

APRU Undergraduate Leaders' Program 2019

参加報告書 (Participation Report)

2019年 07 月 20 日

所属/ Affiliation : 人間科学部

氏名/ Name : Maria Gunji

出張期間 (Period of trip)	2019年6月30日–2019年7月13日
開催期間 (Period of Program)	2019年7月1日–2019年7月12日
開催場所 (Place)	Eugene, Oregon (U.S.A.)
開催規模 (Scale)	参加国数(Number of participating countries) 12 参加者数(Number of participants) 52
プログラムの 背景・目的 (Background and the objective of the meeting)	The 2019 APRU ULP took place at the University of Oregon in Eugene, U.S.A. This year's edition aimed to empower undergraduate leaders with the relevant knowledge and skills to tackle Pacific Rim public health, environment, and social inequality issues. The program asked participants to collaborate with local organisations (HIV Alliance, BRING Recycling, and Lane Education Service District) and present a proposal at the end of the program.
プログラムの 内 容 (Program Contents)	The program usually started every morning with a morning check-in. This often included the visualization of a motivational TED talk on tackling global and complex problems. This was followed by several workshops on researching skills, leadership, human centred design, or community organizing. After lunch, the participants were asked to work in their respective teams to develop a proposal to tackle their selected public health, environment, or social inequality issue. The program also offered cultural trips on Saturday, and a free rest day on Sunday. Three cultural events were organized on Saturday: a hike to Hendricks Park, a trip to the Art and the Vineyard Festival, and a baseball game with a firework show to celebrate 4 th of July.

<p>所 感</p> <p>(Feedback on the Program)</p> <p>300-400words</p> <p>画像等も添付</p> <p>Attach the images</p>	<p>A few days have passed since I came back to Osaka. But we, the participants, are still in touch. We promise each other to visit our respective countries, and share candid photos taken during our program. When I came back to Japan, I did not just bring my belongings with me. I also came back greatly motivated with lifelong friendships and valuable skills.</p> <p>I want to highlight three components of this program. The first one is the participants. This year's edition brought together an immensely talented group of young leaders whose drive, intellect, and kindness impacted me profoundly. I am especially thankful for the team I was in: Social Inequality Group 3. Working with me were three young women from the University of Sidney, Nanyang Technological University, and UC Davis. We were also accompanied by a student from the University of Oregon who worked relentlessly to support us and encourage us along the way. I was inspired by our team work, passion, and our ability to encourage one another and build on each other's ideas. The second component was the chance we were given to develop our own proposal. Indeed, we were given full autonomy to develop our own proposal on our chosen issue so long as it related to the focus area we belonged to: Social Inequality, Environment, or Public Health. This allowed me to hone my research skills and practice leadership. As we developed our proposal, several challenges arose. For instance, as our proposal required low-income families to use technology, we had lengthy discussions on how not to increase inequality by using technology. Our work paid off. Our proposal was selected as the winner among other Social Inequality proposals. The third component was the trips we were offered. The natural landscape of the Oregon Coast was breathtaking. I was also able to experience 4th of July in the US for the first time.</p> <p>It was the passion, talent, and kindness of the participants that helped make this program an unforgettable experience. Each participant brought unique life experiences and ideas that I was lucky to learn from and discuss. I am thankful to Osaka University for giving me the opportunity to apply to this program, and for providing me with the necessary resources to participate in it. I was lucky and proud to represent our university.</p>
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Presenting our proposal



Social Inequality Group 3



Social Inequality Group 3



Two students representing OU



APRU ULP 2019 Participants



Trip to Oregon Coast

APRU Undergraduate Leaders' Program 2019

参加報告書 (Participation Report)

2019年 7月 17日

所属/ Affiliation :大阪大学工学部環境・エネルギー工学科

氏名/ Name :出戸 克尚

出張期間 (Period of trip)	From June 30th to July 13th in 2019
開催期間 (Period of Program)	From June 30th to July 12th in 2019
開催場所 (Place)	University of Oregon in the U.S.
開催規模 (Scale)	参加国数(Number of participating countries) 13 参加者数(Number of participants) 52
プログラムの 背景・目的 (Background and the objective of the meeting)	To learn and develop leadership at the international field.
プログラム 内 容 (Program Contents)	To learn and train leadership at the international field. To think about an environmental problem, public health concern, and Social inequality issues as a team and propose a solution.
所 感 (Feedback on the Program) 300-400words 画像等も添付 Attach the images	When I applied to the APRU program, I wanted to know about universities in the U.S., interact with students from all over the world, and improve my English ability through this program. Although I did not have confidence in my English ability, I applied and practiced by myself before this program. Unfortunately, I found out that my training was not enough after arriving in the U.S. and joining APRU. The other participants could speak English very well, so I felt nervous and hesitant about speaking for the first three days of the program. During the 3 days, I thought the other students were very kind as they would help me anytime, so I tried to speak and interact positively. After the 4th day, I really enjoyed my time with them and learned a lot more about the affairs of the U.S. and other Asian countries. For example, there are many problems which can't be solved by only one country; many countries should help each other and cooperate to resolve it. The participants each have a dream and work hard to achieve it. We often talked about our dreams and futures. While talking with them, I could strongly feel that we each have our own perspectives or pride. Some students think about things using their own experiences or stereotypes. However, they sometimes have difficulty accepting outside opinions because they misunderstand or are ignorant of other countries, people, and affairs. To avoid such situations, I feel I should interact with many countries and generations to understand their ideas and experiences. At the same time, I should talk about my experience or ideas.

Japanese people tend to avoid sharing their opinions when talking with foreign people. I think Japanese people may lack English proficiency or confidence. Compared to other countries' universities, Japanese universities don't provide students with many opportunities to study and practice English. For example, most engineering students, such as myself, cannot afford to take extra English classes. I believe this situation should be addressed immediately. Through this program, I learned how to understand social problems, make a presentation, manage a team, and actively participate in discussions positively. So I practice them by myself in Japan and complete it. This period was very stimulating and I made many friends. For me, this memory will remain in my heart throughout my life.

