

# Expanding ASEAN and the Future of Japan

## A variety of angles for analysis

2014



ASEAN & Japan Academic Exchange Program 2014

based on comprehensive exchange agreements  
between KWANSEI GAKUIN UNIVERSITY and Universities in member countries of ASEAN

Organized by; School of International Studies  
KWANSEI GAKUIN UNIVERSITY

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ASEAN is expected to be a locomotive engine for the world economy. The same in importance of the region can be true with Japanese economy. Therefore, "learning about the region in English" and "experiencing its societies" have now become essential ingredients for Japanese young students who wish to be men and women with global mind.

Based on this assumption and recognition, we, the School of International Studies, Kwansei Gakuin University, launched a unique summer program in 2013, called "ASEAN project", the purpose of which is to learn about ASEAN. Fortunately this project has been well received for the past two years.

The project consists of two parts: Program A and Program B.

Program A is the series of lectures in English by the professors who are invited from the four universities in ASEAN countries - Thailand, Malaysia, Indonesia, and Vietnam. We have tried to insert new fragrance to the program year by year. For example, in 2014, we asked the neighboring Osaka University to let their students participate in our program. We also invited the high school students who graduated from the course of "Osaka Global School" that is managed by Osaka Prefectural Internationalization committee.

The uniqueness is not limited to that aspect. Practical exercise is another area for challenge. Participating students are divided into several groups and assigned to prepare for English presentations under the subject of "Japan Now". The presentations are carried out before the representatives of the Industrial associations such as Kansai Economic Federation, the Osaka Chamber of Commerce and so forth.

Program B is to let KGU students visit four countries and do a variety of small venturous activities. The students would be given opportunities to discuss counterpart students in English on "Japan Now" and vice versa the counterpart student's presentation with the equivalent subject, say, "Malaysia Now". The students are given opportunities to visit local companies and Japanese companies operating there. The students are also provided chances to make courtesy calls to ASEAN country government officials and business leaders. Those must be indispensable experiences for the KGU students.

We will express our sincere gratitude to all parties concerned for their contributions to this program.

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## 序文

これからの世界経済を牽引していく ASEAN。日本にとって重要なこの地域を英語で学び、現地リサーチを行う。ASEAN Project はこうした目的を達成するため、国際学部唯一の夏季プログラムとして 2013 年に開設しました。

事業は2つのプログラムで構成。Program A では、本学の研究者と ASEAN の 4 大学からの研究者、ASEAN 各国の在阪総領事館などから講師陣を得て、幅広い視点から ASEAN を英語で学びました。大阪大学、おおさかグローバル塾（大阪府の高校生を対象とする国際化戦略事業）からの希望者にも門戸を開き、大学間連携、高校・大学間連携事業という形で実施しました。Program A を締めくくる Student Presentation "Japan Now" では、公益社団法人関西経済連合会をはじめ、経済・産業界、教育機関の協力をいただき、若者の視点で世界に英語で日本の今を伝えるべく、コミュニケーションスキルを鍛える、そんな実験も行いました。関西におけるグローバル人材の育成をリードする事業として、テレビ大阪で報道されるなど、広く注目を集めました。

実地訪問調査 (Program B) では、4 か国 (タイ、マレーシア、ベトナム、インドネシア) を訪問。4 大学の学生との Student Presentation 交換を行ったことをはじめ、現地企業や現地行政機関を訪れました。こうした各国の経済界トップリーダーとの面談、政府機関への訪問は、参加学生達にとって、得難い貴重な体験となりました。

本事業の発展にむけて引き続き皆様方のあたたかいご支援、ご協力を賜れば幸いです。

関西学院大学国際学部 教授 鷺尾友春

# ROLE OF JAPAN IN INDONESIAN ECONOMIC DEVELOPMENT

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## **Development:**

The concept of development is usually related to developing countries including Indonesia and is defined as:<sup>1</sup>

The process of improving the quality of all human lives. Three equally important aspects of development are:

- (1) raising people's living levels-their incomes and consumption levels of food, medical services, education, etc., through relevant economic growth processes;
- (2) creating conditions conducive to the growth of peoples self esteem through the establishment of social, political, and economic systems and institutions that promote human dignity and respect; and
- (3) increasing people's freedom by enlarging the range of their choice variables, as by increasing varieties of consumer goods and services

### **Three objectives of development**

1. *To increase the availability and widen the distribution* of basic life-sustaining goods such as food, shelter, health, and protection
2. *To raise levels of living*, including, in addition to higher incomes , the provision of more jobs, better education, and greater attention to cultural and humanistic values, all of which will serve not only to enhance material well-being but also to generate greater individual and national self-esteem
3. *To expand the range of economic and social choices* available to individuals and nations by freeing them from servitude and dependence not only in relation to other people and nation-states but also to the forces of ignorance and human misery.

### **Two significant periods of Indonesia economic development process.**

- *Soeharto Era (Orde Baru); 1967-1997*; sometimes this Era is also called Pre-Crisis Period after which Indonesia was hard-hit by severe economic crisis that also hard-hit neighbouring countries such as Thailand, Malaysia, South Korea and others.
- *Post-Soeharto Era (Era Reformasi); 1998–Now*, which is also referred to as Post-Crisis, where Indonesia had fundamental changes in terms of political system and other significant institutional changes.

Development of Indonesia GDP and GDP per capita (1971-2011):

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<sup>1</sup> Michael P. Todaro and Stephen C. Smith (2011), *Economic Development*, 11<sup>th</sup> edition, Pearson Series in Economics.