

## Support for International Students

### | Student Life Support

NUT provides international students with furnished dormitories (capacity is about 150). For those who choose to reside in private housing, the university provides support with a Guarantor Program.

### | Academic Life Support

NUT assigns a tutor (usually a master-level Japanese student) to every international student admitted for the period of the initial three months to assist them in their studies and life.

NUT runs a variety of Japanese classes for international students to learn Japanese language and culture suited for their needs and language proficiency level.

One of NUT's education policies is to prepare international students in practical Japanese language where possible. Toward this goal NUT has developed fundamental engineering textbooks in "Plain Japanese".



Japanese Class



Original textbooks in "Plain Japanese"



### LIFE@NUT

Nagaoka is a city full of many attractions, including exquisite cuisine, natural beauty throughout the four seasons, and world-class cultural heritage. Above all, the greatest charm lies in the warm-hearted people that support the city.

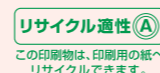
Every summer, the Nagaoka Matsuri Grand Fireworks Festival attracts over 1 million spectators from all over Japan. On the eve of the festival, a folk dance parade is held in which many students participate while wearing matching traditional yukata garments. In the winter, the city becomes blanketed in pure snow.

NUT is located on a hill overlooking Nagaoka city, where students and staff from throughout Japan gather in a tranquil campus.



Edited and published by  
Global Education Center, Nagaoka University of Technology  
1603-1 Kamitomioka, Nagaoka, Niigata, 940-2188, Japan  
Phone: +81-258-47-9013, 9238, 9917 FAX: +81-258-47-9283 <https://www.nagaokaut.ac.jp/e/>

2025.8



2025-2026

# Introduction to International Exchange

Vitality

Originality

Services

*Toward the World*

- A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education;
- A commitment to building capacity in higher education systems across the world;
- A commitment to promoting sustainability through education;

United Nations  
Academic Impact

SUSTAINABLE  
DEVELOPMENT  
GOALS

国立大学法人  
長岡技術科学大学  
Nagaoka University of Technology

NUT is a member of the United Nations Academic Impact and was appointed as an SDG 9 Hub University.  
<https://www.nagaokaut.ac.jp/e/outline/sdgs/index.html>

● **Agreement of Academic and Educational Collaboration**

115 institutions in 32 countries and regions (As of May 1, 2025)

● **International Students**

254 students from 21 countries and regions (As of May 1, 2025)

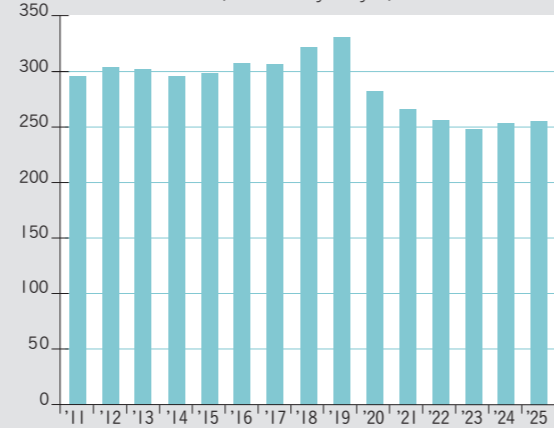
● **Overseas NUT Offices (As of May 1, 2025)**

- \*Vietnam: Hanoi, Ho Chi Minh City
- \*Mexico: Monterrey, Guanajuato
- \*Thai: Bangkok
- \*India: Chennai
- \*Malaysia: Penang
- \*Mongolia: Ulaanbaatar
- \*Spain: Bilbao
- \*Chile: Santiago City
- \*Romania: Bucharest, Cluj Napoca



Number of International Students

(As of every May 1)



### Integrated Global Campus with Collaboration Between Industry, Academia, and Government

Through networks centered on international collaborative education and international industry-academia-government collaborations, we are forging strong ties with the next generation of strategic regions as well as engaging in joint education and joint research and development initiatives. In 2014, NUT was selected for the Ministry of Education, Culture, Sports, Science and Technology's "Top Global University Project". Under this project, we established these networks, and have been working toward becoming "a university with strong networks with the next generation of strategic regions, and will continue to be a world leader in practical global engineering education". Although the subsidy period for this project ended in FY2023, we are continuing to develop our initiatives built upon the foundation established through a decade of collaborative activities, and pursuing the self-sustainability of the project.



### Inter-University Exchange Project

"Inter-University Exchange Project" is a project launched by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), which pursues the goals of developing global human resources who can be active in the international arena and of strengthening the capacity of global development of university education. Assuring the quality of higher education, it aims to support the challenges of international educational cooperation between overseas study by Japanese students and universities in Asia, U.S., and Europe, which strategically accept foreign students.

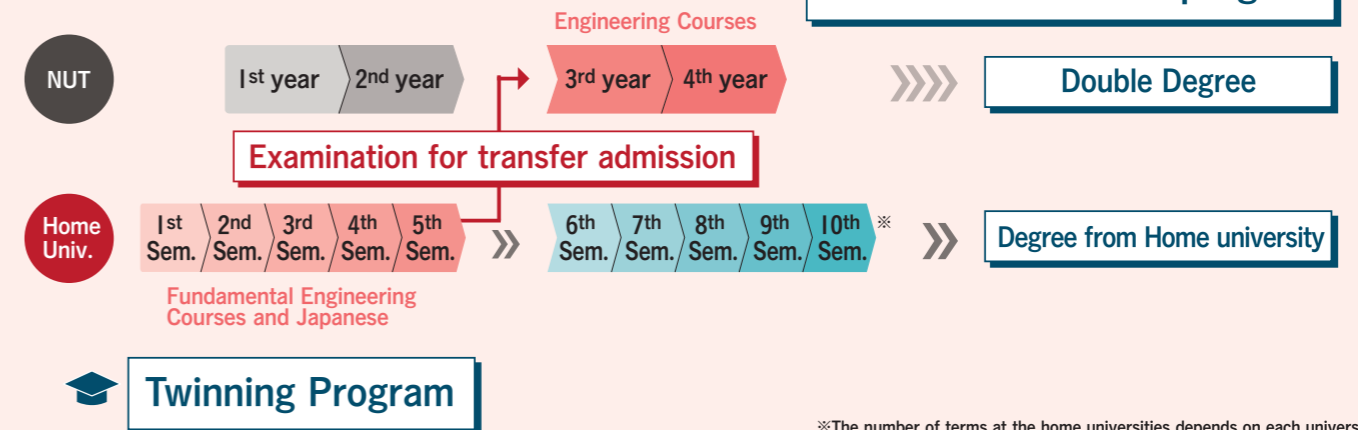
### International Cooperative Educational Program using Dual Internship on Multidimensional Campus (FY2022-2026)

This project will establish a multidimensional campus (XC) that effectively combines face-to-face exchanges, remote exchanges, and virtual exchanges with partner universities, University of York in the U.K. and Indian Institute of Technology Madras in India, to create an environment that enables students from our university and partner universities to interact at any time and location.



### Outline of the Twinning Program

Provides an opportunity for students to receive a comprehensive undergraduate engineering education in the course of a two-year stay in Japan.



### International Collaborative Education Programs

● **Twinning Program (Undergraduate Program)**

- Hanoi University of Science and Technology (Vietnam)
- Ho Chi Minh City University of Technology (Vietnam)
- Universidad Autonoma de Nuevo Leon (Mexico)
- Universidad de Monterrey (Mexico)
- Zhengzhou University (China)
- Malaysia TP (UniKL Japan Universities Programme (UniKL JUP), Malaysia)
- Mongolian University of Science and Technology (Mongolia)

● **Double Degree Program**

- Universidad de Guanajuato (Mexico/Master's Program, Doctoral Program)
- Chulalongkorn University (Thailand/Master's Program)
- Hanoi University of Science and Technology (Vietnam/ Master's Program)

● **Joint Supervision Program (Doctoral Program)**

- Indian Institute of Technology Madras (India)

### Summer Intensive Program

For our Twinning Programs with Mexico, Vietnam, China and Mongolia, we offer an intensive summer program spanning two weeks during the first half of the undergraduate education phase to provide students with a thorough orientation when applying to and enrolling at NUT. This program gives participants the opportunity to experience the academic and living environments of NUT, and focuses on Japanese language classes, specialized classes taught in Japanese, and laboratory experience. Through this intensive summer program experience, participants will gain an increased motivation to study at NUT.

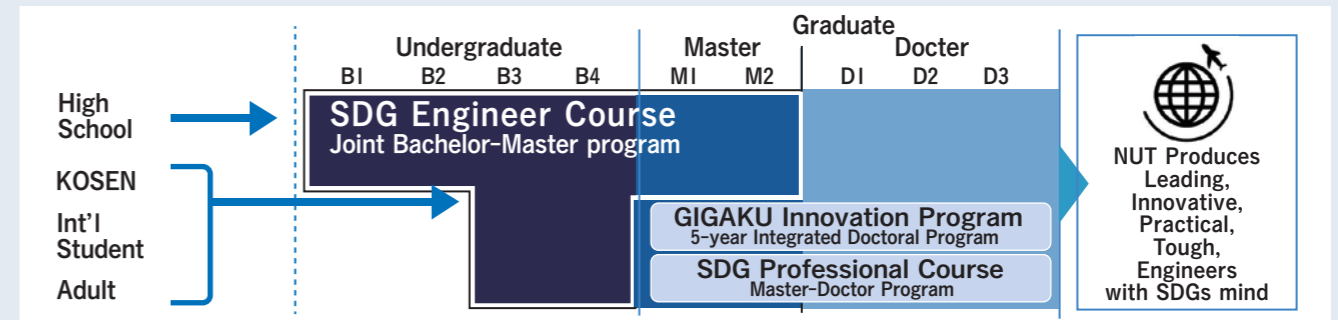
### SDG Professional Course (UNESCO Chair Program)

In order to establish an educational program that adopts the principles of Sustainable Development Goals (SDGs), NUT has created the GIGAKU SDG Institute to tackle the shared challenges faced by the world. The GIGAKU SDG Institute was officially designated a UNESCO Chair in May 2018.

As a postgraduate program targeting international students – an important element of the UNESCO Chairs Programme – this course aims to nurture the development of practical engineers and researchers with a high level of expertise and diverse views, as well as train key proponents of advanced engineering education.

NUT has 5 slots each for MEXT & Univeysity's own scholarships.

#### GIGAKU SDG Institute



### Jitsumu-Kunren Internship

NUT offers opportunities for the 4th year undergraduate students to participate in internships at private enterprises, government agencies, or public entities in order to recognize the needs of society in the fields of science and engineering. This program began in 1979 and was expanded to include overseas internships in 1990.

The program stimulates students to have practical experience, develop originality and understand the significance of learning through the internship experiences.

### Overseas Jitsumu-Kunren Internship (Since 1990)

46 interns have been sent to 33 institutes in 12 countries in 2024. A total of 1071 interns up to 2024.

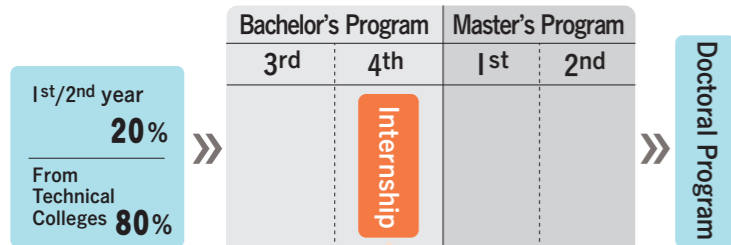
Countries and regions of the host organizations:

UK, India, Indonesia, Australia, Thailand, Germany, Norway, France, Vietnam, Malaysia, Mexico, Russia, Philippines and Romania.

\*Host Organizations overseas

Imlink Vietnam Co., Ltd. (Vietnam), Agharkar Research Institute (India), Azbil Production (Thailand) Co., Ltd.(Thailand), ADVANTEST (M) Sdn.Bhd. (Malaysia), NEC Vietnam (Vietnam), Evozon (Romania), Australian Nuclear Science and Technology Organisation (Australia), KOBO ASIA CO., LTD. (Vietnam), Silo Software Consulting SRL (Romania), NIDEC PRECISION COMPONENTS (THAILAND) CO., LTD. (Thailand), bGlobal Corporation (Vietnam), Bucharest Robots (Romania), PT.Yokogawa Indonesia (Indonesia), YKK Vietnam Co., Ltd. (Vietnam)

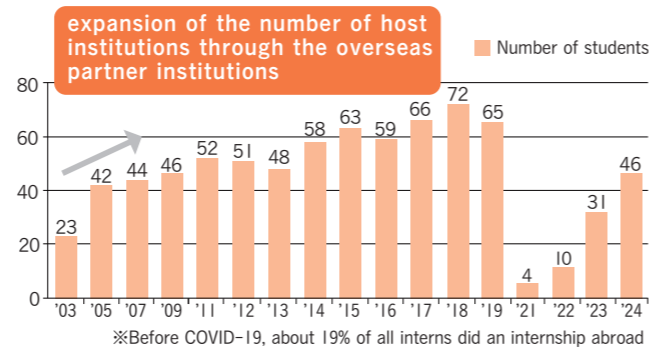
### NUT's Internship Program



### Long-term Internship program - 'Jitsumu-Kunren'

- Learning in an actual workplace (over 250 organizations)
- 5 to 6 months working in business and institutions
- Including overseas internships (46 students in 12 countries in 2024)

### Overseas Internship



## Overseas Training Programs

### Main overseas study programs other than the overseas Jitsumu-Kunren internship

In addition to the overseas Jitsumu-Kunren internship, NUT offers a variety of other programs for Japanese students to study abroad based on our academic exchange achievements to date. The main programs are described below.

### Overseas English Study Program

■ Eligible students / 2nd/3rd-year undergraduates Destination / Australia

**Overview** In this 5-week English training program, students will gain the English language skills needed as engineers, and experience studying abroad in the 2nd/3rd-year of the undergraduate program.

### English and Spanish Training Program in UDEM

■ Eligible students / 2nd/3rd-year undergraduates Destination / Mexico

**Overview** Students will spend approximately one month at Universidad de Monterrey undergoing language training (English/Spanish), industrial visits, cultural experiences, and exchanges with similarly aged Mexican students. The goal of this program is to enable students to look toward working overseas or with other countries, develop a practical global perspective, and deepen their cross-cultural understanding.



### Practical Study Project for Master's Students (Research Internship)

■ Eligible students / Master's program students Destination / Any region/country

**Overview** With the aim of nurturing the development of practical and innovative engineers capable of playing an active role at the international level, master's students will also spend a minimum of 3 months participating in the Practical Study Project related to their research topics at overseas universities, research institutions, or corporations (research laboratories).

"Establishment of a Global GIGAKU Collaborative Learning Model and development of R&D Professionals to transform Local Manufacturing Industries and Local Communities" proposed by our university has been adopted. Selected universities aim to realize a society of multicultural coexistence and the activity of education and research by multicultural collaborative learning would have high expectations to connect the creation of social impact beyond the suggestions of solutions for the issues of domestic and international and real-world applications.

We aim to develop the GIGAKU education as of our university's features and strengths and to compose the education model to cultivate human resources who gain accomplishment of solutions to local issues with the local community.

## ~ Establishment of a Global GIGAKU Collaborative Learning Model and development of R&D Professionals to transform Local Manufacturing Industries and Local Communities ~

### Type of Talent to be Trained

Through collaboration with local communities, we would cultivate global R&D professionals capable of understanding and addressing local issues by developing "Global GIGAKU Collaborative Learning" in which Japanese students and international students activate cultural diversity together and integrate multicultural collaborative learning into GIGAKU education.

### Global GIGAKU Collaborative Learning

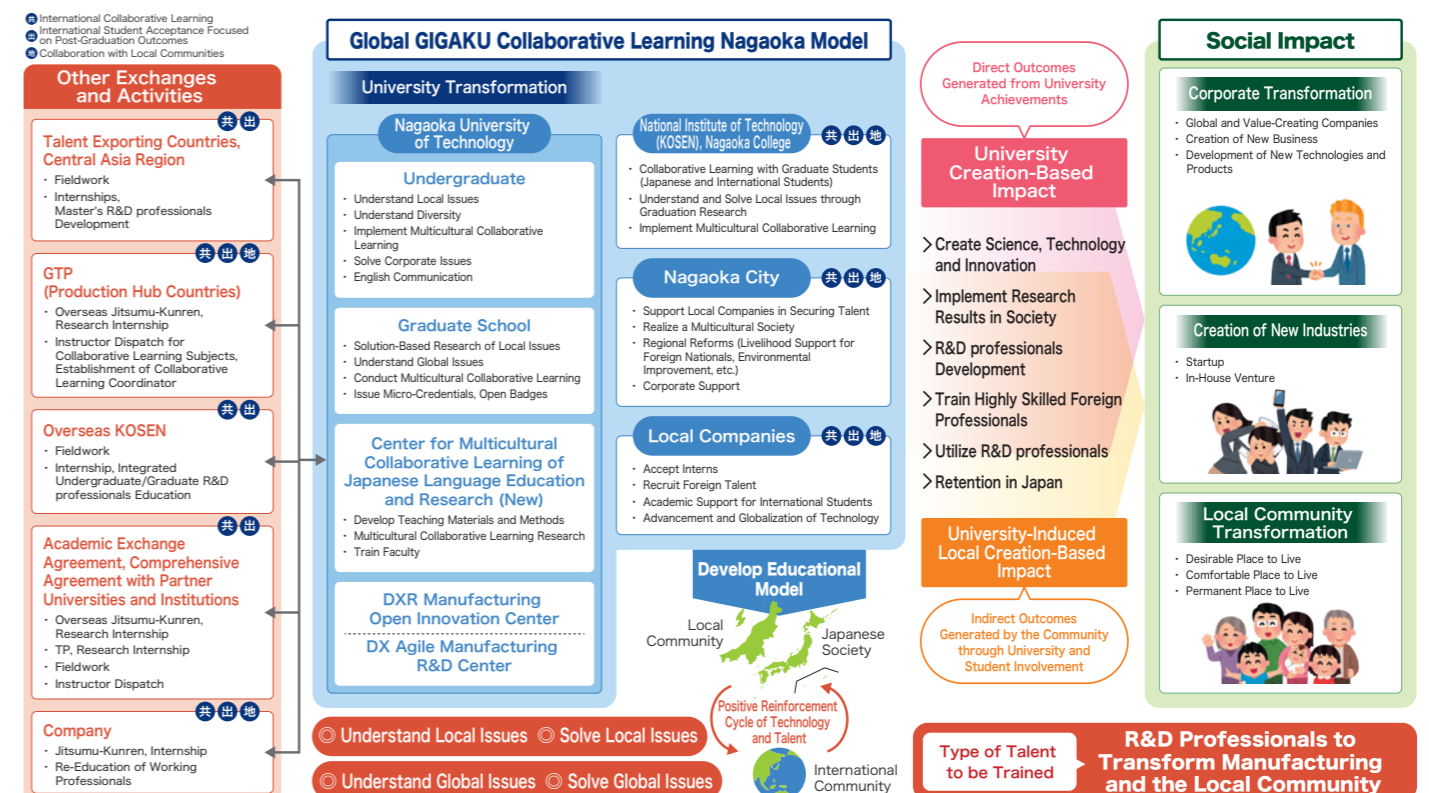
We would develop into Global GIGAKU Collaborative Learning by integrating multicultural collaborative learning efficiently into GIGAKU education which consists of three pillars:(1)Development of practical engineers through industry-academia collaboration, (2)Development of R&D professionals through integrated undergraduate/graduate education, and (3)Education involving the collaboration between KOSEN and the Nagaoka University of Technology.

### Multicultural Collaborative Learning Subjects

- By implementing multicultural collaborative learning subjects on local issues, we aim to realize a truly global campus, foster the retention of foreign R&D professionals in Japan, and promote multicultural coexistence with the local Japanese population.
- By having Japanese students and international students collaborate in learning about local issues, it would be expected not only to understand deeply regional issues both in Japan and abroad but also to have opportunities to recognize cultural and perspective differences between each other.
- By having a positive impact on Japanese students and international students each other, we aim to help Japanese students enhance their awareness of society and their own country, as well as cultivate an attitude of embracing diversity. We aim to help international students deepen their understanding of Japanese society while gaining a renewed awareness of issues in their own countries.

### Collaboration with Local Communities

By incorporating municipalities, local companies, and KOSEN into this multicultural collaborative learning initiative, it would be possible to address real-world local issues effectively so that it would be expected to incorporate diverse perspectives into problem-solving. Also, it would be expected to shift perceptions in the region and business regarding the acceptance of foreign talent through the participation of international students and individuals across various age groups.



## International Exchange

### Number of International Students

(As of May 1, 2025)

Country	Classification	Undergraduate	Graduate			Research Student (non-degree)	Total
			Master's Program	Doctoral Program	5-year Integrated Doctoral Program		
Asia	India		1				1
	Indonesia	2	1	1	2		6
	Korea	1	1				2
	Cambodia	1					1
	Sri Lanka		5	5	11		21
	Thailand	6		3	1	1	11
	China	6	31	20	1	2	60
	Pakistan		4				4
	Bangladesh		4	4			8
	Vietnam	37	19	8	4		68
	Malaysia	10	2	1	1	2	16
	Myanmar		3	1			4
	Mongolia	5	3		1	1	10
	Laos	6	1				7
	Central and South America	Brazil	1				
Venezuela						2	2
Mexico		16	6		3	3	28
Europe	Germany				1	1	
Middle East	Qatar		1			1	
Africa	Ghana			1		1	
	Senegal			1		1	
Total		91	81	45	25	12	254

## International Collaboration Partners

(As of May 1, 2025)

Areas	Country	Partners	
North America	Canada	The University of Manitoba	
	United States of America	Physics Department, Coe College**	
Central and South America	Chile	Universidad de Chile	
		Universidad Técnica Federico Santa María	
		Universidad de Antofagasta	
		Universidad de Concepción	
	Mexico	Universidad Católica del Maule, Bioprocess Laboratory**	
		University of Guanajuato	
		Universidad Michoacana de San Nicolas de Hidalgo	
		Instituto Tecnológico y de Estudios Superiores de Monterrey	
		Instituto Tecnológico y de Estudios Superiores de Monterrey (Consortium)	
		Universidad Autónoma de Nuevo Leon (Consortium)	
Asia	Indonesia	Universitas Indonesia	
		Pradita University	
		Politeknik Negeri Jakarta, Department of Electrical Engineering**	
	Korea	Pusan National University	
		Kiejun Lee Laboratory at Sogang University**	
		College of Veterinary Medicine, Chungnam National University**	
	Malaysia	Ghent University Global Campus, Center for Green Chemistry and Environmental Biotechnology**	
		Universiti Malaya	
		Universiti Teknologi Malaysia	
		Universiti Sains Malaysia	
		Universiti Teknologi MARA	
		Universiti Kebangsaan Malaysia	
	Mongolia	Universiti Tun Hussein Onn Malaysia	
		Universiti Teknikal Malaysia Melaka	
		School of Engineering, Monash University Malaysia**	
Mongolia	Mongolian University of Science and Technology		
Myanmar	University of Information Technology, the Republic of the Union of Myanmar		
Sri Lanka	University of Moratuwa		
Europe	France	Sabaragamuwa University of Sri Lanka	
		Faculty of Technology of University of Sri Jayewardenepura**	
		Kyrgyz State University by I.Arabaev	
	Germany	Ala-too International University	
		Tashkent State Technical University	
	Hungary	National Taipei University of Technology	
		Thammasat University	
	Oceania	Thailand	Pathumwan Institute of Technology
			Khon Kaen University
			Rajamangala University of Technology Thanyaburi
Australia		National Science and Technology Development Agency	
		Thai-Nichi Institute of Technology	
New Zealand		Chulalongkorn University	
		Asian Institute of Technology	
Africa		Suranaree University of Technology	
		Mae Fah Luang University	
Africa		Kenya	Kasetsart University
	King Mongkut's University of Technology Thonburi		
	South Africa	Panyapiwat Institute of Management	
		Office of the Vocational Education Commission	
	Egypt	Department of Mechanical Engineering, Faculty of Engineering, Chiang Mai University**	
		Synchrotron Light Research Institute**	
	Morocco	Department of Electrical and Computer Engineering, Faculty of Engineering, King Mongkut's University of Technology North Bangkok**	
		Burapha University**	
	Vietnam	Hanoi University of Science and Technology	
		University of Danang	
Vietnam	Ho Chi Minh City University of Technology		
	Ho Chi Minh City University of Technology and Education		
Vietnam	Vietnam Maritime University		
	Vietnam Atomic Energy Institute		
Vietnam	University of Science-VNU Ho Chi Minh City		
	Electric Power University		
Vietnam	Faculty of Biotechnology, Vietnam National University of Agriculture**		

\*\*Academic Exchange with specific department of research laboratories at foreign institutions