



2024 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、
NPO 法人宇都宮市国際交流協会 JICA 筑波センター
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特別協力：宇都宮市創造都市研究センター

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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. 2189 participants (1389 from Utsunomiya University and 800 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 the programs which are 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, 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 2024
- 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 : 2024 年 9 月 23 日(土), 28 日(土), 29 日(日)
事前指導 : 2024 年 7 月 25 日(木) 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
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E-mail: kokuca@miya.jm.utsunomiya-u.ac.jp

● Schedule

INTRODUCTORY SESSION-Thursday, July 25th

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

SEMINAR DAY 1 - Saturday, September 21st

Time (JST)	Activity
09:00～09:30	Registration
09:30～09:50	Opening Ceremony and Orientation
09:50～12:00	Ice Breaking: Sugit ARJON, Ph.D. Opening Lecture” International Careers Re-visited and Re-examined for Generation Z”: Shunsuke KURIHARA, Ph.D.
12:00～13:00	Lunch
13:00～15:00	Panel Discussion by Lecturers
15:10～15:30	Introduction to Methods
15:50～17:50	Work Group Session A “International Business”: Ritter DIAZ B “International Cooperation / Contribution”: Takeshi KOMINO C “International Cooperation / Contribution”: Sugit ARJON, Ph.D. D “International Cooperation / Contribution”: Saki TOMITA E “Cross-cultural Understanding/Communication”: Gregory WOLF F “Cross-cultural Understanding/Communication”: Takayuki KIMURA, Ph.D.

SEMINAR DAY 2 - Saturday, September 28th

Time (JST)	Activity
08:30～08:45	Zoom Check-in and Morning Session
08:45～12:00	Work Group Session
12:00～13:00	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, September 29th

Time (JST)	Activity
08:30～10:00	Presentation Preparation
10:00～12:40	Final Presentation
12:40～13:30	Lunch
13:30～14:30	Reflection
14:30～14:40	Closing Ceremony

● 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

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.

International Careers Re-visited and Re-examined for Generation Z

What is International Career for you? This three-day seminar is for all of us to learn from the Generation Z, our students! and try to find the common arena for all of us to work together in the international field. In this session, the participant students will be engaged and committed to show and expand their eager-to-learn attitude, while the lecturers will support the process with their expertise. Prior to the workgroup sessions, the students will be able to obtain and practice the practical ways of communication and learning style at the multi-cultural environment.

Presenter



Shunsuke KURIHARA, Ph.D.

Vice-Director, International Career Education
Program
Associate Professor, School of International Studies,
Utsunomiya University

Profile

KURIHARA Shunsuke earned a Master's degree in International and Intercultural Management from the School for International Training, USA, and a PhD in International Development from Yokohama National University. His professional career in the international development field includes; Regional Planning and Program Development Advisor (2012-2014) and Rehabilitation & Development Advisor (2009-2011) in Sri Lanka, under the JICA Expert Scheme, and Project Director (2003-2008), Program Officer (2001-2008) in Sri Lanka and Project Coordinator (2000-2001) in East Timor, CARE International.

Current Work and Research Topics

At the university, he gives lectures and seminars in International Cooperation, Overseas Fieldwork and Global Management with his various experiences in the field with the governmental and non-governmental organizations. His experience with International NGOs in Southeast and South Asia contributes to the students not only about the International Cooperation, but also the Intercultural Communication as to working at the multi-cultural workplace – colleagues from various countries working together towards the world's poverty. His current research areas focus on the governance and development, poverty eradication and civil society strengthening. The central target people are the community members of the tea plantation estates in the upcountry Sri Lanka. He seeks the way of solving the issues faced by the tea plantation community such as limited access to higher education and choice of occupation as well as the poor living facilities. More than a half of tea consumed in Japan are from Sri Lanka. He looks into the best ways of connecting Japanese tea consumers and Sri Lankan tea producers for mutual understanding to solve the issues among the plantation community.

Main Activities for the Opening Lecture

The Opening Lecture directs the students to the gateway to career development. However, this gateway takes each student in the different directions. It is up to the student's interest where they are taken through the gateway, and to the work group session. Is career development going only with the student's interest? There should also be competency development as well. The session focuses on competency and career development with group discussions. The student will be ready to learn at their workgroup session by the end of the Opening Lecture.

Key words:

Career Development

Competency

Intercultural Communication

Refernece

No prerequisite reading for the Opening Lecture. However, if you are interested in the lecturer's field, international development, please refer to the following:

Edward T. Hall, "Beyond Culture" Anchor Reissue

Linda Polman, "The Crisis Caravan: What's Wrong with Humanitarian Aid?" Metropolitan Books

Mary B. Anderson, "Do No Harm: How Aid Can Support Peace - or War" Lynne Rienner

William Easterly, "The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good" Penguin Books

Advising Foreign Exporters about the Japanese Market

Presenter



Ritter DIAZ

Representative Director of the Japan Association for Promotion of Latin America and the Caribbean (JAPOLAC)/
Former Ambassador of Panama to Japan

Profile

Dr. Ritter Diaz served for almost 20 years at the Embassy of Panama in Japan as a Commercial Counsellor (1999-2014) and Ambassador (2014-2019). After exiting the diplomatic service in 2019, he became an international consultant between Japan and Latin America. He has also worked for the largest bank of Panama, Banco General as well as 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 Tsukuba University and an Honorary Doctorate from Chiba University. The complete profile can be viewed at my blog:

<https://sunao.cloud/resume/>

Current work and research topics

As an International Business Consultant, my primary focus is on fostering business relations between Japan and Latin America and the Caribbean (LAC). I provide guidance to companies regarding the business protocols of Japan and the countries within the LAC region, covering areas such as export/import, real estate, and financial services, tourism, among others.

In my role as the Representative Director of the Japan Association for Promotion of Latin America and the Caribbean, I am actively involved in promoting academic exchanges between Japanese universities and those in LAC. I strive to encourage Japanese students to explore and gain a deeper understanding of the LAC region, so that they are ready to travel and enrich their international experiences.

Additionally, I advise universities on establishing cooperative models that bridge academia and business, ensuring students are endowed with the right skills to enter and perform well in the job market upon completing their studies.

Another aspect of my work involves facilitating business relationships between small and medium-sized enterprises from Japan and LAC countries. Collaborating with bilingual business professionals from both regions, we endeavor to offer guidance to Japanese and LAC businessmen on effectively operating within each other's markets.

I regularly write informative articles on various issues ranging from COVID-19 to US elections to the geopolitics of semiconductors and the emergence of artificial intelligence. These articles can be accessed at: <https://sunao.cloud>

Career Path

My career began with a role as delivery boy distributing paper for printing companies in

Panama City. Although seemingly simple, this job played a crucial role in honing my communication skills and connecting with individuals from diverse backgrounds. Simultaneously, I pursued my studies in law and political science at the University of Panama, attending classes in the evenings while working during the day.

During my university journey, I was honored with a Fulbright scholarship that granted me the opportunity to complete my degree in Political Science at the University of Wisconsin-Eau Claire in the United States. Following graduation, I embarked on a career as a legal assistant for Panama's largest private bank. Subsequently, I assumed the position of Head of Credit and Collection at Panasonic Latin America, where I gained invaluable experience in contract drafting and review. This tenure at Panasonic also provided me with essential operational and managerial skills, equipping me for the realm of international business.

Driven by my aspirations, I made the decision to resign from Panasonic and pursue a master's degree in international political economy at the University of Tsukuba in Japan. Before completing my master's program, I was appointed as a Commercial Attaché at the Embassy of Panama in Japan, marking the beginning of my diplomatic service that spanned nearly two decades. Through hard work and determination, I climbed the ranks within the Embassy, eventually assuming the position of Ambassador of Panama to Japan, an appointment I received from the President of Panama. After a fruitful diplomatic career, I entered a new chapter of my life as an International Business Consultant, facilitating connections between Japan and countries of Latin America and the Caribbean.

Main topics for group work session

This workgroup session aims to provide essential information on assisting foreign exporters in introducing their products to Japan. It is specifically tailored for individuals interested in pursuing careers within the international division of a trading company.

The session will cover topics such as Japanese consumer behavior and import practices, drawing on real-life experiences and lectures delivered to chambers of commerce and business associations in the Latin America and Caribbean (LAC) region. Given the significance of practical skills in navigating the challenging labor landscape, the session emphasizes the importance of equipping students with real-life functional knowledge.

Additionally, an overview of the Japan Association for Promotion of Latin America and the Caribbean (JAPOLAC) will be provided, highlighting its role in fostering business exchanges between Japan and LAC countries across six key areas which are important for human development such as education, health, business facilitation, agriculture, environment and artificial intelligence.

By the end of the workshop, participants will be able to create a practical template that assists foreign exporters in effectively presenting their company and product information to potential business partners in Japan.

The session will be conducted in a lecture format, with an emphasis on fostering an interactive and open environment for meaningful discussions and exchanges of ideas.

Key words

FOCUS: Give full attention and total mental energy to any endeavor you do, avoiding distractions or unrelated elements.

DEPTH: Go deeper in your search, digging as much information as possible to make the right decision.

PERSEVERANCE: Don't give up despite the stormy weather and headwinds.

Reading Assignments

Article **“Some Tips for Exporting Food Products to Japan”**. This article is a **mandatory reading** as it will help students to follow up my lecture during the workshop. The article can be viewed at: <https://sunao.cloud/wp-content/uploads/2023/05/Some-Tips-for-Exporting-Foods-Products-to-Japan.pdf>

The following articles are complementary readings for students, providing valuable insights on various topics, based on my experience:

1. **“Panama’s development as an international center for trade and culture in Latin America and the Caribbean-Human resources are the key”**- An interview with Ambassador Ritter Diaz of the Republic of Panama. Published in The Mariners' Digest, Vol. 41, April 2016. This article delves into Panama's development as a prominent trade and cultural hub in the Latin American and Caribbean region.
<https://drive.google.com/file/d/1Bgry9FJwLGKMhQfLwnVvIZ63ywDrVLYa/view?usp=sharing>
2. **"Line 3 of Metro: A Flagship Project for Panama and Japan"**. This article sheds light on the significance of Line 3 of the Panama Metro, which represents the largest transport infrastructure project in Latin America financed by the Japanese International Cooperation Agency (JICA). The project introduces Japanese monorail technology in the Latin American region for the first time. The article was posted on November 9, 2020 and posted at: <https://sunao.cloud/wp-content/uploads/2020/11/Article-A-Flagship-Project-For-Panama-and-Japan-English.pdf>
3. **"My Experience as a Cultural Translator Between Japan and Panama"** - A speech delivered to the members of the Federation for Maritime Promotion at the Japan Shipowners' Association headquarters on January 29, 2020. The speech highlights personal experiences and insights into the importance of cultural norms in facilitating effective international communication. It can be accessed at: <https://sunao.cloud/2020/05/my-experience-as-cultural-translator/>

Innovation Management in Disaster Risk Reduction — Art of Problem Analysis for Future Leaders

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.
- Steering Committee member, 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. While disaster risks are rising rapidly due to climate change impact, the resources we have at hand is not growing as per the rising risk levels, and therefore, we need to produce more risk reduction impact with less resources. In order to do this, innovation lens is required. 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: (Japanese only)

<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（WELgree リソース部門統括）

Main topics for the workshop

This course explores a process of innovation management in disaster risk reduction field, particularly problem analysis, and see critical skills required in problem identification, search, and solution ideation. After conceptual lecture, the participants will engage in practical work. The flow of the course will be as follows:

1. The course will provide an overview of innovation management in disaster risk reduction and why it is relevant in our society.
2. We will identify and explore specific problems that still are not solved yet that leads to vulnerabilities to disasters.
3. We will explore a solution to the identified problem.

Key words

- Problem analysis
- Disaster risk reduction
- Humanitarian Innovation
- Resilience

References

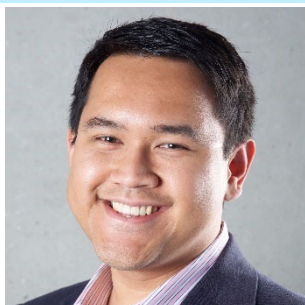
- Humanitarian Innovation Guide
<https://higuide.elrha.org/>
- 30 Innovations in Disaster Risk Reduction
<https://reliefweb.int/report/world/30-innovations-disaster-risk-reduction>

Required reading and assignment

1. Please review below videos on innovation management:
 - a. What is Social Innovation and How Do You Actually Do It
https://www.youtube.com/watch?v=7G20_sPzR4g
 - b. Working Session: Scaling up, Scaling out, Scaling deep: Innovations in Disaster Risk Reduction
<https://www.youtube.com/watch?v=DFEXtwdVNmE>
 - c. Introduction to Innovation and Problem Canvas Training
<https://vimeo.com/668125314/5264deda0e?share=copy>
2. Please identify one recent disaster event that you know, and find out at least 3 reasons that led to significant disaster damage (e.g. you could explore issues such as why certain number of people lost their lives, why there was so much economic loss, why so many people were left behind, etc.)
3. We will ask each participant to do brief presentation at the beginning of the session – one way of getting to know each other!

Exploring the Future of International Cooperation: Navigating Challenges and Seizing Opportunities

Presenter



Sugit ARJON, Ph.D.

Assistant Professor, School of International Studies,
Utsunomiya University

Profile

Sugit Arjon teaches theory of 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 political dynamics and sustainable development in post-conflict regions in Southeast Asia. My research focuses on two main sections; what are the political dynamics typically found in post-conflict areas, and how can sustainable development be achieved in those fragile areas? Many security scholars focusing on security studies tend to evaluate the impact of peace initiatives only by observing a few years after the conflict. Such a short-term perspective is not always helpful if we want to understand the deeper impact beyond superficial institutional changes. The majority of politics/security scholars observed the war in a region, but their attention shifted to other conflict areas when peace agreements were signed. Thus, on many occasions, post-conflict regions have not been studied in-depth

until today, and essential questions—such as why peace has been sustained there and what lessons can be learnt—are often largely neglected in the scholarship. To fill this academic gap, it would be essential for us to analyse the political development in post-conflict regions. My research focuses on post-conflict Southeast Asian regions such as Aceh, Indonesia, North Maluku, Indonesia, Southern Thailand, Mindanao, Philippines, and East Timor.

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, working on Conflict and Peacebuilding in Southeast Asia. At the same time, I worked as a Tutor at the Faculty of Global Liberal Arts, at 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 committing 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 firsthand 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.

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 session aims to deepen students' understanding of the future of international cooperation, focusing on its transformation, challenges, and opportunities. Through case studies and practical examples, students will explore essential skills and strategies for effective international cooperation. The discussion will highlight how these competencies are vital for their professional development and career opportunities within international cooperation pathways.

List of keywords

- Cooperation
- Diplomacy
- Leadership
- Communication
- Negotiation

A list of reference material

- Kinne, B. J., 2013, Network Dynamics and the Evolution of International Cooperation, American Political Science Review, Vol. 107, No. 4, November 2013.
<https://www.cambridge.org/core/services/aop-cambridge-core/content/view/E686C749732F836F21371BD99061331B/S0003055413000440a.pdf/div-class-title-network-dynamics-and-the-evolution-of-international-cooperation-div.pdf>
- Janus, H., Klingebiel, S. & Paulo, S., 2015, Beyond Aid: A Conceptual Perspective on the Transformation of Development Cooperation, Journal of International Development, Vol. 27, pp.155-169.
<https://onlinelibrary.wiley.com/doi/pdfdirect/10.1002/jid.3045>

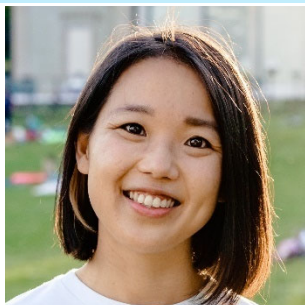
Reading assignment for the participants

- How do you think social media influences international cooperation and diplomacy today?
- Have you ever participated in a group project with people from different countries? What challenges did you face, and how did you overcome them?
- What global issues do you think need more international cooperation, and why?
- What skills do you think are important for working with people from different cultures and backgrounds?
- Can you think of a time when international cooperation led to a positive change in the world? How did it happen?
- How do you foresee the role of digital diplomacy evolving in the context of international cooperation over the next decade?
- https://www.gov-online.go.jp/eng/publicity/book/hlj/html/202311/202311_00_en.html
- <https://www.e-ir.info/2021/04/05/knowledge-diplomacy-and-the-futures-of-global-cooperation/>
- <https://www.orfonline.org/expert-speak/the-future-of-international-cooperation-in-times-of-existentialist-crises-65063>
- <https://www.youtube.com/watch?v=L7IWWFfKTwk>

Introduction to the Work of International Organizations

— from the Lens of a Mid-Career Aid Worker —

Presenter



Saki TOMITA

Expert in International aid policy

Profile

Saki Tomita is an expert in international aid and migration policy with a 10-year experience in a think-tank and international organizations. After completing both her bachelor's and master's degrees in international relations, she started her career in a Japanese think-tank specializing in public policies. At 29, she began to develop her career in international organizations, including the International Organization for Migration (United Nations' Migration Agency) and The Global Fund to Fight AIDS, Tuberculosis and Malaria (an ex-WHO health fund). She has extensive experience in policymaking, strategies, and evaluation in the international aid context. She grew up living in Japan, Algeria, Thailand, Australia, and France, and has worked in Japan and Switzerland.

Career path and current work

After completing both my bachelor's and master's degree in International Relations at University of Tokyo, I began my career as a consultant at a Japanese think tank, working for the public sector, particularly in the area of aid policies. In this position, I was mainly conducting policy evaluations and case studies to support policy development. After 4+ years, I applied for the Junior Professional Officer selection for the United Nations because I wanted to expand my experience beyond the Japanese context, and also specialize in migration which was my research interest in my master's course. In the International Organization for Migration, the migration agency in the UN, I was a policy officer in charge of the development related issues around migration. This was a time when there were a lot of work required for the SDGs and the GCM (Global Compact for Migration), and my work was to make sure that policies are coherent and aligned with each other and in relation to the international framework. I also conducted a 3 months field assignment in one of the countries with lowest income, Chad, in central Africa. After 2+ years, I then started my work in the Global Fund, an ex-UN international organization for health. Although health was outside of my expertise and health, I joined the organization in the CFO's office to work on process optimization, an important part of the any organization which allows to do our work more efficiently and with more impact. Through my career, I have developed expertise in the Evidence Based Policy Making and Results Based Management, with a thematic interest in migration. I currently work with

various organizations including the UN to support building coherent policies and efficient processes.

Main topics for the group work session

This group will provide an introduction to the work of the UN and other international organizations from the lens a staff. It will offer an overview on the ecosystem of international aid and different functions within the organizations, with a particular focus on migration and policy-making. Although as students, we do have a chance to hear about international organizations, little is known beyond what we see in the news. The aim of this group is to understand the work of an aid-worker in international organizations, to consider it practically as a career option.

We will be looking at how international organizations operate, and how the staff performs their different functions. There will be a particular focus on the policy-making work within the organization, drawing from the lecturer's own experience.

Key words

- Evidence Based Policy Making
- Results Based Management
- Global Compact for Migration

References

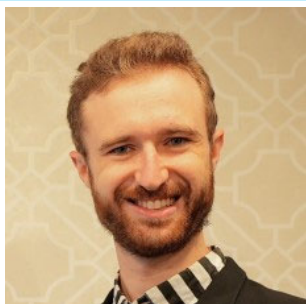
- [Better Criteria for Better Evaluation Revised Evaluation Criteria Definitions and Principles for Use OECD/DAC Network on Development Evaluation](#)
- [How can you evaluate the effectiveness of a policy?](#)
- [Capacity Development for Migration Management \(CD4MM\)](#)

Preparation for the participants

- [Better Criteria For Better Evaluation: Revised and Updated Evaluation Criteria](#)
- [A guide to Evidence Based Policy Making](#)
- [Evaluation of Assistance in the Industrial Human Resource Development Sector in Thailand](#), Third Party Evaluation Report 2016 Ministry of Foreign Affairs of Japan, February 2017 *(Only 3 page summary in the beginning)*
- [Human Resources Statistics](#)
- [Policy Brief: Labour Mobility and Skills in Response, Recovery and Post Covid-19 Pandemic](#)

Fail Faster: Project-Building with Collaboration, Creativity, and Courage

Presenter



Gregory WOLF

Theatre Company Representative,
Youth Theatre Japan

Profile

Gregory Wolf is a music and theatre teaching artist working in an international context. He is the public face of the 5,000-member group Youth Theatre Japan. As a creator, he led the development of *wordplay*, a commercially-profitable musical where children bring the alphabet to life and go on adventures learning about unity in diversity. As an educator, he has led or assisted with classes at institutions ranging from Japan Performing Arts High School to the Rikers Island Jail.

Current work and research topics

The current focus is *wordplay*—a children’s musical performed every summer by hundreds of children in multiple regions across Japan. In addition to being the main playwright, composer, and lyricist, and he also leads a team that produces the musical every summer.

Other projects include expressing Youth Theatre Japan’s educational vision and philosophy both to the company members and the world as the official theatre company representative and working alongside others as a translator for online seminars. These seminars offer young Japanese artists a unique chance to learn from instructors at world-class performing arts educational institutions in the US and UK.

Career path

Upon graduating with a BA in the unusual combination of Theatre and East Asian Studies, Gregory was given an award by CBS/Sony for future promise to contribute to positive relations between the US and Japan. After spending a year volunteering with grass-roots education projects in the US, he then came to Japan in 2018 as an English instructor in a public elementary and junior high school in Kobe.

In 2019, he began work at one of Japan’s largest youth theatre companies as a musical theatre instructor in Tokyo. He soon progressed to become project manager for both musical productions and a vocal performance contest as well as becoming the public face of the theatre company as its representative.

The success of the musical and franchise he was the main creator of lead to theatre productions ranging from Kyushu to Tokyo, as well as guest workshops with students from an international school in Shizuoka. In the future, he hopes to be able to expand the educational reach and artistic scope of his projects, as well as branching out to explore new fields.

Work group session

In this work group session, we will focus on the process of developing original project ideas in the fields of art, business, or nonprofit/activism. How can you use your skills and perspective to create something unique, helpful, and practical?

We will follow a simple 3-part method centering the idea of “failing faster”:

1. Explore the principle
2. Examine case studies
3. Create our own ideas, fail, and improve

This workshop is intended to challenge you, to gently encourage you to step outside your comfort zone, and to help you practice the abilities needed to create something new and valuable in the world. For the final presentation, you will share a proposal for your own original project in the field of art, business, or non-profit/activism.

Key words

- Absence
- Iteration
- Collaboration
- Humility
- Detachment

A list of reference material

Bayles, David. *Art and Fear: Observations on the Perils (and Rewards) of Artmaking* (Continuum Press, 1993)

Bogart, Ann, *And Then You Act* (Routledge, 2007)

Carreyrou, John. *Bad Blood: Secrets and Lies in Silicon Valley* (Knopf, 2018)

Doerries, Bryan, *The Theater of War: What Ancient Greek Tragedies Can Teach Us Today* (Penguin Random House, 2015)

Gaiman, Neil, Speech at Bucknell Forum tech/no (2012)

Giles, Sunnie, *How To Fail Faster -- And Why You Should* (Forbes, 2018)

Harford, Tim. *Cautionary Tales Podcast* (Pushkin Industries, 2019)

Lewis-Garber, Jeffrey. “Get Better Soon” *Bandcamp* (2014)

Lewis, Michael. *Judging Sam Podcast* (Pushkin Industries, 2023)

Universal House of Justice, *The Promise of World Peace* (1985)

Preparatory material

In this seminar we will examine how people build projects and how you can too. The following materials will help you prepare.

Please read/watch the following three materials on creating original projects*

1. Fail Faster - A Mantra for Creative Thinkers - Extra Credits (Extra History) - 4 min video - English

URL: <https://www.youtube.com/watch?v=rDjrOaoHz9s>

2. 5 Tips: How to grow your channel. (Sharoon) - 7 min video - English

URL: <https://www.youtube.com/watch?v=ZRJ5syWlXg8>

3. Fail Faster: Failure is the Key to Success (Gregory Wolf) - article - Japanese*

URL: <https://www.ytj.gr.jp/blog/gekidandaihyo-fail-faster>

**If you do not read Japanese, skip the third one.*

Also, please read/watch at least 2 of the following project case studies:

1. ART PROJECT CASE STUDY: Theater of War - 8 min video - English

URL: <https://vimeo.com/31158866>

2. SOCIAL IMPACT CASE STUDY: Girls Make Games - 9 min video - English

URL: <https://www.girlsmakegames.com/missionandstory>

3. BUSINESS CASE STUDY: Happy House Rokken - Article - Japanese

URL: <https://helpmanjapan.com/article/8161>

Making Mistakes in Language Learning: The First Step to an International Career

Presenter



Takayuki KIMURA, Ph.D.

Assistant Professor,
School of International Studies, Utsunomiya
University

Profile

Takayuki Kimura is an Assistant Professor of Linguistics and Second Language Research at Utsunomiya University. He conducts research on the acquisition of second languages, with a particular focus on the grammatical properties that pose challenges to learners. He has presented his findings at more than twenty international conferences to date and is currently engaged in research collaborations with faculty members from universities in the United Kingdom, China, and the United States.

Career path and research topics

I currently teach introductory courses in linguistics, applied linguistics (such as first/second language acquisition), and academic English writing at Utsunomiya University. Before joining Utsunomiya University as an Assistant Professor, I served as a post-doctoral researcher at the University of Tokyo. Additionally, I have taught linguistics and English writing courses at Atomi University, Chuo University, Komazawa Women's University, and the University of Tokyo (as a tutor).

My research has primarily centered around two key questions: i) how do learners develop their grammatical knowledge in a second language? and ii) which properties pose challenges in second language acquisition? Through my investigations, I have uncovered that certain grammatical properties in a second language prove to be exceedingly difficult for even advanced learners to acquire. Additionally, I have made notable discoveries indicating that second language learners are capable of developing their grammatical knowledge in a second language, even in the absence of explicit instruction on the relevant properties.

In my recent projects, where I am collaborating with my students, we are investigating the role of genetically endowed language capacity and the (limited) influence of the first language. Our focus is on examining various linguistic phenomena, including wh-questions, passives, countable and uncountable nouns (e.g., table-s vs. furniture*-s), psychological adjectives (e.g., bored vs. boring), verbal inflections (e.g., -s, -ed), and more. Additionally, I am involved in a collaborative project titled "Semi-Artificial Language Acquisition" with professors from the University of Cambridge and Chuo University. Through these diverse projects, my goal is to gain insights into the process of second language development and

explore its limitations.

Main topics for the group work session

The purpose of this session is to help students overcome psychological barriers to communicating in a second language. We will achieve this through discussions on second language learning. It is essential to recognize that many people around the world speak English as a second language, just like us. Consequently, they also encounter challenges in learning English. Throughout this session, students will explore both the positive and negative aspects of second language learning. By engaging in discussions and activities, students will have the opportunity to reflect on the topic based on the lecture and their own experiences, fostering English communication. Students are encouraged to actively participate in discussions. Our goal is for participants to develop increased confidence and comfort in actively communicating in a second language by the end of this workshop.

Key words

- Second Language
- Communication
- Language Learning

References

Lightbown, P. & Spada, N. 2013. *How Languages are Learned*. Oxford University Press.

Reading assignment for the participants

- website
<https://www.sk.com.br/sk-krash-english.html>
- video
<https://www.youtube.com/watch?v=G2XBIkHW954>
- articles (in Japanese)
https://atomi.repo.nii.ac.jp/?action=repository_action_common_download&item_id=3603&item_no=1&attribute_id=21&file_no=1
<https://opac.tenri-u.ac.jp/opac/repository/metadata/3799/GIK004102.pdf>

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