



2021年度
国際キャリア教育プログラム

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、
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Table of Contents

(敬称略)

Aim & Rules	1
Introduction	2
Information	4
Schedule	5
倫理綱領・個別ガイドライン・問題事例	
Code of Ethics for International Career Education Program/Specific Guidelines/ Problematic Cases	6
Opening Lecture (Barbara Morrison, Ph.D.)	
Critical Thinking and Reasons for Being : Finding Meaningful Work in A Global Age	8
Work Group Session A (Amin Ghadimi, Ph.D.)	
Why Do We Work?	10
Work Group Session B (Hiroshige Fujii)	
Taking Peace Seriously: Towards the Understanding of International Humanitarian Assistance	12
Work Group Session C (Takeshi Komino)	
Learning From Yesterday For A Safer Tomorrow; Skills Required in the Age of New Normal	15
Work Group Session D (Chisato Takahashi, Ph.D.)	
Fair Trade: Can This be the Way to Work Together Equally and Beyond the Relationship of Supporters and Beneficiaries?	17
Work Group Session E (Bernadett Kiss, Ph.D.)	
Pathway to Well-Being; Dreams, Skills and Jobs	19
Work Group Session F (Ritter N, Diaz)	
Advising Foreign Exporters on the Japanese Market	22

● 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 in “International Career Education Program”

Yasuhiro Shigeta

Director, International Career Education Program

Professor, School 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 1700 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 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 Ashigin International Foundation and Research Center for Creative City Utsunomiya.

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 2021
- 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: 2021年9月25日(土), 10月2日(土), 10月3日(日)
事前指導: 2021年7月21日(水) 18:00-19:30
- 4) 実施形態: Zoomによるオンライン授業
- 5) プログラム: 5頁を参照
- 6) 参加定員: 50名
- 7) 参加費: 無料 ※ネットワーク通信料等は自己負担となります
- 8) 問合せ: 宇都宮大学峰キャンパス事務室 国際学部係 (5号館C棟1階)
担当: 佐藤
<所在地> 〒321-8505 宇都宮市峰町 350
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● Schedule

DAY 1 - Saturday, September 25th

Time(JST)	Activity
09:00~09:30	Registration
09:30~09:50	Opening Ceremony and Orientation
09:50~12:00	Opening Lecture Critical Thinking and Reasons for Being : Finding Meaningful Work in A Global Age Barbara Morrison, Ph.D.
12:00~12:50	Lunch
13:00~15:00	Panel Discussion by Lecturers
15:10~15:30	Introduction to Methods
15:50~17:50	Work Group Session
	A “Cross-cultural Understanding / Communication”: Amin Ghadimi, Ph.D.
	B “International Cooperation / Contribution”: Hiroshige Fujii
	C “International Cooperation / Contribution”: Takeshi Komino
	D “International Cooperation / Contribution”: Chisato Takahashi, Ph.D.
	E “Environmental Governance and Multicultural Societies”: Bernadett Kiss, Ph.D.
	F “International Business”: Ritter N.Diaz

DAY 2 - Saturday, October 2nd

Time(JST)	Activity
08:30~12:00	Work Group Session
12:00~12:50	Lunch
13:00~15:30	Work Group Session
15:30~16:30	Wrap-up Session and Presentation Preparation
16:30~17:30	Presentation Rehearsal
17:30~18:30	Presentation Preparation

DAY 3 - Sunday, October 3rd

Time(JST)	Activity
08:30~10:00	Presentation Preparation
10:00~12:20	Final Presentation
12:20~13:10	Lunch
13:30~15:00	Reflection and Closing Ceremony

1. 国際キャリア教育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.

Critical Thinking and Reasons for Being: Finding Meaningful Work in A Global Age

In this group session we will be talking and thinking about “Ikigai” and the ways in which we can begin to bring a sense of meaning (raison d'être: reason for being) into our work lives. Using critical thinking as a guide, we will work together to understand how to both discover and cultivate what is meaningful for each of us in order to pursue and to accomplish careers both domestic and abroad.

Presenter



Barbara Morrison, Ph.D.

Associate Professor,
School of International Studies,
Utsunomiya University

Profile

My career path has been varied to say the least and not without defeats. Very early in my career I understood that my best life lay in education and academia, but as I felt my family was unsupportive of that endeavor I turned to business - taking positions in real estate and head-hunting after having explored careers in law, government, retail, journalism, non-profit and the arts - before eventually finishing degrees in both Japanese and English literature.

Current Work and Research Topics

Currently, I work with my students to realize their own critical thinking skills while considering (in particular) issues that pertain to both gender and culture. As a professor in the International Department at Utsunomiya University I have found that students are increasingly eager to engage globally and are searching for tools to enable them to challenge out-moded patterns of thought in order to create positive change that will realize their own contributions to local and regional communities. Change begins with conversation. We cannot solve a problem unless we recognize that the problem exists in the first place. The path to this recognition is to begin a conversation. My current work and abiding interest is in beginning and engaging in conversations that seek to challenge, change and contribute productively to the worlds we inhabit.

Main Topics for the Opening Lecture

The 21st century is an age of connectivity that calls for individuals such as ourselves to engage in the world around us through increasing levels of ease and proficiency. As the call to engage with each other via social and technological networks becomes ever stronger and more seductive, the need for thoughtful and considerate engagement becomes increasingly

imperative. Working with passion and drive is both a state of mind and a way of being that is based on the common assumption that by working to secure the future for others we will work toward securing the future for both ourselves and for future generations. In order for us to be able to work productively within global networks we must seek to understand what makes us feel passionate about our work because working effectively on a global stage requires motivation and purpose. Without energy and drive we will perform at our workplace perfunctorily at best.

In order to connect with the world around us we must first connect with ourselves: our likes, our dislikes, what we want to improve in ourselves and the talents that are instilled in each one of us. Once these talents and attributes are acknowledged: consciously and with acceptance, we will be in a position to begin a dialogue with ourselves – a dialogue that will most likely continue for the rest of our lives. There are many different approaches to finding a purpose in life. During this seminar we will be exploring the ways in which we can begin to understand the varied aspects of what might constitute our own purpose in life (ikigai). In order to do so we must become curious about a world we cannot immediately see, and begin to imagine a world that lies beyond our immediate surroundings. In addition, we must not only be able to imagine and engage in a world we cannot immediately see, but we must understand and discuss not only our own point of view but acknowledge and understand the points of view of others that may be very different from our own. In the process we must recognize and negotiate with the perspectives of others - whether we agree with those perspectives or not - for it is important to connect with others by understanding diverse perspectives and taking those perspectives into consideration. Finding our passion is not just a mode of thinking, but also entails a call to action. By confronting and overcoming our own shame, fears and hesitations we can reach out across borders that differentiate ourselves from others. By reaching out to others we will then be able to communicate our thinking and our ideas to diverse audiences so as to take action to improve the societies in which we find ourselves.

Needless to say, discovering a purpose in life is a project that deserves our unqualified attention. In order to focus our attention on productive engagement and access our passions it will be helpful to have a guide. Of course your workshops will provide you with a guide – a professional who is actually engaged in realizing global competency through their own passionate work. Nonetheless, this path toward your realization of self through world is a path of engagement that each of you must walk by yourselves. In order to support your individual efforts and to uncover your own sense of life purpose in a global context we will be working with a set of skills that comprise the art of critical thinking. In this keynote workshop you will begin to understand the ways in which critical thinking can provide a guide to find your purpose in life.

Why Do We Work?

Presenter



Amin Ghadimi, Ph.D.

Assistant Professor,

School of International Studies,

Utsunomiya University

Profile

Amin Ghadimi teaches cultural and social theory at Utsunomiya University and studies the global intellectual history of modern Japan. His most recent research project examines perceptions of Ottoman despotism during the Japanese civil war of 1877. Born and raised in Kobe, Ghadimi completed his professional training as an historian in the United States. He has lived in various places across the Asia-Pacific region, including China and the South Pacific country of Vanuatu.

Current Work and Research Topics

Professors do two things, mainly: they teach and they study. Neither of those things is separable from the other. (Professors also do other things, like committee work and chasing down students who miss deadlines and butting heads with the university administration, but they'd prefer to pretend they don't have to do those things.) Anyway, my classes, as some of you might know, approach topics in cultural and social theory from a historical and global perspective. They seek to explore foundational questions in the humanities: What is an individual? What does it mean to be? What does it mean to know? How are knowing and being conditioned by historical and cultural factors? My research explores these same essential questions, but it contextualizes them in Japan's late nineteenth century. It asks, how did people try to develop a conceptual system of justice amid the rapid globalization of the early Meiji era? It looks at the strife, turmoil, and disorder that this haphazard search for justice wrought in the early Meiji era. I try to interpret specific historical events and developments within this framework. After just completing a project on revolution and civil war in the mid-1870s, I've now turned to the historical and intellectual origins of Japanese terrorism in the 1880s—a story that, it turns out, involves not just Utsunomiya but even our very own university.

Career Path

My career has never strayed far from academia, and in a sense, that's been a real privilege. Academia has deep problems, no doubt: it is often stuffy and arcane; it operates through an exclusionary power structure that benefits the privileged and perpetuates inequality; it can inculcate an off-putting, callous hubris in those it rewards. But at its core, there is something

thrilling, something essentially good, about the academic enterprise. To be a professor is to profess not just a field of study but a particular belief: that ideas matter; that what is valuable in life is not just what makes money but what gives us deeper meaning and purpose in life; that our entire lives must resolve around the pursuit of knowledge and truth in a collaborative endeavor; that our role not just in our careers but in our lives is to work with others to build capacity for learning and knowing and for acting on that knowledge. This is the path I have striven to walk in my career. I've meandered intellectually, stumbled along the way, and gotten lost, but nonetheless (or therefore?), now as a professor, I hope to walk together with others on this path, a path that accommodates every constructive field of endeavor and learning, one that recognizes that a "career" is not a particular field of knowledge but a dedication to learning in both theory and practice.

Main Topics for Group Work Session

Our purpose in this seminar is to develop a conceptual framework through which to understand and make sense of professional life. Everyone has to work to put food on the table, but surely there must be some more profound meaning to our careers than just that. Our seminar rejects the foundational assumption that the pursuit of a career is merely about self-fulfillment, "finding yourself" or achieving your dreams, or that is it just about the individual self. And it argues against a basic axiom of our modern economy: that aggressive competition based on maximizing profit fuels social prosperity. It proposes instead that our individual professional lives must contribute to and be embedded in a culture of mutual support and global cooperation, and it encourages participants to think about how they might pursue meaningful lives in which they elaborate this conceptual framework and deploy it in practical experience.

Key Words

- Justice
- Fairness
- Work
- Meaning
- Collaboration

References

Samuel Moyn, *Not Enough: Human Rights in an Unequal World* (Belknap Press, 2018)
Daniel Markovits, *The Meritocracy Trap: How America's Foundational Myth Feeds Inequality, Dismantles the Middle Class, and Devours the Elite* (Penguin Press, 2019)

Reading

Our seminar will focus on the well-known, often-cited 2012 op-ed by Anne-Marie Slaughter titled "Why Women Still Can't Have It All." The reading is of course relevant equally to men and women. Please read through as much of it as you can beforehand, but don't let it be a burden, and don't worry if you don't understand it fully. We will read through important portions together in the seminar.

<https://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Taking Peace Seriously: Towards the Understanding of International Humanitarian Assistance

Presenter



Hiroshige Fujii

Associate Professor,
School of International Studies,
Utsunomiya University

Profile

Hiroshige Fujii is an Associate Professor where he specializes in International Humanitarian Law and Peacebuilding in Africa. He has professional experiences in the Philippines, Ghana, the Netherlands, and South Africa, as well as he had been engaged in UN Peacekeeping Operations in South Sudan as a Program Advisor in Japan's Cabinet Office. In addition, the Japanese Government dispatched Fujii to Mali Peacebuilding Center as an expert of International Criminal Justice in July 2015. He received Refugee Studies Research Promotion Award in 2021 (第9回若手難民研究者奨励賞).

■ For more information, please refer to the following websites;

- Fujii's website: <https://www.fujiih.com/>
- 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 Associate Professor at Utsunomiya University, I give lectures and seminars on International Law and International Human Rights Law, aiming to provide students with opportunities to deepen their understanding of post-conflict situations and peacebuilding in terms of international interventions UN Peacekeeping Operations and International Criminal Court. For example, 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 understanding clearly shows that vulnerable people are the primary targets for violence under conflicts. Moreover, we know from 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 state-building in deeply divided societies. If you are interested in this academic area, I recommend referring 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 Japan, I have been strongly motivated to contribute to peace-building in the 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 and 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 participated in peace-building work, served well to complete my tasks in South Sudan in terms of effective data collection and structural analysis. This research has presented the results and analysis at an international symposium and studies associations to scholars and peace-building experts. Currently, I focus on my research work on how international communities can contribute to achieving "peace," especially in light of the academic approach, by mobilizing my previous professional experiences.

Main Topics for the Workshop

This course aims to deepen understanding of post-conflict situations through the analysis of UN peace operations. Upon completion of this course, the participants will 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 how you could commit to promoting peaceful societies in the world. This section will help you advance your career development in the field of peace activities.

Key Words

- Conflict prevention
- Peacemaking
- Peace enforcement
- Peacekeeping
- Peacebuilding

References

* For those who have little knowledge of the UN Peace Operations and Humanitarian Assistance, the below website will be helpful for a better understanding of the session. The presenter writes several articles.

- ① http://www.pko.go.jp/pko_j/organization/researcher/atpkonow/index.html
- ② ICRC (2015) *International Humanitarian Law: Answers to your Questions*.
<https://www.icrc.org/en/publication/0703-international-humanitarian-law-answers-your-questions>
- ③ ICRC (2016) *Discover the ICRC*. <https://www.icrc.org/en/publication/0790-discover-icrc>

Required Reading and Assignment

- ・藤井広重「国連平和維持活動（PKO）文民要員の任務に関する一考察 -南スーダンにおける文民の保護サイトの展開と教訓-」 宇都宮大学国際学部研究論集 46 号 2018 年 (https://uuair.repo.nii.ac.jp/?action=pages_view_main&active_action=repository_view_main_item_detail&item_id=11786&item_no=1&page_id=13&block_id=58).
- ・藤井広重「南スーダンにおけるハイブリッド刑事法廷設置の試み-外と内の論理からの考察」 アフリカレポート 54 号 2016 年 (https://ir.ide.go.jp/?action=pages_view_main&active_action=repository_view_main_item_detail&item_id=47678&item_no=1&page_id=26&block_id=95).

I would like you to be ready to express your ideas/answers to the 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?

Learning From Yesterday For A Safer Tomorrow; Skills Required in the Age of New Normal

Presenter



Takeshi Komino

General Secretary of CWS Japan

CWS Japan

Profile

After my career in working in Afghanistan, Pakistan, Myanmar, Thailand, I started to be involved in NGO activities in Japan from east Japan Earthquake and Tsunami in 2011. I currently serve as General Secretary of CWS Japan, and my responsibilities include: oversight and management of CWS Japan projects in Japan and liaison and oversight for Japan-funded projects elsewhere in Asia; leadership in fundraising and programming for emergency, disaster risk reduction, climate change adaptation programs in Asia; serve as resource person for Asia region in disaster risk reduction, and emergency response in the event of a major, sudden onset natural disasters; and representational role in key networks in Japan and in Asia region.

My current representational roles include:

- Co-Chairperson, Japan Platform (JPF): 2018-current.
- Secretary General, Executive Committee member, leader in innovation hub, Asian Disaster Reduction and Response Network (ADRRN): 2014-current.
- Chairperson, Japan Quality and Accountability Network (JQAN): 2015-current.
- Joint secretariat, Japan CSO Coalition for DRR (JCC-DRR): 2014-current.
- Co-founder and a member, NGO2030: 2017-current.
- Co-founder and a member, More Impact: 2016-current.

Current Work

Our work involves emergency response for life-saving needs of disaster-hit areas both within and outside of Japan, and spreading the know-how on disaster risk reduction, which I believe it is relevant for everyone in this era. It involves working with many stakeholders, starting from communities across the Asian region, local and international NGOs, local and central governments, private companies, universities and researchers, as well as international organizations. It is sort of like, producer for resilience, and I take great pride in the impact of what we collectively achieve.

Career Path

Please see below video for my career path:

- <https://www.japanplatform.org/info/2020/09/292124.html>

2020年10月2日開催 NGO 職員のキャリアぶっちゃけ対談 vol.1 小美野剛（JPF 代表理事）、渡辺 早希（WELgee リソース部門統括）

Main topics for the group work session

Disaster are ever increasing, and protecting ourselves from disaster risk is becoming a priority, no matter what your professions are. This course explores evolution of disaster risk reduction field, and see critical skills required in ever-disaster prone time of our lives; the New Normal. We will explore learning from the experience and strengths to be derived from each participant's hometown. The flow will be the course will be as follows:

- 1.The course will provide an overview of disaster risk reduction, and why it is relevant/important in the society.
- 2.We will explore specific disasters that happened in the hometown of the participants.
- 3.We will explore how to practically reduce the risks.

List of keywords

Disaster risk reduction

Sendai Framework for DRR

Resilience

References

- The Citizen's Guide to the Sendai Framework for Disaster Risk Reduction
https://jcc-drr.net/wpJD/wp-content/uploads/2017/03/SFDRR_EN_1a.pdf
- Sendai Framework for Disaster Risk Reduction
<https://www.youtube.com/watch?v=izpDdnaSxN0>
- (Japanese) 命を守る防災教育
<https://www.youtube.com/watch?v=yXE1PvHLzpw>

Required Reading Assignment

1. Please visit this website (<https://disaportal.gsi.go.jp/>) and identify hazard map of where you live.
2. Describe key disaster risks in your area.
3. Please visit the website of local authority of where you are from (hometown), and search for the information on past disasters. Please list up at least 3 disasters that happened in the past (including year and damage).

Fair Trade:

Can This be the Way to Work Together Equally and Beyond the Relationship of Supporters and Beneficiaries?

Presenter



Chisato Takahashi, Ph.D.

PARCIC (PARC Interpeoples' Cooperation)

Profile

I have about 10 years of experience in international development mainly in community development and Fairtrade. I worked as a project manager of PARCIC, Japanese NGO, for the community development and environmental project which supports organic tea smallholders in Sri Lanka. I lived in the village near the Sinharaja rain forest in Sri Lanka for 5 years, and then I worked from Australia remotely.

Current Work

I came back to Japan this spring and started managing the projects in Sri Lanka (continuously), Palestine and Japan at the Tokyo office of PARCIC. My main task is managing the fund and coordinating with donors for projects. For the project in Sri Lanka, I oversee the organic tea production in Sri Lanka from the tea field level to export arrange in Sri Lanka. Also, I promote fairtrade in Japan.

Career Path

I was interested in how human beings have developed this complicated society. I focused on the features of how human beings can cooperate with others beyond kin relationship expecting indirect reciprocity, and how we build the trust relationship with others. I researched these topics at Hokkaido University. During my PhD, my interest shifted from theoretical and empirical research to working in real societies to apply and expand what I learned in the lab. Thus, after I obtained my PhD in Behaviour Science at Hokkaido University, I moved to Flinders University, Australia. After I completed my Master in International Development at Flinders University, I joined PARCIC and worked in Sri Lanka as a project coordinator/manager. My main project in Sri Lanka started by providing support to tea smallholders to convert their conventional tea farming to organic tea farming. Also, I oversaw the production from fields to the tea factory, and arranged export organic fairtrade tea to the

Japanese market.

Main Topics for the Group Work Session

In the group work session, I want to explore and come to terms with our understanding of the concept of Fairtrade. Participants require to share their ideas about fairtrade and I will share the basic concept and current discussion around fairtrade with the case study in Sri Lanka. I want to discuss not just in terms of the transaction of goods but as a dynamic means of building relationships between producers, traders and consumers in a global context in this session.

Key Words

- Fairtrade
- Sustainable Trade
- Community Development
- Solidarity Economy
- SDGs

References

- 1) Fairtrade International <<https://www.fairtrade.net/about/how-fairtrade-works>>.
- 2) The International Fair Trade Charter <https://ce325540-bc7d-484f-b04a-a5cfded0ef09.filesusr.com/ugd/291e20_d0760267b37a41328b80e4df127f85cb.pdf>.
- 3) Morgan, A. (Director) & Ross, M. (Producer). (2015). The True Cost. Available at: <<https://www.youtube.com/watch?v=nxhCpLzreCw>> [Accessed 1 June 2021].
- 4) Woodman, C. (2012). Unfair Trade: The Shocking Truth Behind 'ethical' Business, Random House Business.

Preparation for the Participants

Please do research anything about fairtrade you are interested in in your hometown/home country. Participants will share what does Fairtrade mean, how Fairtrade works, and what kind of people/groups commit Fairtrade in your community at the introduction of this work session. For example, if you have fairtrade shops in your hometown, explore their mission, and list up their products dealing at their shops. If your hometown is the producer of fairtrade products, like coffee and tea, how fairtrade impact those producers, communities and trading business.

Pathway to Well-Being; Dreams, Skills and Jobs

Presenter



Bernadett Kiss, Ph.D.

Visiting researcher, Utsunomiya University

Lecturer, Lund University, Sweden

Profile

My career has followed a winding trail across a variety of landscapes, countries, disciplines and professions. While the destination has not always been clear, certain interests and values have carved my path and given me plenty of life experience. In the past 20 years, I have worked in different multicultural environments with a variety of actors in the field of communication, human resources and environmental project management. Today I am an environmental researcher, and, who knows what tomorrow brings.

Finding your ‘path’ in life is not always straightforward, sometimes you might require support along the way. In this session, we will explore personal strengths, reflect on individual preferences and see how these can offer us sustainable lifestyles in our future careers.

Current Work and Research Topics

Currently, I am on sabbatical from my position as a lecturer in environmental management and policy at the International Institute for Industrial Environmental Economics at Lund University (Sweden). I came to Japan to do full-time research on the theme of urban nature-based solutions at the School of International Studies at Utsunomiya University. As a researcher, I am interested in sustainable urban development, and more specifically how we can sustain a healthy and happy planet through having more and better-quality nature in cities. Green roofs, street trees, parks, rain gardens and city lagoons help to mitigate and adapt to climate change, enhance biodiversity and improve environmental quality, while contributing to our economic and social wellbeing. In the face of increasing environmental, economic and social pressures, cities in collaboration with a variety of urban actors, businesses, academia, NGOs and citizens are important players in transitioning toward urban sustainability.

Career Path

I have a strong interest in environmental and social issues and the forces inducing different types of changes in these fields. What helped me to develop this interest has been my life experience – and my adaptive and reflective nature throughout. My teenage years’ curiosity yielded two very different degrees: Master of Arts in Scandinavian studies and Bachelor of

Science in business management. My longing for independence in my early 20s introduced me to different jobs in the business sector. I have worked for both local and international private companies in Hungary, as an office-, communication- and human resource-manager. Later, as a human resource manager of the European Parliament in Brussels (Belgium), I was part of facilitating the accession process and the acclimatization of hundreds of new employees into the life of the European institutions. In my late 20s, I started to be interested in environmental issues, but I could not find a job without an environmental degree. Did I want to go back to school? Not really, but my growing environmental sensitivity, determination, persistence and drive for a better world guided me back to a new field of studies and to a new country. By the age of 29, there I was, with another Masters degree, this time in environmental management and policy from Lund University (Sweden). Who said that education is not important?

Education is important, but it is not everything. Identifying your preferences, knowing and using your skills, being attentive to your environment and open to opportunities are equally important. In my professional life, I consciously created opportunities to study and work with my interest, i.e. processes of change. The strong will to deepen this interest brought me an interdisciplinary doctoral degree in environmental engineering and social sciences at the International Institute for Industrial Environmental Economics (Lund, Sweden) and plenty of international experience both in my professional and private life. As a project manager, by organizing different events and facilitating stakeholder dialogues, I work for a stronger collaboration and commitment towards sustainable urban and regional development. As a researcher, I analyze different aspects of sustainable urban development, including technology- and nature-based innovations, governance dynamics and learning processes. As a lecturer, besides sustainable cities, I have been engaged with students in developing their writing skills, research methodology and thesis works. I am doing all these with a deep engagement in both the preset goals and the people involved.

Work Group Session

In this session, we will together explore our ‘nature’ through discussing our dreams, identifying skills we have and we need to attain to get closer to our dreams and investigating personal traits and preferences to see what career perspectives all these can offer. This workshop will be based on established career-coaching practices, including skill mapping, competence profile development and road planning. Participants will have the opportunity to get to know themselves better through these practices, which will be complemented with guided brainstorming, focused group discussions, individual presentations, and peer feedback sessions. “You will only get out what you put in” – my hope is that these hours spent working on yourself will bring you closer to your ‘true nature’ and thus provide you with a better understanding of what you can offer to society, what society can offer to you and how it all relates to sustainability.

Key Words

What are the key *ideals* and *dreams* that guide your life?

What are you deeply *afraid* of?

What does *sustainability* mean to you?

Reference Material

- Myers-Briggs Type Indicator: <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>
- Character strength survey: <https://www.viacharacter.org/>
- Csikszentmihalyi, M. (2002) Flow. The classic work on how to achieve happiness. London: Rider.

Reading Assignment

As a preparation for the session, I would like you

- to do a Myers-Briggs personality test:

<https://www.16personalities.com/free-personality-test>

- to do a character strength test: <https://www.viacharacter.org/>

- to read Chapter: Happiness revisited (pages 1-22) of Csikszentmihalyi (2002)

- to read Chapter: Work as Flow (pages 143-163) of Csikszentmihalyi (2002)

- to watch a short explanation on flow: <https://www.youtube.com/watch?v=8h6IMYRoCZw>

- to watch Nic Mark's talk on the happy planet index:

https://www.ted.com/talks/nic_marks_the_happy_planet_index#t-993961

- to watch Dan Gilbert's talk on happiness:

https://www.ted.com/talks/dan_gilbert_the_surprising_science_of_happiness

- to watch Carol Dweck's talk on the power of believing that you can improve:

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve

- to engage with the working material and assignments.

Advising Foreign Exporters on the Japanese Market

Presenter



Ritter N. Diaz

President of Charlie Trading & Consulting, S.A.
Representative Director of the Japan Association
for Promotion of Latin America and the Caribbean
(JAPOLAC)

Profile

After serving almost 20 years at the Embassy of Panama in Japan as an Economic Counsellor, Ritter Diaz became an international business consultant between Japan and Latin America. He also worked for the largest bank of Panama, Banco General and Panasonic Latin America. He received a BA in Political Science from the University of Wisconsin-Eau Claire, a Master Degree in International Political Economy from the Tsukuba University and an Honorary Doctor Degree from Chiba University

For his complete profile please refer to his blog: <http://sunao.co/resume/>

Current Work and Research Topics

As an International Business Consultant, I work to promote business between Japan and Latin America and the Caribbean (LAC). In this regard, I advise companies on business protocols of Japan and the countries of LAC in areas such as export/import, real estate, financial services, artificial intelligence, among others.

As Representative Director of the Japan Association for Promotion of Latin America and the Caribbean, I am working in the promotion of exchanges between Japanese and LAC universities. I am trying to encourage Japanese students to learn more about LAC region and travel to enrich their international experience. I am also advising universities to develop a cooperative model between academia and business to connect the academic and research process with the productive forces of society in a way that students are prepared and ready to engage the labor market once they finish their university studies.

I am also working to facilitate business relations between small and medium size enterprises from Japan and LAC countries. With cooperation from businesspeople of Japan and Latin America who are bilingual, we are making efforts to advise businessmen of Japan and LAC on how to operate in the market of the other.

I have written a variety of practical-oriented articles on current issues from Covid-19 to Digital Transformation to US Election to Panama's Commitment to the Reduction of

Greenhouse Gases. These articles can be found at: sunao.co

Career Path

I began my career distributing paper for printing companies in Panama City. Although it was a simple job, it helped me to develop good communication skills with people from all walks of life. I worked during the day while studying law and political science at night at the University of Panama. In the middle of my university studies, I was awarded a Fulbright Scholarship to finish my degree in Political Science at the University of Wisconsin-Eau Claire, USA. After graduating in the US, I went to work as legal assistant for the largest private bank of Panama, and later as Head of Credit and Collection for Panasonic Latin America. At the bank, I gained a great experience in making and reviewing a variety of contracts, while at Panasonic I developed important operational and managerial skills to engage in international business. I quit Panasonic to pursue a master's degree in international political economy at the University of Tsukuba, Japan, and before finishing my master course there, I was appointed Commercial Attaché at the Embassy of Panama in Japan. I served for almost 20 years at the Embassy and move up to the ladder to become Ambassador of Panama to Japan. This career path has enabled me to move to a new phase of my life as an International Business Consultant between Japan and the countries of Latin America and the Caribbean.

Outline of Work Group Session

This work group session will introduce basic information on how to help foreign exporters to introduce their products to Japan. It is designed for those who are interested in working in the international section of a trading company.

It will touch upon Japanese consumer behavior and Japanese import practices. It is based on real-life lectures to chambers of commerce and other business associations in the region of Latin America and the Caribbean (LAC), as it is very important that students learn practical skills to survive in this new challenging time.

It will also provide a brief introduction to the Japan Association for Promotion of Latin America and the Caribbean (JAPOLAC) to expand business exchanges between Japan and the countries of LAC region in six areas of importance for human development.

At the end of the workshop, students should be able to create a format to help foreign exporters to present themselves to potential business partners in Japan.

It will be conducted in a lecture format, and hopefully, in a very interactive and open manner.

Key Words

FOCUS, DEPTH, PERSEVERANCE.

List of Reference Material

Talking Points: Topic: Advising on Exports to Japanese Market. This is a **mandatory reading** for the workshop as this document will help student to follow up my lecture during the workshop.

Reading Assignment for the Participants

The three articles below are complementary reading for students to provide student information about: 1) Panama as an international business center in Latin America; 2) the importance of cultural norms in international communication; 3) and to learn about the Line 3 of Metro of Panama, which is the largest transport infrastructure project financed by Japanese International Cooperation Agency (JICA) in LAC and will use Japanese monorail technology for the first time in the Latin American region.

“Panama’s development as an international center for trade and culture in Latin America and the Caribbean-Human resources are the key”, Interview to the Ambassador of the Republic of Panama, Mr. Ritter Diaz, *The Mariners’ Digest*, Vol. 41, April 2016.

“My Experience as a Cultural Translator Between Japan and Panama”, Speech delivered to the members of the Federation for Maritime Promotion at the headquarters of Japan Shipowners’ Association on January 29, 2020.

“Line 3 of Metro: A Flagship Project for Panama and Japan”, opinion article published on November 9, 2020, in my blog sunao.co

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