



University of Tsukuba

Development Program for Professionals in Educational Policy Management Contributing to Solving Global Issues (CAMPUS-Asia6)

INTER-UNIVERSITY EXCHANGE PROJECT



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Coordinator History

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SUMIYA Keiko

Greetings from University of Tsukuba

HAMADA Hirofumi

Chair of the CAMPUS-Asia6 Committee at University of Tsukuba
Professor, Institute of Human Sciences



Thanks to the cooperation of six universities and the interdisciplinary collaboration across three fields, we were able to create this commemorative booklet. I am grateful to all the staff members who contributed to its creation. Since 2021, the six universities have established valuable partnerships with one another. During this period, many graduate students visited one another's campuses. They learned a great deal from their host universities and formed strong international friendships.

We believe that the significant experiences gained through CA6 will lead to more concrete collaborations among the six universities. We hope that our steady collaborative efforts will contribute to addressing global issues.

Program A: Education

FUJII Hodaka

Chair, Master's and Doctoral Programs in Education
Professor, Institute of Human Sciences



The project entered its final year and achieved significant results. Students dispatched from the University of Tsukuba have demonstrated a deepened awareness of both educational issues in the host countries and challenges common to Japan, along with the remarkable acquisition of versatile skills. The same was true for the international students received by the University of Tsukuba. We express our deepest gratitude to East China Normal University, Korea National University of Education, and Khon Kaen University for their cooperation. We look forward to the further development of the program in the next fiscal year and beyond.

Program B: Environmental Sciences

ASANUMA Jun

Chair, Joint Master's Degree Program in Sustainability and Environmental Sciences
Professor, Institute of Life and Environmental Sciences



I am glad to be a part of this team, as I was a similar student like you nearly a quarter century ago. Studying outside of your country is exciting, as your experiences will be surely part of you. Lastly, my sincere appreciation goes to Universiti Teknologi Malaysia for their invaluable contribution to the program.

Program C: Materials Science

YAMAMOTO Yohei

Chair, Master's and Doctoral Programs in Materials Innovation
Professor, Institute of Pure and Applied Sciences



We appreciate the student exchange with East China Normal University and Institut Teknologi Bandung. The exchange program was highly successful, resulting in fruitful collaborations, some of which have been published in original research papers. In addition, new research collaborations have been initiated through this program. We hope that further collaborations and exchanges will continue in the future.

Over the past years, our students have greatly benefited from this valuable opportunity for cross-border academic and cultural exchange.

Many of them shared how the program deepened their understanding of different education systems, enhanced their global perspectives, and helped them build lasting friendships across countries.

As one student reflected: “Not only did I learn a lot from the lectures and visits, but also became more confident and open-minded through collaboration with peers from Korea, Japan, and Thailand.”

Another mentioned: “Exploring inclusive education in Japan and discussing global issues with international classmates sparked new ideas for my research.”

We sincerely thank all partner universities, faculty members and staff for their thoughtful guidance and support. We look forward to another year of meaningful learning and vibrant exchange through CA+.

A MESSAGE FROM EAST CHINA NORMAL UNIVERSITY



Achievements of the Program

| 2022–2025 Student Participation Overview



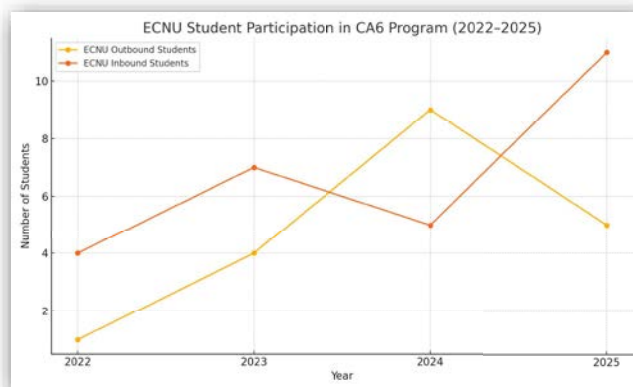
Milestones & Highlights

2022: First student from ECNU joined the program; successful hosting of 4 inbound students from partner universities.

2023: Strong increase in both outbound and inbound mobility; more diversity in participating institutions.

2024: Record high outbound participation from ECNU students, reflecting growing interest and recognition.

2025: First year welcoming ITB students to ECNU—a significant expansion of institutional collaboration and cross-cultural exchange.



- Enhanced intercultural competencies and academic perspectives for all participants.
- Deeper academic cooperation among partner institutions.
- Stronger institutional engagement and visibility within the Campus Asia Plus network.

Challenges of the Program

01

Language Barriers

Non-Chinese-speaking students may struggle with daily communication and social interaction, affecting their overall experience at ECNU.

02

Cross-Cultural Expectations

Differences in teaching styles and classroom culture can pose challenges to international students.

03

Course Matching & Credit Transfer

Aligning academic requirements across partner institutions remains a key coordination challenge.

04

Feedback & Improvement

A responsive feedback system is essential to monitor student needs and enhance the program.

05

Short-Term Integration

Limited program duration may hinder deep engagement and integration; more structured support is needed.

Alumni Career Paths

As of July 2025

	1 st batch 2022	2 nd batch 2023	3 rd batch 2024
Total number of ECNU students who participated in the program	1	4	9
(1) Number of students working in the public sector		1	
(2) Number of students working in the private sector			1
(3) Number of students enrolled in doctoral programs	1	1	3
(4) Number of students pursuing a master's degree			5
Others		2	



A Message From Institut Teknologi Bandung (ITB)



Prof. Dr. Irwan Meilano, S.T., M.Sc.
Vice Rector of Academics and Student Affairs,
Institut Teknologi Bandung, Indonesia

On behalf of Institut Teknologi Bandung, it is our pleasure that ITB was involved in Campus Asia 6 program together with University of Tsukuba, Universiti Teknologi Malaysia, East China Normal University, Korea National University of Education and Khon Kaen University. In the past 4 years, this program is very productive in exchanging graduate students and fostering strong collaboration between universities. This exchange activities is one of implementation of globalization spirit and broadening the student's knowledge. Considering the impact and achievement of this program, it is likely to continue this program.



CAMPUS-Asia6

Achievements of the Program

- 1 Foster strong research collaboration between **University of Tsukuba** (UT), **Universiti Teknologi Malaysia** (UTM), **East China Normal University** (ECNU), and **Institut Teknologi Bandung** (ITB), particularly in the field of Materials Science
- 2 Collaborate on publishing research findings, including the publication of high-quality research papers, e.g.:
 - **N. D. W. Rini**, A. Alshammari, C. Khoirinaya, A. Barlian, L. A. T. W. Asri, G. Cooper, K. Ariga, **L. K. Shrestha*** and **A. Wibowo***, *Emergent Materials*, 2024, (<https://doi.org/10.1007/s42247-024-00924-6>)
→ Alumni of CA6 batch 1
 - **I. J. Budiarto**, S. Fujita, S. Saito, H. Judawisastra, **K. Takeyasu**, and **A. Wibowo***, *Reaction Chemistry and Engineering*, 2024, 9, 2718 - 2727 (<https://doi.org/10.1039/D4RE00193A>)
→ Alumni of CA6 batch 2
- 3 Organize international conferences that attract participation from various global universities and industries focused on energy materials
- 4 Provide networking opportunities for students interested in pursuing doctoral studies and engaging in career discussions



Challenges/Suggestion of the Program

Challenge

- Adapting to a new academic and cultural environment while balancing coursework, laboratory research, and thesis work.

Suggestion

- Communication between home supervisor with host supervisor in Tsukuba is needed to ensure everything is going well for student during his/her exchange period.
- The program would be even better with more cultural study, such as tea ceremonies, kimono wearing, to provide deeper cultural knowledge.
- It will be nice if program C (material science) have a one-day trip to research center (AIST or KEK) and industry that related to materials science to get practical industry insights and learn about their advanced facilities for research purpose.



Alumni Career Paths

As of July 2025

	1 st batch 2022	2 nd batch 2023	3 rd batch 2024
Total number of ITB students who participated in the program	4	4	4
(1) Number of students working in the public sector		1	3
(2) Number of students working in the private sector	1	2	1
(3) Number of students enrolled in doctoral programs	3	1	
(4) Number of students pursuing a master's degree			
(5) Others			



CAMPUS-Asia 6 Program: Khon Kaen University



Welcome to KKU's CAMPUS-Asia 6 Program presentation. We are proud to foster international academic collaboration across Asia through innovative educational approaches and cross-cultural exchanges.

Our program integrates cutting-edge teaching methodologies with international partnerships from Japan, Korea, and China, creating unique learning opportunities for future educators.

Achievements of the Program

Key Accomplishments



Teaching Innovation

- Flip Classroom & Problem-Based Learning
- Field work at local schools
- Specialized courses: ED357119, ED357703, ED357893



International Exchange

- Access to partner universities' unique programs
- Collaborative research and joint publications
- World-class educational resources



Cultural Integration

- Heritage site visits and cultural workshops
- Community engagement activities



Challenges of the Program

Growth Opportunities



Institutional Development

- Strategic transformation with new leadership
- Enhanced program structure



Academic Enhancement

- Flexible scheduling across different calendars
- Streamlined credit transfer systems
- Multilingual support programs



Building Excellence

- Innovative solutions strengthen partnerships
- Creating sustainable best practices

Alumni Career Paths

Alumni Success & Career Development

Career Trajectories

- Internationally-Oriented Educators
- Educational Innovation Developers
- International Education Consultants

Skills Acquired

- Global perspective & cross-cultural competence
- Research capabilities & teaching innovation
- Educational technology proficiency

Pornpisut Duangnorn



Current Position:
Lecturer
Organization:
Udon Thani Rajabhat University

Kanita Pamuta



Current Position:
Researcher
Organization:
The Educational Foundation for Development of Thinking Skills

Wipapan Sankumpa



Current Position:
Teacher
Organization:
Anubanphuwang School

Jenjira Huaisai



Current Position:
Student
Organization:
NHL Stenden University of Applied Sciences, NL

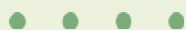
As of July 2025

	1st batch 2022	2nd batch 2023	3rd batch 2024
Total number of KKU students who participated in the program	4	6	7
(1) Number of students working in the public sector	3	6	2
(2) Number of students working in the private sector			
(3) Number of students enrolled in doctoral programs			
(4) Number of students pursuing a master's degree			
(5) Others/Unknown	1		5



Introduction to KNUE

- As Korea's only comprehensive teacher training university,
we are leading future education.
 - We carry out three major functions: teacher training, teacher education, and educational research.
 - We offer integrated teacher training programs for kindergarten, elementary, and secondary school levels.
 - Our interdisciplinary teacher education fosters globally creative talents.



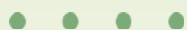
Achievements of the Program

- KNUE Graduate School Preferred Program
 - The exchange student program at Korea National University of Education is a good incentive for admission.
- Student exchange performance over 3 years
 - 26 students sent to consortium universities for 3 years
 - 10 students invited to KNUE for 3 years
- Training Education Policy Experts
 - Fulfilling its responsibilities as a comprehensive teacher training college by training education policy management experts who contribute to solving global problems



Challenges of the Program

- Relatively low evaluation from the Korean government
 - No dual degree system will be introduced; at least three countries must have MOUs.
 - Program B/C performance is insufficient: Should focus on A instead.
 - Insufficient student exchange performance: Need to increase the number of students visiting KNUE.
 - Insufficient program promotion: Establishment of a joint operation website for 3 countries
 - Lack of fairness in student selection: Recommended joint selection for 3 countries.
 - Insufficient budget execution: Need for first-half operation program
 - Diversification of curriculum: This can be achieved by dispatching students according to the academic schedule of the target country.



Alumni Career Paths

As of July 2025

KNUE	1 st batch 2022	2 nd batch 2023	3 rd batch 2024
Total number of KNUE students who participated in the program	7	10	9
(1) Number of students working in the Public Sector	6	8	-
(2) Number of students working in the Private Sector	1	2	-
(3) Number of students enrolled in doctoral programs	1 (Run in parallel)	2 (Run in parallel)	-
(4) Number of students pursuing a master's degree	0	0	9
(5) Other/Unknown	0	0	-

● Career Paths

- Teachers return to the workplace
- Enter the teaching profession
- Go on to doctoral programs
- Study abroad



Greetings from Universiti Teknologi Malaysia (UTM)!

It is a great honour for UTM to be part of the CAMPUS Asia 6 (CA6) consortium - a truly meaningful platform that brings together leading universities across Asia to foster academic excellence, cultural exchange, and collaborative learning. The CA6 program reflects our shared commitment to advancing sustainable development, innovative pedagogy, and global citizenship.

We deeply value the strong spirit of cooperation among all partner institutions, and we look forward to continued collaboration that will empower the next generation of change-makers.

Terima kasih and warm regards from UTM.



ACHIEVEMENT OF THE PROGRAM

- Students participated in Campus Asia 6 program to University of Tsukuba (Husam and Nurunnasyrah)
- Online student (non CA6 students) participated– The State of Global Issue (Rafizah)
- Received student from KNUE (Research and sustainability class) – Yang Ahreum

CHALLENGES OF THE PROGRAM

- Students' mobility budget from the faculty and university
- To obtain additional funding for the Campus Asia 6 programs' student mobility initiative in 2025
- Transfer credits issue and duration of the mobility

ALUMNI CAREER PATHS

As of July 2025

	1 st batch 2022	2 nd batch 2023	3 rd batch 2024
Total number of UTM students who participated in the program	0	0	2
(1) Number of students working in the public sector			
(2) Number of students working in the private sector			
(3) Number of students enrolled in doctoral programs			
(4) Number of students continuing their master's program			2
(5) Others			



2022


University of Tsukuba

Development Program for
Professionals in Educational
Policy Management Contributing
to Solving Global Issues

Six Universities, Together Across Borders

2023

2024


Achievements of the Program

**Number of Dispatching Students
From UT to Partner Universities**

	1 st Batch 2022	2 nd Batch 2023	3 rd Batch 2024	4 th Batch 2025
Program A	3	4	3	8
Program B		2		
Program C	2	1	1	2
Total	5	7	4	10

**Number of Accepting Students
From Partner Universities to UT**

	1 st Batch 2022	2 nd Batch 2023	3 rd Batch 2024	4 th Batch 2025
Program A	10	9	11	12
Program B		2	3	2
Program C	4	5	6	6
Total	14	16	20	20

- Launched a promotional website to widely publicize the program, including a built-in translation function
- Organized student exchange meetings during Stage 2 to promote deeper interaction among students.
- Held a joint international conference in collaboration with the Hybrid International Student Conference (HISC), which is organized annually by the Master's and Doctoral Programs in Education.
- Recruited graduate students taking just two online courses of Stage 1.
- Preparations are underway to launch a double degree program in collaboration with a partner university.

Challenges of the Program

- **COVID-19** delayed the launch of the program.
- There was a consistent **imbalance** between the number of outgoing and incoming students, as well as across programs A, B, and C.
- **Inter-university communication** among the six partner universities proved to be complex.

Improvement Suggestions

- A well-designed **orientation** upon arrival would help students transition smoothly into their study abroad experience.
- Assigning one **mentor** per student is considered ideal.



Alumni Career Paths

As of July 2025

	1 st batch 2022	2 nd batch 2023	3 rd batch 2024
Total number of UT students who participated in the program	5	7	4
(1) Number of students working in the public sector		1	
(2) Number of students working in the private sector	2	3	
(3) Number of students enrolled in doctoral programs	3	2	
(4) Number of students pursuing a master's degree		1	4
(5) Others			





Background



Name: Chen Shuzhen

University: East China Normal University

Major: Education

Exchange time: 2nd batch 2023

My perceived strengths of the program: Strong academic atmosphere, friendly interpersonal environment, international faculty, comprehensive life support, beautiful campus surroundings, global perspective...



Gains

- **Cultural Immersion:** Deepened understanding of Japanese culture through experiences with traditional cuisine (sushi, snacks), and iconic landmarks (Mt. Fuji, sakura)
- **Educational Insights:** Gained knowledge about the Japanese school system and diverse educational practices, especially in refugee education, international education, and mathematics education.
- **Research Awareness:** Exposure to research institutes in forestry, environmental science, and aviation, expanding academic horizons.
- **Intercultural Competence:** Improved intercultural communication skills and basic Japanese language ability, fostering global competence.
- **Personal Growth:** Enhanced self-confidence, and improved competitiveness for future doctoral applications.





Personal weakness

- **Limited Academic Interaction:** Insufficient in-depth academic communication and collaboration with professors; lacked engagement in structured research activities.
- **Language Barrier:** Only basic Japanese proficiency, which restricted active participation in class discussions and limited everyday communication.



Implications

- **Value of International Exposure**

Cross-cultural academic experiences are crucial for developing global competence and broadening academic horizons.

- **Interdisciplinary Awareness Matters**

Exposure to diverse research fields (e.g., education, environment, aviation) fosters interdisciplinary thinking and enhances academic versatility.



INTRODUCTION



Campus Asia6 – Program C (Material Innovation)



Why study abroad?

1. Personal Growth
2. Cultural Exchange Experience
3. Educational Insights

Japan?

1. World-Class Education System
2. Safety and Quality of Life
3. Networking opportunities

by Syadza Aisyah Hermadiani (Batch 2024)

PERSONAL GROWTH AND DEVELOPMENT

- 1 Stepping Out of Comfort Zone
- 2 Building Global Citizenship
- 3 Adaptability and Problem-Solving
- 4 Independence
- 5 Enhance Emotional Intelligence



CULTURAL EXCHANGE EXPERIENCE

- Exchange programs boost intercultural sensitivity, fostering acceptance and integration of diverse cultures
- Studying in Japan provides an unparalleled opportunity to experience Japanese culture
- Being immersed in a Japanese-speaking environment accelerates language learning



EDUCATIONAL INSIGHTS

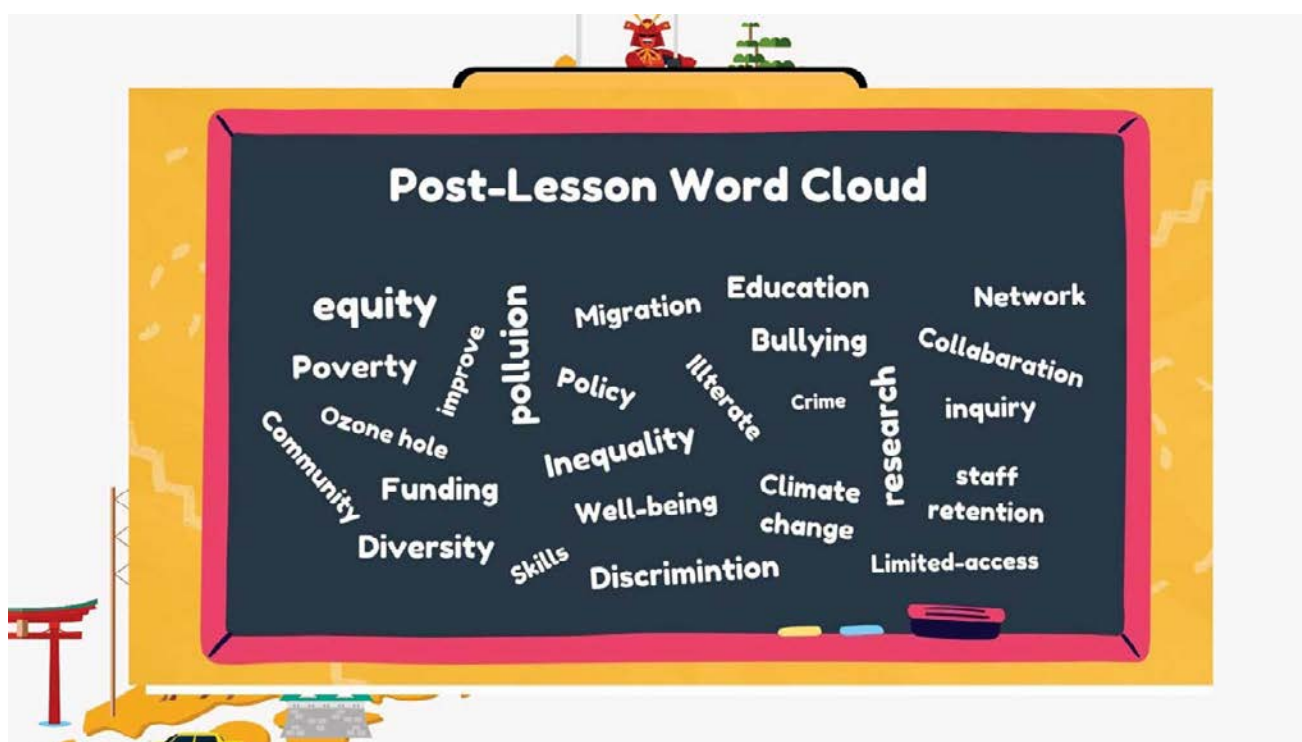
- 1 Enhances classroom learning through new experiences
- 2 Discover advanced research facilities
- 3 Gain insights into doctoral study opportunities

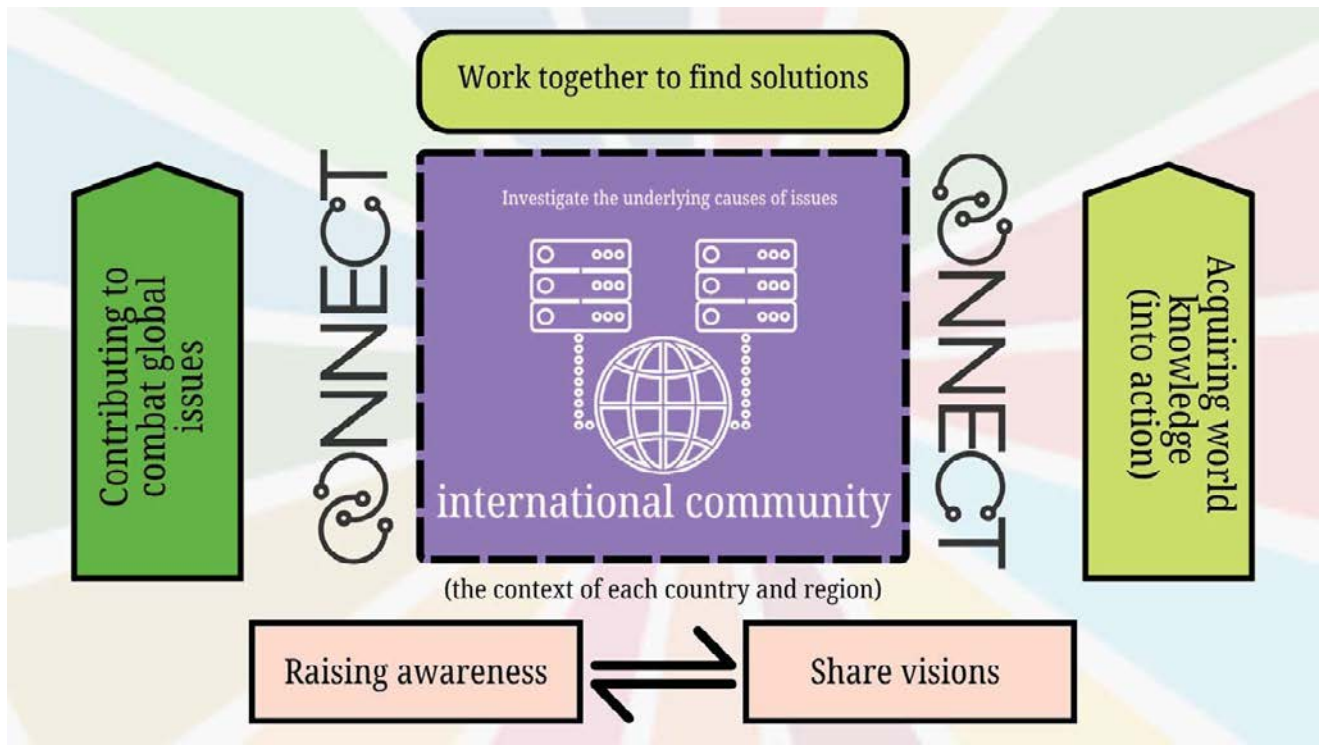




Pornpisut Duangern
Khon Kaen University

Learning Through Experience
"More Than Just Lessons—Real Experiences"





Raising awareness



Special Seminar for Problem-Solving

Learn about and from diversity and complexity.

Discuss and put more real-life context.

Collaborate effectively.

CAMPUSASIA6 in UT



Byeon Naeun(KNUE)

2024.09.18~2024.12.26

ProgramA: education science

- Curious about Japanese life long learning system
- How does education respond to social contradictions and problems in each country?
- I want to live in a foreign country

CAMPUSASIA6



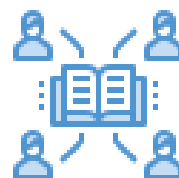
STAGE1

Taking internet courses to learn about the spectrum of the education and to reflect on myself



STAGE2

Meeting people from various Asian countries, discussing education issues in each country. visiting the japanese education scene.



STAGE3

Prsesnting research based on stage 1 and stage 2, and sharing what we learned with other CA6 participants.

Life and learning in CAMPUSASIA6



Problem solving seminar

- Global education conflicts
- Global issues and education policy in our country
- OECD teaching insight and SDG's education strategy



Field trip

- Education facilities
- Schools
- SDG's facilities
- Local tour in Tsukuba



Extracurricular activity

- Sightseeing in Japan
- Participating a bukatsu in UT
- Meet people and cultures from different countries

My research topic



We are all connected, so we have a responsibility to the world beyond ourselves. to solve the world's problems together and move towards a better future together. This is the biggest thing I learned from

CAMPUSASIA6



Aizad Mokhtar
Doctoral Student,
MJIT, Universiti Teknologi Malaysia
(UTM), Kuala Lumpur



- Engaging with peers & CA6 staff from diverse backgrounds made the trip even more special.
- We exchanged stories, laughed over cultural differences, and discovered shared passions.



Reflection on Campus-Asia 6 Meeting 13th - 14th March 2025

- The excursion was both informative and eye-opening.
- At the Ushiku Daibutsu, it reminded me of the importance of inner peace, perspective, and spiritual growth.



- Stepping back to UT after two years felt nostalgic and emotional.
- It reminded me of my academic journey, the challenges I've overcome, and how much I've grown.

Academic journey & research experience

Master in Sustainability &
Environmental Sciences

Joint Master's Degree
Program (JDP) UT & UTM

2021 - 2023



Laboratory mates



2 amazing supervisors!



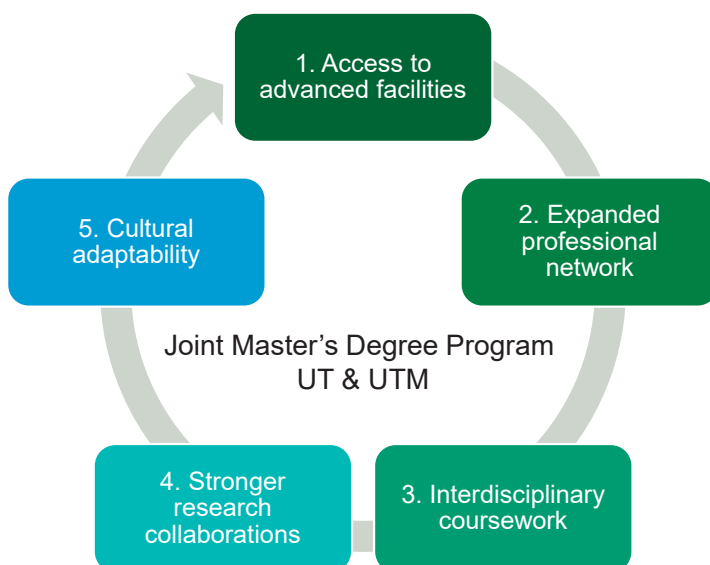
Laboratory seminar



Some challenges & how I overcome them



How this program benefited & some key takeaway



ACESD Conference,
Kyoto 2022



JSTS,
Kagoshima 2022

Profile and my experience

- Kenshin YAMAGUCHI (山口 健心)
- University of Tsukuba
- Major : Philosophy of Education
 - “Rethinking of Human/Non-human Dualism in Modern Education”
- Visited KNUE and KKU
 - KNUE (2023.10.4 – 2023.10.31)
 - KKU (2023.11.1 – 2024.1.27)
- Research topic in CA6 program
 - “Local Problems of Schools in Thailand”



Local problems of schools in Thailand

The characteristics and roles of schools

- Thailand has historically used education to integrate the nation as a nation state.
 - The government pushed Thai nationalism to the front and stress ‘**LAK-Thai**’ which is principle of integration constituted by the royal family, Buddhism, and Thailand.
 - By this policy, the government tried to spread the ideal image of the nation like ‘**Thai people who worship the King and believe in Buddhism**’.
- In this process, people were forced to study central-Thai language and the principle of Buddhism at school without distinction of first language and region.
- Teachers mentioned “locality” in education again and again.

Government wants to make “one Thailand”.

It is centralization.

Thai culture taught at school is culture of Bangkok.

Local problems of schools in Thailand

The role of teachers and local curriculum

- Teachers need to arrange curriculum to adapt school context or problem.
 - Some schools have their own school curriculum different from basic education core curriculum.
- In view of diversity of people and culture in the modern age, one basic education core curriculum is not enough.
 - We are required to consider each contexts and needs of local people.

Rethinking our education

- In the point of plural society, now we may face the limitation of unified and core education in a country.
 - **Or we have to rethink the aim of education.**
Cf. 'developing individuality' vs 'integration of society'
- We need to explore the way open for compromise between central and local.

Beautiful and wonderful memories in CA6



Discussion Points from the CA6 Meeting in March 2025
Reflecting on the Past Four Years

Achievements of the program

- Consistent growth in participant numbers across years
- Positive experience sharing from alumni to future participants
- Student growth through the program – expansion of academic and global perspectives
- Active inter-university collaboration within the consortium

Challenges of the program

- More flexible scheduling across different academic calendars
- Imbalance in numbers of participants across Program A, B and C
- Credit transfer systems
- Cross-cultural and language-related issues – more events focused on cultural exchange
- More fieldwork opportunities for Program C

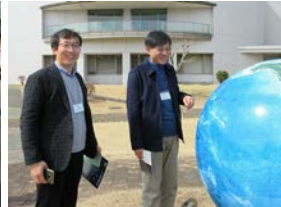
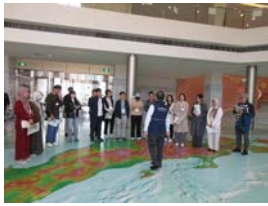
Discussion on future direction of the program

- Renewal of the current memorandum of understanding among six partner universities
- Efforts to ensure sustainable funding
- Establishment of a double degree system
- Opportunities for further exchange among partner universities with shared academic specializations
- Introduction of more flexible short-term visits
- Promoting interdisciplinary exchange between undergraduate students and faculty members of partner universities

Photos: Capturing the Highlights

Day1

Excursion



Day2

CA6 Meeting





Reflections from Alumni of Six Partner Universities



HISC



Reception



CAMPUS-Asia6 Participants since 2022

2022



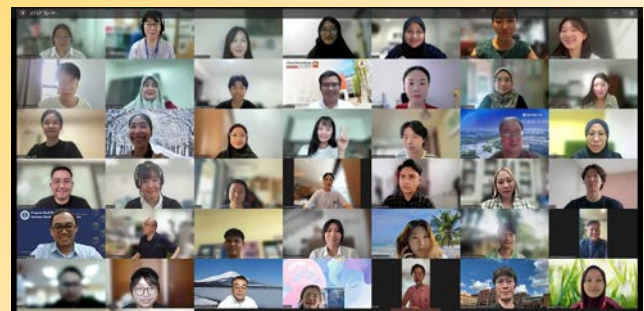
2023



2024



2025



List of CAMPUS-Asia6 Students

A Total of 131 Graduate Students over Four Years

2022 First Batch of Students	[KKU]	[KKU]	[KKU]
[ECNU]	BOONSENA NOPPASORN	JITJONG KHANITTHA	ARSAKHATI PRAKASIT
ZHOU ZHAOLIN	BUDKEN PAKAKUL	KANLAYARAT WIRAMON	BOOCHAYAN AUNYA
[ITB]	JUNRUANG CHINNAPHAT	KUMMOOL NATCHAPAT	BOONLA WANCHALOEM
FIRDA APRIYANI	PONGPAN KRITTAPART	PUTKLANG PASSARA	CHONGRAK WARUNEE
MUHAMMAD FADLAN RAIHAN	PUMYOCH NATTHIYA	RAKSRI NARISSARA	GANJAM WITTAWAT
MUHAMMAD YOVINANDA MAULANA	[KNUE]	SARAKAN PARITCHAYA	KHATTACHAN WILAWAN
NOVI DWI WIDYA RINI	CHANG JOHYEON	UNARAT WANTIPA	LIMNA NATCHANUN
[KKU]	GWAK EUN YOUNG	[KNUE]	PHANWONG SUMET
DUANGNGERN PORNPISUT	KIM HYUN	BYEON NAEUN	PROMWONGSAI AEMWIPA
HUAISAI JENJIRA	LEE BYUNGJU	HWANG JIYOUN	SIRIPAUNTUNTIGUL CHOTIGAN
PAMUTA KANITA	LEE KYUNGSUN	JOO SEUNGMIN	[KNUE]
SANKUMPA WIPAPAN	PARK CHANHEE	KIM HYEONJI	KANG SOO-HYEON
[KNUE]	PARK CHORONG	KIM MINKYUNG	KIM ILHYO
CHOI YEONGTAK	SEO GAHI	LEE JUSEOK	KIM JIHONG
HAN JINHEE	SONG HYE-EUN	NOH YOU JENG	KIM JIWOO
KIM JEONGHUI	SUNG JAE EUN	PARK JI SEON	KIM SEA
KIM WOONG JU	[UT]	WOO HYEYUN	KIM SOHYUN
LEE SE YOUNG	AOYAGI SHUNYA	[UTM]	KIM YEWON
SHIN HANNA	DOTEGUCHI SHINYA	NURUNNASYRAH BINTI ABD MAJID	LEE GAEUN
YANG AHREUM	HARADA GUNJI	HUSAM BIN ABDUL FATAH HARON	LEE HYEYOON
[UT]	MUROYA MINORI	[UT]	PARK SEONGWOOK
FUJITA SHOKO	SUZUKI TAIGA	MURAKAMI KOICHI	[UTM]
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