

<Teaching Note> A Review of International Field Trips: Adding Value to the Learning of and Preparing for Global Human Resources in Japan

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A Review of International Field Trips: Adding Value to the Learning of and Preparing for Global Human Resources in Japan

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Experiential learning emphasized that integrating teaching and practice can reinforce the effectiveness of learning. However, studies that viewed the long-term impacts of international field trips conducted in formal education are limited. This paper presents the archives of the international field trips conducted by the Konishi Seminars. The Konishi Seminars has been bringing Japanese university students to the Philippines to work in cooperation with local NGOs with disadvantaged communities in harsh environments including a landfill and slum area in Metro Manila every year since 2010. This form of international fieldwork benefits the students, as it provides them with an opportunity for experiential learning, exposes them to various aspects of planning and processing, and enhances learning by integrating theory and practice. Furthermore, the field work contributed to the development of skill sets necessary for future career and enhanced self-confidence. In addition, the Philippines fieldwork enabled students to view their own country from the outside, where they can reflect on issues and problems from a global perspective and consider the implementation of actionable measures to improve their countries.

Key Words : International Field Trip, Global Citizenship, Experiential Learning, International Development, Non-governmental Organizations

I. Introduction

Globalization requires interaction across regions and cultures. This notion leads to the fact that graduates should be conscious of increased diversity in social and organizational settings and, therefore, should be equipped with skills and knowledge that will enable them to prepare for local as well as global citizenship. In addition, being equipped with the necessary skill sets enhances their capacity to deal with complex and rapidly changing economic, socio-cultural, political, and environmental fabrics from

the global perspective. Although universities have employed various initiatives to internationalize their curricula, incorporation of international field trips has also become increasing popular. The scheme has the potential to play a significant role in helping universities to respond to the demands of globalization and the abovementioned rapidly changing conditions. Research emphasizes that the teachers' practical knowledge can become a valuable resource for enhancing theory². Therefore, integrating teaching and practice can reinforce the effectiveness of learning.

1 Currently, the author being Associate Professor, School of Policy Studies, Kwansei Gakuin University (KGU) located in Hyogo prefecture in Japan. (<https://global.kwansei.ac.jp/>) Formally, worked as a human resources specialist in several international organizations such as UNESCO, ILO, and ADB, and was responsible for the planning and implementation of a mentoring system for international civil servants.

2 John Dewey is the most influential theorist in education in 20th century. In his 1904 essay, "*The Relation of Theory to Practice in Education*," makes clear that he grounds his beliefs about teachers' learning in this same philosophy of experiential learning.

Studies that viewed the long-term impacts of international field trips conducted in formal education are limited. For example, only the Konishi Seminars has been organizing international fieldwork to the Philippines annually since 2010³. To bridge this research gap, the paper presents the archives of the field trips conducted by the Konishi Seminar and focuses on the developmental process of the students and its influence on their experience. Furthermore, the study examines the efficiency of such international fieldwork experiences in achieving student development in the long term.

II. Value of international fieldwork – A literature review

This section highlights the essential concept underlying the effectiveness of international field trips in a school setting. An international field trip is defined as an educational trip to an international destination for observing and/or taking (non) experimental research relevant to the study/project of involved students (Yigitcanlar, T, 2013). From this perspective, these trips represent a widely regarded and useful delivery mechanism for such enriching educational experiences and competencies, where students learn via first-hand experiences (Fuller, Edmonson, France, Higgitt, & Ratinen, 2006; Houser, Brannstrom). In this manner, the international field trip approach becomes one of the “optimal” models for positive learning outcomes provided that a clear association is established between a project initiated in the classroom and its continuation after the trip (Edwards, 2009).

In *the Handbook of Experiential Learning and Management Education*, Hornyak, Green, and Heppard (2007) asserted that people learn best from direct experience coupled with guided reflection and analysis. Kolb (1984) and Fenwick (2001) pointed out that experiences alone are insufficient to initiate learning. Instead, they must be followed by reflective thinking and an internal processing that links experiences with previous learning and transforms a learner’s previous understanding. Learning, therefore, takes place within a cycle of action, reflection, and application (Jan Wrenn and Bruce Wrenn Andrews, 2009). Such cycles are common to many experiential learning models involving real-world experiences. Instruction is designed to engage students in direct experiences tied to real-world problems and situa-

tions in which an instructor facilitates rather than directs student progress.

Essence of experiential learning

Coates and Edwards (2009) emphasized that graduates should be conscious of increased diversity in social and organizational surroundings. In addition, they need to obtain skills and knowledge that will enable them to better prepare for local and global citizenship.

Boud, Cohen, and Walker (1993) believed that individuals learn best from direct experience. An essential aspect of experiential learning, however, is the presence of three phases, namely, experience (doing), reflection, and application. In addition, reflection and application render experiential learning more unique and powerful than models commonly referred to as “learn by doing” or “hands-on learning” (Proudman, B., 1995).

Against this background, the paper presents the archives of international field trips to the Philippines conducted by the Konishi Seminars, focuses on its influence on students’ experience, and examines the efficiency of international fieldwork experiences in achieving student development in the long term.

III. Review of international fieldwork organized by the Konishi Seminars

In reminiscence, I always have been involved in the development of individuals from international perspectives. Through such an experience, I have become deeply aware that individuals are the most important aspect of any organization and country. Since engaging in education and research at the Kwansai Gakuin University over nearly 10 years, I have asked myself how I can enhance students’ motivation for learning and maximize their potential by effectively applying professional knowledge and experience. Since 2010, I have been organizing annual field trips to the Philippines to provide students with valuable fieldwork experiences such that they can integrate learning in class with real life in developing countries. Such integration, in my opinion, enables students to strongly associate the practical value of learning theoretical concepts. Furthermore, such trips provide students with opportunities for collaborating with local NGOs to support the education of children living in harsh environments, such as

³ Since 2010, the author has been making efforts in implementing various international field activities related to global issues (poverty, public health and hygiene issues, disaster prevention education, etc.) facing developing countries. Activities evolve from year to year depending on the condition of the country and counterpart organizations. Since the underlying concept of volunteerism and world citizens emerges from within each individual, fieldwork participation was voluntary, rather than compulsory.

the streets and dump sites. As citizens of the world, such students gain experience in contributing to the international community.

A. Preparation phase – Essential pre-training and prior preparation

Pre-visit preparation and post-visit follow-up should be integral components of the field trips. At the preparatory stage, the following steps should be observed.

■ *Logistics preparation - Clarify the roles of the instructor and students*

Clarity about roles is an essential part of building a strong team. The instructor should serve as a guide and facilitator of the entire process commencing the experience and refrain from providing students with content and information and answers to questions. Instead, the instructor is expected to guide students through an independent process of finding and determining solutions. Although I was the one responsible for securing local transportation and lodging facilities, students were responsible for other tasks, such as air ticket arrangement, inventory list creation, and support supply collection, before leaving Japan. As much as possible, students should take the initiative in preparing while cooperating with the team.

■ *Knowledge input and application to practice*

Students gained basic knowledge about international development policies and global issues faced by the international community and the activities and significance of diverse organizations involved in development assistance. In addition, students studied a series of project cycles of setting, planning, implementation, and evaluation of goals. These knowledge bases gained at school with the students' optimal imagination can help design an educational program to meet the needs of local children. Most students, however, had little personal experience relevant to the subject, whereas others harbor resistance to or even fear of the unknown world. Therefore, setting individual goals, and determining what to achieve and learn from fieldwork experiences are important for each student. The instructor should emphasize that students will have varying opinions, experiences, and beliefs, and that each students' right to express opinions should be respected. In other words, conflicts, differences, and disagreements drive the learning process. Through such a detailed process, students can experience trial and error, which may increase their consciousness and form a strong team before the trip.

In addition, precise and active communication in English is essential to achieve the objectives of the field activity. In this case, posing questions to obtain a deep understanding of current situations, confirm vague points, and concisely summarize obtained information is crucial.

■ *Preparation for activities (development of class plan and teaching materials)*

The core program of the visit is involvement in NGO activities that support children in need and the development of curricula and classes. The main counterpart NGOs are *Childhope Philippines* and *Anak-TNK*⁴. The Tondo Dumpsite (formerly Smoky Mountain, a garbage mountain district) is located in a very restricted area in Metro Manila, and its inhabitants are entirely isolated from society, such that even a local driver hired as a local guide hesitated to step into the area.

■ *Sharing safety information and security management*

One of the most important roles of an instructor is creating a safe environment for the students, who have no or limited experience abroad especially in developing countries. Foreseeing the danger, they may face is difficult for those who grew up in Japan. Thus, reminding students to fully understand tension and to ensure safety is necessary. Students should keep in mind that the carelessness of one person can affect the entire team.

B. Implementation phase: Develop problem-solving skills and strengthen environmental adaptability

Many unexpected events may occur in developing countries. Overcoming various difficulties and taking no shortcuts in the life, I expect that the students will learn these pointers in the field site.

In Anak-TNK, several international volunteer nurses and local social workers are providing educational programs for approximately 200 children living in the Tondo dumpsite area. The global financial crisis that stemmed from developed countries has spurred economic development in developing countries. However, the living environment of vulnerable groups, such as street and dumpsite children, is deteriorating by the year. The students were deeply sympathetic of the reality of the field site and were unable to ignore such a harsh reality. Street children work as breadwinners during the day, whereas others commit crimes or are addicted to drugs. Furthermore, a

4 For the details of the programs and activities of both NGOs, please refer to the following webpages. <http://childhope.org/ph/> and <https://www.anak-tnk.org/?lang=en>

child may be abandoned by family and live alone on the streets. The “learning place” of NGOs, which is the heart of street children, is a public park at night-time. Therefore, the students conducted classes on open ground with limited light. For the first time, the students will be forced to change the lesson plans they have prepared from Japan on the spot. Accurate and flexible coping with unexpected situations is an important life skill, and the process of solving each problem by trial and error is a valuable development process for students in real life.

The continued population explosion in the Philippines has further widened the poverty gap.

Even in the dumpsite, the number of children has been increasing, which surprises even the local volunteers. The number of teaching materials that the students have prepared and brought from Japan is insufficient, and the original plan cannot be used. The students are left with no choice but to improvise and must find a solution. In the field site, the ability of students to experiment and independently discover solutions is important. Notably, the current situation in developing countries changes by the year. In this respect, therefore, I am also learning with the students.

Pictures: Public health education class conducted by the students for the children at the Tondo dumpsite in 2012



Essence of true communication

The students underwent trial and error during the preparatory phase to anticipate the “learning opportunities” of the local children without formal education. Effective communication is key to the success of the program. However, communicating with diverse people in foreign countries is a first for the students, which made the facilitation of effective communication extremely challenging. In contrast, street and dumpsite children may not speak English well, which is natural. Therefore, finding a means to communicate with the children and engage the local NGO staff for help or assistance is crucial for the students. Furthermore, every country has its culture for achieving tasks, following rules, and nurturing habits. Therefore, I especially want the students to seek support and counsel from others, remains an effective alternative.

Ability to ask questions – application of theory to practice

Throughout fieldwork activities, I am dedicated

to facilitating students in such a manner that they gain exposure to the field in a stimulating and interactive environment. Students are provided with opportunities to ask questions and apply theories from textbooks to real situations. Childhope Philippines document national policies, detailed data, and related materials on street children, and the amount of information they currently hold is more valuable than those from other governments and international organizations. The availability of information from the practical and academic aspects enables the students to learn the current state of the environment in which the target children are located. However, useful information cannot be obtained through silence and passivity. The first step is to appeal, show strong interest, and build a relationship of trust with the local people. Learning is best facilitated by a process that draws out the students’ beliefs and ideas about a topic, such that they can be examined, tested, and integrated with new and refined ideas.

Picture: Students asking NGO representative questions about their “mobile health clinic” system reaching out to the street children⁵



During a briefing session from a local NGO, one student stated the following.

The purpose of participating in the Philippines fieldwork was to explore the situation of street children in the Philippines. I belong to one of the university volunteer group supporting the poor children in the Philippines.

I conducted an interview with a representative of Child Hope, where I asked, “What do children of poverty need most?” The representative answered, “the most important thing for children is not ‘things’ but ‘healing’. She continued, “The hearts of children are hurt. The hearts of children without parents, children who live on the streets without homes, and who are at risk every day are extremely sensitive and hurt. Therefore, what is most needed is ‘healing.’” Upon hearing this response, I was shocked to be hit by someone. For the past two years, I have been asking what children want to or can do, but I never considered ‘healing’. From that day onward, I decided to proactively take the next action in any situation. Until now, I was not the aggressive type, but at this event, I was able to feel the importance of asking people questions. I realized that valuing moments is the most important lesson.

Picture: The washroom sign of NGO – an opportunity for the students to think deeply the importance of the diversity concept



Significance of support activities based on trust relationships

A trust relationship is established as the basis of activities that support development. Building trust with locals, especially in developing countries, is difficult. Toward this end, assuming the predicament of other people with respect and over time is important to earn the trust of the local people. In the third year after continuous effort, I deemed that the group was accepted in the community. One of the local staff said, “Our staff and all the children are looking forward to your visit every year. Please do not forget us, and please do not abandon our children.” The raw voices of the professional devoting their lives to these children tugged at my heart and the students. During their stay, students repeatedly evaluated themselves regarding what they can do to help and how to make support sustainable even after returning to Japan.

Picture: With the cooperation of Japanese elementary schools and kindergartens and the local NGO in the Philippines, the activity of sending sandals from the Japanese university students to the children at the dumpsite has been continued since 2013.



Value of collaboration

Many people, such as the international NGO staff, local social workers, researchers, and friends and former colleagues in the Philippines, have supported this activity and offered various types of local cooperation. Without their help, this activity would not have been materialized. I hope that this activity teaches students the importance of building relationships of trust between people and engaging people who transcend language.

⁵ The Mobile Health Clinic (“KliniKalye” in Tagalog) provides primary preventive medical care, consultations, and treatments to ensure that the street children are healthy and in full physical capacity to learn.

Exploring forms of international cooperation support by students

What is the implication of providing support for Japanese university students from a relatively privileged environment? The students are undoubtedly considered interest-oriented “customers” from a rich country. Thus, taking precautions to refrain from imposing a burden on the local people is imperative. NGOs in developing countries operate under limited budget and resource capacities in a politically and socially fragile setting. In addition, the students must not misconstrue that we, who are fortunate, can “be” or “do something” for the socially vulnerable people. It is important that students understand that human beings are all equal regardless of their positions and that they often learn by helping each other.

Message to the Japanese youth from top management in international organizations

Another purpose of the fieldwork in the Philippines is an annual visit to the Asian Development Bank (ADB) Manila headquarters, which is a multinational development bank. It offers a global workplace for professionals from over 60 member countries. Students are provided with valuable opportunities to express their views and discuss with international staff or a professional from the development aid in the country and to gain competencies to work as international civil servants and in other career prospects.

Here is another learning experience that was worth every bit of the students’ time. At the lunch with a Canadian Deputy Managing Director of the ADB, Mr. N, one of the students asked to Mr. N, “What abilities should the Japanese acquire in a global environment? What are the issues and points of improvement for the Japanese people?” Mr. N proposed three points from international perspectives as necessary skills that the Japanese should enhance, namely, (1) timely decision making, (2) self-confidence, and (3) speaking out. Japan is being extremely cautious and introduces complex processes that accompany decision making or lead to postponement. In addition, the Japanese should improve their expressiveness, negotiation, effective communication, and speaking power to convey opinions in a simple and easy-to-understand manner. “There are many people around the world who want to be in your position. You should be aware that you are lucky and turn it into confidence and express it.” Finally, “Choosing the most difficult options opens up your potential and opportunities. When thinking about your future

career, it’s important to choose the most challenging opportunities.”

It was indeed a valuable opportunity for deepening the awareness of the Japanese regarding their strengths and weaknesses from the viewpoint of a foreigner, the words of those who have long managed multinational people as an executive of an international organization. In addition, this session enabled us to realize how we should behave as Japanese.

Enhancing self-confidence

Education or the human resource development process is indeed a process that expends time, cost, and effort. I am always impressed by the growth of the students after returning from the Philippines. I hope that the experience of completing one process from beginning to end through trial and error enhanced the confidence of the students.

I would like to share comments from students on their thoughts about their field experiences.

I had never been to a developing country until I participated in this fieldwork. My eyes witnessed an environment and a reality that I had only heard about through classes, books, and the Internet. I will never forget the story of one of the street children who drew a picture of a bed on the road and slept on it. I also saw children who are victims of poverty in all aspects of their lives, such as boys who work as peddlers. I learned about the activities of the local NGOs and depth of problems they face. I was able to learn first-hand about the harsh environment of the children, although they welcomed us with smiles on their faces. The field experience was one of the factors that helped me set the criteria for job hunting. Now, my goal is to enrich the lives of people around the world from Japan and to contribute to the support of basic everyday life. Interacting with the children of the underclass and the people living around the garbage mountains in the Philippines has made me realize that I should not take for granted the environment in Japan where I live. One of my criteria for job hunting was to connect with people not only in Japan but also around the world and improve people’s lives as much as possible as a future working adult. I also wanted to be involved in supporting children in Japan and started volunteering at a soup kitchen for children. My time in the Philippines is one of the major experiences that has influenced my contribution to society. I will continue to make efforts to connect with people around the world and support their lives as best I can. (Alumni 2019)

C. Reflection phase

The following summary of the main issues re-

garding the opportunities and constraints of the field trip have been captured from informal interviews with the students and alumni.

Table 1. A summary of the main issues concerning opportunities and constraints of the field trip experiences

| Opportunities | Constraints |
|--|--|
| <ul style="list-style-type: none"> ✓ Gained new insights ✓ Broadened vision and big picture thinking ✓ Improved English skills ✓ Learned for real-world practice ✓ Developed self-confidence ✓ Triggered motivation for continuous learning after trip ✓ Developed project management skills ✓ Developed self-control and self-confidence ✓ Enhanced interpersonal skill ✓ Enhance understanding of diversity ✓ Strengthen problem-solving skill ✓ Enhanced teamwork | <ul style="list-style-type: none"> ✓ Limited logistics ✓ Cultural and language barriers ✓ Lack of local standards ✓ Limited continuous collaboration with NGOs after the trip ✓ Time constraints ✓ Physically and mentally challenged ✓ Limited funds to cover expenses |

After returning from the field trip, each student intended to connect their experiences to each interest and seek and engage in further continuous activities and stay actively involved in the future.

Table 2. Examples of various post-field work activities engaged by the students

| |
|--|
| ✓ Developed activity reports in both Japanese and English and posted on various SNS (Faculty blog, seminar HP, etc.) |
| ✓ Contributed to external relations of the university (photo exhibitions and poster sessions at the Open Campus event, posted an article about experiences in the Faculty brochures, etc.) |
| ✓ Implementation of development education at elementary, junior high, and high school classes |
| ✓ Actively participated in various research competitions outside the university |
| ✓ Developed as a research theme for academic dissertations |
| ✓ Conducted various presentations at the university classes |
| ✓ Established student groups related to international cooperation and conducted ongoing support activities for developing countries |

Picture : Presentation at the University



Here, I present several examples of continuous activities that promote international understanding and development education, which were conducted by university students at schools.

**Case 1 – A high school in Hyogo Prefecture
(annually since 2017)**

Target profile: First-year students in a Global Course; approximately 40 students per class

Basic relevant knowledge: Yes, good knowledge of international relations and high levels of proficiency in English

Requests from the high school in terms of implementation and content: A relatively specific theme related to teaching materials used in the school. The school hopes that the students will have an opportunity to give attention to global issues.



The university students used a textbook that includes content from “Bitter Chocolate” (by Carol Off), which depicts the reality of child labor rampant in sites of cocoa production. The students worked on this poem in their English class. In addition, a lesson was given that enabled the students to discuss about

support activities for the poor in the Philippines, specifically to address the realities of street children and child labor, thereby providing high school students with an opportunity to deeply consider support for developing countries.

A few examples of questionnaire results of high school students who attended the class

- It was an opportunity to learn about things we did not know, including child labor, and provided a chance to learn many things about the world.
- Knowing that I will be able to participate in international cooperation as a university student has given me a goal for my university life.
- Hearing about specific experiences of university students made it easier for me to feel familiar with developing countries.
- This class helped me participate in international cooperation or volunteer activities in various forms.
- This class reminded me that I have a fortunate life. It made me feel grateful for my family and appreciate everyday happiness.

**Case 2 – An elementary school in Osaka
(Annually since 2017)**

Target profile: Second graders (number of students: approximately 60 (2 classes))

The school requested activities that promote fun and familiarity with foreign countries (introducing games, greetings, costumes, and musical instruments) because the children are in a lower grade. These activities were designed and implemented to raise children’s interest in cultural differences and nurture an attitude of acceptance and embracement of differences.

Content of the activity: The second graders were less knowledgeable about the world and tend to have a short attention span due to their age. Thus, the plan held a class that incorporated fun by playing games from other countries and involved movement to avoid boredom.

Responses from the second graders:

- I enjoyed the games introduced in the class.
- It was good to learn about different countries. It was nice to find out about the lives of different children around the world.
- Because I did not know much about countries other than Japan, I thought that they lived in the same way as the Japanese, but there are many differences and I found them very interesting. It made me want to learn more deeply about other countries.

In this manner, allocating events where students who have returned from overseas fieldwork can actively share their experiences is important for both sides. Indeed, learning about these issues will spark interest in the students, encourage them to ask questions, desire to learn more, and eventually take action. Achieving such tasks can be the first step toward international cooperation. In other words, learning about the current state of the world is the first step that leads to action that can bring peace to the world. Conversely, students received useful feedback from the teachers of the implementing schools. For university students, developing a skillset comprising presentation, planning, organizing, and communication skills constitutes good training.

Impression of university students who conducted the educational activities:

- It was a valuable opportunity to narrate my experiences and learning to the children.
- In spite of my inexperience, being able to engage with children and hearing them say that our classes prompted them to think that they “should take action” or that they “were able to learn about a world that they had not known before.” was rewarding.
- Through the presentations, I was able to improve my skills through trial and error and by creating interesting PowerPoint slides and finding better ways to communicate my ideas.

Studies that investigated the long-term impacts of international field trips in formal education are few. As previously mentioned, the effects of education take an exceedingly long time to emerge. In addition to direct impacts, they can also have impacts that may remain unnoticed throughout life. In addition, growth experience in the university has demonstrated to influence long-term careers. One alumni of my seminar shared her thoughts about her learning and experience in the university, which laid the foundation for further growth several years after graduation. Finally, such an experience in international collaboration may foster professionals that contribute to making the world a better place by being open-minded and understanding of others.

I participated in the Konishi Seminars field trip for two consecutive years (2010 and 2011). The experience in the Philippines influenced my decision to be involved in work related to Southeast Asian countries in the future. Our seminar group visited many places, including a dump site in Tondo in the Philippines. When we visited, I experienced overwhelming surprise and shock that people's homes are surrounded

by garbage, and children have barely enough food, water, and clothes to wear. I can still vividly recall what the polluted air smelled like. When I returned from the first fieldwork, the serious poverty situation surprised and filled me with satisfaction at the same time because I have wanted to do volunteer work in Asia for a long time. A year later, I went back to the Philippines to join the Konishi Seminars fieldwork for the second time. I was happy to be back; however, I realized that nothing changed from the last time we visited. In addition, the situation seemed to have worsened to an extent. The materials prepared on the first visit were gone, and the amount of garbage in the community increased. I initially thought I could help them, but I realized the difficulty of changing the situation by volunteering instantly. In Japan, we had many chances to share our experience in the Philippines with students at the university. Each time I shared, I wondered why I could not make a change in the Philippines. Then, I became determined to be involved in Southeast Asia for work because I realized that I could remember and utilize this experience for my future career. During our visit in the Philippines, we visited many sectors that aim to work in the field of development in the Philippines. I additionally noticed involved in development can be carried out through many means. With this knowledge, I am more determined to help in the long-term development goal in Southeast Asia. After completing my master's degree in development in the Philippines, I have been working in Southeast Asian countries. This fieldwork has made me realize the importance of cooperating with Southeast Asian countries as an Asian and has led me to my career vision.

We have come a long way over the ten years since we, the first batch, joined this program initiated by Professor Konishi (Alumni 2012)

IV. Conclusion – Enhancing learning and continuous self-enlightenment

This paper evaluated the long-term impacts of international field trips conducted by the Konishi seminars focusing on the developmental process of the students. Being involved in an international exercise was indeed a unique experience for the students to become exposed to various aspects of planning, processing, and enhancing learning by integrating theory and practice. Furthermore, the fieldwork contributed to the development of a skill set necessary for future career and self-confidence and gained and strengthened decision-making skills by responding to and solving real-time problems and processes. It offered valuable experiences by doing, discovering,

reflecting, and applying in the real world.

The recent awareness on global education and students, however, appeared to excessively focus on countries abroad, which leaves an impression of non-interest in surrounding objects. In the current trend of global education, perhaps the academia is excessively concentrating on providing opportunities for language learning and cross-cultural experiences without changing individual awareness. Frequently, I see students who cannot learn, reflect, or think deeply for themselves despite international experiences. In addition, they tend to overlook problems nearby. Interest in overseas issues must not exist in proportion to the dismissal of problems near at hand.

The global human resources that Japan require pertain not only to those who leave their countries and play an active role overseas, but also to those with a global mindset and awareness and support for the globalization of their home countries. With this respect, the fieldwork in the Philippines enabled students to view their own country from the outside, where they can reflect on issues and problems from a global perspective and consider the implementation of actionable measures to improve their countries.

My desire is that various global initiatives taken by Japanese schools can formulate a comprehensive learning mechanism that involves the reflection and application stages and can serve as basis for continuous learning throughout a student's life.

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