The University of Tokyo Integrated Human Sciences Program for Cultural Diversity (IHS)
in collaboration with the Toyota Foundation International Grant Program

Intensive Lectures and Discussion

Ethics and Logics of International Collaborative Projects

Report

June 2022

The University of Tokyo

THE TOYOTA FOUNDATION

Introduction

Collaboration across national borders as well as a variety of stakeholders including industry, government, and academia is essential to realize the philosophy of cultural diversity. However, when trying to collaborate, there are many ethics and logics to be aware of, such as time span differences, scope of coverage, and mental preparedness. This program, held in February 2022 as intensive lectures jointly organized by the University of Tokyo Integrated Human Sciences Program for Cultural Diversity (IHS) and the Toyota Foundation, took up various projects financially supported by the Toyota Foundation's International Grant Program. The goal was to share the experiences of those supporting the projects and those who are implementing it, and to understand the ethics and logics necessary for international collaborations by planning mock international collaborative projects through the participation in the lectures. The purpose of the intensive lectures is to allow students in the IHS master's and doctoral programs, who are expected to go beyond their fields of expertise and sectors and contribute what they learn back to the real world, to learn from those who have actually supported and managed a variety of collaboration.

Six students, three in master's and three in doctoral programs, attended the lectures. Their affiliations spanned a wide range of disciplines: they include Department of International Studies in Graduate School of Frontier Sciences and Department of Area Studies, Department of Language and Information Sciences, Department of Interdisciplinary Cultural Studies, and Department of Multidisciplinary Sciences in Graduate School of Arts and Sciences. A variety of students from Japan, China, and Myanmar gathered to plan and discuss the project, bringing together their different expertise and cultural / academic backgrounds.

On the first day of the three-day lectures, four Toyota Foundation's Program Officers (POs), including an alumnus, shared their experiences and perspectives on international collaborative projects with the students. Discussions were also held on how to divide students into teams for mock project planning and what to keep in mind when writing the application.

On the second day, case reports were provided by four grant recipients who actually implemented projects, describing how they applied for and implemented them. In the following discussions, participants discussed what they have to consider if they were to actually prepare the application and implement the project.

On the third day, presentations were made by students who had planned mock projects in accordance with the application format of the Toyota Foundation International Grant Program, followed by feedback from the Toyota Foundation POs and grant recipients, and a discussion to review the whole process.

This report presents part of the lectures given over the three days. We hope that this report will be of help to practitioners who are currently tackling social issues across countries, fields of expertise, and sectors; to those who support them in various ways, and, above all, to those who are planning to step into the field of international collaboration.

Contents

Overview

Dates   February 4 (Fri), 7 (Mon), 8 (Tue), 2022
Venue   The University of Tokyo Komaba Campus, Building 1, Classroom 108, and online
Participants   6 (3 master's course students, 3 doctoral course students)
Recorded by Yuria Muraoka

Timetable

Feb. 4 (Fri)

Session 1: Supporting International Collaborative Projects (in person)

10:25   Orientation, Self-introductions, About the Toyota Foundation
13:00   What is PO? International Collaborative Projects in terms of POs and Individual Careers
16:50   Forming the Planning Team and Preparing Application Forms

Feb. 7 (Mon)

Session 2: Implementing International Collaborative Projects (online)

10:25   **Ayaka Yamashita & Edgar Banasan** (EDAYA)

"Network-building and Bamboo Workshop manual making towards redefining the value of traditional lifestyle in rural Japan, Philippines and Myanmar" "Bamboo Workshop Manual Making Towards Redefining the Value of Traditional Lifestyle in Rural Japan and the Philippines"

13:00   **Tokihiko Fujimoto** (Meiji University)

"Sustainable Agriculture of Rural Area in Mekong Delta, Vietnam and Mountainous Area, Japan by Community-based Action for Effective Utilization of Bio-wastes Resources" "Socio-Technological approach for building sustainable community through the corporative action installng Small-Scale-Hydropower in Japanese and Indonesian rural area."

14:55   **Kiyoko Kanki** (Kyoto University)
Elisa Sutanudjaja (Rujak Center for Urban Studies)

"Designing the future of unofficial urban villages in mega cities of Asia: Sharing the experience of Xizhou Tribe at the Kampung Aquarium reconstruction"

16:50   **Reiko Harima** (Mekong Migration Network)

"Enhancing the Capacity of Countries of Origin in Facilitating Equitable Migration to Japan"

Feb. 8 (Tue)

Session 3: Planning International Collaborative Projects (online)

10:25   **Project Presentation A by Students**

"Toward Civic Understanding and International Collaboration on 'Diverse National Languages' in Immigrant Communities: Research and Practice in Indonesian Immigrant Communities in Taiwan and Japan"

11:25   **Project Presentation B by Students**

"Entomophagy Education through Insect Meals at School and Passing Down of Diverse Entomophagy Culture - What bugs did you eat yesterday? -"

13:00   **Project Presentation C by Students**

"Promoting Mutual Understanding among Multicultural Communities in Japanese Society: Creating Sustainable Teaching Materials Using Myanmarese Residents in Japan as a Case Study"

14:00   **Review and Wrap-up Discussion**

About The University of Tokyo Program for Leading Graduate Schools
Integrated Human Sciences Program for Cultural Diversity (IHS Program)

Launched in 2014, this program, subsidized by the Japan Society for the Promotion of Science from 2014 to 2020, aims to demonstrate a new direction for education at graduate schools. It enrolls around 40 students as of 2021, some of whom major in this program and others take this program as their minor.

"Integration" stands as a key part of the concept behind this program. It suggests that the program is promoting studies that transcend the boundaries of fractionalized academic disciplines. In the program, students learn methodologies and acquire mindsets through lectures and seminars. It aims to help them get multi-disciplinary literacy and to understand the significance and rich potential of the latest research in relevant areas other than their specialty.

Another key element is "coexistence". The name of program in Japanese uses the term of coexistence instead of cultural diversity to emphasize not only importance of the state in which various individuals live in comfort but also the state in which they are mutually respected and valued.

Students in the program are encouraged to acquire skills to overcome the boundaries between academia and society through a variety of training sessions outside the university.

The IHS program will address the future challenge by applying multi-disciplinary exploration to the real world. For this purpose, students in this program have organized riddle-solving events and research in sparsely populated regions as well as other events outside the university aimed at promoting outreach beyond academic studies and hands-on research activities based on communities. To tackle questions such as what results can be expected from multi-cultural coexistence, whether the quality of the project outcome including the better understanding among the members of the community can be visualized as achievements, which results should (not) be presented in the form of numerical figures, and what actions are needed to maintain sustainability of the events, students are encouraged to do their own research independently in the IHS program.

Introduction of the Intensive Lecture Coordinator

Shigeto Sonoda
Professor of Sociology and Asian Studies, Institute for Advanced Studies on Asia (IASA),
The University of Tokyo
Selection Committee Chair, International Grant Program, The Toyota Foundation

He specializes in contemporary China studies, comparative sociology, and analysis of cultural transformation in Asian societies. From the perspective of how Asian societies are changing under the impact of globalization, he has conducted comparative sociological researches on Japanese FDI in Asia, changing social stratification in China, and a variety of views of China within Asia. His major publications include Japan in the Eyes of Asians (1995), Testimony: The Japan-China Joint Venture(1998), How to Cope with 'China Risks'(2016), China Impact (2018), and National Sentiment in Asia (2020).

About the Toyota Foundation

The Toyota Foundation

The Toyota Foundation is a grant-making foundation established in 1974 by the Toyota Motor Corporation. It views events from a global perspective as it works to support activities that bring broad, long-term benefits to society. The Toyota Foundation identifies issues in a wide range of areas in line with current needs, including human and natural environments, social welfare, and education and culture, and provides grants for research and projects that address these issues.

International Grant Program

The grant program focuses on deepening mutual understanding and knowledge-sharing among people on the ground in East, Southeast and South Asia who are finding solutions to shared issues. Through promoting direct interaction among key players, the grant program aims to survey and analyze situations in target countries, obtain new perspectives, and expand the potential of future generations. With multinational teams comprised of participants from diverse backgrounds, projects can avoid conventional linear relationships, such as "supporter and supported" or "instructor and trainee," and instead form cooperative and creative alliances that consider, act on, and construct solutions to shared issues. The grant program anticipates that these partnerships, which extend beyond such factors as nationality, age, and organizational affiliation, will produce significant social change through fostering a process of mutual learning.

Therefore, the COVID-19 pandemic beginning in 2020 had a significant impact on the objectives of the international grant program, not to mention ongoing grant projects. Although restrictions on international travel continue, in addition to aiming for new online exchanges and collaboration, we will look once again for opportunities to meet in person to question the significance of sharing of time and places. We are thus implementing a program in which grant recipients can share their current situation and disseminate their efforts widely.

Current and future global challenges are complex and intertwined, and finding clues to solutions will require sustained collaboration and co-creation by a variety of actors, both online and offline. We hope that this grant program will continue to organically bring together leaders from neighboring East, Southeast and South Asia to achieve its intended goals.

February 4 (Fri) Session 1:
Supporting International Collaborative Projects

A PO is a staff member who is responsible for planning and managing the grant program and has the unique role of a "companion" to the project, so to speak. The Toyota Foundation's POs are there to support and advise projects over the long term, before, during, and after project implementation as well as to return the knowledge gained through their involvement with a variety of projects to the larger grant program framework.

Three POs who are currently in charge of the international grant program and an alumnus who used to be in charge of several grant programs at the Toyota Foundation and now teaches at a university provided their own views and what they consider important when looking at international collaborative projects.

What is a Program Officer (PO)? The Role and Perspectives

Kenta Kusuda Former Program Officer, The Toyota Foundation
Associate Professor, Performing Arts Center, Tokyo University of the Arts

Born in Kobe City, Hyogo Prefecture. Graduated from Waseda University, School of Humanities and Social Sciences I, Department of Art History, and completed Ph.D program without a Ph.D. degree at Kyoto University, Graduate School of Asian and African Area Studies.

From 2006 to 2019, he served as a PO for the Toyota Foundation, where he was in charge of research grants, domestic grants, the Great East Japan Earthquake Special Subject Program, and international grants. From 2013 to 2015, he was dispatched by the Japan International Cooperation Agency (JICA) to teach Japanese in the interior of the Amazon in Brazil.

What is a PO?

It is a job that takes a bird's eye view of time and space, and freely combines regions and areas of expertise. We have a holistic outlook on what can be done and a perspective of trying to do something interesting with the program as a whole. It also overlaps with my current position as the person in charge of the front lines, overseeing the entire production.

Perspectives

There are four perspectives: "Transnational", "cross sector", "mutual learning", and "foresight". It is also important to be prepared and have a sense that what we think is important can itself change. It is also vital not to be blinded by short-term results, but to be aware that "it may sprout in 20 to 30 years."

Hideo Tone Group Leader, Program Officer, The Toyota Foundation

From 2007 to 2010, he worked at a PR firm providing public relations support to foreign IT companies, before joining the Japan Center for International Exchange (JCIE). In addition to managing bilateral dialogue programs between Japan and Korea and Germany, he has coordinated with international organizations, development assistance agencies, ministries, think tanks, and NGOs in Japan and overseas on the three major infectious diseases of AIDS, tuberculosis, and malaria, and international health; built relationships with stakeholders, including legislators and corporate executives; and planned and conducted field trip programs in Japan and abroad. In 2014, he moved to the Toyota Foundation, where he is in charge of the international grant program. He supports cross-sector and cross-border mutual exchange projects among researchers, NPO stakeholders, social entrepreneurs, etc., with a focus on Asia. He graduated from Kanda University of International Studies.

What is a PO?

POs are stage-setters. Just as the applicants search for suitable grants, POs create programs by collecting data, conducting research, and thinking of program designs that can be incorporated into reality.

Perspectives

I try to take a step back and look. When I look at the program as a whole, I think about what the 20-30 projects receiving funding can produce together. Some projects are high-risk from the funder's view, but would be interesting if they were to be a hit, while others are more certain but might be successful with other grants, so we will look for a balance. Making it fun is also important. A project that is driven by fun does not end there, even if it fails at first.

Naomi Okiyama Program Officer, The Toyota Foundation

Graduated from the University of the Philippines, Graduate School of Social Work and Community Development (M.A.). She was in charge of various training/exchange programs in the field of international cooperation, a lecturer of Project Cycle Management (PCM) training, a project manager of a local revitalization project for minority ethnic groups in the mountainous areas of Vietnam (regional revitalization using local resources, etc.), and was dispatched to an international organization in Southern Africa as a JICA expert (development of tourism development guidelines contributing to regional revitalization), etc. She lives in Fujisawa City, Kanagawa Prefecture, with her husband and 5 year-old daughter. She has been in her current position since 2019.

What is a PO?

Since we influence society through the framework of our grant programs, it is our job to keep learning, rethinking, and constantly creating schemes to keep up with a changing society.

Perspectives

I think what is important is the four elements of "synergy," "ownership," "queries," and "future orientation," as well as the purpose of the grant program—"the program expects that people working to solve common problems will gain new perspectives through mutual exchange and learning from each other to expand future possibilities for the next generation, and that in the process of interactive learning that transcends boundaries, it will develop into a partnership that leads to social change," as stated in the application guidelines.

Michiru Sasagawa Program Officer, The Toyota Foundation

Born in Yokohama City, Kanagawa Prefecture. She holds a B.A. in Cultural Anthropology from the University of Tokyo College of Arts and Sciences and an M.A. in Development Studies from the University of East Anglia, United Kingdom. She has been with the Toyota Foundation since the fall of 2012 and is currently in charge of the international grant program as a part-time Program Officer. She is also a Director of NPO People for Rainwater, a Director of NPO Rain City Support, and a part-time research fellow at the Tokyo Foundation for Policy Research. She has been engaged in awareness and education activities on the themes of rainwater utilization, water cycle, and green infrastructure and has also participated in overseas rainwater utilization promotion and case studies.

What is a PO?

The PO is the person who reacts to the grant recipient as the closest and most supportive other and the first person to whom the grant recipient is exposed when the project is introduced to the world. I am conscious of enjoying myself with presence of mind.

Perspectives

First of all, I think it is very important to have a dedication to dialogue in order to communicate. I also place importance on recording and disseminating information because it is the foundation for relativizing their own activities and creating and accumulating a continuous cycle. It is also important to have a vision and to feel the desire to share it and collaborate.

Discussion: The Ethics and Logics of the Supporters (Grant-makers)

Stance on expertise:
How do you scrutinize a project in a field you are completely unfamiliar with?

Since not all of us are familiar with the grant subject matter, we do not question or evaluate the local sensitivities, experiences, or knowledge that the applicant describes. On the other hand, there is also a bias due to expertise, so we look closely at the applicant's experience, track record, relevant papers, and participating members of the project from a bird's-eye viewpoint to see if the project can really be actually implemented.

Differences in applicant/PO thinking on adoption criteria:
Drawing up a portfolio for the entire program

Because of budget constraints, even the most well-written proposals may have to be dropped. In addition, the standard of "goodness" itself changes to reflect the individuality of the person and the circumstances of the time. The applicant's vision and the grant-maker's evaluation may originally differ in design and approach. Another criterion is the ripple effect and sustainability of the grant results. The Toyota Foundation's grant may become seed money, which may be followed by a grant from another larger framework.

Aiming for effective use of funds based on recognition of position

Communication is about how the other person perceives your words. We need to keep in mind that our (potential) grantees are looking at the Toyota Foundation money, not individual POs. We try to be aware of the power relationship between the funder and grantee and speak with that in mind.
Simply put, the product of a grant-making foundation is money. Since it is being given away, we want to meet people who can "make good use" of our products, so we are willing to do the legwork and look for niche but interesting actors.

The Toyota Foundation's approach:
Why do we need to "solve problems" in the first place?

If we had to answer in one word, it would be because the Toyota Foundation is a public interest incorporated foundation. However, we feel that it is uncomfortable to think of everything in terms of problem-solving, even for the sake of public interest, and we believe that projects can be evaluated from the perspective of "fun," which is different from "problem-solving." The Toyota Foundation has a culture of "freely making grants for what is needed now," and POs are in a position to be entrusted with a vision of the world in the future, so to speak. For example, if there is a project that has a meaning or role for someone but is not relevant to many people, the question is whether the organization would judge it as "good" or not. The PO is asked to keep thinking about the unanswerable question of how to express the Toyota Foundation's inherent desire to serve the public interest. At the same time, we value the attitude of avoiding individual project evaluation as much as possible to prevent running into only issues that are easy to solve, so it is difficult to clearly show the results of easy-to-understand problem-solving. The question is whether you can stay determined then. Although it is difficult to quantify and takes many different forms, we aim to maintain our commitment to the "greater happiness of people," as stated in our founding philosophy, and to work toward a methodology that brings together people who are better than ourselves and have a wealth of knowledge and experience.

February 7 (Mon) Session 2:
Implementing International Collaborative Projects

The representatives or core members of the team, who planned and led collaborative projects that transcended national, cultural, and sectoral boundaries, spoke about their experiences from grant applications, during implementation, and after the projects were completed. The second half of the program was a free discussion format, with participants discussing what was important and difficult in each process, as well as the results that emerged from the mutual learning.

Project

Network-building and Bamboo Workshop manual making towards redefining the value of traditional lifestyle in rural Japan, Philippines and Myanmar（FY2017）

This project was conducted in Kalinga State in the northern mountainous region of Luzon Island in the Philippines, Tosa Mountain in Kochi Prefecture, Japan, and Chin State in the northwestern mountainous region of Myanmar. The project aimed to raise the interest of people, especially the younger generations, in the value of mountainous life and traditional culture, which are vanishing in the context of each region, and to solve the problems faced by local communities, through the specific experience and rediscovery of bamboo, which is a familiar element in each region. Through the process of learning and rediscovering, the project was designed to propose the possibility of a new lifestyle culture that combines tradition and present needs in each region.

Bamboo Workshop Manual Making Towards Redefining the Value of Traditional Lifestyle in Rural Japan and the Philippines（FY2016）

The aim of the project was to design workshop that redefines the value of vanishing traditional mountainous cultures in Tosayama, Kochi Japan and Northern Luzon Philippines, through the use of Bamboo as a common material. The learning process led us to discovering and creating solutions to some of the problems shared by rural communities in Asia and thereafter creating a new culture that harmonized traditional and modern values. This project consisted of three phases. First was the research and analysis of each bamboo culture and usages of bamboo. The next step was designing the workshop module for the Bamboo Glocal Village. Part of that, we conducted prototype workshops in rural village in the Philippines (Magsilay, Kalinga) and during the Cordillera Bamboo Day Festival in Baguio City. Finally, we released the module idea, website and the video.
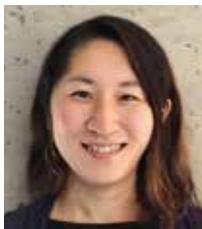
Ayaka Yamashita Co-founder of EDAYA

Transdisciplinary Designer/Facilitator. M.F.A. in Design, Harvard University Graduate School of Design (2021). She was a Fulbright Scholar. Co-founder of EDAYA, a project that integrates design/art, education, and community development using bamboo as a medium. She holds a Master's degree in International Development Agriculture from the University of Tokyo Faculty of Agriculture (2010) and a Master's degree in International Health from the University of Tokyo Graduate School of Medicine (2012).

Edgar B. Banasan Co-founder of EDAYA

He is a home-grown artist, specializing in bamboo musical instrument making and playing. He has an impeccable track record when it comes to performing Indigenous crafts and music, and executing Indigenous talents. He is recognized as one of the only three remaining Kalinga (a land-lock province in the Cordillera region, north of Philippines, and is the home of diverse Indigenous cultures and people called the Kalingas) Bamboo musical instruments maker and player. His jew's harp is exhibited at Museum and Centre of Khomus of the World's Peoples in the Sakha Republic.

Q&A Session with the Students

Building trust to enter a community

Q. How did you reach out to the people who were difficult to be involved in the project, such as elderly villagers?

A. We put a lot of emphasis on selecting project leaders for each region. I took a step back and let them do their thing, trusting that they were in good hands. Also, it is very difficult to get people interested, much less involved in a project, if you go in with the face of a researcher, so I emphasized the importance of heart-to-heart human communication. It is important to weave in both the logical and emotional aspects.

Incorporating a balance of arts and sciences and maintain consistency

Q. How can you depict the results when you don't know the situation in the field at the proposal-writing stage?

A. In the proposal, we communicated our intent that this project would respect what arises in the field. In actuality, it was difficult to achieve specific goals, but we were consistent in our policy of interweaving the arts and sciences. I used to work for an international cooperation consultant and have experience with extremely goal-oriented project management, so I was aware of making a proposal that could incorporate and bridge arts (design) and science (logic and policy) in a balanced manner while knowing both fields.

Creating communication to respect culture

Q. Social meaning and traditions of using bamboo might vary from region to region. How did you avoid the cultural problems that arise?

A. Since the project focused on communication, I tried to communicate openly about how to respect cultures. Culture is alive and cannot be defined in a fixed way. That is why we first had to reconcile our perceptions of what is traditional and what is cultural. This project could create communication within the community to learn from each other as strangers bring in, share, and exchange outside culture, and can connect generations through the platform of workshops and modules. We wanted to create opportunities for young people to learn about the value of tradition and culture, and to think about how important culture is to them.
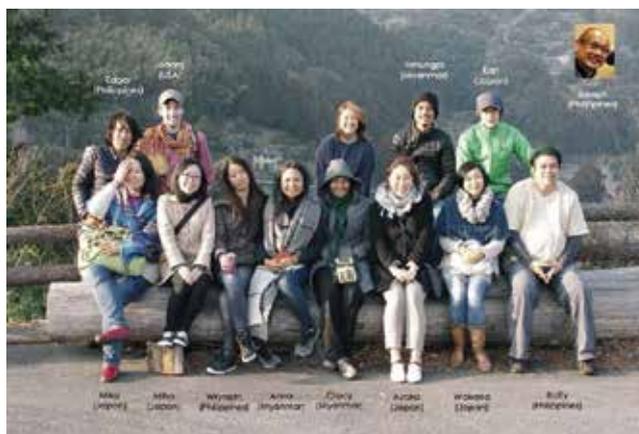
Project

Sustainable Agriculture of Rural Area in Mekong Delta, Vietnam and Mountainous Area, Japan by Community-based Action for Effective Utilization of Bio-wastes Resources

（FY2019）

Under the theme of "Recycling of Bio-waste Resources and Regional Circular Agriculture," participants will learn how to recycle waste biomass resources as thermal energy and manure, based on the lifestyles that have developed in accordance with the topography of tropical Vietnam and temperate Japan. Participants in Thanh Tay village in Hau Giang province in the Mekong Delta, Vietnam work on community biogas and food waste composting while those in Gokase town in Miyazaki prefecture work on manure creation and biogas heat utilization. The main subjects taking on this challenge are the women of Japan and Vietnam who have supported daily life practices and shaped the local food culture. These cross-border key persons are now practicing to lead social change by connecting food and agriculture locally while cherishing their daily lives and creating beautiful farming villages.

Socio-Technological approach for building sustainable community through the corporative action installing Small-Scale-Hydropower in Japanese and Indonesian rural area （FY2014）

The issue in rural Indonesia is "community development" in terms of poverty, unlighted areas, medical care, education, etc., while in Japan, it is "community support" due to the decline of the local regions caused by the rapid aging of the population. In the field of small-scale hydropower generation, Gokase Town in Miyazaki prefecture has experienced delays in technology and high prices, while in West Java Province, the introduction of such generation has not progressed due to the lack of functioning maintenance and management by the local community. We sought solutions by mutually utilizing the technologies and knowledge of both countries. We discovered the potential of "Kincir" (handmade micro hydroelectric generator in Indonesia), which has been handed down in unelectrified villages in Indonesia, as a tool for resident participation and consensus building, and held a workshop on technology transfer to Gokase Town. Involvement in the production of the technology provided inspiration to think about the use of the "good electricity" generated by the local nature and formed a learning opportunity and subject for thinking about sustainable local survival strategies.

Tokihiko Fujimoto Associate Professor, School of Political Science and Economics, Meiji University

He was born in Kumamoto City in 1984. In March 2009, he completed the first half of the doctoral program in sociology at Doshisha University. After completing his graduate studies, he worked at the Shimane Prefectural Mountainous Regions Research Center, the JST Research Institute of Science and Technology for Society, the Graduate School of Engineering at Kyushu University, and the Faculty of Agriculture at Shizuoka University before assuming his current position in April 2020. He received his Ph.D. in Engineering (Kyushu University, 2013) for his dissertation, "A Study on Local Entity Formation for Renewable Energy Social Capital Development". He is also the author of "The Power of Thinking About Community Planning" (Mishosha, 2022).

Q&A Session with the Students

Hang the hook far away

Q. What do you keep in mind when planning a project?

A. I am conscious of hanging the hook far away. This is because if you only look at what is nearby, you will only be able to realize what you thought was possible, but if you put the hook and connect far away, what is in between will naturally fill in the blanks. For example, I was trained in sociology in college, but when I wanted to have a palpable taste of the gap between the national and local levels, the question of skill arose, and I began to accumulate engineering and agronomic knowledge. Since there is such a thing as knowing a town's development only after you've done it, we will always do our own handcrafting and scale up our skills as we do it. Then, a town can be built as an extension of this.

Create an environment that fosters interactive communication

Q. You mentioned that the small hydroelectric power project did not generate any direct benefits for five years. With no visible results, was there impatience or discord in communication among the project participants?

A. We had the concept of "fun and slow" to create a place for dialogue. Although small hydroelectric generators require a minimum lead time of five years to start with, they are designed so that once they are built, they will not break down for about 100 years, and we were careful to match this sense of time from the beginning of the project. The power of words is important because when we set up a big vision, a philosophy supported by doing the right thing, good things attract good money and communication is stable.

Protect the meaning for the community that is in the process

Q. Some of the needs from the citizen may be picked up, but how do you follow up on this?

A. It is important to be aware of the importance of the process, not the result, whether the need is resolved or not. We are venturing on the premise that problems are no longer easily solved. Also, I go around the community interviewing various people, but it is not me but the people of the community who actually work for the community. Time in life is short for what I want to do, so I am conscious of doing what I can do to the best of my ability and leaving the rest to them. Yet, it is also true that there are other things required by the grant-making organizations. For those who have provided grants, we need to write papers, publish impact factors, and give back the results of our work as a promise.

Project

Designing the future of unofficial urban villages in mega cities of Asia:
Sharing the experience of Xizhou Tribe at the Kampung Aquarium reconstruction (FY2018)

Inhabitants of Kampung Aquarium, a high-density settlement including informal settlements, located on the inner coast of a bay in North Jakarta, were forcibly evicted in 2016 to make way for a provincial tourist attraction. About 700 inhabitants were evicted and the area was cleared, but the new governor who took office in 2017 allowed them to return, and the settlement was rebuilt. To achieve a community-led reconstruction plan here, we collaborated with local urban planners who are working on urban planning and reconstruction design with the participation of inhabitants. We connected the experience of the self-reliant and participatory settlement design in the Xizhou Tribe of Taiwan, which was supported by the Toyota Foundation from 2009 to 2011, with the experience of reconstruction activities nearing completion. The goal of this project was to contribute to the process of recognition of unrecognized urban settlements throughout Asia through the evaluation of the culture of self-reliance and coexistence through exchanges between Indonesia, Taiwan, and Japan.

Kiyoko Kanki   Prof.Dr.Eng., Dept. of Architecture and Architectural Eng.
Graduate School of Eng., Kyoto Univ.

A researcher and planner, specially focusing on rural and urban planning with community initiatives and evolutionary conservation of cultural landscapes. Advocating the idea "dynamic authenticity" from the activities of international field schools in Borobudur, Indonesia as well as Bali and Jakarta. In Japan, she is engaged in the preservation and design of local entities in Kyoto, Izumisano, Yuasa and the Kii Mountain Range (World Heritage Site).

Elisa Sutanudjaja   Executive Director, Rujak Center for Urban Studies

Developing and Managing Program with expertise in urban issues, such as planning, development, and design. Currently focus on Community Action Planning in kampungs in Jakarta and developing a right-based housing strategy in Jakarta.

Ongoing project including Citizen Urbanism in 9 Indonesian Cities (Tangerang Selatan, Bogor, Bandung, Banda Aceh Pontianak, Solo, Surabaya, Banjarmasin and Semarang), Community Action Planning in urban kampungs and formulating right-based housing strategy in Jakarta.

Q&A Session with the Students

Learning from projects that cross time and space

Q. What is the significance of connecting your project with the past Toyota Foundation grant projects?

A. It has been wonderful to see the "historical legacy" of a project being used as a resource and to see the future that we as a foundation supported 10 years ago in a project that was designed then become a reality. The end of the grant period does not at all mean the end of the project or the efforts of the local people. It will be interesting to see how their learning, experience, and expertise, which may have been gained in multiple layers and from multiple angles through the connections made through this project, will spill over to other countries and regions in the near future.

Differences between the two regions of Taiwan and Indonesia

Q. What role do you think the Taiwan case played in understanding kampung in Indonesia?

A. Although the Amis were an ethnic minority in Taiwan, urban planning and architecture experts have been discussing their lifestyle in a mega city like Taipei, and they have come up with new models for urban living, such as maintaining community functions while keeping traditions such as agriculture alive in a high-density urban environment lifestyle. Due to differences in the timeline, the Indonesian side shared Taiwan's experience, but there are community revitalization efforts led by residents in two or more disparate regions, and mutual exchange is very meaningful. In addition to experts on kampungs, Indonesian local residents also participated as experts in mutual exchanges that generated new knowledge for the project.

"Liking it" is important

Q. What is the secret of staying involved in communities over the long term?

A. I personally find Southeast Asia's dynamic, sustainable, high-density cities and the living conditions of ethnic minorities very attractive, and this attractiveness is one of my most important research motivations. The more fun you have doing something, the longer you can keep going. And in urban planning, such a sense of motivation and affection is very important, especially since the places you are dealing with are living spaces. This is my attitude and philosophy as a person.

## Commonalities that connect communities, and communities are ever-changing

Q. What do you think make a community viable?

A . There is an aspect of Indonesia as an "imagined community" (B. Anderson) that brings together people from diverse regions. Although individual communities within the kampung also have various backgrounds, a system similar to the former Japanese neighborhood associations is functioning. About 20 years ago, when slums expanded rapidly as the Asian population expanded rapidly by several million people, it was said that people would not be left on the street because of the kampung. Today, we are connected not only by geographic and economic commonalities, but also by shared difficulties, goals, and dreams. The modern kampung is a place of collaboration and full of potential, and this commonality is what drives and connects communities. However, communities, including Japan's, are not always stable and are constantly changing. For example, in Kobe after the great earthquake, the importance of community-oriented urban planning was reevaluated during the unintentional reconstruction process, and the city actually became a better place. Even in municipalities such as neighborhood associations, there are both places where the fire is dying out and places where it is rather energized. Discussions of dynamic communities are generally difficult, but necessary for the future.

Project

Enhancing the Capacity of Countries of Origin
in Facilitating Equitable Migration to Japan (FY2019)

The proposed project aims to contribute towards a more inclusive society by making migration a more equitable experience. It will focus on migration from Myanmar, Cambodia and Vietnam to Japan, in light of the growing trends of migration from these countries and given the limited experience and capacity of these countries of origin in facilitating migration. Country visits will be organised to Myanmar, Cambodia and Japan to facilitate mutual learning on responses to migration, collectively identify good practice and lessons learnt, and develop recommendations. The project will produce a short film on migration from these countries of origin to Japan to raise awareness, publish an advocacy paper presenting good practice and recommendations and develop a handbook for civil society organisations (CSOs) in Myanmar, Cambodia and Vietnam who will provide support to migrants going to Japan. The proposal is based on the needs collectively identified by CSOs in the region, given the limited knowledge, experiences and capacity of CSOs in responding to the rapidly growing trends of migration to Japan. The outputs are expected to have ripple effects and enhance the capacity of the relevant countries of origin to adequately facilitate migration to Japan.
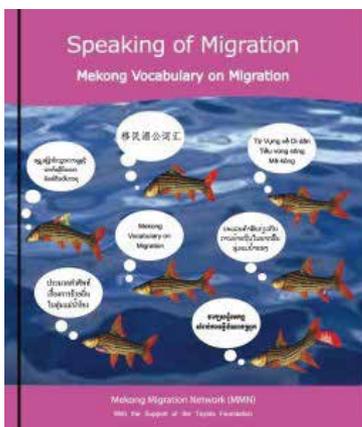
Reiko Harima   Regional Coordinator, Mekong Migration Network

Reiko is a founding member of the Mekong Migration Network (MMN) and presently manages the network as its regional coordinator. Her area of expertise is migration in the Mekong subregion. In 1999, following an internship with the International Organization for Migration (IOM) she joined the Asian Migrant Centre (AMC) as a research coordinator. Subsequently when the MMN was formally launched in 2003, Reiko was appointed as the Regional Coordinator, and has been coordinating the MMN joint activities in the areas of research, advocacy, capacity building and networking to date. Reiko Harima holds M. A. in Gender and Development from the Institute of Development Studies, University of Sussex.

Q&A Session with the Students

Diversification of values and clarification of advocacy brought about by collaboration

Q. What changes have been brought about by connecting various public and private organizations?

A. Diversification of values. Even if you have experience working on the same theme, the values and customs are totally different depending on which country and which sector you were working with. The good thing is that advocacy as an organization becomes clearer in a dialogue that tries to move toward the positive without breaking up the diversity. Although our agenda must change in response to political, economic, and other conditions, we remain loosely connected to the organizations we are connected to and do what we can now to prepare for the future and wait for the right opportunity.

Communication in advocacy is persistent and strategic

Q. In your role as a bridge-builder, can you gain something from the government side?

A. Many times we get a good response from the government side on the spot, but nothing really happens. We will persist in a way that neither we nor they will lose face, and we will use our networks to continue to advocate for the next 20 years.

Rethinking media and creating opportunities for exchange can be applied in Japan as well

Q. Do you think you can apply your cases to Japanese society?

A. Both the Mekong and Japan have their own characteristics and cannot necessarily be applied as is. If I had to name one on top of that, I would suggest that the media community, where immigration is scandalously covered, could propose the formulation of banned terms. Terms such as " illegal migrant," for example, have already been discussed in The Guardian newspaper in the United Kingdom, which has a clear policy of non-use of that and other terms. We can address the language issues that instill these fears, as well as provide opportunities for people to interact with immigrants who are naturally human and person to person.

Support for foreign nationals in Japan: Providing information as something that can be done within limitations

Q. How do you deal with problems in Japan side?

A. The project's focus on Cambodia and Vietnam remains unchanged, but we are currently working to promote the provision of proper information at sending agencies prior to travel and at embassies after arrival in Japan. Currently, there is a need to clarify points that travel brokers do not understand well or are misleading.

February 8 (Tue) Session 3:
Planning International Collaborative Projects

The six students were grouped into three teams to plan and draft an international collaborative project by using the Toyota Foundation International Grant Program's application format. On the final day, each team gave a presentation and received feedback from Toyota Foundation POs and grant recipients who attended the presentation session.

The intensive lectures were concluded with comments from the students as well as wrap-up discussion.

Preparing the Application Form for a Mock Project

Key elements of a project application form

-**Project members**

-**Project outline of about 400 characters (in Japanese)**

-**Project schematic: Social significance, previous project reviews, showing context**

-**Activities: Originality, what kind of future do you envision?**

-**Implementation schedule**

-**Budget: Conference costs, travel expenses, etc.**

-**Outcomes: Explanation of the mutuality that is "mutual learning" and the expected ripple effect**

Preparing the application form

When writing an application form, it is important to meet with the guideline offered by the Foundation. In other words, it is necessary to read the application form carefully and understand what is required. It must demonstrate conformity and novelty to the program in a straightforward response to the grant-maker's proposed wording. It is also important to be aware of how to write in a way in which people who are not in your field of expertise will be able to understand, since what you think is obvious in your field of expertise may not necessarily be easily understood. And it is important that, when read by others or read aloud, the story flows properly to the conclusion that this is why you are requesting funding.

Grants usually seek to reproduce the foreseen results. However, the "right" process does not dictate what the outcome will be. That is why it is important to have the momentum and creativity of a social experiment and to thoroughly develop a theory that allows us to believe that this future will indeed happen. For example, if you can envision specific activities, you will be able to write a budget with a reasonable basis.

"Exchange" is different from the keyword of "mutual learning." It is not a simple matter of complementing each other in what each is lacking, but is born out of the passage of time and emotional empathy. Mutual learning occurs not only during the project implementation period, but also in the communication that extends before and after the project, and in the communication that searches for the optimal solution from the "correctness" that clashes with each other. The selection process does not ask whether or not mutual learning occurs, but rather evaluates the overall content of the project with a higher degree of congruence.

Project Presentation A by Students

Toward Civic Understanding and International Collaboration on 'Diverse Languages' in Immigrant Communities:
Research and Practice in Indonesian Immigrant Communities in Taiwan and Japan

■**Project Target Areas**   Immigration, multilingualism, citizenship, stigmas, local government, education, national language norms, international cooperation

■**Overview**   As non-native speakers, immigrants face not only practical challenges such as difficulties in accessing education, medical care, labor market, etc., but also psychological challenges such as being labeled as strangers by a host society, feeling isolation due to the feelings of avoidance and inferiority. This project aims to cultivate a "diverse view of the national language" for the next generation by working on the "national language" norms and communication perspectives of the immigrant communities in host societies in Taiwan and Japan. In addition, the project will document and analyze the linguistic and communication difficulties that immigrants are often facing in schools, workplaces, and hospitals, and compile language books and other materials to promote social awareness of the local people. At the same time, we will create a more inclusive and sustainable multicultural society by building a platform that enables immigrants to connect with each other and with support groups on a broad scale, in addition to providing a place for exchange and mutual learning where immigrants and local community members can participate together.

Feedback

The more concretely you try to draw the picture of the state you are aiming, the more clearly you will be aware of the targets and bottlenecks of the project

It is important to have a concrete picture or a story of "what will happen if this project is implemented." The first step in planning a project is to narrow down your focus so that you can imagine concrete individuals whom you are addressing to. First, it would be better to clarify who is a "citizen" and who is an "immigrant". If, for example, "immigrants" are assumed to be people who can stay in Japan for a long period of time. Those who are married to Japanese nationals can be the case, but the challenge here is not to integrate them to communities but to get them out of the family where, for example, husband is trying to keep his wife at home. It was also easy to understand when the words empathy and mutual understanding were defined in the project's own way. The goal of "updating awareness on the part of citizens" is also very abstract, so setting an endpoint somewhere and specifying the areas where funds are needed would be better.

Creating entry points and triggers for involvement

I had an impression that they were doing the right thing in the right way. Conversely, however, there is a reliance on the great righteousness of "this is the way society should be". The reality is that even if the project implementer thinks this should be done, it does not necessarily mean that the public will be on board. Interesting entry points, creativity, and triggers that make even previously uninterested people participate unintentionally will increase the power of involvement.

Developmental potential that emerges when the rationale for the objectives is refined

It was interesting to see the perspective of applying the idea that in the English-speaking world, even non-native Anglo-American English does not lead to discrimination if it is perceived as a new language to Japanese.

I felt that explanations such as, "the term 'national language' is intended to be read by people in a variety of fields," were necessary. The Indonesian view of the national language is particularly difficult to visualize. It will also be interesting to see how Indonesians perceive the national language in Japan and Taiwan based on taking an approach to the Indonesian view of the national language, while firmly establishing the reasons for choosing Japan, Taiwan, and Indonesia as the field of study on the grounds of previous studies. In addition, direct exchanges between the general public in Japan and Taiwan, such as talking together and learning from each other about their own national language awareness, would lead to more tangible results.

Project Presentation B by Students

Entomophagy Education through Insect Meals at School and Passing Down of Diverse Entomophagy Culture: What bugs did you eat yesterday?

■Project Target Areas Education, environment, culture, industry

■Overview Entomophagy (eating insects for food) is getting popular as a solution to the food crisis caused by world population growth and environmental change. On the other hand, there are issues of production efficiency and cultural preservation. Therefore, this project will serve indigenous insect meals at school lunches to promote entomophagy and cultural preservation at the same time. When this project is completed, it will establish a different approach to the promotion of entomophagy and the preservation of food culture, and will provide a clue to averting a food crisis, both quantitatively and qualitatively.

Feedback

Establish a balance between the task setting – activities – deliverables, and follow the logic

I think it is good that the theme is impactful and the conceptual aspects are solidified. On the other hand, I had the impression that the initial entrance/problem setting and the exit/activity content were not coordinated. For example, the entry point starts with the food crisis, but it is commonly believed that the food crisis is a distribution problem rather than a production problem, so it will be pointed out that there is a lot of work to be done before we get to entomophagy. If the main focus as an activity is on food culture and the added value of "deliciousness," then the food crisis at the entry point does not align. The topic is nice and catchy, but if it is a global issue, it is hard to pick it up at the local level when it starts out big. The subject of changing attitudes was also unclear in some areas, and the outcome of the publication felt unbalanced. One could argue that if the business is viable, it would be healthier to solicit investment there, and a grant from the Foundation would be unnecessary.

Consider flexibility in approach to increase feasibility

Of the various approaches possible, why were school lunches chosen? While effective in terms of providing everyone with the opportunity to try entomophagy, the allergy and emotional issues are complex, and from an advocacy perspective, it was difficult to see where steps could be taken to persuade people to try it in their school lunches. There should be many precedents, including the Laotian fishmeal case that an international organization tried and failed, so it would be good to refer to them and show how they are trying to make use of them. Since some parties will lose out if it is introduced in school lunches, it would be better to consider how to make sense of it and negotiate it on an overall regional basis, including school boards and legislators as participating members. In any case, there may be room to consider methods, such as whether it is better to provide the insect food as a top-down approach like introducing them in a school lunch, or as a bottom-up approach like inviting those who are interested and want to try, by spreading the word.

Project Presentation C by Students

Promoting Mutual Understanding among Multicultural Communities in Japanese Society:
Creating Sustainable Teaching Materials Using Myanmarese Residents in Japan as a Case Study.

■**Project Target Areas**   Education, multicultural coexistence

■**Overview**   This project aims to enable Myanmarese residents in Japan to interact with Japanese citizens in an enjoyable and confident manner as if Japanese language were their mother tongue, while Japanese people can enjoy interacting with foreigners of different cultural backgrounds while in Japan, and works on solving problems to realize it. The project seeks to find out if it is possible to build a society that is rich in diversity and multicultural. The project will first record Japanese dialogues on specific themes as a foundation for creating dialogues, and then categorize and analyze the vocabulary and grammar used in the dialogues to create teaching materials. These materials will be used to teach Mynmmarese in their 20s and 30s who are living in Japan. After teaching, opportunities to put the material into practice will be provided. The same attempt will be made on different dialogue themes. Japanese and Myanmarese residents in Japan will participate in each phase of the project. This is a project to promote dialogues through the process of creating teaching materials and opportunities for dialogue.

Feedback

Tips for narrowing down from general to specific questions

Because the questions are so general and large, it is easy to stand on vague assumptions when trying to cover the whole area, so it may be better to narrow the focus and ask specific questions. Understanding the reality will also help us to have a better quality of discussion in general. Some hints for concretization: (1) The analysis of the problem mentions "lack of opportunities for dialogue," but there is room to delve deeper and examine who exactly is lacking in dialogue with whom and what kind of dialogue is lacking. (2) You mention "strengthening Japanese language education" in your agenda setting, but since international friendship associations and other organizations are already practicing this, you can fill in whether you think there are not enough numbers when it comes to "strengthening" it, whether the impact is insufficient, whether there are problems with the system that relies on volunteers, or whether the way volunteers are recruited is poor, and so on. Because it is a hot issue with many people involved, it is important to show who we collaborate with and where we position ourselves in the process. (3) Although there are plans to create textbooks for the deliverables, there are already a variety of good textbooks out there, so supplementation and comments would be a more realistic strategy than creation. Also, the budget for deliverables is estimated to be small, but we look at the budget as a reflection not only of the amount of money, but also the schedule, the balance of allocating effort, so we ask, "Can we really make an impact?" and will cause anxiety. (4) If you are going to focus your target on Myanmar, why not emphasize its strengths? For example, Burmese speakers acquire Japanese very quickly, perhaps because their grammar is close to that of Japanese, but there must be a special knack to this, so it would be possible to develop Japanese language education focused on Burmese speakers. (5) The content you want to disseminate at a symposium also needs to be specific.

Mutual learning becomes an interactive design

What would be interesting to delve into is a focus on dialogue. The point that "even among Japanese people, there are usually no opportunities for dialogue" is true, and we felt that this could be an approach to develop dialogue skills, including among Japanese people, by setting the purpose of the program as dialogue training rather than Japanese language training. This will allow us to move away from a measurement approach whereby the measurement of Japanese language ability is taken as an achievement. Mutual interactive training also leads to two-way, equitable learning and the larger, generalized goals set at the outset.

Transboundary perspective is a must

The framework of the international grant program is contingent on direct country travel. If the project is to promote dialogue, the project itself should have a transboundary nature, but the proposal does not give a sense of regional or sectoral border crossing. For example, we can learn what is working and what is not working in the current exchange initiative from the areas where people from Myanmar are concentrated in Matsuyama, and we need to be aware of the regional spread and incorporate elements of how it can be developed internationally.

Comments from Students

Planning

· When I started to write an application form, many ideas came to mind at first, but it was difficult to set goals and make selections. I realized that writing an application itself was in effect a process of fleshing out the project. I also realized that when we try to collaborate on a single project, it becomes difficult to maintain overall balance and consistent logic, so we need to make sure that the members of the project are well aware of each other's understanding of the project.

· We tried to get a consensus on the project mission rather than separately writing the parts of the proposal by utilizing individual specialties, but we ended up generalizing our ideas vaguely, which is something we could have done better.

· I realized that the Foundation is trying to maintain a good balance between novelty of the project and its future prospect, so I tried to plan the project with the idea of designing as interesting a project as possible. But to do so, I found it necessary to think of concrete people, not abstract masses.

Having listened to the positions of supporting and implementing

· From what the grant recipients told us, we learned that the role of the proposal writer is not so much to lead the members, but rather to act as an intermediary among the members.

· From what POs do before and after the selection of the applications, I could sense that the Foundation's greatest asset is really the network of its grantees. I was surprised to know that they seemed to be selecting future potential based on the past.

· I could gain a fresh idea that all the projects are similar in that they try to respect the concrete process of collaboration, not the results of the projects. An anecdotal that maintenance of the network among policy-makers is equal to getting the consensus among participants in the project was eye-opening.

· In many cases, I try to conceptualize what I will do in an abstract manner, but I learned that it is a good idea to start from a small project to deepen ideas. I realized that continuous commitment will eventually bring about good results even when the project was managed in an ad hoc way.

Three Summaries from the Coordinator

1. Keep an appropriate distance

Ms. Yamashita grew up in Tokyo and has no too much strong emotional attachment to the town of bamboo to which she commits. Mr. Fujimoto is from Kumamoto and knows well about Miyazaki in Kyushu, but not about Tohoku. You may be able to see things clearly if you step a bit away from the things you're observing. Keeping an appropriate distance is the best policy. Don't come too close, don't move too far, either.

2. Imagine an ideal state

Students in the liberal arts may understand the importance of emergence, but may not have a concrete picture of its process. Indeed, it is difficult to foresee what will happen in the future. However, it is important to verbalize the ideal state you're aiming when you design your research or project. Have a hypothetical idea first. Unless you have a clear image of the ideal future, you cannot know what to do when situations are not getting better. It's important to "master and reconstruct" conventional ways of doing as the case of mastering skills in traditional arts.

3. Utilize the "edges"

It's important to know and utilize the "edges" where several powers meet together. Sometimes collaboration among members of same discipline will bring about the good results, while sometimes will not. It's heavily dependent on how effectively you can utilize different powers to complete your mission. Aggregating different ideas will be difficult in most cases, but you might be able to use them to destroy old ideas and create new ideas. Your network will help you a lot. It's better to think both concretely and abstractly about how you collaborate with a variety of persons, how you design your project, and how you will change the current situation, and so on.

Afterword Shigeto Sonoda
Professor of Institute for Advanced Studies on Asia, The University of Tokyo
Selection Committee Chair, International Grant Program, The Toyota Foundation

It is I who proposed the IHS x Toyota Foundation's Intensive Lecture "Supporting International Collaboration Projects/Ethics and Logic of Implementation" in November 2020, which is now one year and seven months ago.

In February of the same year, the IHS Program and the Toyota Foundation co-hosted a symposium titled "The Ways to Have a Better Dialogue for Empathy - Mutual Learning and Exchanges -," where a lot of learnings were gained. Soon after, the COVID-19 pandemic engulfed the world, and the Foundation's international grant program was severely affected. With the world having stopped moving, we asked ourselves if there is anything we can do. My answer was to keep " online dialogue between grant recipients and students to deepen mutual learning." This proposal came to fruition as intensive lectures, and a series of online seminars for the general public, "Considering the Ethics and Logics of International Collaborative Projects" (4 sessions), was also conducted as a self-directed project of the Toyota Foundation.

We made good preparations. We shared the missions of the lectures with the speakers in advance and told them what we wanted them to speak to the students about. Not only the grant recipients but also those who are/were working for the Foundation were given an overview of what an international collaborative project looks like from their own point of view. In addition, we encouraged students to understand the essentials of international collaborative projects through mock writing of the application form, given the difficulty of actually going abroad under COVID-19 pandemic. The lecture record, upon which this report was edited, is a large one of around 48,000 characters, which is the evidence that the lectures were productive and rewarding.

While online seminars are designed for an unspecified number of viewers and can be viewed on YouTube at any time, in the case of intensive lectures, only six students directly benefited, and moreover, their interactions are only partially disclosed in this report. In terms of cost-effectiveness (or social impact), intensive lectures may be regarded as a failure, but it is too early to judge so. Not only the students, but also those who have participated in these lectures may enrich their learning and contribute it back to society later on.

One of the students asked if those selected for the Toyota Foundation's international grant program would ever be on the side of the selection committee. After hearing this question, I realized just as a newly launched educational program will be a complete one when its graduates turn to the faculty side, the grant program will gain its complete identity when those who were selected for the grant will turn to the selecting side.

Considering the effort and cost spent as well as passionate messages of the speakers in these lectures, I sincerely hope that the students who participated in these intensive lectures will not only apply for the international grant program and manage international collaborative projects, but also become researchers or practitioners who will be invited to serve as judges for the international grant program in the future.