

## Report of the overseas inspection and the discussion with overseas students (Global Competitive subcommittee within JSCE Committee on Civil Engineering Consultants)

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### 1. Background of the Activity

A global competitive subcommittee was established in order to provide hands-on experience to aspiring young engineers whom will work overseas on projects for international contributions in the future.

Till now, almost all of our investigations and interviews took place in Japan. In order to widen our horizons, we carried out an exploration in Indonesia and Taiwan. We chose Indonesia due to the fact that country is a typical ODA donor country. The Brantas river basin, in particular, consists entirely of the ODA infrastructure.

However it is not ODA cooperation, we took the project of Taiwan for remark pre-World War II oversea project.

Usanto dam project in Taiwan is appreciated by local people in oversea projects.

The two main reasons for our visit are as follows:

Firstly, to turn over the meanings of the contribution of the project to the region based on the Japanese work over 50 years historical performance.

Secondly, to exchange opinions with oversea students about “How do we involve in international contribution?” or “What problems do we have to work with?” not only Japan but also in Taiwan, Indonesia, —in our globalized world which has many global and local problems.

### 2. Inspection of Indonesia

A lot of dams built by Japan’s ODA are located in the Brantas river basin—in the eastern regions of Java. These dams which form the system by several dams carry on ensuring safe water, irrigation water, controlling floods at once.

As a number of Japanese engineers were fostered by working together with local workers during construction, they often called the development field “Brantas school”.

After construction, JASATIRTA, river management authority in Indonesia, maintains and operates the system.

On JASATIRTA’s guided tour, we visited several dams. The Participants were composed of 2 consulting engineers, 4 students from Japan, and 1 teacher and 4 students from Indonesia. During our two-day visit, we exchanged opinions and information about construction process. (figure1)



**figure 1 Explaining time**

Following that, we also had a discussion in the hall of University of Bravijawa where 16 local students divided into 4 groups and attended. They exchanged their own opinions in each group. The question items are shown in chart1.

**chart 1 Question items (Indonesia)**

Questions	
1	How do you think about the loan system and grant system?
2	Which is the most famous ODA project in Indonesia?
3	What do you think about Japanese engineer and system of development?
4	Do you know the word, the Brantas school?

Almost all the projects in Brantas worked as yen loans for the large scale. On the other hand, someone tend to take

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yen loans as criticism in Japan. Therefore, we received opinions about yen loans by local students at first. On the basis of opinions, we thought together about aid for the future. Some students had negative thought about yen loans though, most students considered it as less important but demanded that such technical information be shared they wanted to work together and gain new knowledge rather than be taught one way by the Japanese since they recognize that Japan’s technology is advanced.



figure 2 A picture of Indonesian students with us

**3. Inspection of Taiwan**

Yoichi Hatta , a Japanese engineer, built a dam in Tainan, South Taiwan in 1930. He quenched a drought-stricken area with a water source. The Kanan plains, located just below the dam became the most fruitful granary field in Taiwan as a result of this stable water supply. When under construction, Yoichi Hatta treated Taiwanese and Japanese in the same way, setting up entertainment facilities for all the building workers. He was so kind and generous that the local people have a ceremony to celebrate the anniversary of his death till day.

First, we visited a dam like the same way of Indonesia. Participants were composed of 2 consulting engineers, 3 Japanese students, and 4 Taiwanese students. Second, we had a discussion in University of Seiko. The question items are shown in chart2.

As Yoichi Hatta’s project is appreciated by Taiwanese, we discussed the issue “How do we act to social issues through our work in the future?”“What problems do we have to work with?” and so on.

Taiwanese students are interested in the energy issue and we come to a conclusion that we can aid for the issue by

spreading the fruit of study to overseas.

**chart 2 Question items (Taiwan)**

questions	
1	Do you know some examples which contributed to some social issues like Yoichi Hatta’ s project?
2	How do you want to work 20 or 30 years from now?
3	How will our countries contribute to the world?
4	How do we act to social issues through our work in the future?

Because students who take discussion major environment engineering, each student said that they would be pleased if their own fruit of study put other countries to practical use.

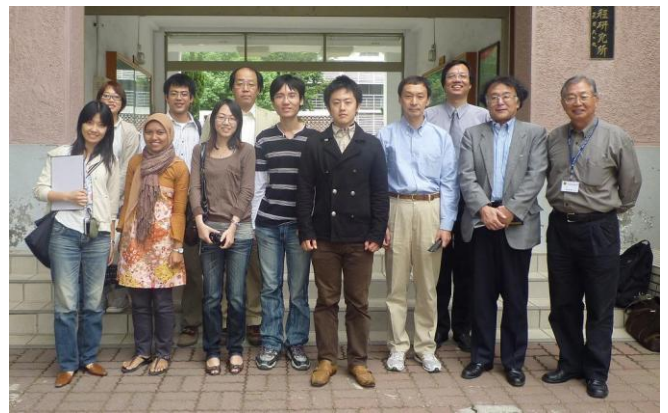


figure 3 A picture of Taiwanese students with us

**4. Conclusion**

The similarity between Indonesian and Taiwanese students is the interest in sharing technical information. I think education is just as important. The sharing technical information and education has been performed so far, but must seem to reinforce it more than before.

In addition, contribution consciousness to the own country was high in each students, and they were seriously thinking that how they should be in their country. Their earnest enthusiasm will become the strength of a nation of the country. However it was very significant that we were able to have a discussion, we were sometimes puzzled over the difference of the quantity of knowledge. This discussion asked them questions based on the knowledge that a Japanese student prepared for beforehand one-sidedly, and we ignored the quantity of knowledge of them. Therefore we did not understand which their opinion was based on any kind of grounds, and was emitted. This point should be improved by next inspection.