1st day Aug. 3 (Thu)

Arrived at Siem Reap via Ho Chi Minh City

2nd day Aug. 4 (Fri.)

Visited: JASA* Office (Angkor), Bayon Information Center
Objective: Overview of Cambodian History
Guide: Mr. Chea Nol, a Representative of JST*
Field trip to: Angkor Wat, Killing Field

Lecture by JST staff
(Report on the conservation and restoration work of Angkor and Bayon)

3rd day Aug. 5 (Sat.)

Visited: Angkor High School, Bayon Junior High School
Objective: Intercultural exchange among high school students
Guide: The principal of Bayon Junior High School
Field trip to: Old Market (Siem Reap)

Presentation and Discussion with Angkor high school students
Cultural Exchange Experience with local students
Japanese and art classes Supported by Kwansei Gakuin University students
4th day  Aug. 6 (Sun.)

Visited: Angkor Krau Village, Angkor Krau Community Center (AKC)
Objective: • Interaction between local children
            • Study Tour to learn about the lifestyle of the village communities
Activity:   • Cooked with the villagers and enjoyed local food
            • Taught Japanese culture and played with Angkor Krau children
Field trip to: The Cambodia Landmine Museum, Apsara Dance (traditional Khmer dance performance), Small Art School by a Japanese art teacher (Ms. Tomoko Kasahara)

5th day  Aug. 7 (Mon.)

Visited: Bayon Information Center, Restoration sites supported by JASA*
Objective: Study Tour of the restoration work of Angkor's ruins
Preservation of Monuments and Human Resource Development in Cambodia
Guide: UNESCO* staff, Sophia University Angkor International Mission
Field Trip to: Bayon Temple, Moi Moi farm, Ta Prohm
6th day  Aug. 8 (Tue.)

Visited: Kamonohashi Community Factory, Tonlé Sap Lake
Objective: Study tour for International Cooperative Projects in Cambodia by the Development Assistance group
Guide: Kamonohashi-Project, the NPO Corporation
Field trip: Sightseeing cruising tour at Tonlé Sap Lake

7th day  Aug. 9 (Wed.)

Left for home from Siem Reap via Ho Chi Minh City

<Remarks>
*JASA = Japanese Apsara Government Team for Safeguarding Angkor
*JST = Joint Support Team for Angkor Preservation and Community Development
*TERAKOYA = “World TERAKOYA Movement” supported by NFUAJ (National Federation of UNESCO Associations in Japan)
*UNESCO = United Nations Educational, Scientific and Cultural Organization
➢ **Students’ impressions**

- I clearly see what I need to learn through the fieldwork in Cambodia or developing countries. By joining the fieldwork in Cambodia, I found out much more about what we as Japanese people lack. I probably wouldn't have noticed it in my daily life. We learn a lot through the lectures on the SGH program, but I discovered many new things after going abroad, so I hope that lower grade students will participate actively in this kind of fieldwork.

- I had a lot of opportunities to visit educational job sites in this fieldwork. Two things made an impact on me at that time: one is the learning attitude of local people and another is the problem of the educational system in Cambodia. Local children and students are highly motivated, and the expressions of those kids were very lively and fresh. However, most local schools are shorthanded, so many children can't get enough time to study. It is not uncommon to have only half a day of school. There are many students who leave school before graduation. Moreover, few students enter further education. The fact they cannot study more even if they want to do makes me sad. I used to take education for granted, but now I realize not to do so. Looking back on this cultural exchange program, I noticed that I need to have the willingness to learn more independently.