



2022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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● 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”

Kazuhiko Yoshida, Ph.D.

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 School of International Studies at Utsunomiya University and other universities in Tochigi. 1940 participants (1178 from Utsunomiya University and 768 from other institutions) 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 some senior high school students, 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 2022
- 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: 2022年10月1日(土), 8日(土), 10月9日(日)
事前指導: 2022年7月20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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E-mail: kokuca@miya.jm.utsunomiya-u.ac.jp

● Schedule

INTRODUCTORY SESSION-Wednesday, July 20th

Time(JST)	Activity
18:00～18:45	Registration, Large group Session
18:45～19:30	Work Group Session

SEMINAR DAY 1 - Saturday, October 1st

Time(JST)	Activity
09:00～09:30	Registration
09:30～09:50	Opening Ceremony and Orientation
09:50～12:00	Opening Lecture Time for us to Move on!?!- Hints to Take International Action: Kazuhiro Yoshida, 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”: Gregory Wolf B “International Cooperation / Contribution”: Takeshi Komino C “International Cooperation / Contribution”: Tatsuhiro Ohkubo, Dr.Agric. D “Multicultural Societies and Japan”: Ana Sueyoshi, M.Phil. E “Environmental Governance and Multicultural Societies”: Bernadett Kiss, Ph.D. F “International Cooperation / Contribution”: Sugit Arjon, Ph.D.

SEMINAR DAY 2 - Saturday, October 8th

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

SEMINAR DAY 3 - Sunday, October 9th

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向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.

Time for us to Move On!?

— Hints to Take International Action

This opening lecture allows participants to take their time and think about how to start communication in a non-native language, provides an opportunity to rehearse in their mind building relationship with the work group lecturer and group mates, working collaboratively for the common objective and motivates them to take their international action.

Presenter



Kazuhiko YOSHIDA, Ph.D.

Director, International Career Education
Program

Professor, School of International Studies,
Utsunomiya University

Profile

Kazuhiko YOSHIDA, descendant of Emishi and Yamato from Northern Honshu, Japan, is the chairperson of the International Career Education Committee and a professor teaching general linguistics and multilingual communication at School of International Studies, Utsunomiya University. He is also a non-professional bass player. Music and dance (just like languages) always bring him joy and interesting communication issues to consider. In the mid-80s of the last century he was just a 25-year-old hopeless 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. He has been working for Utsunomiya University since 2003 after receiving a Ph.D. in linguistics, 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.

Current Work and Research Topics

At the university, he gives lectures and seminars in general linguistics, multilingual communication, Japanese as a foreign language and foreign language education in which students from different countries 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 information structure both in sentences and in discourse. In educational studies, he is carrying out surveys of successful foreign language learners and roles of language instructors. Also, he is working hard on philosophy or methodological issues of language science.

Main Activities for the Opening Lecture

The lecture discusses cases of multilingual communication and multicultural collaborative activities in international communities, based on the lecturer's own experience. Through the discussions, students will notice tips by themselves to apply for their trials and efforts in the work group session and in their real life. Also, the lecture gives an instruction on how to start to use the Workbook and explains key concepts in the book.

Keywords:

Imagination

Living a multilingual life

Living in a community

List of topics:

- What is information gap?
- Playing games in social contexts
- Adding another means of communication than the mother tongue
- Finding your role and playing it
- Changing perspectives
- Getting back to basics
- Etc.

Refernece

Nothing will be specially required, so long as you are able and ready to talk about everyday topics coherently with people who happen to be next to you in the morning session on the day 1. If you are not really self-confident, the following books (or other books of similar topics) will be helpful.

中井俊樹 (編集)(2009)『大学生のための教室英語表現 300』アルク

塚本亮 (2021)『ネイティブなら 12 歳までに覚える 80 パターンで英語が止まらない!』高橋書店

If you find it difficult to motivate yourself to communicate in English these rather small but inspiring books are highly recommended:

塩田勉(2001)『おじさん、語学する』集英社新書

竹内理(2007)『「達人」の英語学習法』草思社

Make It Up / Make It Happen : Collaboratively Creating an Original Future

Presenter



Gregory WOLF

Youth Theatre Japan

Project Manager, Teaching Artist, Songwriter

Profile

Gregory Wolf works at Youth Theatre Japan (@ytj_official), an 18-year old startup that creates new value in the areas of education and entertainment. Gregory holds a BA in theatre and East Asian Studies and has studied, written, directed, and appeared onstage in theatre productions throughout Japan and the United States. He has an artistic background in acting, directing, collaborative-theatre-making, and songwriting. While most of his life has been spent in the United States, he has lived in Japan as a child, a student, and now an adult.

Current Work and Research Topics

I currently work at Youth Theatre Japan as the project manager for an artistic and educational project called wordplay (which I helped create 2 years ago). wordplay is a magical world where the alphabet comes to life and children enjoy English, diversity, and creativity.

This year, in 40 different locations throughout Kanto, Kansai, and Chubu, nearly 1,000 children ages 7-12 will rehearse and perform the wordplay musical. As project manager for this, I collaborate with a multicultural team of illustrators, choreographers, video editors, musicians, dance teachers, English teachers, singing teachers, acting teachers, marketing professionals, merchandise sales professionals, studio managers, corporate managers, and others. Together, we aim to contribute to children's lives, to Youth Theatre Japan, and to society.

Career Path

I graduated with the highly unusual combination of the two majors of Theatre and East Asian Studies (in other words, I learned how to make art in English and how to have conversations in Japanese). Everyone, including me, had little expectation of there being any job in the world that combined these skills (it can be hard to find a job that uses even one of these skills). Yet, to the surprise of everyone, including me, I now have a job at YTJ which uses both!

Prior to Youth Theatre Japan, I worked as an assistant English teacher in junior high school

and elementary school in Kobe and, before that, spent a year volunteering with children's and youth community-based education programs in the Eastern United States (and before that I was in college).

Main Topics for Group Work Session

I believe the world can benefit from new, original, collaborative projects (doing something that has never been done before and inviting others into the process), and there are many people who would like to make such projects. I am one of these people, and I think you are too.

Perhaps you are thinking: wait! Where do I start? How do I get an original idea? Who can help me? Where will I get money? How do I know I am actually making a positive difference in the world?

Fear not. Everything in life is hard anyway, so why not aim for a noble goal and create something you love?

In this session, I will share my limited knowledge of the process of HOW TO make original and inclusive projects. We will talk about how to

1. Think collaboratively and globally
2. Search for inspiration
3. Make concrete plans

And we will not just talk; we will do. By the end, you will create your own concrete plan for your own original project in education, entertainment, art, business, or activism. You can choose whether or not to do the project on your own time after the seminar, but we will create a plan together.

I cannot wait to see your ideas!

Key Words

- Absence
- Reference
- Organic Growth
- Unity in Diversity
- Fail Faster

References

1. Applebaum, Ann, Ronald Young Jr., Jacob Weisberg, Solvable Podcast (Pushkin Industries)
2. Bogart, Ann, And Then You Act (Routledge, 2007)
3. Doerries, Bryan, The Theater of War: What Ancient Greek Tragedies Can Teach Us Today (Penguin Random House, 2015)
4. Gaiman, Neil, Speech at Bucknell Forum tech/no (2012)
5. Stella Adler Studio of Acting, Actor Warrior

6. UNESCO, Four Statements on the Race Question (1967)
7. Universal House of Justice, The, The Promise of World Peace (1985)
8. Youth Theatre Japan, Company Principles

Reading

This seminar is about YOU creating, but first let us look at some other creative people for inspiration and reference.

1. Please first read the company principles of Youth Theatre Japan (as they summarize a number of key ideas that are helpful for collaboration and creativity).
https://drive.google.com/file/d/11OyC1vOIqJlK_xQ2DzdB5M0q_DLmg06/view?usp=sharing
2. Next, please pick any two of the following four reference projects, and watch the videos or read the article. Each of them is just one example of an original and collaborative project/movement in the US, Japan, or somewhere else. Maybe we will find them inspiring.
 - a. EDUCATION PROJECT: Girls Make Games: https://youtu.be/ptqdwPuFG_E
 - b. ACTIVISM PROJECT: #EducationisnotaCrime Street Art Campaign:
https://vimeo.com/214890238?embedded=true&source=video_title&owner=47130166
 - c. ART PROJECT: Afrofuturism:
<https://www.youtube.com/watch?v=bmEShkZaxuY>
 - d. BUSINESS PROJECT: Mitaka Multi-Generational Home:
<https://note.com/mrn1224/n/ne16b1e6fdf35>

Learning from Yesterday, For 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 CWS Global in disaster risk reduction as part of Technical Unit, and emergency response in the event of a major, sudden onset disasters; and representational role in key networks in Japan and in Asia region.

My current representational roles include:

- Deputy Chairperson, 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 and Research Topics

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.youtube.com/watch?v=kkc4HH7Y3Y0>

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 Workshop

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.

Key Words

- 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 and 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).

We will ask each participant to do brief presentation at the beginning of the session – one way of getting to know each other!

Multidisciplinary Approach in Field-based Studies

Presenter



Tatsuhiro OHKUBO, Dr. Agric.

Professor, School of Agriculture,

Utsunomiya University

Profile

Ohkubo was born in Tokyo in 1959, and grew up in Tokyo, Nagoya and Kanagawa. He experienced the fun of field-based programs through Boy Scouts activities during his primary and junior high school days. He was interested in mountaineering, astronomy and plant science in high school. He chose forestry for the undergraduate study at Utsunomiya University (UU), and then undertook further study on beech forest ecology in postgraduate study (Master) in Tokyo. After appointment to the a research assistant at UU, he started overseas field-based studies in Europe, USA, and SE Asia for the short- and long-term. Recently, he has been involved in the UU overseas English program at Universiti Malaysia Sarawak (UNIMAS) as an instructor/coordinator.

Current Work and Career Path

Ohkubo is teaching the subjects of Forest Ecology, Silviculture, Forest environment (Forest soil), Forest Protection (Fire, Pest, Insect, Radioactive substance and others) and their field practicums in undergraduate and graduate programs in the Department of Forest Science, School of Agriculture, UU. He is a field-based forest ecologist. His current research interest is on "Effects of natural and anthropogenic disturbance on pattern and process of regeneration resilience in Tropical Forests of South East Asia (Sarawak/Malaysia, Northern Thailand, South China) and Temperate Deciduous Forests in East Asia (Japan, Korea)." He was a founder and former director of the Satoyama Science Center of School of Agriculture, UU. At the UN Convention of Biological Diversity COP10 in Nagoya in 2010, he worked as the Kanto-Chubu cluster co-chair of Japan Satoyama-Satoumi Assessment (JSSA) and compiled a report, Kanto-Chubu cluster; The future of Satoyama, Satoumi and Cities in Satoyama-Satoumi Ecosystems and Human Well-Being: Socio-Ecological Production Landscapes of Japan. After the nuclear power plant accidents in Fukushima in 2011, he started studies on radioactive cesium dynamics in forest ecosystems, especially focusing on resume of leaf litter origin compost production in deciduous broad leaved forests in Satoyama, Tochigi.

He studied forestry as an undergraduate, then had further studies on forest ecology in a master's program at a graduate school in Japan. After graduation he started professional

research and teaching work in academia at UU. As for his international career, he started a short-term field-based research project in Korea, Europe, and USA concerning beech forest ecology. Then he was involved in a long-term residential-type field-based research project in Sarawak, Malaysia; Chiang Mai, Thailand and Guanxi, China for the restoration and a resilience study on degraded forest areas. Through the project, he came to know about the importance of team building, project management and communication. During his sabbatical term in 2005 he had an opportunity to stay at a professional forestry school as a visiting faculty in Connecticut, North Eastern USA; together with local and foreign students from around the world, he experienced multidisciplinary approaches to solve complex issues on sustainable forest and natural resource management, and also the importance of strengthening professional communication skills for non-native speakers through active learning.

Main topics for Workshop

The aim of this session is to analyze complex issues on sustainable land use and natural resources management. Issues can be both ecosystems (biodiversity and the environment) (climate hazards, fire, animals, insects, pathogens etc.) and social (multiple value conflicts, property rights, over and under use etc). Solutions are sought through synthesis and analysis of relevant literature for field-based case studies that are of common interest for the participants with various backgrounds and disciplines. The participants will try to introduce solutions for the complex issues from each case study of projects in different area and communities. The instructor will be happy to discuss mutual interests with participants in field studies, especially considering rural and mountain region in SE and E Asia.

List of keywords

Field Science
Multidisciplinary Approach
Natural Resources Management
Rural Area Studies
Environmental Conservation
Satoyama, socio-ecological production landscape

References

Shogo Kudo, Doreen I. Allasiw, Kanako Omi, Melissa Hansen. Translocal learning approach: A new form of collective learning for sustainability, Resources, Environment and Sustainability 2 (2020) 100009

https://www.researchgate.net/publication/348377224_Translocal_learning_approach_A_new_form_of_collective_learning_for_sustainability

Other references will be posted later in Slack.

Required Reading Assignment

After checking key words and before attending the workshop, as for case studies, the participants should choose natural resource management issues and projects to solve those issues relating to local/global environmental conservation (Forestry, Agriculture, Fishery and others) in an area/a country where you are interested in, or where you are already involved in. And you should prepare answers to/ideas about the following questions.

What was the background of the issues?

What was the project about?

What lesson did you learn from the project?

What were the strengths of the project?

What were the weaknesses of the project?

What were the things you would do differently?

What were the things you can do at home?

This session will be conducted through hybrid flexible learning, combination of face-to-face and online.

Maximizing Individual Choice and Capabilities by Building Transnational Careers

Presenter



Ana SUEYOSHI, M. Phil.

Associate Professor,
School 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.

Current Work

Currently I am associate professor of Latin American Studies at the School 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 School 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 the Group Work Session

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 overlap with personal-life goals and values.

Key Words

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

References

- 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。
- Nussbaum, Martha C. (2011) *Creating Capabilities, the human development approach*, Cambridge: the Belknap Press of Harvard University Press.

Preparation for the Participants

- (1) 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.

- (2) 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.

Dreams, Skills, Jobs & Well-being

Presenter



Bernadett Kiss, Ph.D.

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 'life call' is not always straightforward, you might require support along the way. In this session, we explore personal strengths, reflect on individual preferences and see how these can contribute to career dreams, well-being and the planet's sustainability.

Current Work and Research Topics

I am a lecturer and researcher in environmental management and policy at the International Institute for Industrial Environmental Economics at Lund University (Sweden). 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. As a lecturer, I am devoted to explore together with my students how we can engage in making our daily life more sustainable.

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)
<https://drive.google.com/file/d/10SakFRj5VPpxCVnHPy7RhvvwObqRZIFw/view?usp=sharing>
- to read Chapter: Work as Flow (pages 143-163) of Csikszentmihalyi (2002)
<https://drive.google.com/file/d/13GLQiI825KIIpMjb-10jbhKDmvcZX1t1/view?usp=sharing>
- 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

Human Security Paradigm : Partnership in Non-traditional Security Issues

Presenter



Sugit ARJON, Ph.D.

Assistant Professor,
School of International Studies, Utsunomiya
University
Former Visiting Researcher
the Institute of International Relations, and Area
Studies (IIRAS), Ritsumeikan University

Profile

Sugit Arjon teaches global governance and global civil society at Utsunomiya University. Sugit specializes in democratization, state violence, security, political dynasty, and civil-military relations in the Southeast Asia region and specifically in Indonesia. His doctoral research focuses on the political dynamics in the post-conflict territory. Before working in academia, he has professional experience in high-level policymaking with the Minister of Education and Culture of Indonesia and the Executive Office of the President of the Republic of Indonesia.

Current Work and Research Topics

My class this semester introduces students to the structures, practices, norms and actors of global governance. The course examines the origins, development and challenges of global governance. Global governance is also a study filled with bilateral and multilateral agreements, apparent contradictions, unstable dynamics, and unresolved questions. Thus, the class also examines critical and specific problems such as the world's economic, political, cultural, and security dimensions.

Next semester, I will have another class which studies how social movements generate political change through several mediums such as organization, communication and mobilization. The course focuses on an introduction to civil society, social activities and ideologies. This class focuses on why specific social movements emerged and how they impact security, national ideology, policies, culture, and identity.

My current research focuses on the democratic regression in Southeast Asia and its implication for Japan. Previous studies have highlighted that democratic regression has been happening globally and impacted many nations during and post-Trump era. The decline of democracy on a global level also influences the ASEAN members. Democratic regression in Southeast Asia puts the economic system at risk and produces terrible economic outcomes. This research asks the following questions: Does democratic regression in ASEAN nations have any notable impacts on Japan? Between authoritarian and democratic leaderships in ASEAN, which leadership style best suits Japan's political and economic interests? To answer these questions, I use the similar metrics used by Kinderman (2021), who focuses on authoritarian capitalism

and its impact on business in Europe. He draws on indicators measuring civil and political liberties and corruption on the one hand and the ease of doing business, global competitiveness, and innovation on the other hand. However, my model is not limited to such metrics, and I will also look at how the ASEAN countries' bilateral and multilateral relations with Japan in business and politics.

Career Path

Before working as an Assistant Professor in Global Governance at the School of International Studies, Utsunomiya University, I was a visiting researcher at the Institute of International Relations, and Area Studies (IIRAS) at Ritsumeikan University focuses on Conflict and Peacebuilding in Southeast Asia. At the same time, I worked as a Tutor at the Faculty of Global Liberal Arts, Ritsumeikan University. I was also a research assistant at the Asia-Japan Institute (AJI), which focuses on Human Security in Southeast Asia in the Era of the ASEAN Community.

Before fully committed to academia, I had a hands-on experience in public policy when I worked at the Minister of Education and Culture office and the Executive Office of the President of Indonesia.

My responsibilities in the Minister of Education and Culture office included but were not limited to monitoring the implementation of the 2013 national curriculum, organizing workshops and discussions to review the performance of the 2013 national curriculum, assisting in organizing national training for curriculum instructors, conducting desk research on educational policy comparison of other countries, and develop a road map for the implementation of curriculum diversification.

In the Executive Office of the President, I experienced a first-hand process of evidence-based and data-driven public policy is essential in a national scope. Although it often competes with politically driven decision making. My office managed and was responsible for ensuring the implementation of strategic initiatives, both international and national, including priority activities which are of concern to the President. Some of the strategic initiatives that I worked on were the Post-2015 Development Agenda (Sustainable Development Goals / SDGs), Open Government Partnership (OGP) and Open Government Indonesia (OGI), and other multilateral negotiations related to progress in achieving national priority programs, and other strategic initiatives.

After graduated from Australia, I was also a teacher for elementary school students in a remote area of Indonesia. I also did an internship at the Indonesian Embassy in Canberra under the Political Attaché's supervision.

Outline of Work Group Session

This course aims to introduce the basic concept of human security and advance students' knowledge about collaborations and partnerships in non-traditional security issues. Students are expected to be familiar with the idea of non-traditional security, key actors, and current practice. Upon completing this course, students are expected to be familiar with the threats to human security. Grasping the knowledge in human security will help students understand what skills are needed in the field of human security. Students will understand career development in non-traditional security career paths in the process.

Key Words

- Partnership
- Diplomacy
- Security
- Communication
- Bilateral

List of Reference Material

- Bae, S., & Diaz, D. 2018, The Wax and Wane of Human Security Norms: Revisiting the Cases of Japan and Canada, *Journal of Human Security Studies*, Vol. 7 No. 2, 2018, pp.58-78.
- Axworthy, L. 2001, Human Security and Global Governance: Putting People First, *Global Governance*, Vol. 7, 2001, oo.19-23.
- Black, D. 2014, Civil Society and the Promotion of Human Security: Achievements, Limits and Prospects, *Asian Journal of Peacebuilding*, Vol. 2, No. 2, pp.169-184.

Reading Assignment for the Participants

- Please read these websites and identify the biggest human security threats to your current life.
- Describe human security threats in your country
- What kind of career do you think in the field of human security?
- What type of skills are needed in the field of human security?
- https://www.iidh.ed.cr/multic/default_12.aspx?contenidoid=ea75e2b1-9265-4296-9d8c-3391de83fb42&Portal=IIDHSeguridadEN
- https://www.jica.go.jp/jica-ri/publication/other/jrft3q0000002aps-att/Chapter_10_Working_for_Human_Security_JICAs_Experience.pdf
- <https://www.yalejournal.org/publications/putting-people-first-the-growing-influence-of-human-security>

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