



2018年度
国際キャリア教育プログラム
「合宿セミナー」

International Career
Seminar
Professional Profiles & Materials

主 催：大学コンソーシアムとちぎ 宇都宮大学
後 援：(公社) 栃木県経済同友会 (公財) 栃木県国際交流協会、
NPO 法人宇都宮市国際交流協会 いっくら国際文化交流会 JICA 筑波
協 賛：(一財) 栃木県青年会館 (公財) あしぎん国際交流財団
キリンビールマーケティング(株) 栃木支社

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● Aim & Rules

Each participant in International Education Seminar should abide the following rules in order to achieve the aim.

AIM

- Engage with those who wish to work on the world stage.
- Grasp the image of “working in society with motivation”.
- Provide opportunities to think about your roles in local and global societies.
- Find motivation to actively pursue your career.

RULES

- Speak out! Share your opinions freely.
- Make sure that we all participants.
- Have your own ideas as well as respecting different ideas of others.
- Express your own opinion.
- Try to make a congenial atmosphere to encourage interest and creativity.
- Always be punctual.
- Pay attention to safety and to your health.

● Introduction

To Everyone who will participate “International Career Education Program”

Yasuhiro Shigeta

Director, International Career Education Program

Professor, Faculty of International Studies, Utsunomiya University



During their college years, many young people hold a deep interest in participating in international career programs, in working as international interns abroad and for global companies in Japan, or partaking in programs aiming to nurture individuals capable of contributing to the international community via governments, corporations and universities.

The objective of our International Career Education Program is the education of a global perspective for people who wish to pursue international careers. For a number of years, “Globalization” and “Glocalization” have become two key concepts in education, and that reflects the increasing importance of global issues in local societies.

Our program has been held every year since 2004 with participants mainly from the Faculty of International Studies of Utsunomiya University and other universities in Tochigi. More than about 1600 participants (from Utsunomiya University and other universities) have completed this program since it was founded.

There are three subjects in this program that provide opportunities for participants to think about their roles in local and global societies.

“International Career Education” (conducted in Japanese) and “The International Career Seminar,” (conducted in English) are three-day-lodging seminars that include guest lecturers with global career paths. The working group sessions during these seminars consist of four themes: “International Business”, “International Cooperation/Contribution”, “Multi-cultural Society and Japan”, and “Cross-cultural Understanding/Communication”. We invite scholars from noted universities and business leaders from major companies with front line experience on the international stage as lecturers for each seminar.

“International Career Internship” involves onsite training at domestic or overseas companies, as well as in government, or NGO/NPO’s. We provide opportunities to join unique and attractive companies both domestic and abroad for internships which is held during spring and summer breaks.

We suggest that you take all the programs but selective participation is always welcomed. Every year, we have a large number of participants from various universities both inside and outside Tochigi Prefecture as well as working people from a range of business fields.

We hope everyone can participate and discover an “International Career” together and find

their own “Career Path” for the benefit of both international and regional societies.

Through support from Tochigi Prefecture, we organized this seminar as a joint program between the Consortium of Universities in Tochigi and Utsunomiya University and under the auspices of Tochigi Association of Corporate Executives, Tochigi International Association, Nonprofit Organization Utsunomiya City International Association, Inter-Cultural Community Life Association and JICA Tsukuba International Center. Also, we receive sponsorship from Tochigi-ken Seinen Kaikan Foundation, Ashigin International Foundation and Kirin Beer Tochigi Branch.

We would like to express our deepest gratitude to all of those organizations and companies for their kind cooperation and generous support.

● Information

- 1) 科目名: International Career Seminar 2018
- 2) テーマ: グローバル時代のキャリア形成を考える
- 3) 日程: 2018年10月6日(土)～8日(月) <2泊3日>
- 4) 会場・宿泊: コンセーレ (栃木県青年会館)
<所在地> 〒320-0066 宇都宮市駒生1丁目1番6号
<問合せ> TEL: 028-624-1417
<URL> <http://www.concere.jp/>
<地図>



- 5) プログラム: 2頁を参照
- 6) 参加定員: 60名
- 7) 参加費: 12,000円 (食費・宿泊費を含む)
- 8) 問合せ: 宇都宮大学国際学部 事務室 (5号館A棟1階)
担当: 光永 淳子
<所在地> 〒321-8505 宇都宮市峰町350
<問合せ> TEL: 028-649-5172 FAX: 028-649-5171
E-mail: kokuca@miya.jm.utsunomiya-u.ac.jp

● Schedule

DAY 1 - Saturday, October 7th

Time	Activity
09:00~09:30	Registration
09:30~09:45	Opening Ceremony and Orientation
09:50~12:00	Opening Lecture Let's Start by Asking Ourselves Why We Communicate
12:00~12:50	Lunch
13:00~13:20	Introduction to Methods
13:20~15:20	Panel Discussion by Lecturers
15:50~17:50	Work Group Session
	“International Development A”: Hiroshige Fujii
	“Japan as a Multicultural Society B”: Ana Sueyoshi
	“International Development C”: Sae Osawa
	“Cross-Cultural Communication D”: Kiyoshi Saito
	“International Business E”: David Long
	“International Business F”: Jack Kwok
17:50~18:30	Check-in
18:30~20:00	Reception

DAY 2 - Sunday, October 8th

Time	Activity
07:30~08:20	Breakfast
08:30~12:00	Work Group Session
12:00~12:50	Lunch
13:00~15:30	Work Group Session
15:30~17:30	Wrap-up Session and Presentation Preparation
17:30~18:30	Presentation Rehearsal
18:30~19:30	Dinner
19:30~21:30	Presentation Preparation

DAY 3 - Monday, October 9th

Time	Activity
07:30~08:20	Breakfast
09:00~10:00	Presentation Preparation
10:00~12:20	Final Presentation
12:20~13:10	Lunch
13:20~15:00	Reflection
15:00~15:15	Closing Ceremony
15:30~	Departure

1. 国際キャリア開発プログラム倫理綱領

本プログラムの関係者は、以下の原則に従って行動します。

- ① その活動において、常に基本的人権と個人の尊厳を尊重します。
- ② 国際学部並びに本プログラムの教育目標の実現に資する教育を行うために、改善と向上に努め、学生の自発的な学習を支援します。
- ③ 学修目標を明確に示し、学生への対応や成績評価などの学生指導全般において、公正を確保します。
- ④ 個人情報保護の保護に最大限の注意を払います。

2. 倫理綱領に基づく個別ガイドライン

以上の倫理綱領に基づき、特に以下の点について配慮をお願いいたします。

- ① 人種やジェンダー、言語、宗教、国籍、社会的背景、年齢等が異なる多様な参加者で構成されているプログラムであることに留意しつつ行動します。
- ② 食事や信仰生活を含む生活様式を尊重し、可能な限り対応します。
- ③ ハラスメントに該当する行為は決して行いません。
- ④ ハラスメントに関する情報を得たり相談を受けた場合には、放置せずに対応します。
- ⑤ 参加者による主体的な学びを尊重し、その提案や意見を積極的に取り入れます。

3. 具体的な過去の問題事例

(事例にある「参加者」とは、講師、スタッフ、学生等の参加者全員を意味します。)

事例 1) 国籍による差別発言

ある参加者から「A 国人は物を盗む」といった国籍による差別的な発言があり、その国籍を有する他の参加者の尊厳が傷つけられる事態が発生した。

事例 2) ジェンダーや多様性への配慮を欠いた発言

ある参加者が、男性的な服装をしている女性の参加者に対して、「いい歳なのだから、もう少し女性らしくしないと」とジェンダーに関する配慮に欠ける発言があった。その結果、トランスジェンダー¹であるその女性参加者の尊厳が傷つけられる事態が発生した。

事例 3) ハラスメントに該当する行為や発言

ある男性参加者が懇親会で他の参加者に酒を飲むようにしつこく勧め、男女問わず「付き合っている人はいるのか」等と質問をして無理に答えを聞こうとしたり、女性の参加者に対して酔っ払いながら「肩をもんでくれ」と頼んだりした。

事例 4) 主体性や協働を認めない教育

分科会において講師が一方的に講義を続けたり、一部の参加者のみが発言を独占する事態が発生した。その結果、学生たちが主体的に協力しながら行う議論や全体発表準備のための作業時間を、十分確保することができなかった。

事例 5) 許可を得ないで行う個人情報や写真の使用

ある参加者が、他の参加者の連絡先などの個人情報や撮影した写真を、相手の許可なく SNS などを使って公開し、別の目的で利用した。

¹ トランスジェンダーとは、出生時に決定された性別に性的違和（性同一性障害）があり、性別を変えて生活していたり、性別を変えたいと思っている人（性と人権ネットワーク作成パネル、2014年より）。

1. Code of Ethics for International Career Education Program

Members of this program shall follow the following principles.

- A) We will always respect the basic rights and dignity of others.
- B) We will keep striving for excellence in our work in order to achieve the educational objectives of the Faculty of International Studies and of this program, and will support students' active learning.
- C) We will clearly show the learning objectives and will act fairly in all educational activities including student support and evaluation.
- D) We will make our utmost efforts to protect personal information.

2. Specific Guidelines based on the Code of Ethics

We will be always aware of the following guidelines based on the Code of Ethics.

- A) We will act with the awareness of diversity of the participants in this program in terms of race, gender, language, religion, nationality, social background or age.
- B) We will respect the lifestyles of the participants including food and religious life, and will address related issues as much as possible.
- C) We will not engage in any acts of harassment.
- D) When we receive any report or request of consultation in relation to the harassment, we will not ignore these reports but will respond.
- E) We will respect the active learning of the participants and will actively realize their ideas and opinions.

3. Problematic Cases in Past Programs

("Participants" in the cases below include lecturers, staffs and the students.)

Case 1)Discriminatory remarks against a certain nationality

One of the participants made discriminatory remarks such as "people from country A are burglars." Consequently, the dignity of another participant from country A was compromised.

Case 2)Remarks showing a lack of consideration for gender and diversity

One of the participants said to another female participant who always wore masculine clothing, "Now that you are old enough you should appear more feminine." Because of this remark lacking consideration for gender and diversity, the dignity of the transgender participant was severely compromised.

Case 3)Acts and Remarks of Harassment

One of the male participants repeatedly asked other participants to have drinks at the party and persistently questioned whether he/ she had a partner. After drinking liquor, he asked one of the female participants to massage his shoulders.

Case 4)Education not welcoming the active and cooperative learning

In one case, a lecturer only delivered his/her one-way lecture in all the Working Group Sessions. In another case, a few participants monopolized the discussion. As a result, the participants could not secure enough time for the discussion among themselves and for preparation of their final presentations in active and cooperative ways.

Case 5)Use of personal information and photographs without permission

One of the participants used personal information and photographs of other participants on SNS media for unrelated purposes and without permission.

¹ Transgender is the state of one's gender identity or gender expression not matching one's assigned sex. Some transgender individuals are living or wishing to live with his/her transformed sex identity.

Let's Start by Asking Ourselves

Why We Communicate

In this session we will rethink our everyday communication, examine linguistic facts and discover what motivates us to speak to someone else. We will emphasize verbal communication and social skills. The abilities we realize throughout the session are expected to be useful for the entire seminar. Also, we learn how to use our Training Seminar Workbook effectively to make the most of our seminar.

Presenter



Kazuhiko Yoshida, Ph.D

Professor

Faculty of International Studies

Utsunomiya University

Profile

Kazuhiko YOSHIDA, descendant of Emishi-Japanese from Rikuzen-Takata, is a foreign language learner/user and instructor/researcher of human languages. In the mid-80s of the last century he was just a 25-year-old mediocre Japanese monolingual punk. Having hit rock bottom with communication problems in everyday life he felt isolated from everyone else in the world. Inspired by an adventure novel saying “So, to devour landscapes, that’s the thing I should do now,” he decided to move to a place where nobody knew him. That was Montpellier, France in which people of 140 different nationalities live. Luckily he started his social life and his study of languages and linguistics in such an ideal multicultural and multilingual environment. While being enrolled in the graduate school, he was sent as a visiting lecturer to Pakistan for 2 years then to Thailand for 3 years. After receiving a Ph.D. in linguistics, he has been teaching linguistics and multilingual communication at Utsunomiya University since 2003 and supporting JICA volunteer teachers overseas since 2014. He has been learning and using a dozen languages which are indispensable for communication with people around him. He is also a non-professional bass player and music and dance (just like languages) always bring him joy and interesting communication issues to consider.

Current Work and Research Topics

At the university, he gives lectures and seminars in general linguistics in which students of diverse social, cultural and linguistic backgrounds meet, work together, change perspectives, teach and learn from each other and cultivate their communication skills. In linguistics, he is much interested in relationships between language and human cognition and conducts contrastive research between different languages on time expressions (tense and aspect, adverbials etc.) and information structure both in sentences and in discourse. In educational

studies, he is carrying out surveys of successful foreign language learners and analyzing their learning methods. Also, he is working hard on philosophy or methodological issues of language science.

Main Topics for the Opening Lecture

There is an often quoted saying “What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead”. Whether you agree with the idea or not, you have to know where you stand now. You are in a 3-day study camp which will be conducted entirely in English, surely one of the toughest languages in the world for non-native speakers. You are not alone for better or worse. You are inevitably together with a bunch of people, most of whom you do not really know ... and most of whom seem not to be used to speaking English! You may wonder how you can change their lives, or whether the life you live is really meaningless if you can't... A guided practice starts now. Enjoy!

Taking Peace Seriously: Towards the Understanding of UN Peace Operations

Presenter



Hiroshige Fujii

Assistant Professor,
Faculty of International Studies,
Utsunomiya University

Profile

LL.M (International Human Rights Law), Adv.LL.M (International Criminal Law), Ph.D. Candidate. As a member of UNU Global Leadership Training Program, Fujii was a visiting fellow at the University of Cape Town in 2016. He has professional experiences in the Philippines, Ghana and the Netherlands, as well as he had been engaged in the UN Peacekeeping Operations as Program Advisor in the Cabinet Office of Japan. The Japanese Government dispatched Fujii to Mali Peacebuilding Center as an expert of International Criminal Justice in July 2015.

- University of Cape Town Press Release:
(http://www.publiclaw.uct.ac.za/news/visiting_fellow_united_nations_university).
- Ministry of Foreign Affairs of Japan Press Release:
(https://www.mofa.go.jp/af/af1/ml/page3e_000352.html).

Current Work and Research Topics

As Assistant Professor at Utsunomiya University, I give lectures and seminars on International Law and International Human Rights Law, aiming at providing opportunities with students to deepen their understandings of post-conflict situations and peacebuilding in terms of international interventions, such as the UN Peacekeeping Operations and International Criminal Court.

A military commander of United Nations Peacekeeping Operations described that “it is now more dangerous to be a woman than to be a soldier in modern conflict”. This clearly shows that vulnerable people are the foremost targets for violence under conflicts. We know from the past atrocities that violent actions often escalate without international interventions. I am pursuing my academic career by analyzing questions as to how we can prevent such atrocities and how international communities can assist the state-building in deeply divided societies. If you are interested in this academic area, I would recommend to refer to my academic publications: <https://researchmap.jp/fujiih/>

Career Path

Having acquired Master's degrees in International Law and Peace Studies in the Netherlands and in Japan, I have strongly motivated to contribute to peacebuilding in post and ongoing conflict states. As Program Advisor in the Government of Japan, I had engaged in collecting and analyzing political developments in South Sudan as well as in conflict-ridden states. In December 2014, I was dispatched to New York to discuss issues of transitional justice and Juba, South Sudan to examine the characteristics and functions of its governance, the implementation of the Rule of Law and the progress of the investigation and verification as to Human Rights violations which allegedly occurred in December 2013. My previous experiences in Ghana and the Philippines, where I had participated in peace-building work, served well for completing my tasks in South Sudan in terms of effective data collection and structural analysis. The results and analysis of this research have been presented at an international symposium and studies associations to scholars and peace-building experts. Currently, I focus on my research work as to how international communities can contribute to the achievement of "peace" especially in light of the academic approach, by mobilizing my previous professional experiences.

Main Topics for Workshop

The aim of this course is to deepen understanding of post-conflict situations through the analysis of UN peace operations. Upon completion of this course the participants will be able to clarify the five types of peace operations. Understanding the similarities and differences among peace operations will help you explore your career options and think about ways as to how you could commit to promote peaceful societies in the world. This section will help you advance your own career development in the field of peace activities.

Key Words

Conflict prevention, Peacemaking, Peace enforcement, Peacekeeping, Peacebuilding

Required Reading Assignment

Instead of reading assignment, I would like you to be ready for expressing your ideas/answers to below three questions. You will be given 3 minutes to answer each.

- (1) Why did you choose this session?
- (2) Can you describe what peace is? Is it easy/difficult? Why do you think so?
- (3) What do you want to do for the achievement of peace? What kind of jobs would be the best for you to promote peaceful societies?

* For those who have little knowledge of the UN Peace Operations and its relevant areas, the below website will be helpful for better understanding of the session. Several articles are written by the presenter.

http://www.pko.go.jp/pko_j/organization/researcher/atpkonow/index.html

Maximizing Individual Choice and Capabilities By Building Transnational Careers

Presenter



Ana Sueyoshi

Associate Professor,
Faculty of International Studies,
Utsunomiya University

Profile

Prior to taking my current position, I worked as researcher, economic consultant and economic advisor in Peru. After my studies at the Graduate School of International Political Economy (GSIPE), Tsukuba University, Japan, I joined the School of International Studies, Utsunomiya University, where I am in charge of Latin American Studies. My research interests include Latin American economy, the link between higher education and employability in the APEC region, and Nikkei workers in Japan and Nikkei returnee children in their homeland.

Career Work

Currently I am associate professor of Latin American Studies at the Faculty of International Studies, Utsunomiya University, where besides Spanish language, I also teach an introductory class to Latin American studies and other more specialized classes meant to present Latin American politics and society and create an environment that enable constructive class discussions. As these classes are also taken by foreign students, it is interesting to listen to comments and questions from students, whose diverse backgrounds let them find commonalities and differences between their own history and Latin American history that enrich further discussion. Before teaching at Utsunomiya University, my research was solely focused on Latin American economy, more precisely on models of economic growth and the impact of fiscal policy. In the last decade, I have been able to broaden my research interests that now also include the link between higher education and employability in the APEC region, Nikkei workers in Japan, Nikkei returnee children in their homeland, and since 2016 Japanese immigrants in Peru during the WWII. These researches are allowing me to tell the stories of people in Japan and Peru, and to convey them to both societies. For me, there is no greater satisfaction nor greater reward that tending a bridge between these two countries.

Career Path

Economic Advisor for the United Nations Development Program (UNDP) (1992-1993), Economic Advisor on Public Policy at the Ministry of Finance of the Government of Peru (1993-1997). Since 2006 teaches courses of Latin American Studies at the Faculty of International Studies, Utsunomiya University. She obtained her Master of Philosophy in Economic Development and Policy Management, and pursued doctoral studies at the Graduate School of International Political Economy (GSIPE), Tsukuba University. Her research has been focused on Latin American economy, the link between higher education and employability in the APEC region, and Nikkei workers in Japan and Nikkei returnee children in their homeland.

Main Topics for Workshop

In Japan, the number of South American workers and their families, most of them of Japanese ancestry or Nikkei, had steadily increased since the late eighties. However, due to the improvement of the economic conditions in their homelands, different patterns of circular migration have been observed among first and second generation of Nikkei Peruvians between Japan and Peru. For the second generation of Nikkei Peruvians, circular migration emerges as a vehicle for self-realization, as Japan and Peru can both become places they can find not only material or economic well-being, but also emotional and moral well-being. By experiencing circularity, the second generation of Nikkei Peruvians can make good use of their capabilities in a manner most meaningful to themselves, opening chances for a career path in either country or in both that overlaps with their personal goals. Moving between Japan and Peru is inextricably linked to their own desires and values, which in turn allows them to exercise their agency in pursuit of a self-conceived better life: they are true agents of their own circularity.

In this working group, after one first session of introduction to the case study, that is to say, transnational mobility of second-generation Nikkei Peruvians, and establishment of the main theoretical components, the participants will use the same framework to think about their own career building by having the opportunity for reflection on their own career goals and practices. The discussion will be focused on the meaning of capability, how circularity opens further opportunities or freedom for developing or using more capabilities, and how career goals overlaps with personal-life goals and values.

Key Words

Capabilities approach, Self-realization, Transnational-career building, Second-generation Nikkei Peruvians, Circular migration

References

- (1) Sen Amartya (2009) *The Idea of Justice*, Penguin Books.
セン・アマルティア著、池本幸生訳 (2011) 『正義のアイディア』明石書店。
- (2) Nussbaum, Martha C. (2011) *Creating Capabilities, the human development approach*,

Cambridge: the Belknap Press of Harvard University Press.

- (3) スエヨシ・アナ (2015) 「ペルーと日本を行き来する子どもたち—日系人児童生徒の二重準拠枠を視野に入れて—」 田巻、スエヨシ (編) 『越境するペルー人、外国人労働者、日本で成長した若者、「帰国」した子どもたち』宇都宮大学国際学部国際学叢書第5巻、宇都宮：下野新聞社、150-171項。
- (4) Sueyoshi, Ana (2017) “Intergenerational circular migration and differences in identity building of Nikkei Peruvians,” Wolfram Manzenreiter (ed), *Contemporary Japan, Special Issue, Squared Diaspora: Representations of the Japanese diaspora across time and space*, Routledge, vol. 29, number 2, 230-245.

Required Reading Assignment

- (1) Sen Amartya (2009) *The Idea of Justice*, Penguin Books.
セン・アマルティア著、池本幸生訳 (2011) 『正義のアイディア』明石書店。
Although, this book is available in both, English and Japanese, I encourage the participants to make an effort to read it in English, because the discussion will be conducted in this language. Read Chapter 11 Lives, Freedom and Capabilities (225-252), and Chapter 12 Capabilities and Resources (253-268), which are in Part Three The Materials of Justice (in English), or 第3部正義の材料:第11章暮らし、自由、ケイパビリティ、第12章ケイパビリティと資源 (in Japanese). Participants should particularly search for the definition of Capability Approach and its relationship with opportunities or freedom (Chapter 11), and the different sources of poverty, or lack of opportunities or freedom (Chapter 12).
- (2) Nussbaum, Martha C. (2011) *Creating Capabilities, the human development approach*, Cambridge: the Belknap Press of Harvard University Press.
The participants are expected to read Chapter 2 The Central Capabilities (17-45), so they can understand the meaning of “capabilities” and how they are associated with some practical use of this term.
- (3) スエヨシ・アナ (2015) 「ペルーと日本を行き来する子どもたち—日系人児童生徒の二重準拠枠を視野に入れて—」 田巻、スエヨシ (編) 『越境するペルー人、外国人労働者、日本で成長した若者、「帰国」した子どもたち』宇都宮大学国際学部国際学叢書第5巻、宇都宮：下野新聞社、150-171項。
This reading will provide the participants with a general knowledge of the Nikkei Peruvian history in Peru and Japan.
- (4) Sueyoshi, Ana (2017) “Intergenerational circular migration and differences in identity building of Nikkei Peruvians,” Wolfram Manzenreiter (ed), *Contemporary Japan, Special Issue, Squared Diaspora: Representations of the Japanese diaspora across time and space*, Routledge, vol. 29, number 2, 230-245.
It covers circular migration between Japan and Peru of first and second generation of Nikkei Peruvians. Participants should focus on the experience of the second generation. However, the review of the first generation will also shed light on second-generation mobility as they are connected and analyzed contrastively.

International Development and Cooperation Work

- Your Future Has No Limitation! -

Presenter



Sae Osawa

Education Consultant

International Development Solutions Inc.

Profile

Sae OSAWA has a 15 year career in International Development as Education Specialist. Having two master's degrees; Educational Planning and Mediterranean Studies (mainly Middle Eastern Area Studies) from the University of London. She has worked mainly in the Middle East with different UN organizations such as UNICEF, UNHCR and UNRWA, NGOs and JICA.

Current Work and Research Topics

As an education and international development consultant, I currently work for a project with the Ministry of Education in Lebanon. This project aims to improve school-based management capacity through the implementation of School Improvement Plan (SIP) by the SIP Committee at the schools which accommodate both Lebanese and Syrian refugee children. This is a pilot project with 5 government schools and it is planned to be expanded to cover over 100 schools in a few years. Working with the Ministry staff, teachers, parents and children, is rewarding as it gives us an opportunity to see their issues and the progress of the project implementation to solve those issues with our own eyes. Education can open different windows not only for those who have enough opportunities but also for those who have not had chances previously. I would like to continue working in the field of education especially for the most marginalized children.

Career Path

When I was a university student, I became interested in the Arab-Israeli conflict. My academic interests and career path have evolved around it since then. In order to have deeper understanding about the issue, I decided to study in London and specialized in the Middle Eastern studies. While working in Japan for a few years after the first master's degree in London, I was always thinking about how I could contribute to the peace in the Middle East and support Palestinian people. My first step was to work as a volunteer in a kindergarten within a Palestinian refugee camp in Jordan. Since then, I have worked in UNESCO, UNRWA, UNHCR, UNICEF, NGOs and JICA, mainly in the field of Education and mostly in the Middle

East (Jordan, Lebanon, Gaza, Sudan and Indonesia). In-between jobs, I also obtained another master's degree in Educational Planning as well as the national nursery teacher certificate in order to have technical knowledge in education in addition to the knowledge about the region.

Main topics for the group work session

You can achieve what you want to contribute to – whatever it is! What you want to do or what you are interested in might change as you progress in your study or career. However, it is not wrong to start thinking about what you want to be and want to do from now. By introducing different career paths (especially in the field of Education) and building upon what you research on your current interests (see the required reading assignments section), this workshop will help you identify what you may want to achieve in the future so that you can take a first step to plan your future!

List of keywords

Sustainable Development Goals (SDGs), refugees, education, skills and competencies

Required Reading Assignment

Depending on the areas of your interest or after learning the topics of key words, you decide on a country and/or area(s) of global (local) issue(s) (if your interests are not in education, do not worry). Prior to the workshop, you are required to do a small research about the country and the topic that you chose, and think about (1) what you know about the country and/or issue; (2) what you want to do for the country and/or the issue; and (3) what you need to do to start now to achieve what you want to do. You will share your ideas in the group sessions.

Example:

Country of my Interest: Japan, Topic of My Interest: bullying at schools (education)

(1) Japan's education system is The issues that children in schools face daily are... The difference between primary, preparatory and secondary education is... The language of instruction is ... (in some countries, the language of instruction is not their mother tongue.) Net Enrolment Rate for preparatory school is ..Teacher/students ratio is

(2) I would like to become a psycho-social counselor in a preparatory school to support the children who may have some issues, in particular bullies from the classmates.

(3) I will start researching on how to become a psycho-social counselor and taking available relevant classes from the next semester.

Let's Make Short Speeches for Developing Your Communication Skills

Presenter



Kiyoshi Saito

Professor, Faculty of Agriculture

Utsunomiya University

Profile

Kiyoshi SAITO has been a professor of farm management science, department of agricultural economics, Utsunomiya University since 2000. My research field is “Agribusiness in American agriculture”. I was a visiting professor of Iowa State University, USA in 2006/07. At that period, I had met Toast masters club which provides communication and leadership programs. In this seminar class, I will use this program for improving your communication and leadership skills.

Current Work and Research Topics

I work for department of agricultural economics, Utsunomiya University. I teach Basic Science of Agriculture and Environment for freshman, farm business management science for sophomore. My research field is American Agriculture, EU countries Agriculture and Agricultural education method.

Career Path

I worked for Tokyo University first, and changed to private research institute, Utsunomiya University is the third place for me to work.

Main Topics for the Group Work Session

Let's make short speeches is the main topics of this sub-seminar. At first I will give you the framework to make short speech, after that we will make short speeches based on it, and present that speech. The others will give you the advices to do better presentation.

Key Words

Nothing particularly

Required Reading and Writing Assignment

I prepare assistance text paper. Please read it.

Start Your Own Business

Presenter



David Long

School Owner, Text Book Publisher, Game
Creator

David and Amy English School

Profile

I came to Japan from Liverpool in 1996 with a small backpack. Now I have a wife, two soccer mad children and we run a number of English schools in Saitama. I believe in searching for a job and life that best suits your skills and makes you happy and fulfilled.

Current Work and Research Topics

My wife Amy and I run four English language schools in Saitama City. We focus on teaching the four skills of English; reading, writing, speaking and listening. We pride ourselves on providing a top quality English education to our local community. We are always looking to improve our teaching skills, researching latest techniques. We have six teachers in addition to Amy and myself. At the moment, we have over 500 students, but are always trying to recruit new students to replace children who move on. Our daily tasks involve liaising with teachers and parents; ensuring schools are running smoothly. We regularly teach and observe classes, offering advice to teachers or students where necessary. We are constantly developing new English teaching texts and materials for use in the class and for sale online. A large portion of time goes on promotion of these materials on Instagram and Pinterest. We have given this task to our teacher Evyn who is very keen on the online world. We believe in treating our employees with respect and try to make our school a happy place for them to work, ensuring that classes run well. Materials are well ordered, children assorted into the correct level of ability, email reminders are sent out to anyone forgetting homework.

Career Path

After University I knew I wanted to travel and teach English. I got on well with young people and I loved traveling. I taught English at Summer Programs in the UK and also soccer in the USA. I volunteered to teach immigrants in the UK. During and before University, I worked on construction sites in London in the day and in pubs at night. I was saving for a dream trip to the USA, where I travelled extensively and worked for six months. I worked at various office jobs but always knew I wanted to try teaching English abroad. I was successful with my first interview to teach at Japan's biggest English school NOVA. Only later I discovered it was a school with a notorious reputation in Japan. I loved dealing with

people and helping improve their English. Amy and I saw an opportunity to start our own school by teaching private students in various locations. A local mother gathered over 30 children and asked me to teach them. This became our training ground for eventually establishing Dave and Amy English Schools.

As well as teaching English, my wife and I ran a popular monthly disco party, named Kung Fu Disco! Brought up on Saturday night discos, we thought Saitama needed its own. We invested in equipment, lights, latest tunes and negotiated with local bar owners to allow us to host our parties. We would regularly attract over 100 customers, taking a fee at the door. After retiring from the nightclub scene because of the birth of our children we embarked on Dave and Amy English Soccer Club. This venture carried on until our children outgrew the class and joined the Urawa Reds Junior teams.

In the future we want to open more schools, develop online English teaching games and open a sports bar in Urawa.

Main Topics for the Group Work Session

I want students to look at their skills and interests and explore how they could be developed into a business. What would they need to do to improve their chances of making it a success? What licenses, qualifications, experience would enhance the possibilities of success? What do your competitors do that you could improve on?

Realize that we all have expertise that can be developed into something special that could be an income source or a main business.

Let's develop your business: come up with a business name and logo, produce a flyer and a company commercial. Establish your unique selling points, plans for your business, costs and profits projections. Share ideas, we will all ask questions and offer feedback. Present your business plan on the final day.

Key Words

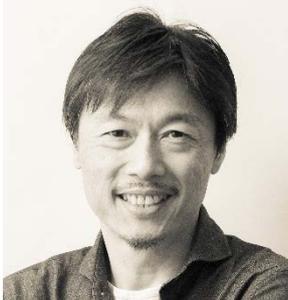
Prepare, Try it, Adventure, Fail

Reference and Required Reading Assignment

- (1) Tim Ferris blog, <https://tim.blog/2017/12/30/how-to-build-a-million-dollar-one-person-business/>
- (2) Daniel Coyle blog <https://www.entrepreneur.com/article/304041>
- (3) Joe De Franco Blog <https://www.defrancostraining.com/joe-ds-top-7-business-and-life-rules-for-guaranteed-success/>

Discover Your Strengths

Presenter



Jack Kwok

JAPAC Lead SasS

Cloud Solution Consultant

Google Japan

Profile

Jack Kwok is a Googler working on helping enterprises to adopt new technologies and innovations to transform their traditional work style to “Work the way you live,” by creating a working environment for empowering employees to become more creative and collaborative in order to gain the full power of their potential. He believes that technologies and innovations are important elements to improve human life and provide opportunities for everyone to access and gain knowledge that was not easy to access in the past.

Current Work and Research Topics

Providing consultation to Enterprise companies on adopting new technology and changing the way they handling business process and also empowering their workforces on allowing their employees to achieve high efficiency and balance of work life.

Technology and business are always my interests and center of my work, and understanding business processes and making them better are always interesting and give me satisfaction, as I believe technology can improve people’s life. How to apply technology is the key point to getting the most out of our creation. For the past 15 years, technology and innovation have been moving at an amazing speed, from World Wide Web to Smartphone, SNS and now AI. All those technologies are impacting every single one of us and the way we live, also how business operates around us.

I am lucky to have an opportunity to always work on the latest technologies to fulfill my passion. At Google, my job is to focus on helping enterprise business to use the latest technology to improve their business process and helping their employees to be more efficient and productive, and most importantly, changing the way people work by releasing them from the old IT burden.

But “Change” is always not an easy word for Enterprises, as “Change” often involved “Risk” and “Uncertainty”, but on the other hand, without “Change”, things will not move forward and evolve. As Darwin once said, “It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one most adaptable to change”. My job does give me plenty of challenges, but those are the challenges worth taking, because I know, at last, people will

benefit from good changes that come from new technologies, which result in a better life for everyone and a better world.

Career Path

Starting as a business major student but being interested in technology allowed me to expand my career between those 2 highly related fields. Imagine, how you would create a program for solving a business problem without even understanding the business process. With my academic background, I was able to start as a business analyst, a database developer, and after that when the WWW started to bloom, I had the opportunity to get myself deep into internet technologies on both network and IT security. It was an exciting ride and a very special era of IT evolution. I was able to ride on the waves and gain a huge amount of knowledge that enhanced my career. Now, with mobile, SNS and Cloud technologies, I am just starting a new chapter on my resume.

Main Topics for the Group Work Session

An interactive session that allowing students to express themselves and discover their strengths, also having other student to join the conversation to provide their own view for sharing their opinions.

Key Words

Bias, Diversity, Identity

Suggested Reading

About the book below it is not mandatory but recommended to read in advance, as it will help you to think and get inspired (not a must, but better to read before coming).

- Outliers: The Story of Success Malcolm Gladwell - Malcolm Gladwell (2008)
- Abundance: The Future is Better Than You Think - Peter H. Diamandis and Steven Kotler:

Also, you are encouraged to read the biography of the person that you admire which will help you for the discussion during the workshop.

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