was able to experience to have a role in this big project/event.
● Although my expectations were not met, I am very happy that there were profound discussions on food. I hope that the international network will get stronger and tackle many issues in these 5 years.
● Exchange opinions with sister-university students
● Give help to foreign students
● Have an opportunity to listen what do students in other countries think.
● The challenge of doing a presentation in the ISS
● Understanding food, agriculture and environment of Japan
● Make friends from other countries

International student participants
● International experience that would add to my resume and hopefully lead to an international career.
● Gaining extra academic credit; Building up professional contact for the future
● Let myself know more about Japan
● Show the world that young people can think globally and act locally
● Know more about Japan and make more international friends
● To know more about Japanese culture.
● Improve my communication skills in the small groups.
● Having a lot of fun, getting new friends
Future study topics
To look at the Japan.
Understanding more about Japan
I expected to meet good colleagues from different countries.
Know more about Japan and the Japanese life style.
To meet people from many countries, including countries which I knew very few about those. To exchange with Japanese students and professors to discover the Japanese culture and country.

TUA/ISS organizing committee Members
Improve concern on students’ English proficiency

International Advisors
Japanese agriculture, educational programs, culture
Learn about food, agriculture, culture in Japan.
To know about Japanese TUA educational programs and the general environment of the university
Student motivation to leadership
General interest in Japan

Appendix 23: election of Students to Participate in ISS

International Advisors
We selected the participant based on (a) recommendations from Academic Advisor, and (b) personal interview by International Advisors.
Faculties related to agriculture, food and environment nominated potential students. The representative student was selected by a committee based on their presentation and interview. The committee consists of representatives from the International Affair Division, Vice president for International Affair, Vice president for Student Affair and advisor.
Students were asked to write a proposal “based upon the theme of the ISS” for a presentation at the ISS. The students writing the best papers were selected.
A panel of faculty members collectively decided based on candidate students' oral presentation.
The best student from all Faculties.
(1) Willingness to participate; (2) Good understanding on food, agriculture and environment (both in-country and international); (3) Good English skills
There is a general invitation to the student community to participate in the process. The students have to write an essay on the ISS topic of interest. Then, they have to present it to group of teachers from different specialization. The group of teachers as a petit committee has to give a note to each presentation. Then, an average note is obtained. An extra interview with the elected student may be needed to make a final decision by the coordinator of the committee.
(1) Notify about ISS to all undergraduate and graduate students; (2) Students interested in participating in the selection process need to apply at the International Office (Requirements: knowledge in English and/or Japanese language, summary about the ISS theme, letter of recommendation, CV and transcripts); (3) Orientation meeting with ISS-ISF advisor, ex-participants of ISS, and the new applicants to the ISS; (4) Group Discussion on the topic by e-mail; (5) Selection process: students need to provide the abstract and make a 15-minute oral presentation in English to a Committee composed of the advisor of ISS-ISF plus at least two other professors and student representative (student that participated in the ISS); (6) Based on the oral presentation and analysis of letter of recommendation, CV, transcripts and an interview with the potential candidate, the Committee nominates the representative student of our university.
 Usually, we organize a local students conference with a competition of there presentation. After the first student presentations our experts selects three-four the best ones. The last selection finds the best final students idea and vision in there presentations. It's very short structure, how we do it.
Announcement was made regarding ISS and interested student’s has to fill in an application form. The students are required to present a seminar (on the same topic; e.g. the importance of organic farming). The audiences of the seminar are fellow’s lectures and interested students. The lectures will rate the students and the one that is more fluent in delivery and able to communicate well in English (able to answer questions on the subject matter and other issues) will be selected. In 2004 and 2005 we received on average 30 applications with GPA not less than 2.5.

I looked at exam results and other personal performance

Students made a presentation and 2 professors decided of the selected student regarding to the subject and the English level.

Appendix 24: Joint International Education Program

TUA/ISS organizing committee Members

- Conduct an educational program (E-learning) with the cooperation of sister-universities, and make ISS the actual application. If possible, offer more than 10 courses with a total of more than 30 credits.
- Approve academic credit
- Link together the short-term field studies, language course, international field practice with ISS/ISF; Hold special lectures when professors of sister-universities visit TUA by them.
- Nothing
- I am concerned with increase in miscellaneous work. I want further consideration on the theme and content of presentations.
- I am interested in conducting classes through the internet (e-learning). Through Joint International Educational Program, I hope MS and PHD degrees can be earned from both TUA and MSU.
- Make it possible for TUA to conduct class lectures using the internet. I want the establishment of a program by advisers from each country in order to exchange views.
- I didn’t know that such program is being established that why I cannot comment on this. Are there any details/specifies which have been decided? Details/contents being inquired: (1) ask the one who are interested to enrollees; and (2) ask them what kind of course description they want to enroll. The planning committee should take into consideration the content of the courses and the needs of the interested enrollees. Or else, it is meaningless.
- What is the joint international education program? In the course of promotion, what kind of university measures has been done? Support from the professors and university staffs are indispensable. We are fully loaded with the summit work. There are no more enough measures left. Please don’t make snap decisions like what happened in the summit. Please make and examine the framework carefully before implementation.
- I expect more individual interactions among professors and staff of TUA and sister-universities.
- Conduct courses through internet (e-learning)
- Conduct courses through internet
- Call on professors from sister universities to conduct special lectures
- Make ISF/ISS part of the curriculum with credit, or make the ISS as a big university wide project as same as “Shukakusai (School festival)”. It is much better to increase the chance for students and professors to communicate with others from the world face by face than having lecture with internet. In addition, it can be a part of Special Program Conducted in English.
- I expect that this program will give the opportunity to experience internationalism especially for distant campuses.
- Hold ISS in other sister-universities. Offer study abroad and field study in sister-universities to presenters
- Although there is a bright future in this program, there is a need to consider the language ability of students.
- The English course should be improved in such a way that students can naturally communicate in English. The English ability level of TUA students is very low.
● Make a program wherein professors from sister universities can study abroad. Make ISF/ISS part of the curriculum with credit. Conduct e-learning
● I don’t have suggestions at the moment
● Special lectures by professors from sister-universities.

**International Advisors**

● Organize summer courses/programs for students; offer on-line courses on various subjects; strengthen student exchange program among partner universities; organize and host study abroad opportunities for students from partner universities; and allow transfer of credits earned at partner universities.
● World food, agriculture and environment. Tropical agriculture. Natural resource management Sustainable agriculture
● I think an e-learning initiative would be most attractive, especially if faculty members from member universities could be involved in delivering on-line lectures and facilitating on-line discussions among student members of the education program.
● I full agree with your idea! Actually this is what I proposed in last year's advisor's meeting. For instance, “Tropical Rain Forest: Biology, Sociology, and Future” could be a very good subject for us to start with.
● 1. E-learning 2. International courses to allow foreign students to study at our university 3. Semester based enrollment after reciprocal agreement on credit transfer can be made among interested member universities (TUA's current sister universities)
● Applications of biotechnology/GMO in agriculture/food production
  - International conventions/regulations related to agriculture/food production and environment
● It has to be flexible ii its curriculum. It most have a general interest for most involved universities. It will require both international and local support. The program should be common in its content for all universities. The objectives must include also practical work. And at the same time, to educate students to support interchange, educational, research and economical cooperation programs. It should have a group of teachers strongly committed with the program
● 1) Faculty and student exchange program 2) Transfer of course credits between partner universities 3) Short or Long-Term Internship program to undergraduate and graduate students
● We'll prepare little bit later much more concrete ideas, but in general it's a questions related with Food, Agricultural and Biotechnology.
● Credits should be earned by such a program.
● - E-learning.
  - Transfer of credit.
  - Research
  - Networks
● The involved university can exchange students for a semester and teachers for some lectures.

**Appendix 25: The Most Important Thing Learned or Experienced**

**TUA student participants**

● There are so many problems in the world that we (students/next generation) are tasked to solve sooner or later. There is really a need for cooperation among all of us. We better start soon before it's too late.
● Met and spoke with friends
● Gained understanding of new things. Realized the need in looking at a certain thing in a wider perspective.
● I am very grateful to the ISS advisers who supported me when I was looking for a job before. I feel that my world got bigger by participating to the ISS.
● Met other student participants. After participating the summit and meeting many people, my life has changed a lot.
• Broaden my perspective; made friends with foreign students, other sister-university students and students from other department. With friends, problems can be solved.
• How it is hard to challenge something. Meeting different people
• Friendship, Knowledge
• Cultural communication
• Importance of friends, Intricacies of agriculture.
• In order to accept one presenter from sister-university students, we should start studying their cultural background, custom and knowledge. We could also have great discussions together and satisfied the sister university students. Had a chance to experience how it is important to prepare well and how to make a successful achievement from there.
• Developed my own center
• During my two-year participation in the summit, I was given a very important role. I learned how hard to organize and overlook a group. I also realized that importance of viewpoint as a third person. I would like to convey to the current ISS/ISF members that they should balance (1) listening to other people’s views and (2) asserting/insisting own views. This is important in the society and also in the international society. I think that is why there are discussions held. In the view of long term, attending to ISS/ISF activities will develop your global perspective. Please increase your knowledge and do your best.
• Importance of English and comprehensive theme will not lead to productive discussion.
• Don't be shy and to know my country and other countries
• Opportunity to re-examine my countries agriculture after meeting sister-university students scattered around the world and learning about world’s agriculture.
• Way of thinking; Friends
• The world is a big place. Through participation, I felt the importance to start doing with the things I can really do.
• Met a capable and hard-working elder students
• I learn the importance of taking other cultures and national characters. I think that the most important thing is to understand what my friends think about. So, we shouldn’t be at the mercy of different cultures. And of course, the many participial things in the ISS.
• Gained different point of views
• Made many ISF related memories and friends. Made Japanese friends as well.
• Friends. Many friends who spent the hard time together is the most important thing for me and they will be my friend forever. I also realized there is many people with diverse point of views.
• Communication
• Made friends around the world
• I learned more about other countries, that is not easy to get access to
• Foreign culture and education
• Meet people from different countries and have and opportunity to talk to them.
• Increased the opportunity to make friends and talk with students from various countries.
• Communication and exchange opinion with people, language ability
• Have close relationship with foreign students. Relationship with Setagaya members
• I have learned the importance and fun of knowing and acting by my own will. I was given the chance of broadening my perspective. I also gained the sense of widening my view further.
• Difficulty and importance of writing a paper/report
• I felt a sense of fulfillment after taking part in successfully organizing students from different cultures. This even gave me confidence in myself.
• How to communicate and make friends. Method of initiating cooperation and organizing an activity
• Widen my interest into the world. This was the reason why I studied abroad and had the will to be a person capable of working in the international environment work place.
• Having the opportunity to interact with students from different countries, I was exposed to different values and point of views. I realized that there was several aspect and standpoint of people and things.

**International student participants**
• Learned more about Asia agriculture and culture.
Serious about student opinions; attention and support to their enthusiasm; confidence on their potential to achieve in the future. Will to nurture international exchange and cooperation. Active and positive in invoking volunteers.

Food and Agriculture knowledge are from multinational culture and people.
The specific and general conditions that each country or region is facing today in the world. Moreover, understand the future of agriculture and food issues.

Improve the relationship.
The diversity of approaches for the same issue due to the intrinsic difference among different realities.

I better learned to interact with and to communicate with people from all over the world. I learned more about the international food safety situation and how each country varies and how we are all similar. I fully enjoyed and cherish the experience I had at the ISS and with all of the other participants and students involved to make it a great week!

According to my study in undergraduate student time was food science, the main thing that I paid attention to is factory processing. But after I has a chance to join ISS/ISF I realized that the relationship of agriculture and economic which also relate to the trend in food science too. This forum helped me open my mind and brain.

We all have different problems in each country, and many people are working hard to solve them, if we continue to try, there must be a better world.

Japan culture and different agriculture problems each countries barries

How agriculture, environment and food are treated in different countries around the world because of each policies, culture, etc.

That any country have their own way of making their life better than before by simply realizing the past and improve what can be done for the betterment of their countrymen particularly in solving the challenges in keeping food safe in agricultural processes.

The most important thing was how to work in a multi cultural group. This was an amazing experience.

Understanding of global agricultural issues and different perspectives.
Get more knowledge about agriculture, food and environment over the world.

I could know what happen in the world globally especially from an agriculture point of view as well as known some information about how to solve world's problem and how youth can participated in doing that's all.

That there are very similar problems all around the world and only be having a joined effort we will come over them.

Also I learned that the native language or religion or ideas are not a wall between people and they could be use as an advantage because of the different points of view.

Working with students from different cultures, it really increases our knowledge about other people.

The possibility of debating ideas with respect for differences in opinion and background.

I learn a lot. Not only know agriculture system from other country but also can get some new idea by transfer technique or technology that may be applied in our country, especially now that I’m working in department of agriculture, as a worker I’m trying to implement something new to upgrade our agriculture system. My English also is better than before.

Diversity of Agriculture. Diversity of issues.

It was a great experience to meet students from all over the world and learn from them how it is in there countries.

We were all different, came from all over the world: but we had something together. one week, one topic that nobody will ever forget!!

Hope for the future b/c I saw other students so dedicated and working hard to create positive changes.

I learned about other individuals' and nations' views of my country and how important education is!

I have learnt that English speaker has many difference tones. At the first place, It was hard to catch but later I got used to it and understood what they said.

Students and lecturers can strongly discuss the threatening problem of the World about food, agriculture and environment. I did not know about the problems before I participated in the summit. While, I understood that we need to prevent or to try to reduce
Discussion of techniques

Sharing opinions of each country about problems in common and, the issues surrounding trade.

Many things were important, but the main one was that we must respect other cultures, understand more about them and about the reality of other countries before we make any judgment or think of solutions to the nation’s problems.

I gained a lot of information through ISS by learning and understanding the importance of international trade on food, agriculture and environment. It helps me a lot in doing the paperwork and my final project as well.

Exchange ideas with other students from other country

Subjectivity of certain problems in the world. Everything is connected one way or another. Problems in the world never stand on themselves.

I learned so much. Maybe the meeting with people from countries which I knew very few and to learn about their agricultural issues.

The important thing was the difference between the poor and the rich Countries.

Appendix 26: Additional Comments and Suggestions for the Improvement of ISS/ISF

TUA student participants

The importance of working as a group/organization can is applied in the society.

In Japan, I always end up having a biased opinion. But after participating in the ISS, I realized that I could change my point of view. If I didn’t participated to the ISS, I was not in the place where I am right now.

Unite the consciousness of the members with brief and easy word about what kind of society we want to make.

Please do your best in the upcoming summit

language skill

I want to hold a regular alumni assembly during the summit.

Foreign language. Students should be able to speak languages other than Japanese in order to communicate with people around the world.

More discussions should be held

It is better if the content of presentations is based on the experience or research of the students themselves. Not only a conclusion from books. So it could be a good information for the audience and the speakers could speak more confidently. Also try to make a connection between the present and next ISS. It will make people easier to follow up and we could expect that the next speaker will continue the study or research of previous speaker. Continuity is the point.

I suggest that (1) meetings of each country should be held every week; (2) do what has been decided even it is still not complete/perfect; and (3) communicate with many people and listen to others’ opinion/talk

To communicate with others is not always a good thing.

I spent precious time in ISS and ISF. I was proud to join it! The reason why I am in UK is I got plenty of international differences in there and try to find more international knowledge about Food, Agriculture, and Environment.

I want to tell the current students to do there best to enjoy the ISS/ISF. I hope that university and society could support these activities.

I need more help and understanding from my department teachers.

The common theme should be specific. Although it’s better to have a more general theme (e.g. Food, Agriculture and Environment), the chairpersons have difficulty in doing the discussions and summarizations every year because there are gaps in the contents between some presentations which are totally unrelated of the theme. Moreover, even listening to those discussions makes the audiences wonder what we want to convey or emphasize on.

Don’t be too exclusive. In 4 years as a member, I have noticed that there was no change in the TUA presentation. Although pre-summit, study meeting and presentations held all these years, there were many teams studying on the average level. The reasons could be (1) big individual workload; and (2) use of
data/information which were not even personally analyzed. Thus, many presentations had loopholes. I suggest that there should be a school-wide search of TUA representative presentation/presenter (like ECOCON). There should be competition. I understand that they are doing their best, but I hope that the TUA can be represented by a high level presentation.

- People from more countries, more time for the discussion panel or why not to use classrooms for other discussions, because we have potential but time limit factor is strong, try to give all we can with time!
- Please continue to work well with a smile.
- Active participation (more active) of global partner universities in a common coordinated project could be a very important first step. Project progress responsible professors in the different universities should be selected and former participants should collaborate in extending the network. If we achieve that, then we can have a more global (and not Japan-centered) ISF and ISS.
- Not just about Asia, I also want to know about European and African countries. I hope that the summit be held on weekends or during long vacations. During weekdays, I need to miss my class just to be able to participate but it is very hard since we have many field practice and laboratory experiments. Therefore, the summit participants are usually students from departments with no field practice or laboratory experiments. The ISF is not well known in the university. There is a need to run a booth during the school festival (Shukakusai) for active and positive promotion/appel within the university and nearby community. I don’t understand why this has not been done. I noticed that most people don’t even bother looking at the ISF bulletin board located at the smoking area of the building no. 1. Is the location the problem? The topic/theme of the activities is not clear and scope is too big. I can not understand the relation between the organization called “No-Kan (Agricultural-Environmental Network)” and during the general assembly held last April, most members really don’t understand the theme of this organization. Members are mostly interested in interacting with foreign students, but not to the point of doing the summit. There are also members who didn’t show up anymore. What should we do with students who are just interested in interacting with foreign students? I think for some of the students, “I want to attend the ISS!” isn’t the reason for joining ISF.
- For Atsugi members, the importance and meaning of the summit is deteriorating because other ISF activities (except summit) are developing/improving. The image of the summit is vague for many. Since we are doing appropriate PR activities and the usage of hall in Setagaya and Atsugi campuses, the theme should be more focused in the area which will get interest from other general students and general public. There is a need for more discussion on the summit itself.
- Not just have interests in the world, there should be interest in Japan. Study more about food, agriculture and environment.
- I don’t see the presenters and chairpersons happy during the summit due to too much work. I also heard that some sister-university students who presented the first day intentionally missed the second day sessions to go out and have fun. What do you think of this?

    Have you seen the presentation from Atsugi Campus? Frankly speaking, it was zero-cold. Most students of Atsugi Campus think that the summit is for attendance only. The summit posters and brochures were too many. In Atsugi campus, around 100 brochures are not used. It is so difficult to ask the professors (especially from the animal husbandry department) to put the poster in their respective laboratories due to the low awareness about ISF.
- I think successive activities are meaningful for students. However, level of participation (active or not) will depend on every individual. Moreover, the more serious the person gets involved, the level of what he/she gains will differ.
- I want more members to see the many places/sites and participate in field work/studies.
- It is not just an international exchange organization. There should be more study/research on Food, Agriculture and Environment. Activities should not be exclusive. I want the organization be known by many TUA students.
- more activities
International student participants

- An update of past progress, results and evaluations.
- Take more time for the outside activities such as spending more time to go somewhere, taking and playing together in order to improve the understanding.
- Maybe to gather an issue with former participants, for the new participants to learn with their experience and that for further subjects to be treated in long-term perspective.
- Let more and more people get to know the ISS/ISF and being linked with societies. Please do your best.
- More time and communication after the ISS for the realization of what was discussed in the panel after the presentation. More interactions with other Japanese students and counterparts at TUA.
- It's really important to chain communication between ISS/ISF with G-NEFA, while keeping an effort to run ISF activities. And if it possible also involve G-NEFA in yearly ISS.
- All professors who are attending the ISS should give presentation.
- It would be interesting to have a feedback from the data gathered through this form as well as the report we produced after the summit, to learn about the overall opinions and assessments.
- The only thing how wasn’t so perfect are the long discussions over the title of the next summit instead of discussion the actual things.
- I hope you can try to improve the connections between Japan and Germany, between the responsible professors. So it may be easier for the students to get all the information they need before coming to Japan.
- Clarify the ISF and update the current ISS Website.
- Give handout of each presentation to participants.
- Regarding to the accommodations, I think the participants need more room.
- I think its better if be given about 20-30 minutes for each student to present because there are a lot of things to share and present.
- Make sure more Japanese students will visit the summit (presentations) as visitors in the public, so the college room will be full.
- The chairpersons should be professors, so they would know much more about the issues debated during the ISS, and they would have a high English level. The discussion times would be much more interesting.
- There are nothing! Thank you for a great time in Japan!!!
- Can have pictures or video online to keep up-to-date information, or short news about recent happening.

TUA/ISS organizing committee Members

- Importance of improving the language skill of TUA students.
- I noticed that summit themes are mostly related to social science studies, the presentations are usually based on available references and presenter’s point of views. Thus, I think that the summit is more of an international debate contest. I suggest that students present their dissertation/thesis or information that they personally collected and analyzed. In this way, students from natural sciences have more chances of participating.
  In relation to this survey, I think it is difficult for us to answer correctly the questions for the former summits except for last year because I only have a vague memory of those activities. I think other professors will agree with me. Therefore, this should be considered during data analysis.
- With the increasing participation of students from other universities in Japan, I suggest that we domestically hold summit with a global standpoint.
- In order to lessen the workload of each organizing committee member, I suggest that we increase the number of active academic committee members. However, there is a need to specify how the academic committee members can participate in different ISF activities.
- I want to develop activities wherein students in other campuses can possibly feel the internationalism.
- In order to give the participating students from sister-universities the opportunity to experience the Japanese culture, the interaction with TUA students (except ISF members) through the cooperation of student organizations should also be organized. Moreover,
each TUA department should present their respective academic researches in the poster session. This may improve their sense of internationalism. And, it would be great if we could organize an International Exchange Day/Festival during the summit week.

- The Japanese translation of papers done by participating student abroad is non-sense. The papers should be published in English because it is an International Summit. Moreover, the Japanese translations by students were inaccurate. And the contents were meaningless. Thus, I don’t understand the reason for publishing a Japanese version.
- I am not part of the organizing committee. However, in order for me to participate in the questionnaire survey, I included myself in the 2005 organizing committee. I found some problems in the top page of the questionnaire.
  I think the summit is in the level to establish the stable organization from just having a festival. Therefore, I call for the establishment of an inter-department mother organization based on the results of this evaluation.

**International Advisors**

- Tokyo University of Agriculture has initiated this outstanding opportunity to internationalize its curriculum by holding the ISS. TUA students have benefited immensely from this event. Students and faculty advisors from partner university have also benefited through networking.
- It is very hard to keep the good program like this without proper financial support. TUA has done a very good job in this matter so far. Each partner university must find ways to support this program more in different ways. ISF activities in each partner university are still slow and may need to blend with some existing student activities in the future.
- Try to advise participant students from different countries not to repeat same/similar topics in their presentation, such as organic food, etc. You should have the right to tell the participant students whether you will accept their presentation topics or not.
- Need more propaganda /advocacy on the importance of ISS/ISF activities. Promote student exchange and to select 3rd year students as delegate, since the last year student will soon leave the university
- By showing more about the TUA educational programs especially about practical work with students. More discussions on the future of world agriculture. Nowadays agriculture in most countries is facing strong crisis, so educational programs on agriculture too
- ISS/ISF has a very strong impact among our students. As an advisor of the ISS/ISF, I noticed a clear improvement and understanding of our students about the objectives of ISS/ISF. Therefore, we should start thinking about ways to continue the ISS/ISF.
- The improving is not needed, it's great organization.
Appendix 27: Cover letter and Online Survey Instruments

Cover letter for TUA student participants

世界学生サミットおよび世界学生フォーラムメンバーの皆様

Dear ISS/ISF TUA Member

2001年から毎年11月に開催している世界学生サミット（ISS）は、多くの先生方、職員の方々、学生諸君のご協力を得て今年で第6回目を迎えます。去年の5回の開催を受けて、その教育効果の評価を実施したいと計画しています。そして、今後の更なる発展に資したいと考えています。

現在の世界学生サミットおよび世界学生フォーラムのメンバーだけでなく、過去にメンバーとして携わった全てのかたがたにご協力いただき、評価していただければと思っております。

“The International Students Summit (ISS) on Food, Agriculture and Environment in the New Century”, which started since 2001, have celebrated the 5th anniversary last year and going to hold the 6th ISS this year. To contribute to further improvement of the ISS, we are conducting the evaluation of International Students Summit (ISS) and International Students Forum (ISF) this year.

This letter is being sent to all of the ISS/ISF members who have participated the ISS in the past. I would appreciate very much if all of you would kindly cooperate to our evaluation by filling a questionnaire sheet, which is loaded at the following URL.

締め切り：6月18日（日）
このアンケートは、任意によるものであり、匿名です。

Deadline: June 18th
Participation in this study is voluntary and your responses will be kept anonymous.

ご協力よろしくお願いいたします。
Thank you for your cooperation, and best with to your successful life.

藤本 彰三
東京農業大学
世界学生サミット 組織委員長
Cover letter for International student participants

Dear All International Participants,

Greetings from Tokyo.
I hope you are all well and happy.

“The International Students Summit (ISS) on Food, Agriculture and Environment in the New Century”, which started since 2001, have celebrated the 5th anniversary last year and going to hold the 6th ISS this year. To contribute to further improvement of the ISS, we are conducting the evaluation of International Students Summit (ISS) and International Students Forum (ISF) this year.

This letter is being sent to all of the International Participants who have attended the ISS in the past. I would appreciate very much if all of you would kindly cooperate to our evaluation by filling a questionnaire sheet, which is loaded at the following URL.

Deadline: June 18th
Participation in this study is voluntary and your responses will be kept anonymous.

Thank you for your cooperation, and best with to your successful life.

Akimi Fujimoto
Chairperson, ISS organizing committee
世界学生サミット組織委員の皆様

2001年から毎年11月に開催している世界学生サミット（ISS）は、多くの先生方、職員の方々、学生諸君のご協力を得て今年で第6回目を迎えます。去年の顧問会議（姉妹校アドバイザーの先生方による会議）で議題に上がったように、5回の開催を受けて、その教育効果の評価を実施したいと計画しています。そして、今後の更なる発展に資したいと考えています。

ご多忙中とは存じますが、簡単な質問表にお答えいただきたくお願いします。現在世界学生サミットの組織委員をされている先生方、職員の方に限らず、過去に組織委員を経験された全ての方に、ご協力お願いします。

下記のURLをクリックしていただき、アンケートに回答して下さい。

締め切り：6月18日（日）
このアンケートは、任意によるものであり、匿名です。

似たような質問表による調査を過去の参加学生、一般学生、国際顧問などにも実施中です。回収するデータは集計分析し、今年11月に開催する顧問会議（International Advisors’ Workshop）で報告し、今後の計画立案の資材にも供したいと考えています。

ご協力よろしくお願いいたします。

藤本 彰三
東京農業大学
世界学生サミット 組織委員長
Cover letter for International Advisors

Dear Colleagues,

Hope you are well and doing fine. I am writing today regarding our Sixth ISS to be held in November 2006. First of all, I would like to thank you for your cooperation in selecting a representative student from your university to the ISS. We have already received a nomination from some universities, while I believe other universities are now in its selection process.

I also believe all of you will be able to visit to Japan with your student, from 25 November through 3 December 2006. We would like to hold our one-day Workshop on 29 November. As I proposed last year, I am planning to conduct an evaluation study of the ISS/ISF, to which Dr. Murari Suvedi, MSU, has kindly agreed to cooperate. In fact, we have prepared a set of on-line questionnaires addressed to different groups of people such as the past participants, TUA students, TUA faculties, and International Advisors. We hope to process and analyze the responses to the questionnaire surveys, and present papers at the Workshop for our discussion. Our plan is to discuss and proceed to a kind of mutual agreement for setting up a feasible education program, which can be operated in cooperation of all or some of our universities interested in such a program.

It follows that I have two specific requests today. First, I would appreciate very much if you would kindly respond to the on-line questionnaire, which can be seen at the following Website.

Second, I would also like you to consider that you would present your ideas and plans on such a cooperative education program at our Workshop in November. I would appreciate very much if you would let me know if you are willing to present a paper at the Workshop at your earliest convenience so that it would be included in our schedule.

Thank you for your understanding and cooperation.

Akimi Fujimoto
Chairperson, ISS organizing committee
Evaluation of International Students Summit (ISS) and International Students Forum (ISF)

ISS/ISF TUA Members Survey

Dear ISS/ISF TUA members,

We are conducting the evaluation of International Students Summit (ISS) and International Students Forum (ISF) this year. Please take eight to ten minutes to complete this short on-line survey. Participation in this study is voluntary. Your response will help us improve the future ISS/ISF events. You can submit your responses by clicking the "Continue" button at the end. Your responses will be kept anonymous.

Thank you for your time.

Akira Fujimoto
Chairperson, ISS/ISF Steering Committee
Tokyo University of Agriculture

日本語での回答を希望する方は、「Japanese」のボタンを押ししてください。

Japanese →

● Participant Information
Please indicate your responses below by clicking on the appropriate square or circle.
Fields marked with an asterisk (*) are required.

1. When did you attend the ISS? Please check all that apply. □ 2001 □ 2002 □ 2003 □ 2004 □ 2005
2. What was your academic status you first attended to the ISS/ISF? □ Undergraduate □ Graduate □ Masters □ Doctoral

Continue  Reset
世界学生サミット（ISS）及び世界学生フォーラム（ISF）に関するアンケート調査

世界学生サミットおよび世界学生フォーラムメンバーの皆様

世界学生サミット（ISS）も今年で第6回目の開催を迎えますが、更なる発展のために、世界学生フォーラム（ISF）とも連携し、今までの評価を踏まえて行くことにしました。

各質問に答えていただき、最後の「送信」のボタンを押していただければ、何よりです。また、このアンケートは匿名です。

このアンケートは任意ですが、ISSとISFの今後の発展のためにも、多くの方のご協力をお願いしています。

藤本 彰三
東京農業大学
世界学生サミット 総務委員長

If you want to answer in English, please click "English ->" below.

■ 参加状況（必ず選ぶ項目です）
1. 何年に行われた世界学生サミット（ISS）に参加しましたか？ □2001 □2002 □2003 □2004 □2005
2. 何年に行われた世界学生フォーラム（ISF）に参加したら？ □学部 □大学院 □修士 □博士

次へ 固定

問い合わせ 東京農業大学国際協力センター
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东京都国立区桜丘1-1-1
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Survey for International student participants

Evaluation of International Students Summit (ISS) and International Students Forum (ISF)

ISS Participant Survey

Dear International Students Summit Participants,

We are conducting the evaluation of International Students Summit (ISS) and International Students Forum (ISF) this year.

Please take about ten minutes to complete this short online survey. Participation in this study is voluntary. Your response will help us improve the future ISS/ISF events. You can submit your responses by clicking the "Continue" button at the end. Your responses will be kept anonymous.

Thank you for your time.

Yukimi Fujimoto
Chairperson, ISS Organizing Committee
Tokyo University of Agriculture

● Participant Information

Please indicate your responses below by clicking on the appropriate square or circle.

Fields marked with an asterisk (*) are required.

1. When did you attend the ISS? Please check all that apply:
   - [ ] 2001
   - [ ] 2002
   - [ ] 2003
   - [ ] 2004
   - [ ] 2005

2. What was your academic status then?
   - [ ] Undergraduate
   - [ ] Master's
   - [ ] Doctoral

Continue 9/10  |  Reset

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世界学生サミット（ISS）及び世界学生フォーラム（ISF）に関するアンケート調査

世界学生サミット組織委員会の挨拶

世界学生サミット（ISS）も今年で第6回目の開催を迎えるまでになり、更なる発展のために、世界学生フォーラム（ISF）と共に今後の発展を計画してまいりました。各委員にご協力いただき、今後の発展を目指してまいります。これからの発展に向けた、このアンケートは重要です。

藤本 副委員長
東京農業大学
世界学生サミット 組織委員会

■ 参加状況（下記が必要項目です。）
1. 何年に開催された世界学生サミット（およびISF組織委員会）に参加したか？
   □ 2001 □ 2002 □ 2003 □ 2004 □ 2005
   ○他 □ 未参加

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Survey for International Advisors

Evaluation of International Students Summit (ISS) and International Students Forum (ISF)

International Advisor Survey

Dear International Advisors,

We are conducting the evaluation of International Students Summit (ISS) and International Students Forum (ISF) this year.

Please take eight to ten minutes to complete this short on-line survey. Participation in this study is voluntary. Your response will help us improve the future ISS/ISF events. You can submit your responses by clicking the “Continue” button at the end. Your responses will be kept anonymous.

Thank you for your time.

Akimi Fujimoto
Chairperson, ISS Organizing Committee
Tokyo University of Agriculture

● Participant Information

Please indicate your responses below by clicking on the appropriate square or circle.
Fields marked with an asterisk (*) are required.

1. When did you attend the ISS? Please check all that apply.

☐ 2001  ☐ 2002  ☐ 2003  ☐ 2004  ☐ 2005

Continue  Reset