



2025 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  
協 賛：（公財）あしぎん国際交流財団  
特別協力：宇都宮市創造都市研究センター

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(敬称略)

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## ● Aim & Rules

Each participant in International Education Seminar should abide by the following rules 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 are 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. 2327 participants (1497 from Utsunomiya University and 830 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 2025
- 2) テ ー マ : Globalization and Glocalization
- 3) 日 程 : 事前指導 : 2025 年 7 月 24 日(木) 18:00-19:30  
セミナー : 2025 年 9 月 20 日(土), 27 日(土), 28 日(日)
- 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 : 国際キャリア教育プログラム事務局  
宇都宮大学峰キャンパス事務部国際学部係 (5 号館 C 棟 1 階) 内  
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## ● Schedule

### INTRODUCTORY SESSION-Thursday, July 24<sup>th</sup>

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

### SEMINAR DAY 1 - Saturday, September 20<sup>th</sup>

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”: Motoko ODACHI, Ph.D. D “Gender and Economics”: Li YAJIAO, Ph.D. E “Cross-cultural Understanding/Communication”: Takayuki KIMURA, Ph.D. F “International Business”: John CAIRNS

### SEMINAR DAY 2 - Saturday, September 27<sup>th</sup>

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 28<sup>th</sup>

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

## 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<sup>1</sup>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。

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<sup>1</sup> 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 School 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.

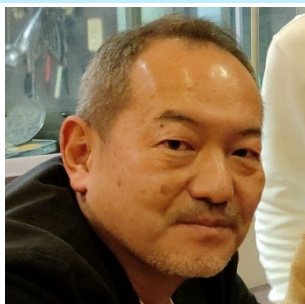
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<sup>1</sup> Transgender is the state of one's gender identity or gender expression not matching one's assigned sex. Some transgender individuals are living or wishing to live with his/her transformed sex identity.

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

What is an 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 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 in a 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 & 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/>

## Disaster Risk Reduction in the Era of Climate Change

### 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:

- Chairperson, Executive Committee member, leader in innovation hub, Asian Disaster Reduction and Response Network (ADRRN): 2014-current.
- Advisory Group member, IRDR ICoE-Coherence (International Center of Excellence for Coherence among Disaster Risk Reduction, Climate Change Adaptation, and Sustainable Development)
- 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.

### 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:

<https://www.youtube.com/watch?v=kkc4HH7Y3Y0> (Japanese only)

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（元 WELgree リソース部門統括）

<https://www.youtube.com/watch?v=J8hFeefAFIw> (English only)

Virtual Walk Talk Listen with Takeshi Komino (episode 61)

### Main topics for the workshop

This course explores an importance of disaster risk reduction in the era of climate change, and see critical skills required in assessing vulnerability and capacity to plan concrete measures for risk reduction, with specific project case study. 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 disaster risk reduction and why it is relevant in this era of climate change
2. We will identify learn how vulnerability and capacity can influence the disaster risk outcome.
3. We will explore an idea that reduces vulnerability and increases capacity to reduce disaster risks.

### Key words

- Problem analysis
- Disaster risk reduction
- Climate Change Adaptation
- Resilience

### References

- Fleeing Climate Change (DW documentary)  
[https://www.youtube.com/watch?v=cl4Uv9\\_7KJE](https://www.youtube.com/watch?v=cl4Uv9_7KJE)
- 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](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>
- CLIP Innovations – Locally Led Solutions for Disaster Resilience and Climate Action  
<https://www.youtube.com/watch?v=IOfhwesJItg>

### Required reading and assignment

1. After reviewing resources above, please identify one recent climate-induced disaster event that you know, and find out at least 3 reasons that led to significant disaster

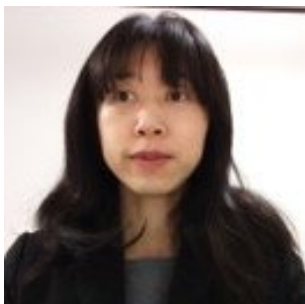


damage (e.g. you could explore issues such as why certain number of people lost their lives, why there was so much economic loss, why so many people were left behind, etc.)

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

## Promoting Gender Equality and Social Inclusion in International Humanitarian Assistance

### Presenter



**Motoko ODACHI, Ph.D.**

Program Officer, ADRA Japan

### Profile

Motoko Odachi presently works as a Program Officer for ADRA Japan. She has worked in the international cooperation sector for over 25 years, managing humanitarian development assistance projects in countries such as Cambodia, Laos, Pakistan, and Ukraine. Her recent work involves gender mainstreaming and Protection from Sexual Exploitation, Abuse, and Harassment (PSEAH) in the international aid sector. She earned an M.A. in Gender, Violence and Conflict from the University of Sussex, UK, and a Ph.D. in International Studies from Utsunomiya University, Japan.

### Current work and research topics

My main duties in the current post include the management and coordination of humanitarian and development projects in Ukraine, Ethiopia, Zimbabwe, and other countries in Asia and Africa. I also conduct training of PSEA to humanitarian and development workers, medical professionals, and consultants, so that they understand the importance of protecting vulnerable people from sexual violence and promoting their human rights. My research interest is promoting gender equality and social inclusion in humanitarian assistance through working with grassroots organizations.

### Career path

I have been working in the international aid sector for over 25 years. It was because I had an interest in working in the social sector since I was a high school student. After entering university, I started working for Non-Governmental Organizations (NGOs) for translation, organizing events, or fundraising. For example, I used to assist foreign women who were survivors of sexual violence by accompanying them to their hospital visits. I also worked for an anti-nuclear organization to organize a peace march in Tahiti to protest French nuclear testing. Based on such working experience during my university days, I developed a strong interest in working in the NGO sector to engage in humanitarian and development work.

In addition, my interest in finding solutions to improve humanitarian assistance work became stronger after working in different countries, such as Cambodia, Laos, Syrian refugee

communities in Jordan, and Pakistan. For learning better ways to assist vulnerable people, I studied gender-based violence prevention in an M.A. course in UK. Also, I researched the progress and challenges of policies concerning the prevention of sexual exploitation and abuse in the international aid sector in my Ph.D. thesis.

### **Outline of work group session**

In recent years, a greater number of socially vulnerable populations, including women, children, elderly people, and people with disabilities (PWDs) suffered from natural disasters, war, and poverty. Since protection of vulnerable people is one of the most important responsibilities of humanitarian aid organizations, this course will provide students with the knowledge and skills to ensure protection, gender equality, and social inclusion in humanitarian assistance programs. The tentative structure of the course will be as follows:

1. Introductory session on humanitarian assistance, protection, gender equality, and social inclusion.
2. Analysis of the needs of the people affected by humanitarian crises from the perspective of protection, gender equality, and social inclusion.
3. Discussion on the difficulties and potential risks faced by vulnerable people in humanitarian crises.
4. Discussion on solutions for promoting protection, gender equality, and social inclusion in humanitarian assistance.

### **List of keywords**

- Humanitarian assistance
- Protection
- Gender Equality
- Social Inclusion
- Empowerment

### **A list of reference material**

- Handicap International, Humanity and Inclusion, Disability Reference Group (2024). The Good and Promising Practices 2023, [https://disabilityreferencegroup.org/wp-content/uploads/2025/01/02%20Graphic%20Report\\_DRG%20Good\\_Practices\\_incl\\_humanitarian\\_action\\_2024.PDF](https://disabilityreferencegroup.org/wp-content/uploads/2025/01/02%20Graphic%20Report_DRG%20Good_Practices_incl_humanitarian_action_2024.PDF)
- UNICEF (2023) Enhancing Gender in Humanitarian Response, <https://www.unicef.org/rosa/media/2481/file/EnhancingGenderinHumanitarianResponse.pdf>
- JANIC Promoting Gender Equality Working Group (2022) Gender Mainstreaming Guidelines, pp.35-38. <https://www.mofa.go.jp/mofaj/gaiko/oda/files/100489426.pdf>

### Required Reading and Assignment

1. Please review the two videos below and write your comments on each video. (About a half page for one video)
  - ① AWANI Tonight: Children at risk of disease, trauma after Myanmar quake – UNICEF  
<https://www.youtube.com/watch?v=BhfsHMmeNL4>
  - ② Life of people with disabilities in war conditions  
<https://www.youtube.com/watch?v=DrQjhKmshPg>
2. Please choose one country of your interest that faces humanitarian crises and write about the conditions of women, children, elderly people, and PWDs in the chosen country. (About half a page)
3. Each participant will share the comments on the videos and explain the conditions of women, children, elderly people, and PWDs in the chosen country in the first day of the session.

## Understanding of the Labor Market from Gender Approach

### Presenter



**Li YAJIAO, Ph.D.**

Assistant Professor,  
School of International Studies,  
Utsunomiya University

### Profile

I am engaged in education and research at the School of International Studies, the University of Utsunomiya. My research interests include gender and politics-economy, mainly in the Chinese context. I have been working on several projects examining women's economic rights in developing countries, including how China's capital accumulation cooperates with patriarchy in the land development and leads to economic disparity and gender gap, and how middle-class women are involved in debt among the financialization in China.

### Career path and current work

I began my studies in Japan in 2009. During my time as a student, I took advantage of school vacations to participate in internships. For example, a new media organization that amplifies the voices of Chinese women, and UNFPA Tokyo Office.

Before working as an Assistant Professor in gender and politics-economy at the School of International Studies, the University of Utsunomiya, I was an International Fellow of JSPS at the Institute of Social Science, the University of Tokyo, working on the development of China's private financial institutions and women in debts. I was also a research fellow at University of Ochanomizu.

### Main topics for the group work session

This group will provide an accessible introduction to the long-standing issues of occupational segregation and gender wage gaps. Why do these disparities persist across different societies and economies? The course is designed to help students gain a basic understanding of the labor market by exploring gender inequality in the workplace through both mainstream and feminist economic perspectives, in a way that is easy to follow and open to those without a background in economics.

The course will also examine how both paid and unpaid work are vital to the functioning of the capitalist economy. Women's disproportionate responsibility for unpaid labor is a key factor in their social and economic subordination, including their status within paid employment.

Through case studies and group discussions, students will reflect on what kinds of labor policies and institutional reforms might promote gender equality and come to understand the basic mechanisms and gendered structures underlying labor markets.

### Key words

- Gender equality
- Unpaid work
- Labor market structures

### References

- LSE event, “Inequality, matters: austerity policies, gender and race “, with Stephanie Seguino, Saphieh Ashtiany and Diane Negra, Chaired by Alan Manning (1hr 31 min.).  
<https://www.youtube.com/watch?v=plXuPVbquvQ>
- The ILO’s Short video “What is keeping us from closing the gender gap?”(3 min.)  
<https://www.ilo.org/resource/what-keeping-us-closing-gender-gap>
- The Institute for New Economic Thinking’s interview with Stephanie Seguino, “Women Foot the Bill for Economic Growth, Parity Requires Social Investment” (7 min.)  
<https://www.ineteconomics.org/perspectives/videos/women-foot-the-bill-for-economic-growth-parity-requires-social-investment>

### Reading assignments for the participants

- Chapter 1 The Labor Lens, Women and Work: Feminism, Labor, Social Reproduction, Susan Ferguson, Pluto Press, 2020.  
<https://drive.google.com/file/d/1W4lB0DhXf7Ywgu2cAe4FIM8TtyoY5mO3/view?usp=sharing>
- Chapter 7 Labour Market Inequalities, Feminist Political Economy: A Global Perspective, Sara Cantillon, Odile Mackett, Sara Stevano, Agenda Pub, 2023.  
<https://drive.google.com/file/d/1fZPEf30xnCpoyQLttCAs5zfDSwiBXd8c/view?usp=sharing>

## 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 Acquisition
- Communication
- Language Learning

### **References**

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

(For Japanese speakers)

白畑知彦（編）. 2004. 『英語習得の「常識」「非常識」』. 大修館書店.

### **Reading assignment for the participants**

- An online article written in English:  
<https://www.nationalgeographic.com/science/article/second-language-learning-adult-benefits>
- An article written in Japanese:  
<https://chuo-u.repo.nii.ac.jp/records/13291>



## Moving Targets: Indie vs. Commercial Filmmaking in a Fast-Changing World

### Presenter



**John CAIRNS**

Representative Director,  
LANTIS KK

### Profile

#### **John Cairns – International Creator & Cross-Cultural Storyteller**

John Cairns is a Tokyo-based filmmaker, writer, and creative director with a passion for telling human-centered stories that cross borders—both culturally and creatively. With a career spanning independent cinema, global advertising, and cutting-edge interactive media, John brings a truly international perspective to storytelling in the digital age.

Born in the U.S., John studied writing and film at the University of Iowa and the Sorbonne, before earning his MFA in filmmaking from Syracuse University. His creative journey eventually led him to Japan, where he built a career at the intersection of East and West. He is the founder of Lantis KK, a boutique Tokyo-based creative studio that develops everything from cinematic narratives to branded content for global audiences.

John's independent films have screened at top genre festivals like Fantasia (Canada) and BIFAN (South Korea), gaining a following for their bold themes and experimental flair. Beyond filmmaking, he has collaborated with international teams on commercials, VR experiences, and music videos, always seeking to bridge artistic vision with cross-cultural understanding.

A passionate educator and mentor, John has taught film and creative media at institutions including Tokyo Film Center, Digital Hollywood, and led narrative editing workshops for YouTube's creator programs. He is especially committed to helping young creators navigate the challenges and opportunities of working across languages, cultures, and industries.

### **Current work and creative focus**

At our Tokyo-based creative studio, we develop a wide range of content, including films, games, VR experiences, and interactive media for both commercial clients and our own independent projects. The goal is to explore new forms of storytelling across different platforms while balancing creativity, purpose, and real-world application.

Smaller creative projects, especially those made outside of the big commercial systems, can often bring fresh ideas, new styles, and different cultural perspectives. These kinds of works might not have huge budgets, but they can still make a big impact and help shift how people think about stories and media. We believe that through international collaboration and open-minded teamwork, it's possible to create content that connects across borders and backgrounds.

### **Career path**

My creative path began in the United States, where I studied writing and film at the University of Iowa, followed by further studies in critical theory and cinema at the Paris Center for Critical Studies. After joining the JET Program as an ALT in Aomori, Japan, I continued my Japanese language studies at the University of Maryland. I later completed an MFA in Film Production at Syracuse University, building a strong foundation in visual storytelling and creative production.

Early in my career, I spent two years in Israel as a volunteer and occasionally worked on film and television sets, gaining hands-on experience and a deeper appreciation for the power of cross-cultural storytelling.

In Japan, I led Monolith Communications, an APAC-based company specializing in live online broadcast events and content production for corporate clients. After selling Monolith, I shifted focus toward more creative ventures and founded Lantis KK, a boutique Tokyo-based studio. At Lantis, we develop narrative content across film, advertising, games, and interactive media, combining artistic exploration with strategic communication

### **Outline of work group session**

This hands-on film workshop introduces participants to the exciting (and sometimes chaotic) world of filmmaking. Through real-world examples and creative group activities, we'll explore the key differences between independent and commercial films, two paths that require very different approaches, skill sets, and expectations for success. Understanding this distinction early is crucial, as the creative process, funding models, and routes to fulfillment for each are fundamentally different. Participants will choose to develop one idea for one type of film and plan how to bring them to life, from concept to audience. This session is practical, creative, and open to students of all backgrounds.

### **Key words**

- Logline
- Pitch Deck
- Target Audience
- Creative Control
- Distribution

### **A list of reference material**

<https://hopeforfilm.com/>

## Reading assignment for the participants

<https://www.storydoc.com/blog/how-to-make-a-film-pitch-deck>

As many of the participants have seen commercial films, I would like them to find and view an independent film of their choice. Here are some suggestions if they can find them but any independent film is okay.

Frozen River ([https://en.wikipedia.org/wiki/Frozen\\_River](https://en.wikipedia.org/wiki/Frozen_River))

One Cut of the Dead ([https://en.wikipedia.org/wiki/One\\_Cut\\_of\\_the\\_Dead](https://en.wikipedia.org/wiki/One_Cut_of_the_Dead))

Fish Tank ([https://en.wikipedia.org/wiki/Fish\\_Tank\\_\(film\)](https://en.wikipedia.org/wiki/Fish_Tank_(film)))

Tangerine ([https://en.wikipedia.org/wiki/Tangerine\\_\(film\)](https://en.wikipedia.org/wiki/Tangerine_(film)))

The Babadook ([https://en.wikipedia.org/wiki/The\\_Babadook](https://en.wikipedia.org/wiki/The_Babadook))

Plan 75 ([https://en.wikipedia.org/wiki/Plan\\_75](https://en.wikipedia.org/wiki/Plan_75))

Circle Line ([https://en.wikipedia.org/wiki/Circle\\_Line\\_\(film\)](https://en.wikipedia.org/wiki/Circle_Line_(film)))

The Medium ([https://en.wikipedia.org/wiki/The\\_Medium\\_\(2021\\_film\)](https://en.wikipedia.org/wiki/The_Medium_(2021_film)))

The Long Walk ([https://en.wikipedia.org/wiki/The\\_Long\\_Walk\\_\(2019\\_film\)](https://en.wikipedia.org/wiki/The_Long_Walk_(2019_film)))

## Handouts for Participants

- Film Pitch Development Checklist

[https://drive.google.com/file/d/1a-](https://drive.google.com/file/d/1a-k_1TaWvNz_1NoCmRmLMRgjbpCteZGP/view?usp=sharing)

[k\\_1TaWvNz\\_1NoCmRmLMRgjbpCteZGP/view?usp=sharing](https://drive.google.com/file/d/1a-k_1TaWvNz_1NoCmRmLMRgjbpCteZGP/view?usp=sharing)

Please scan the QR code to download the teaching materials.



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