

# CAMPUS Asia

## 法学院長・学部長会議報告書

(第1回～第3回)



名古屋大学  
NAGOYA UNIVERSITY

法学部



## — キャンパス・アジア法学院長・学部長会議 —

文部科学省の大学の世界展開力強化事業の一つである日中韓「キャンパス・アジア」パイロット事業において、名古屋大学法学部・法学研究科は「東アジア『ユス・コムーネ』（共通法）形成にむけた法的・政治的認識共同体の人材育成」との名称の下、中国、韓国の大学と共に質の保証を伴う交流を拡大し、学生や教員の留学・移動を活発にして人材育成に協力することで、東アジアの地域全体を視野に入れた教育研究環境を築くことを目指している。

具体的に、本構想では、欧米の「法のグローバル・スタンダード」を理解した上で、東アジア「ユス・コムーネ」（共通法）形成にむけた議論に参画できる、法的・政治的認識共同体の人材育成を行う。ここで育成すべき人材とは、①日中韓の法・政治・社会の現状に関する知識とその運用能力を持ち、共通法の形成に積極的に参画し得る人材、②共通法形成の基礎となる法情報・法令用語の共有化に向けた新しい比較法学を担う人材、③その成果を他のアジア諸国（特に体制移行国）の法発展に応用し、法整備支援を通じて新たな法の形成・運用を支援し得る人材である。

さらに、このような人材を育成する基盤を整えるために、東アジアにおける法情報の交換、アジア法・法整備支援論の共同形成、法曹養成と法科大学院の共同スタンダード化などを3カ国の大学で連携して行う。

本構想では、3カ国の大学間で1年間の学生派遣を人材育成の柱とする。規模としては、毎年本学から中国の大学へ5名、韓国の大学へ5名の計10名を派遣する。また、中国・韓国の大学からそれぞれ5名、計10名の学生を受け入れる。コアカリキュラム以外も含め、相互の授業は単位の相互認定が可能となるように制度化する。また、本構想の中心は学部学生の教育に置かれるが、付属的プログラムとして各国の法科大学院学生・大学院生の部分的参加を認める。これにより、これまでは難しかった大学院水準の学生たちについても、交流の機会を促進する。

上記のような構想を実現させるためには、3カ国の大学の法学院長、及び学部長が本構想の意義や展望に対する共通認識を持ち、その上で、相互に議論を進め、現実的な方策や体制を整え、問題解決を図ることが不可欠である。そのようなことから、「法学院長・学部長会議」を開催する運びとなり、これまでに2011年12月、2012年2月、2012年12月の3回行われた。

第1回では、キャンパス・アジアプログラムの立ち上げに向けて、日中韓における法曹養成と法学教育の現状について議論され、第2回では、具体的な制度設計およびアジア共通法の構築について検討された。また、第3回では、キャンパス・アジア実施半年間の現状および課題について議論された。

## Deans' Meeting on Campus Asia Project

"Campus Asia" is a pilot project launched by the Ministry of Education, Culture, Sports, Science and Technology with participation of universities from Japan, China and South Korea for enhanced globalization of Japanese universities. Under the project, Nagoya University's School of Law and Graduate School of Law are seeking to expand quality-assured exchanges with counterparts in China and South Korea, and work together for the development of human resources through promotion of mutual visits of their students to each other's campus for study purposes, while holding a slogan saying that "East Asian 'jus commune' (common law) - training of human resources for a common community of legal and political understanding." By doing so, both parties at Nagoya University are trying to create an educational and research environment that is conducive to serving the interests of the entire East Asian region.

Specifically, the Campus Asia project is intended to develop human resources who would be useful for "a common community of legal and political understanding" toward their participation in talks aimed at creating "East Asian 'jus commune' (common law)," while developing an understanding of global legal standards adopted in the United States and Europe. Human resources to be developed under the project are those who have knowledge about the legal, political and social situations in Japan, China and South Korea and are well versed in how to use operational abilities while having the willingness to work toward the creation of a common law. Also to be developed are human resources who can play a key role in the field of new comparative law for the unification of legal information and legal terms, both of which can lay the foundation for the creation of a common law, and those who can translate the achievements made in the field into the development of a legal system in other Asian countries, particularly countries in power transition, thus helping them develop human resources in their own countries who are capable of creating and operating new laws.

To establish a foundation for the development of these kinds of human resources, universities from the three countries will collaborate with each other in areas including exchanges of legal information in East Asia, joint efforts to establish Asian law and legal support theories, education of legal experts, and efforts to standardize graduate schools of law in the three countries.

A main pillar featured under the "Campus Asia" human resource development project is mutually sending students for educational purposes among the universities in the three countries for one year. A total of 10 students from Nagoya University will be dispatched to other Asian universities each year - five to China and five to South Korea. In return, Nagoya University will accept five students from Chinese universities and also five from South Korean universities. Credits other than those in core curricula earned by students who studied at a foreign university will be converted into ones at the universities in their home countries. Educational exchanges under the project focus on undergraduate students. But an auxiliary program operated under the main project will enable exchanges by graduate school students to promote personnel exchanges of such students that have been difficult in the past.

To achieve the above goals, it is absolutely necessary for graduate school of law chiefs and school of law chiefs at universities in the three countries to understand the significance of the project, share their views on the project's future prospects, promote mutual discussion, work out realistic measures on legal issues, and strive to improve the legal system in each country. Based on this idea, they agreed to launch a formal meeting between them, already having met three times - in December 2011, February 2012, and December 2012.

The first meeting took up the current situation surrounding efforts being made in Japan, China and South Korea to train legal experts toward the inauguration of the Campus Asia project. Discussed at the second meeting were devising of specific plans on institutionalization matters and creation of a common law in Asia. The third meeting addressed the progress made a half year after the launch of the Campus Asia project and pending issues under the project.

### — 日中韓における法曹養成と法学教育の現状 —

【開催日時】	平成 22 年 12 月 10 日（金）13 時－18 時
【主 催】	名古屋大学大学院法学研究科
【場 所】	名古屋大学大学院国際開発研究科・多目的オーデトリウム（8F）
【参加大学】	（中国） 清華大学法学院（王振民 院長） 上海交通大学凱原法学院（胡加祥 教授） （韓国） ソウル国立大学校法科大学（鄭宗燮 学長） 成均館大学校法学専門大学院（孫基植 院長） （日本） 名古屋大学大学院法学研究科（鮎京正訓 法学研究科長）

#### 【内 容】

#### 1. 日中韓における法曹養成と法学教育の現状

##### 1-1. 韓国

##### (1) 司法研修院

- ・1971 年に設立、韓国で唯一の法曹養成機関、その修了者だけが法曹資格を取得し得る

##### (2) ロースクール制度

- ・2009 年 3 月に導入、全国 25 の大学がロースクール認可を受け開校
- ・教育目標—基本的な法の知識と法律の実務能力を備え、法曹倫理意識を持つ専門的法曹を養成
- ・学生は 3 年間の教育課程を終え、卒業後弁護士試験の受験資格が与えられ、卒業後 5 年以内に 5 回受験可能
- ・各ロースクールは、学校別専門化・特性化を志向する教科課程を開設運営
- ・ロースクールのグローバル化の強化により、アジアで活躍できる法律家育成

##### 1-2. 中国

##### (1) 統一司法試験制度

- ・2002 年から、裁判官、検察官、弁護士の法曹三者の資格試験を統合し、統一の司法試験制度導入
- ・司法試験の受験資格は、原則として専門を問わず大学学部卒で可

##### (2) 法学教育の問題点

- ・法学学位の種類が多すぎる
- ・法律理論教育が重視される一方、実務教育が不足

##### (3) 「法学修士」と「法律修士」

- ・「法学修士」—研究者養成コース（「研究化」を強調し、優れた法学研究者を養成）
- ・「法律修士」—法曹養成コース（「専門化」を強調し、総合的な知識を持つ実務的な人材を養成）

### 1-3. 日本

#### (1) 日本における法曹養成の特質

- ・ 法曹の二極分解
- ・ 平均的な能力低下の虞

#### (2) アジアを取り巻く法曹養成の国際環境

- ・ グローバルな法務展開
- ・ 法務の専門化
- ・ 域内規範の調和

#### (3) グローバル展開に対応できる法曹養成をアジアで

- ・ 優秀な人材の global 法務能力養成（留学）
- ・ 言語の壁を越えて活躍できる法曹（法科大学院における英語による授業）
- ・ 国内地域法務の global 化対応（法科大学院コア・カリキュラムに global 化対応の科目を）
- ・ アジア法科大学院間の連携（単位の共通化、共通 diploma の開発）
- ・ 国際学会への積極参加

## 2. キャンパス・アジア構想の枠組み

- ・ 毎年 1 回、参加校持ち回りで法学院長・学部長会議を開催
- ・ 若手教員の参加を促進し、実務的な会議を行い、様々な課題を具体化
- ・ 学生交流のために日中韓持ち回りでサマースクールを開催し、単位を相互互換





## 第二回

## CAMPUS Asia 法学院長・学部長会議

### — キャンパス・アジア制度設計とアジア共通法の構築 —

【開催日時】	平成 23 年 2 月 5 日（日）13 時－18 時 30 分
【主 催】	名古屋大学大学院法学研究科
【場 所】	サーウィンストン・ホテル（2階）メゾン・ド・オペラ
【参加大学】	（中国） 中国人民大学法学院（韓大元 院長） 上海交通大学凱原法学院（季衛東 院長） （韓国） 成均館大学校社会科学大学（馬仁燮 学長） ソウル国立大学校法科大学（鄭宗燮 学長） （日本） 名古屋大学大学院法学研究科（鮎京正訓 法学研究科長）

#### 【内 容】

#### 1. アジアの共通法の構築・形成に伴う課題

##### 1-1. 学部学生教育

- ・比較法理解のためのローカルな法制度を支える社会や歴史などの教育
- ・法律教育よりも、まずは語学教育により国際協力の素養を養う
- ・日中韓を軸とした欧米やアジアの学生との協力
- ・サマープログラムなどは、長期派遣国以外の国へ派遣
- ・韓国法学部廃止に伴い、法的・政治的認識共同体の人材育成
- ・学生交流を通じて派遣地域への関心を高める教育

##### 1-2. 教員の協働

- ・欧米人教師とアジア学生の協働など国境を越えた各大学の教員の関与
- ・教員の東アジア共通法に関する研究と学生教育・人材育成との協働
- ・教員レベルにおける法的・政治的認識共同体を超えた一つの共同体形成

#### 2. キャンパス・アジアの将来に関わる法科大学院や法曹資格に関する課題

- ・官と民をカバーする法律専門家の層を形成できる教育
- ・日本の学生は司法試験準備のため視野が狭いが、大きな志を持った人材確保
- ・日中韓3カ国で弁護士資格を取得できる制度を構築

#### 3. キャンパス・アジアの制度設計…単位、研究のファンドの課題

##### 3-1. 教育ファンド

- ・キャンパス・アジア交流終了後、長期間の留学希望者へのサポート方法考案
- ・日中韓で英語を学ぶ学生に大学や政府からのサポートによるインセンティブを与える
- ・キャンパス・アジアプログラムを‘Ordinary Program’に移行させる為の国際的成果

### 3-2. 持続可能な制度設計

- ・ 院長が交替しても交流を継続できる各大学内の制度構築
- ・ 自国の法 / 政治 / 経済 / 文化 / 歴史を学ぶ為のカリキュラム構築
- ・ 共通カリキュラムの前提として、教員がユス・コムーネの研究成果を出す
- ・ 3 カ国共通の教育システム構築  
→ 民主主義とは / 法治とは / 究極の良い社会とは / それに貢献できる法律とは

### 3-3. 実効力のある制度設計

- ・ 弁護士資格とキャンパス・アジアプログラムを連結させる  
→ 学部時代に自国と地域について学び、法科に進んで共通法を理解する法律家へ
- ・ 将来法曹界へ進む可能性が高い人材が集う、法科大学院の教育改革に取り組む



## 第三回

## CAMPUS Asia 法学院長・学部長会議

### — キャンパス・アジア実施現状と課題 —

【開催日時】	平成 24 年 12 月 9 日（日）14 時－17 時 30 分
【主 催】	名古屋大学大学院法学研究科
【場 所】	坂田・平田ホール（名古屋大学東山キャンパス 理学部南館）
【参加大学】	（中国） 中国人民大学法学院（王軼 副院長） 清華大学法学院（申衛星 副院長） 上海交通大学凱原法学院（徐小氷 副院長） （韓国） 成均館大学校法学専門大学院（孫基植 院長） 成均館大学校社会科学大学（馬仁燮 学長） ソウル国立大学校法科大学（趙弘植 副学長） （日本） 名古屋大学大学院法学研究科（定形衛 法学研究科長）

#### 【内 容】

#### 1. キャンパス・アジア事業を通じたグローバル人材の育成の現状と課題

##### 1-1. 現状

第一期生の学生派遣開始。各大学はカリキュラムや交流に関し試行しながら進めている。  
長期派遣の他、短期派遣や事前教育での講義及び交流も連携して実施。

#### (1) 派遣及び受け入れ（長期）

中国人民大学		成均館大学法学部		名古屋大学	
受 入	派 遣	受 入	派 遣	受 入	派 遣
韓国 5 名	韓国 3 名	中国 3 名	中国 5 名	中国 5 名	中国 4 名
日本 4 名	日本 4 名	日本 5 名	日本 5 名	韓国 5 名	韓国 5 名
合計 9 名	合計 7 名	合計 8 名	合計 10 名	合計 10 名	合計 9 名

#### (2) カリキュラム

- ・中国人民大学：共通科目の内 3 科目を開設。学部、大学院の専門科目の一部が履修可能。  
中国語語学科目は教養学部で履修
- ・成均館大学：共通科目の内 3 科目を開設。韓国語語学科目は成均語学院で履修
- ・名古屋大学：共通科目の内 2 科目を開設。その他 G30、大学院の専門科目の一部が履修可能。  
日本語語学科目は留学生センターで履修

#### (3) 奨学金支給

- ・中国人民大学：毎月 1700 人民元
- ・成均館大学：学部生は毎月 80 万ウォン、大学院生毎月 90 万ウォン（宿舍 35 万ウォン 含む）
- ・名古屋大学：毎月 8 万円

#### (4) 宿泊施設

- ・中国人民大学：キャンパス内の外国人留学生宿泊施設
- ・成均館大学：日本からの受け入れ -I house, 中国からの受け入れ Koart ville
- ・名古屋大学：留学生会館、レジデンス東山、猪高宿舍



## 1-2. 課題

### (1) カリキュラム

- ・カリキュラム構成と内容の最適化
- ・東アジア諸国の交流という一般的概念だけでなく、東アジアの法律について固有の特徴を含める
- ・カリキュラムの構成と内容に関する体系的な研究
- ・法学部廃止による履修制限という課題、語学単位の占める割合の調整
- ・専門が法学以外の学生への配慮
- ・学部生と大学院生の受講区別などの対応

### (2) 奨学金

- ・政府の予算支給が遅れ学生への滞在費支給が遅延。今後、他のキャンパス・アジア事業とも連携し支給の遅延がないよう努力
- ・奨学金が十分ではないとの意見

### (3) 交流

- ・より多くの学生達と交流を深められるような体制
- ・担当教授との実際的な交流

## 2. 東アジアにおける教育ネットワーク構築の展望と課題

- ・東アジア地域の協力と統合が進む中、キャンパス・アジアは重要なプロジェクト
- ・アジア太平洋地域の各国の法制度についての研究を行い、成果を体系化・総合化
- ・学生の交流と共に法学教員間の交流を強化



# First Deans' Meeting on the Campus Asia Project

## Current situation on development of human resources for judicial experts in Japan, China and South Korea, and legal education there

Meeting day	13:00-18:00 Friday, December 10, 2010
Host	Graduate School of Law, Nagoya University
Venue	Multi-purpose auditorium (8th floor) at Graduate School of International Development, Nagoya University
Participating universities	China: Tsinghua University School of Law (Dean Wang Zhenmin) : Shanghai Jiao Tong University Koguan Law School (Professor Hu Jiaxiang) South Korea: Seoul National University School of Law (Dean Chong Jong Sup) : Sungkyunkwan University Law School (Dean Sonn Ki Sik) Japan: Nagoya University Graduate School of Law (Dean Masanori Aikyo)

### [Contents]

#### 1. Current situation on training of judicial experts in Japan, China and South Korea, and legal education there

##### 1-1.South Korea

##### (1) Special judicial institute established to train professional judicial experts

- The institute was created in 1971 as the sole organization tasked with training professional legal experts. Only those who graduate from this institution are eligible to take a professional legal job in South Korea.

##### (2) Law school system

- The law school system was introduced in March 2009. After obtaining a license from the government, 25 law schools opened across the nation.
- Educational purpose – to train professional legal experts not only equipped with legal knowledge and clerical expertise but also with a strong sense of legal ethics.
- Students who complete a three-year course under the law school system are eligible to take the bar license examination. The examination may be taken a maximum of five times within five years of graduation.
- Each law school offers courses oriented toward specialization in particular judicial fields.
- The law school system has become more globalized to train judicial experts who can play a leading role in Asia

##### 1-2.China

##### (1) Unified judicial-job examination system

- Licensing examinations for judges, prosecutors and lawyers were combined and a unified examination system was introduced in 2002 for the three judicial positions.
- In principle, any student is eligible to take the unified judicial examination as long as he or she has graduated from university. The graduating students' major does not affect his or her eligibility to take the exam.

##### (2) Problems of legal education

- Too many degrees are available in the legal field.
- Legal education emphasizes theory while practical courses are lacking.

##### (3) Master of legal study, master of law

- Master of legal study – Courses are offered for those who aim to become scholars in the legal field. (Priority is given to academic study of law and the purpose of the courses is to train specialists in law.)

- Master of law – Courses are offered for those who want to take professional legal jobs. (Priority is given to practical education in specialized fields. The purpose of the courses is to train people who want to become legal experts in practical fields by attaining comprehensive knowledge.

### 1-3. Japan

#### (1) Characteristics of judicial education in Japan

- Polarization of legal community
- Expected decline in average ability of people taking legal jobs

#### (2) Change in global educational environment for prospective legal experts in Asia

- Globalization of legal business
- Specialization of legal business
- Harmonization of legal norms in Asia

#### (3) Training of legal experts in Asia so they can respond flexibly and practice law globally

- Development of globally competitive legal expertise through education to talented people (having them study abroad)
- Training of legal experts who can practice law without language barriers (Graduate School of Law courses given in English)
- Global-oriented education offered in courses on regional affairs (Core curriculum at Graduate School of Law will include global-oriented courses)
- Collaboration between graduate schools of law in Asia (mutual acceptance of credits, introduction of common diploma)
- Active participation in international academic meetings on legal affairs

## 2. Framework of Campus Asia project

- Graduate school of law chiefs and school of law chiefs from universities in the three countries meet each year on a rotational basis.
- Young teachers are encouraged to participate in the meeting, which focuses on practical topics and is intended to clarify specific issues for the Asian legal community.
- A summer school hosted by the universities is held in Japan, China and South Korea on a rotational basis to promote exchanges of students in the three countries. Credits earned at the summer school are mutually acceptable between the different graduate schools of law.





# Second Deans' Meeting on Campus Asia Project

## Institutionalization of Campus Asia project and efforts to create a common law in Asia

Meeting day	13:00-18:30 Sunday, February 5, 2011
Host	Graduate School of Law, Nagoya University
Venue	Maison de Opera (2nd floor), Sir Winston Hotel
Participating universities	China: Renmin University of China Law School (Dean Han Dayuan) : Shanghai Jiao Tong University Koguan Law School (Dean Ji Weidong) South Korea: Sungkyunkwan University College of Social Sciences (Dean Mah In Sub) : Seoul National University School of Law (Dean Chong Jong Sup) Japan: Nagoya University Graduate School of Law (Dean Masanori Aikyo)

### [Contents]

#### 1. Issues associated with moves to create a common law in Asia

##### 1-1. Education of undergraduate students

- Social and history education, seen as the foundation to underpin local legal systems, for understanding of comparative law
- More emphasis given to foreign language education than to legal education with an eye to developing human resources who can play a global role in the future
- Cooperation with students in the United States and Europe as well as students in other Asian countries like China and South Korea
- Dispatch of students under the summer program to countries other than those where students from Japan are already studying on a long-term basis
- Development of human resources for the proposed building of "a common community of legal and social understanding" following the abolition of law departments at South Korean universities
- Education aimed at increasing students' interest in studying at foreign universities through promotion of exchange-student programs

##### 1-2. Multilateral collaboration between teaching staff

- Cross-border collaboration between teaching staff, including cooperation between teachers from Europe and the United States and students from Asia
- Harmonization between academic study by teachers on an East Asia common law and their educational task for the development of human resources
- Creation of a common community that goes beyond the concept of "a common community of legal and social understanding" proposed at levels of teaching staff

#### 2. Issues related to graduate school of law and license for law practice, both expected to influence the future of the Campus Asia project

- Education aimed at producing a layer of legal experts with professional expertise in both the public and private sectors
- Development of human resources who have ambition and aspiration in the judicial field unlike typical Japanese students who become narrow-minded by graduation due to intense and focused work to pass the national bar examination
- Efforts to establish a mutually acceptable license system in which a bar license obtained either in Japan, China or South Korea is valid in other two countries.

### 3. Institutionalization of Campus Asia project -- Issues remaining about credits and research funds

#### 3-1. Education funds

- Framework of support being devised for students who want to study abroad for a long time following the end of personnel exchanges under the Campus Asia project
- Incentives being given by relevant universities and governments to students studying English at universities in Japan, China and South Korea
- Internationally tangible results being sought in order to upgrade the Campus Asia program into an "Ordinary Program"

#### 3-2. Establishment of sustainable education system

- Establishment of an educational system at each university to ensure continuation of personnel exchanges despite changes in the chiefs of graduate schools of law
- Compilation of curricula aimed at giving students chances to learn about their countries' legal system, politics, economy, culture and history
- Necessity for teachers to get results from their studies under the East Asian "jus commune" scheme before common curricula are compiled
- Establishment of a common educational system for Japan, China and South Korea
  - What is a "democracy" ?
  - What is "law abiding" ?
  - What is an "extremely excellent society" ?
  - What kinds of law can contribute to the above?

#### 3-3 Effective institutionalization

- Linkage between bar license and Campus Asia project
  - Through undergraduate education, students can learn about their country and foreign countries while their study to understand common law begins in graduate school, marking the first step in becoming future legal experts.
- Educational reform will be implemented at graduate schools of law in Japan where many students are likely to take professional legal jobs in the future.



# Third Deans' Meeting on Campus Asia Project

## Progress on Campus Asia project and pending issues

Meeting day	14:00-17:30 Sunday, December 9, 2012
Host	Graduate School of Law, Nagoya University
Venue	Sakata-Hirata Hall (south building of School of Science on Higashiyama Campus, Nagoya University)
Participating universities	<p>China: Renmin University of China Law School (Vice Dean Wang Yi)  : Tsinghua University School of Law (Vice Dean Shen Weixing)  : Shanghai Jiao Tong University Koguan Law School (Vice Dean Xu Xiaobing)</p> <p>South Korea: Sungkyunkwan University Law School (Dean Sonn Ki Sik)  : Sungkyunkwan University College of Social Sciences (Dean Mah In Sub)  : Seoul National University School of Law (Vice Dean Cho Hong Sik)</p> <p>Japan: Nagoya University Graduate School of Law (Dean Mamoru Sadakata)</p>

### [Contents]

#### 1. Current situation and issues related to development of internationally competitive human resources through the Campus Asia project

##### 1-1. Current Situation

The first batch of students under the Campus Asia project were dispatched. Each university is implementing exchange programs and preparing curricula given to exchange-program students on a trial basis. Cooperation is under way between participating universities on a range of fields including long-term and short-term dispatches and lecturing offered as part of preparatory training.

##### (1) Dispatch of students and acceptance (long-term)

Renmin University of China		Sungkyunkwan University School of Law		Nagoya University	
Acceptance	Dispatch	Acceptance	Dispatch	Acceptance	Dispatch
5 from South Korea	3 to South Korea	3 from China	5 to China	5 from China	4 to China
4 from Japan	4 to Japan	5 from Japan	5 to Japan	5 from South Korea	5 to South Korea
9 total	7 total	8 total	10 total	10 total	9 total

##### (2) Curricula

- Renmin University of China: Three common subjects are available for foreign students sent under the Campus Asia project. Foreign students can also take part of courses that are basically offered for graduate/undergraduate students. Chinese language courses are available at the liberal arts department.
- Sungkyunkwan University: Three common subjects are available for the foreign students. Foreign language courses are offered at a language school affiliated with the university.
- Nagoya University: Two common subjects are available for exchange students. Exchange students can also take part of Global 30 (G-30) programs and some courses that are basically set up for graduate school students. Japanese language courses are available at the Education Center for International Students.



### (3) Scholarship provision

- Renmin University of China: 1,700 yuan per month
- Sungkyunkwan University: 800,000 won per month for undergraduate students and 900,000 won per month for graduate students (including 350,000 won for housing fees)
- Nagoya University: ¥80,000 per month

### (4) Housing facilities

- Renmin University of China: housing facilities set up on campus for foreign students
- Sungkyunkwan University: I House for students sent from Japan, and Koart ville for students from China
- Nagoya University: Ryugakusei Kaikan (house for foreign students), International Residence Higashiyama, Itaka House

## 1-2. Issues

### (1) Curricula

- Optimal curriculum mix and optimal curriculum substance
- Not only general concepts about exchanges among East Asian countries but also law inherently characteristic of East Asia covered
- Systematic study made on curriculum mix and curriculum substance
- Issue of upper limit being imposed on number of courses that can be taken in connection with abolition of law department; adjustment of percentage shares of credits earned from foreign language courses
- Special care given to non law-major students
- Issues related to different courses allotted according to student categories – some courses earmarked for graduate students and others for undergraduate students

### (2) Scholarship

- Payments to eligible students delayed due to slow budgetary execution by government; efforts needed to prevent delayed payments in cooperation with other Campus Asia programs.
- Complaints filed over the amount of scholarship being too small

### (3) Exchanges

- \* Establishment of system in which as many students as possible can exchange with each other
- \* Practical communication and interaction with professors in charge of foreign students

## 2. Prospects on building of educational networks in East Asia and relevant issues

- Campus Asia project playing an important role for regional cooperation and integration in East Asia
- Results from studies on legal systems in the Asia-Pacific region being systematically sorted out comprehensively
- Enhanced exchanges not only between students but also between teaching staff specializing in law studies





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