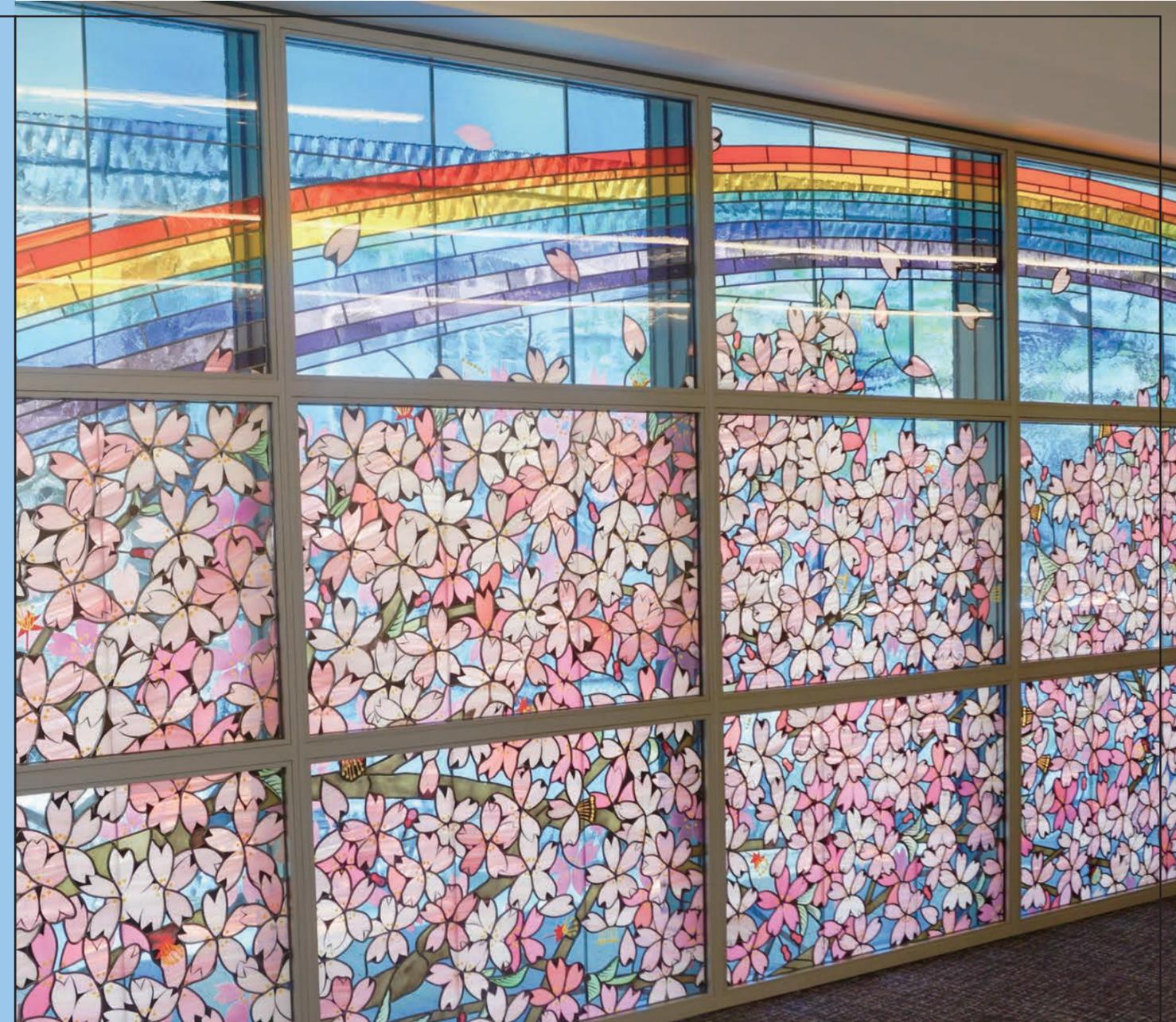


EDI Program for Global Leaders

In 2022, Ochanomizu University was selected by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for its “Inter-University Exchange Project” and launched the EDI Program for Global Leaders. This program fosters global leaders with EDI through six months of studying in Japan from a partner university in the UK, Australia, Canada, or the U.S. as well as an internship in English.

※ Refer to https://www.mext.go.jp/a_menu/koutou/kaikaku/sekaitenkai/

EDI Program for Global Leaders



FY2024 FINAL REPORT

EDI Program for Global Leaders

FY2024 FINAL REPORT

Ochanomizu University

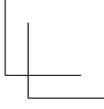
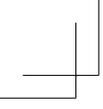
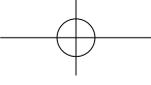
Center for International Education
EDI Project Office



Student Service Building 3F
2-1-1 Otsuka, Bunkyo-ku, Tokyo 112-8610
E-mail: ocha-edi@cc.ocha.ac.jp



Ochanomizu University



Report of EDI Program

Center for International Education



Ochanomizu University

March 2025

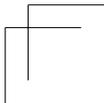
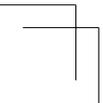
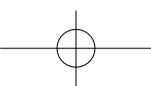


Table of Contents

① Overview of the EDI Program

② Report of International Student Symposium

1, S. Yano	Ochanomizu University, JAPAN
2, A. Fukui	Ochanomizu University, JAPAN
3, M. Ishikawa	Ochanomizu University, JAPAN
4, K. Fujita	Ochanomizu University, JAPAN
5, Y. Sano	Ochanomizu University, JAPAN
6, M. Inatani	Ochanomizu University, JAPAN
7, N. Ietaka	Ochanomizu University, JAPAN

③ Report of Short-Term Internship Presentation

8, A. Sato	Ochanomizu University, JAPAN
------------	------------------------------

(Presentation made with M. Rabanaque, Ochanomizu University, JAPAN)

9, A. Maita	Ochanomizu University, JAPAN
-------------	------------------------------

(Presentation made with A. Kern, Strasbourg University, FRANCE)

10, A. Yoshino Ochanomizu University, JAPAN

(Presentation made with S. Mikasa, Ochanomizu University, JAPAN)

11, R. Ikeda Ochanomizu University, JAPAN

(Presentation made with S. Wu. Vassar College, U.S.)

12, H. Chisaka Ochanomizu University, JAPAN

(Presentation made with L. Li, Beijing Foreign Studies University, CHINA)

④Report of Long-Term Internship Presentation

13, R. Nagao Ochanomizu University, JAPAN

Overview of the EDI Program

1. Introduction and Purpose of the Program

As a women's university with the longest history in Japan and Asia, Ochanomizu University has played a pioneering role in leading the academic world in Japan and Asia from a gender perspective and in fostering women leaders. With Ochanomizu University taking the lead in the East and representing the position of women and other minorities, and in cooperation with partner universities in the UK, Australia, Canada, and the U.S., we launched this women's university-based EDI program with the aim of developing global leaders with practical EDI qualities. EDI stands for Equality, Diversity, Inclusion. The EDI Program is an interdisciplinary curriculum that aims to develop global leaders who understand equity, diversity, and inclusion of people of various backgrounds from a practical academic perspective through courses that include internships.

The EDI (Equity, Diversity, and Inclusion) program aims to develop global leaders who can demonstrate leadership in a changing international society and contribute to the realization of a sustainable society. In order to achieve this goal, it is necessary to cultivate the three skills: Comprehension. Communication. Collaboration. These skills are essential when considering solutions to global issues, and to develop individuals who can overcome the barriers of gender, and individuals who can design their own careers. The University Charter states that the university "is a place for all women with a desire to learn to realize their dreams with sincerity," and that the university "actively promotes human and cultural exchange in research and education with overseas countries, widely expands its activities, and demonstrates its unique presence in the international community." To realize this, the university fosters individuals who can achieve their dreams, lead the international community with Ochanomizu University as their base, and demonstrate leadership.

This program is cooperating with three overseas universities, University of East Anglia in the UK, University of Technology Sydney in Australia, and Western University in Canada, to send and accept students respectively. Students take courses in "intercultural understanding," "society and culture," and "leadership" from different perspectives at the partner universities.

2. Details of the Program

In this program, students participated in a summer program from July to August 2024 and a global internship from August to September. From October to December, students took a group of EDI eligible courses offered at our university, and in January 2025, they hosted an international student symposium. The details of each program will be explained below.

2.1 Summer Program

Summer Program provides intensive courses in summer for students of partner universities from both domestic and overseas, as well as students of Ochanomizu University and Graduate School. All classes are multi-cultural, aiming for students' career development and promotion of international exchanges.

EDI program participants took a lecture "Gender, Globalization, and Diversity in Contemporary Japan" and project work class. They also had opportunities to join various cultural and exchange events at off-lecture times such as "Kyogen Workshop", "Kimono Workshop" and "Kawagoe Day Trip".

2.2 Global Internship

The purpose of this program is to provide students with real work experience and practical exposure, enabling them to reflect on how the specialized knowledge acquired at university is applied in the workplace and to contemplate both problems and potential improvements. Through hands-on learning, students are expected to deepen their understanding of their own aptitude, develop manners and a sense of responsibility as professionals, and apply these skills in their career choices after graduation. In preparation, students learn about workplace etiquette and various considerations in job performance, conduct industry research, and engage in fieldwork related to practical aspects. Following this, all students participate in approximately two weeks of internship.

2.3 Fall Semester

The program consists of Area Specific Courses. Students are required to take at least one course from each group (I-V).

Internship Courses

- Global Internship I (2 credits)
Internship at global companies, Embassy, NPOs, and/or NGOs in Tokyo
- Global Internship II (2 credits)
Internship involved in English education at our affiliated elementary school

Gender Courses

- Technology & Gender (2 credits)
- Comparative Women's Studies (2 credits)
- Advanced Lecture in English Literature IV (2 credits)
- Lecture on Anglophone Literature and Culture III (2 credits)
- Family Resource Management (2 credits)
- Summer Program in English I - III (Gender Theory) (2 credits)

Global 3C Courses

- Culture and Human Relations I (2 credits)
- Peace Building I (2 credits)
- Globalization and Labor I (2 credits)
- Cultural Transformations I (2 credits)
- Regional Development I (2 credits)
- Language Education in Globalizing World I (2 credits)

Career Design Courses

- Practical for Global Leadership I (2 credits)
- Personal Branding (2 credits)
- Facilitation (2 credits)
- Summer Program in English IV-VI (2 credits)

Japanese Language Courses

- Comprehensive Japanese I (2 credits)
- Comprehensive Japanese II (2 credits)
- Seminar: Japanese Culture I B (2 credits)

2.4 International Student Symposium

The EDI Program holds an international student symposium as a final report to review their study abroad experiences, global internship, summer program in the program. Especially students reflect on their studies about EDI (Equity, Diversity, Inclusion) at their study abroad destination universities, and discuss cross-cultural exchange and cultural diversity. There is a Q&A session after the students' presentation to provide an opportunity for the students to ask questions and discuss each other's presentation. The symposium is publicized widely both inside and outside the university, and participation by overseas partner universities, other

domestic universities, and internship host companies is invited, and students' presentation is published as the EDI program report.

3. Evaluations of the EDI Program

The EDI Program was evaluated by conducting three kinds of self-evaluation questionnaires before and after the program regarding Value Rubric (Intercultural Knowledge and Competence), leadership and employability. By comparing the results of the self-evaluation questionnaires and understanding how students' evaluations have changed before and after the EDI Program, the achievements of the program were evaluated (as described in detail later in this report). The respondents of the self-evaluation questionnaires were the 8 students from Ochanomizu University for the VALUE rubric and leadership questionnaires. The respondents of the self-evaluation questionnaire of Employability were those who participated in the Global Internship Program, including the 8 international students and 10 Japanese students from Ochanomizu University. The three kinds of the self-evaluation questionnaires are indicated in the following sections.

3.1 VALUE rubric : Intercultural Knowledge and Competence

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 16 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success. Intercultural Knowledge and Competence is “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.” (Bennett, J. M. [2008]. *Transformative training: Designing programs for culture learning*. In M. A. Moodian [Ed.], *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations* [pp. 95-110]. Sage.)

3.2 Leadership

The Leadership Assessment Index was developed in 2020 by Ochanomizu University's Institute for Global Leadership. This development process involved collecting and organizing various theoretical models of leadership from around the world as well as competency criteria and indicators for evaluating the results of leadership training. Understanding leadership as "the ability to motivate people and organizations through skills for cooperation," indexes created for the purpose of developing women leaders were referred to. When designing the questions, special attentions were paid to use the phrases that allow students to intuitively understand the meaning. Of the 25 questions, the first 19 (regarding the abilities needed to display leadership in general) were those used internationally as the evaluation criteria, while questions 20 to 25 were created and added in relation to gender, diversity, inclusion, and career development for women. To test the validity of the indicators, a basic component analysis were performed using the results for the 25 questions.

3.3 Employability

The Employability Worksheet is developed to help people who may lack the confidence to work at a full-time job or to describe their own strengths, allowing them to reflect on their experiences and discover which of their abilities are needed to succeed when working at a company so that they can make themselves more appealing to employers. The abilities and characteristics listed as the Basic Employment Skills are described below;

- Professional awareness (sense of responsibility, ambition and inquisitiveness, and positive attitude toward work)
- Taking action: ability to keep advancing without giving up (initiative, encouragement for others, and ability to take actions)
- Thinking thoroughly: ability to question and consider thoroughly (ability to find problems, planning, creativity)
- Teamwork: ability to work together in a diversified group of people to achieve goals (communication, listening, flexibility, understanding the situation, discipline, stress-control)



【キックオフシンポジウム Kick-off Symposium 2023.03.24-25】



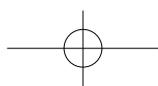
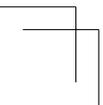
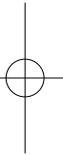
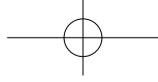
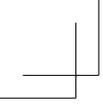
【サマープログラム浴衣体験&浅草ツアー
Japanese Culture Event “Yukata” & Asakusa Tour 2024.07.30】



【グローバルインターンシップ成果報告 Global Internship Presentations 2024.11.14】



【学生主催国際シンポジウム International Student Symposium 2025.01.22】



Reflection on the EDI program

S. Yano (Ochanomizu University, JAPAN)

1. Introduction

I was selected as the second-year student in the EDI program and participated in the program for about a year and a half from summer 2023 to winter 2025. The EDI program, which began in 2022, aims to develop global leaders who embrace equity, diversity, and inclusion, and provides practical learning opportunities such as global internships and study abroad. I would like to present my thoughts by reflecting on why I applied for this program and my experiences from before to after my study abroad.

2. Reasons for application

There were three main reasons for applying to the EDI program: 1) to study at the Faculty of International Development, 2) to be exposed to the diversity of the UK and Europe, and 3) to improve my qualifications as an international human resource.

Ever since I was a child, I have been interested in solving global problems such as poverty, conflicts, climate change, etc. This desire did not change even after I entered Ochanomizu university, and while studying international cooperation and gender studies, I wanted to acquire the knowledge and skills to play a role as an actor.

The University of East Anglia in Norwich, the UK, where I studied this time, has an extremely high reputation for international development studies, and I thought that this would add a new perspective and motivation to my university studies and the future. Furthermore, the UK has a very diverse population due to its colonial history and the acceptance of immigrants and refugees. Having studied abroad in Australia as a high school student, I felt that there was value in learning about internal diversity, such as values and ways of thinking, in a local setting. As I mentioned earlier, the EDI program aims to "cultivate global leaders" and "provide a deeper understanding of EDI (Equity, Diversity, Inclusion)," so I thought that by participating in this program I would be able to have a purpose and do something that was meaningful to me.

3. Before studying abroad

Before studying abroad, I participated in a global internship and took classes related to EDI with the first-year of international students. Not only was I able to put myself in an environment where I could use English while still in Japan, but it was also a period in which I was able to become aware of my strengths and weaknesses and feel that my thinking skill and leadership skill had improved. It was my first internship in particular, and it left a strong impression on me.

3.1 Global Internship

I did an internship in the Global Business Strategy Office of Mynavi Corporation. Together with my partner, an international student from Australia, I spent about two weeks learning about Mynavi's

operations and the basics of business. In addition, my partner and I worked with Gubbe, a startup that provides home care services in Finland, to analyze and propose solutions to the declining birthrate and aging population in Japan and Finland, and the trend of young people moving away from caregiving and welfare.

We had many meetings every day, and in between we researched the causes of the declining birthrate and issues in the welfare industry. During this period, we learned a lot of new knowledge, and I worked hard every day because I was not used to the business world. However, I was motivated to give a good presentation at the end with my partner, and I was confident in my communication skills and proactiveness, and my partner had excellent analytical and organizational skills, so we were able to create very good teamwork. Above all, the employees at Mynavi and Gubbe who welcomed us enthusiastically supported us.

At the end of every day, we had time to reflect on the day, and when we didn't understand something, we always asked, "I want to clarify that~" and learned not to leave things we didn't understand unanswered. In particular, Gubbe is a company in Finland, and there are naturally differences in culture and values. Meetings are punctual and not a single minute is wasted. We learned that it is important to have an attitude of learning from each other and to show sincerity, which may seem obvious but is very important.

We gave a presentation on the last day, but I was not nervous because I am used to speaking in front of people. Through the two-week internship, I felt that my listening and questioning skills had improved. On the other hand, I realized that I was not prepared enough because I had not been able to collect the results of the questionnaire survey that I had planned to include in the presentation, and I also regretted that I could have come up with a more unique idea for my proposal.

Overall, it was a very educational opportunity. I learned how to take my work seriously no matter what the environment, that we can understand each other if we talk a lot even if we speak different languages and have different values, and the process of creating something good together toward a common goal.

3.2 Fall Semester

As EDI-related subjects, I took the following classes:

- Advanced Lecture in English Literature IV
- Cultural Transformations I
- Language Education in Globalizing World I
- Practical for Global Leadership I

In Cultural Transformations I, I learned about migrant labor and migration in Asia, including Japan, and the Middle East. When I saw the international students proactively expressing their opinions and asking questions to the teacher, I wondered if I had really been taking this class as

critically and proactively as they were. Even when it comes to issues in Japan that are familiar to me, there are many things I don't know. I realized that it was necessary to exchange opinions with students from different backgrounds.

In Practical for Global Leadership I, students actually went to Italy for two weeks to learn important soft skills in leadership. Even though my English was not perfect, I actively participated in the classes and gained a deeper understanding of leadership attitudes that are common to EDI, such as "accepting diverse opinions" and "being aware that each person is a leader."

4. Exchange study in the University of East Anglia

For about three months from September to December 2024, I took classes at the Faculty of International Development at the University of East Anglia in the UK. It was a long-awaited experience for me, and from the very beginning I was overwhelmed by the incredibly diverse environment and the open-minded, active students. I was stepping out of my comfort zone and into the learning zone, the growth zone.

4.1 Classes

I took the following three classes at the School of International Development:

- Big Questions for People and Planet
- Media, Communication and Social Change
- Migration and Development

There were three interesting things about the classes at UEA. The first was the enthusiasm of the teachers. The UK is the birthplace of development studies, and there is a lot of information and practice that can be obtained in one class. The teacher does not talk one-sidedly, but there is time for discussion and Q&A, and there is a lot of literature to read before class. Although my English skill was insufficient, every class was stimulating and fun, such as when I realized the difference between a Western perspective and my own perspective as a Japanese person, or when a topic about regions that I did not have much opportunity to learn about in Japan, such as Africa or South America, came up.

Secondly, in addition to the lectures, there are frequent workshops and seminars. There was time set aside for small groups to verify and discuss issues such as the relationship between political violence and democracy, and whether theories about industrial development and inequality were correct. I felt frustrated and a little resigned when I was unable to carefully discuss all possibilities or exchange opinions without hesitation.

The third point is the high level of critical thinking among the students. It was very important for us to think and express own ideas, rather than just accepting what the teacher said. They critically analyzed current issues, including the media, such as Brexit and anti-immigration movements. In this way, I was able to broaden my horizons by being exposed to different opinions and values in a diverse

environment with many international students. Although I regret that I should have been more proactive, I have become able to view issues outside my own country as my own and more critical.

4.2 Activities

Outside of the classroom, I was involved in a yoga society or a music society, where I had the opportunity to interact with students. What I found very surprising was the collaboration between social movements and society activities. Yoga society ran monthly campaigns, such as ‘pink to the belt’, meaning women's cancer awareness campaign, and ‘Movember’ in November to raise awareness of men's health issues. I was a representative in a circle in Japan, but I never had a chance to think about the connection between circle activities and society and its possibilities, so it was very inspiring to see students actively participating in information dissemination and awareness-raising activities.

4.3 Cross-cultural Exchange

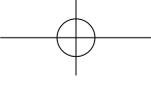
On many occasions when interacting with local and international students, I felt my “Japaneseness” and cultural differences. During my study abroad, I shared a flat with a group of 10 students. The students were all younger than me and from the UK. Although I struggled with British English, my flatmates were interested in the Japanese food I was making, and we asked each other about cultures we were interested in, such as tattoos, club culture and social networking etc.

What I am sorry for is that I said, ‘thank you’ and ‘I'm sorry’ equally often out of habit as a Japanese person. Every time I said sorry a lot, my British friends wondered why I had to apologize so much. It is difficult to change own culture, identity and personality so quickly in three months, and I knew that my first-year students in Japan must have been confused by the many small differences. I think I was helped a lot by the presence of other Japanese students around me.

The UK is a place where people from diverse backgrounds from all over the world come together, and the university was a microcosm of this. There are various events held every week, and although there are categorizations such as events for LGBTQ+ people and BAME (Black, Asian, Minority Ethnic) people, there was a sense of making sure that no one is left behind. I was also particularly close to a friend from Norway, with whom I shared a trip to the UK and took the same classes, and we talked many times about the problems facing our countries and our own futures. It was truly a unique encounter and a unique experience for me.

4.4 Challenges

The whole of studying abroad was generally positive and the university was very supportive. There were times when I felt pessimistic that I was a minority and wanted to justify my culture when my language was not understood despite the very diverse environment in terms of nationality and appearance.

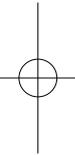


After this study abroad experience, I also felt that although I have a good ability to adapt to the environment, I am not very good at controlling stress. It is natural that the environment is different, and it is also natural that I meet people for the first time, but I thought that I should put up with some of the cultural differences and differences in thinking, and stress built up without me realizing it. The spirit of EDI includes accepting others and treating everyone around you fairly. BUT I should have been more aware that I was included in this.

5. International Student Symposium

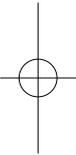
Backing to Japan, I participated in the international student symposium and presented my findings and learning from my study abroad experience. While listening to the presentations of students who had studied at different universities, it became clear that each of them had been thinking about EDI in their lives. I also recalled my own awareness of the need to become a catalyst for promoting EDI on the premise of accepting each other's differences, and the importance of interacting with diverse people, updating my own perspectives and continuing to learn as the world changes.

6. Conclusion



Learning in the EDI program is never wasted. I was able to step out of my comfort zone and develop my ability to think for myself, to consider and criticize things from multiple perspectives and to find my own solutions. I will continue to devote myself to becoming a global leader with EDI, while seeking opportunities to connect with various people around the world.

Thank you to all those who supported me and to this program for giving me the opportunity to meet wonderful people.



PROMOTING INCLUSIVE DIVERSITY IN THE UNIVERSITY



SAAYA YANO | Ochanomizu University

AGENDA

- What is inclusive diversity
- My experience in classes
- Education in the UK
- My experience in societies
- Conclusion

WHAT IS INCLUSIVE DIVERSITY



Equality...no-one is treated differently or discriminated.
Diversity...people who have different backgrounds, knowledge, skills, and experiences.
Inclusion...people feel comfortable to share their differences and they are valued.

International students SU Societies Various supports

UEA

An environment that embraces diversity and makes it easy for everyone to study.

MY EXPERIENCE IN CLASSES



International Development(DEV)

student A: I think...
 student B: but I think...
 Teacher: What do you think?

MY EXPERIENCE IN CLASSES



Why so active and interesting??

Reading-Lectures + Seminars/Workshops

Knowledges → Opinions • Ideas

 **CRITICAL THINKING**

EDUCATION IN THE UK

Key points

- **Global Learning** in curriculums to promote diversity awareness and citizenship
- EDI commitment as the mission of higher education institutions
- Support for students and staffs
- **Quality education** and research

Challenges

- More can be done for diversity in school topics, materials and resources
- According to a survey, LGBTQ+, disadvantaged, SEND and BAME are **less represented in the content.**
- Other concerned issues like 33% of children who are living in poverty or young carer
- **Gaps in society**, including immigration issues

Final Assignment: Reflection on the EDI Program

A. Fukui (Ochanomizu University, JAPAN)

Introduction

The Equity, Diversity, and Inclusion (EDI) program at Ochanomizu University and UTS has been a journey of personal and academic growth for me. It started with the Summer Program at Ochanomizu University, bringing together students from various universities for international exchange and study. From there, I participated in an internship, prepared for my exchange program with English lessons, and embarked on a semester at UTS. This paper reflects on my experiences, highlighting the activities and classes I participated in, the challenges and successes I encountered, and the lessons I will carry forward.

Activities and Classes Participated

1. Summer Program at Ochanomizu University

The EDI program began during my first year with a Summer Program at Ochanomizu University. This program brought together students from various universities worldwide for two weeks of cultural exchange and academic learning. It was my first experience in a multicultural environment, where I engaged in classes and discussions entirely in English. This experience pushed me out of my comfort zone and set the foundation for my journey in the EDI program.

2. Cartier Internship

Following the Summer Program, I participated in a two-week internship at Cartier alongside Rebecca, an exchange student from UTS. During this internship, I worked on several impactful projects:

- **Exploring Cartier's History**

I assisted in gathering information to support the planning of Cartier Japan's 50th anniversary celebrations. This involved researching Cartier's history in Japan, including key milestones such as flagship store openings, iconic product launches, and notable media coverage. I used tools like G-search and visited the Tokyo Metropolitan Central Library to collect and analyse historical articles and publications. My research provided valuable context for understanding Cartier's evolution in Japan and helped identify themes and narratives that could be highlighted during the anniversary events. By compiling this information, I contributed to shaping the celebratory projects that would honour Cartier's legacy in a way that resonated with its Japanese audience. This task also improved my research and analytical skills, as I had to carefully evaluate and organize large amounts of data into actionable insights for the planning team.

- **Market Research Presentations**

During the internship, I conducted a detailed analysis of customer service practices at luxury retail stores, including Louis Vuitton, Tiffany & Co., and Fendi. This involved visiting these stores, observing how staff interacted with customers, and noting specific elements that created a premium

experience. I focused on how beverages were offered to customers, including the type of drink, the presentation style, and the timing. These subtle details demonstrated how small gestures contribute to an overall sense of exclusivity and comfort for clients. After gathering this data, I gave a presentation of my findings to Cartier's management team. My presentation included a comparison of these practices with Cartier's existing customer service strategies and recommendations for enhancing the customer experience at their stores. I suggested implementing personalised gestures, such as offering culturally relevant refreshments or tailoring service styles based on client demographics. This project not only improved my observational and analytical skills but also honed my ability to present actionable insights to a professional audience.

- **Creative Contributions to Anniversary Planning**

I proposed some ideas for Cartier Japan's 50th-anniversary celebrations. My suggestions included a collaborative art exhibition featuring Japanese and international artists, highlighting Cartier's cultural influence and commitment to the arts. I also proposed hosting workshops to learn about the craftsmanship behind Cartier's iconic designs, offering a hands-on experience to deepen their appreciation for the brand's legacy. Additionally, I suggested integrating sustainability themes into the celebrations by showcasing environmentally friendly practices in Cartier's production process. Collaborating with the Corporate Initiatives (CI) Team, I helped align these projects with Cartier's brand values, focusing on promoting arts, empowerment, and sustainability.

- **Presentation to Farm Staff**

Cartier's farm in Yokohama plays a vital role in the company's commitment to social responsibility by employing individuals with disabilities. The farm produces fresh vegetables, which are then distributed to Cartier's office staff. Rebecca and I delivered a presentation to the farm staff, focusing on the cultural and culinary differences between Japanese and Australian vegetables. We explained the unique characteristics of each, highlighting how vegetables are used in traditional dishes from both countries. This presentation aimed to foster a sense of connection and appreciation for the staff's important contributions. It allowed me to practice delivering information in an inclusive and accessible manner, further strengthening my interpersonal and professional skills.

- **Collaborative Experience with Rebecca**

Throughout the internship, Rebecca provided invaluable guidance, especially in creating professional presentations using Microsoft tools. We worked collaboratively to overcome language and cultural differences, combining her expertise with my insights into Japanese culture. This partnership demonstrated the importance of teamwork and mutual understanding in achieving shared goals.

This internship, conducted in both English and Japanese, gave me a unique perspective on the intersection of luxury, culture, and sustainability. It also strengthened my ability to communicate

effectively in a multicultural professional setting.

3. EDI-Focused Classes at Ochanomizu University

In the second semester of my first year, I took EDI-focused classes where we explored various topics with international students. These classes, used entirely in English, revealed the creativity and flexibility of overseas students, which deeply inspired me. Their ability to approach problems from unique perspectives broadened my understanding of global issues.

4. Preparatory English Lessons

Before beginning my exchange program, I focused on improving my English skills through EDI-provided resources. These included TOEFL materials, IELTS online classes, and consistent guidance from Hirano-sensei, who supported me throughout the preparation process. These lessons were instrumental in building my confidence and meeting the program's language requirements.

5. UTS Exchange Experience

During my exchange at UTS, I enrolled in several courses and participated in an internship that enriched my learning experience:

- **Game Programming Classes:**

I learned about Unity and Python-based game development, exploring mechanics and improving my logical thinking. One of the projects involved designing basic gameplay mechanics and implementing player interactions, which allowed me to combine creativity with technical skills.

- **Python Programming and Data Analysis:**

These classes provided hands-on experience in analyzing datasets and solving real-world problems. For example, I worked on the Titanic dataset to analyze survival factors and visualized the results using Python libraries like pandas and matplotlib.

- **Internship-Based Learning:**

During my internship at ITPC, I participated in various activities that provided hands-on experience in international trade, cultural adaptation, and sustainability. Each task allowed me to develop new skills and gain practical insights into bridging market gaps between Indonesia and Australia.

- **Product Story Creation**

I worked on creating a narrative for Indonesian products that highlighted their cultural, social, and environmental value. I developed a story for eco-friendly water hyacinth bags, focusing on how these bags address environmental issues like invasive plant species while providing sustainable employment opportunities for individuals with disabilities. This required researching the production process and understanding the broader impact these bags had on both

the environment and local communities. By emphasising these aspects, I aimed to emotionally connect with Australian consumers, making the products more relatable and desirable. Additionally, I collaborated with team members to refine these narratives, ensuring they aligned with both the brand's mission and market expectations. Another notable achievement was presenting these product stories during UTS's FASStival, an event showcasing innovative and culturally significant projects. My project's poster, displayed in UTS Building 2, highlighted the cultural and environmental value of these products, receiving positive feedback for its effectiveness in storytelling. This opportunity allowed me to share the significance of Indonesian products with a broader audience, demonstrating the power of narratives in promoting cultural understanding. Through this, I strengthened my skills in storytelling, cultural analysis, and connecting diverse perspectives.

- Market Adaptation Strategies

During my internship, I worked on analyzing two Indonesian products, Eterna Premium Wafer Roll (Chocolate) and LovinFish Fish Skin (Original), to assess how they could be tailored for the Australian market. These products provided a unique opportunity to understand cultural preferences and marketing strategies.

- ✧ Eterna Premium Wafer Roll (Chocolate)

I evaluated its packaging design and branding to determine its appeal to Australian consumers. Through market research, I identified that incorporating English descriptions emphasizing its rich chocolate flavor and premium quality could attract health-conscious buyers. I also proposed using more eco-friendly materials for the packaging to align with the growing demand for sustainable products in Australia.

- ✧ LovinFish Fish Skin (Original)

I analyzed its potential appeal as a high-protein snack in the Australian market. Observing consumer trends, I suggested emphasizing its health benefits and unique texture on the packaging. Additionally, I recommended incorporating bold visuals, such as images of fresh fish and traditional Indonesian elements, to highlight its authenticity while appealing to Australian consumers.

During a visit to Sony Trading, I learned the importance of presenting products with clear, visually engaging packaging. This experience helped me refine my recommendations and create reports that highlighted the steps needed to adapt these products for a new market. Collaborating with my boss, I ensured that the proposed changes aligned with both the brand's identity and the cultural expectations of Australian consumers.

- Sustainability Practices

Sustainability was a recurring theme throughout the internship. During a visit to Two Basket, I learned about their innovative water-soluble dog waste bags and how such products address environmental challenges. This experience inspired me to think critically about integrating sustainability into product design and marketing, emphasizing the importance of eco-friendly business practices in modern markets.

- **Company Visits and Practical Insights**

I had the opportunity to visit several companies that provided practical insights into various aspects of global business operations:

- ✧ **Centrum Furniture:** I observed their sustainable furniture production methods, such as using ethically sourced materials and reducing carbon emissions in logistics.
- ✧ **Sony Trading:** This visit focused on adapting packaging and product designs to meet local consumer preferences, highlighting the importance of cultural sensitivity in branding.
- ✧ **Pro Bros Providore:** I learned how they balanced regulatory compliance with innovative product offerings to meet the diverse needs of their customers.

These visits offered valuable perspectives on the challenges and opportunities businesses face in global trade.

Positive Aspects of the Program

The EDI program offered numerous enriching experiences that shaped my personal and academic growth:

- **Cross-Cultural Collaboration:**

Working with international students and professionals, such as Rebecca, taught me the value of diverse perspectives and the importance of clear communication.

- **Skill Development:**

From programming to teamwork, I developed both technical and interpersonal skills that will benefit me in my future career.

- **Cultural Immersion:**

Engaging with Indigenous Australian perspectives at UTS and participating in activities like visiting Uluru deepened my appreciation for cultural diversity and heritage.

- **Mentorship:**

Hirano-sensei's consistent support during the preparatory English lessons was a source of motivation and encouragement.

Negative Aspects and Difficulties Encountered

While the program was overwhelmingly positive, I faced some challenges:

- **Language Barrier:**
Studying in English was initially daunting, especially in technical classes like Python programming. Over time, I adapted and improved my skills, but it required significant effort.
- **Balancing Workload:**
Managing classes, internships, and cultural activities was challenging at times, and learning to prioritize tasks became an essential skill.
- **Cultural Differences:**
Adjusting to different approaches to group work and discussions in a multicultural environment required patience and adaptability.

Implications for the Future

The EDI program has had a profound impact on my aspirations and perspective:

- **Career Aspirations:**
The experiences have motivated me to pursue opportunities in international environments where I can contribute to inclusive and diverse teams.
- **Personal Growth:**
The program expanded my worldview and helped me develop a deeper appreciation for cultural differences.
- **Commitment to Inclusion:**
I aim to apply the principles of equity, diversity, and inclusion in my future studies and career, fostering environments where everyone feels valued.

Conclusion

Reflecting on my time in the EDI program, I am deeply grateful for the experiences and opportunities it provided. From the Summer Program at Ochanomizu University to my exchange at UTS, each step was filled with challenges and growth. The program not only expanded my knowledge but also helped me become more confident and open-minded. I look forward to applying these lessons in my future endeavours and contributing to a more inclusive and equitable world.



Thriving Together: Building Sustainable Relationships with Indigenous Australians in a Multicultural Society

Exploring Equity, Diversity, and Inclusion (EDI) Perspectives

Ayana Fukui

1

Introduction




Food as Culture

A vibrant tapestry of flavors and culinary traditions.

Indigenous Roles

Guardians of land and custodians of rich heritage.

2

Australia: A Multicultural Society

- Diverse Origins**
Over 200 nationalities call Australia home.
- Migrant Heritage**
Nearly half are first- or second-generation migrants.



3



The Role of Indigenous Australians



- Working at Uluru, contributing to cultural tourism
- Storytelling, Art, and Sustainable Practices

4



Building Sustainable Relationships



Respect
Honoring cultural knowledge and traditions.



Collaboration
Working together for shared goals.



Inclusion
Creating a welcoming and equitable society.

5

Challenges and Opportunities





Challenges	Opportunities
Health Gaps	Environmental Conservation
Social Inequality	Cultural Tourism

6

Reflection on EDI Perspectives



7



Conclusion

Together, we thrive!

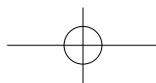
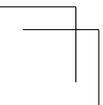
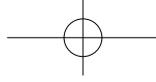
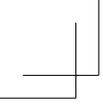
Respectful Relationships

Shared Progress

A More Equitable Future

8





Learning and Reflection of EDI Based on My Experiences

M. Ishikawa (Ochanomizu University, JAPAN)

Introduction

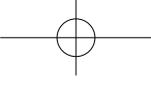
I have been exploring the development of EDI concepts in myself for almost a year and a half through university classes, experiences with exchange students who I met in Ochanomizu University, and my life as an exchange student in Sydney.

EDI stands for Equity, Diversity, and Inclusion, which are interconnected to promote fairness, representation, and belonging in a variety of environments such as education, workplaces, and society as a whole. Equity refers to fair distribution of resources, opportunities and support based on individual needs. Unlike Equality, which implies treating everyone the same, equity recognizes that different people have different starting points and may require specific support to achieve the same level of success. Key aspects of equity which we can aim to accomplish include providing extra resources to those who need them such as language support for non-native speakers, recognizing historical disadvantages and taking action to reduce disparities are examples of equity in practice. Also, Diversity refers to the presence of individuals from various backgrounds, including differences in race, ethnicity, gender, socioeconomic status, religion, disability, and more. A diverse environment embraces and values these differences, recognizing that they contribute to a richer, and more innovative society. Key aspects of Diversity are having a mix of perspectives and cultural backgrounds in classrooms, workplaces, and communities, encouraging the representation of historically marginalized or underrepresented groups, and promoting cultural exchange and learning from different viewpoints. Lastly, Inclusion ensures that all individuals, regardless of their background, feel welcomed, respected, and valued in a given space. It evolves active efforts to remove barriers that prevent full participation and engagement. Key aspects of Inclusion are creating environments where diverse voices are heard and respected, encouraging equal participation and making sure no one feels excluded, and addressing unconscious biases that may affect how people are treated.

In this essay, I would like to articulate distinct notices which I found through my experience both in Japan and in Sydney, Australia related to above EDI concepts.

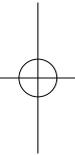
Summer Program

Through a summer program, which was held to learn about some specific subjects while communicating and interacting with students from all over the world, I took two classes which focused on gender equality and cross-cultural communication. In one of those classes, we were allocated in some small groups to accomplish a final presentation project which aimed to understand more profoundly about how distinct each countries' educational systems are. As my group was composed of three members including myself, one was another Japanese and the other was a German student. While we were trying to figure out how to get close with each other, it was supposed that having meals together and conducting tours to see around Tokyo would be effective and they actually worked. Also, the other class which set its goal to discuss gender issues and inequality which is still being plagued

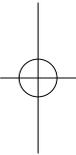


at this moment, argued about feminine tasks which have been supposed for women to play and a bunch of problems caused by gender inequality. This intensive opportunity to be aware of universal perspectives which potentially be useful to collaborate globally made me find “EDI concepts” in it. At a Japanese cuisine restaurant where my group members used to discuss our presentation project, the menu was written solely in Japanese without any accompanying images. This lack of visual representation made it difficult for the German student to envision the dishes that would be served. From the perspective of “inclusion”, what we experienced that day would be recognized as an example that some people in the minority are excluded from the majority due to language barriers. Also, the fact that the menu lacked visual information such as photos could indicate an insufficient consideration for people who had to be dependent on graphical information. Even if it is a local restaurant that would not expect customers who have various cultural backgrounds, providing enough information for someone who does not speak Japanese, or disabled people would be needed in terms of not only “Inclusion”, but also “Diversity”, and “Equity”.

Internship



As part of EDI program activities, we had an opportunity to participate in an internship, which allowed my perspective and insights about global studies to be broadened. We joined ICYE, an organization that helps volunteers from overseas obtain experiences to get involved in Japanese local societies, and vice versa. It was supposed for us to prepare for a welcome event, Japanese language classes, and Japanese manner lectures. The first meeting was conducted online and we were divided into 2 groups, one was a team to plan the welcome party and the other was for planning the Asakusa-excursion. I intended to experience leading some projects in this internship, which made me want to be a leader for the welcome party. As the welcome party was supposed to be held on the first day for about 10 volunteers from some countries, we established a framework for our actions so no one would feel excluded and intimidated. Two of our guiding principles were “Do not interfere with their learning of other cultures through excessive interventions” and “leaving no one behind(ensuring everyone would feel comfortable and enjoyable while having the party)”. The first policy of us had been set not to prevent them from having enough communication with other participants because of Japanese staffs’ hyper-assistance, otherwise they could lose their chances to promote their understanding about other culture, and languages. As for the second strategic approach, it meant persistent caring and keeping our eyes on all of the volunteers would be asked. That was because those volunteers did not have anyone to rely on when they were in trouble, so we should keep our doors open continuously just in case they would feel anxious about what they would experience in Japan, which was an exotic place for them. Introducing some details of how we manage to achieve it briefly, I took initiative as a leader and decided to make small parties to talk about themselves as soon as it started. When we were pondering how to separate them in some groups to talk with, a rule that no one would have anyone



who spoke the same cultural background as theirs. It would realize “Diversity”, because they would have more friends who do not speak the same language as them and they could find different and intrigued about those distinctions. Additionally, preparing a sufficient variety of food was necessary to achieve the second goal that we set. The reason is there are some people who do not have customs to eat some specific food, or some of them might not be permitted to eat something due to religious and physical reasons. Remembering what we prepared for them, we wouldn’t succeed without adequate and comprehensive information about their needs. I would say that getting preliminary data and making full use of them could contribute to the achievement of “EDI concepts”.

In UTS

After starting my first semester, I realized how many programs this university offers to support students from overseas, and this became especially clear when we needed to work on our assignments. UTS has a HELPS program, which is an assistant system for exchange students and international students to be privileged to all of the “Equity”, “Diversity”, and “Inclusion” in their university lives. About “Equity”, they aim to provide opportunities for students who do have their first languages other than English and struggle with the language barrier. For example, when I took a class on writing news articles in English, it was hard for me to distinguish between appropriate wordings on writing official statements such as newspapers or media contents to those which are inappropriately casual and colloquial for an academic essay. Also, in another class I took at the same time which focused on the Indigenous Communities in Australia, having interviews with people other than families and friends to obtain information about their experiences was needed, which I found it challenging to achieve it, because I did not have strong enough connections with Australian people who seemed to be optimal in this situation. So, asking HELPS staff to help me with some difficulties I was struggling with was really useful because it let us stand at the same point with other students who do not feel any conflicts about the language barrier, which is really beneficial in terms of “EDI”.

Also, I found different how much I felt accepted depending on subjects. In a course related to “intercultural communication” offered for international students to take, I guess they expected to be chosen by some students who have less language skills and understandings about other cultures. So, during the first tutorial class, changing where to have a seat every 20 minutes and introducing ourselves briefly to get others know more deeply were mandatory so that we would feel less uncomfortable due to lack of friends and connection in this class. Also, a few classes before due of assignment submissions, the teacher provided us time to share our ideas with my classmates, and she even came to us and advised us about it one on one, which I found they tried to give us chance to be out of disadvantage that some of us were not familiar with contemplating in English profoundly. On the other hand, through the course to learn about the way of writing articles, most of my classmates were from Australia and they did not seem to be considerate about international students’ anxiousness

to catch up with classmates and class continents. Although it could lead some international students to be motivated to speak to classmates, it would be fairer to offer easy circumstances for them to ask their teacher when they have something questionable.

Positive aspects and negative aspects of EDI program

Based on my experiences both in Tokyo and in Sydney, enhancement of intercultural adaptability would be the most significant positive effect that I got. Not only spending daily life in other countries, but also experiencing business cultural differences would be invaluable for students aiming to work in international or multicultural settings. Additionally, having an experience of being part of a minority would make me be more conscious of other people when I am in the majority, taking care of them and imagining how many challenges they would need to confront.

Mentioning negative aspects that I can come up with, I believe it would be great if there were more multicultural students that I can meet in UTS in the EDI program. While there are only students who came to Ochanomizu University last year, we don't have the opportunity to take classes together anymore. If there were students from other countries participating in the same program, having the same vision about learning, it could make gatherings and events more dynamic, allowing us to share our diverse experiences. Currently, I think the only EDI participants in UTS are students from Ochanomizu University, so if the program became more internationally diverse, it would certainly enrich the experience and make the discussions more vibrant.

Insight about my future and how to reciprocate

Gaining insight into my future career, I see myself thriving in a multicultural company where diversity is not only valued but actively embraced. The ability to navigate diverse perspectives and foster inclusive environments is crucial. To reciprocate the opportunities I receive, I aim to contribute by promoting equity and inclusion within the workplace. By sharing my own cultural experiences and learning from others, I can help build stronger, more collaborative teams. My goal is to foster mutual respect and understanding, ensuring that everyone, regardless of background, feels esteemed and empowered to contribute to the company's success.

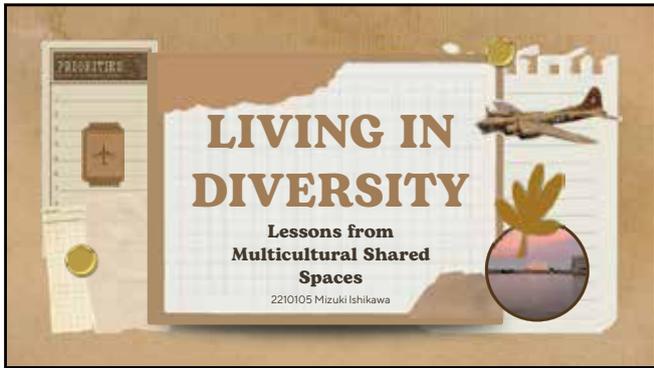


Table of Contents

01 Key Learning Points	02 Equity in University Classes	03 Diversity in A Shared House
04 Inclusion in Workplace	05 Educational Insights Supporting EDI	

Key Learning Points

- Noticed Pro and Cons of Japanese culture : Try to complete tasks, Be too strict with anything, Tend to avoid conflicts
- A goal I want to accomplish in next 6 months : Cease to feel regretful about my lack of confidence in my English proficiency, Show how intrigued about other cultures

Equity in University Classes

Challenges

- Being unconfident led me to feel hesitant in discussion
- Esoteric articles which need to be understood before next classes

How to solve

- Preparation in advance
- Participating in deciding a group project topic actively
- Expression any thoughts and ideas before others do

Diversity in A Share House

Challenges

- Different life styles : When they do their dishes, Sleep schedule, Allocation of cleaning
- Argument with a landlord

Solutions

- Focus on what I do, accept as they are without interfering too much
- Do not avoid conflicts, say NO
- Do not hesitate to have consulting with public institutions

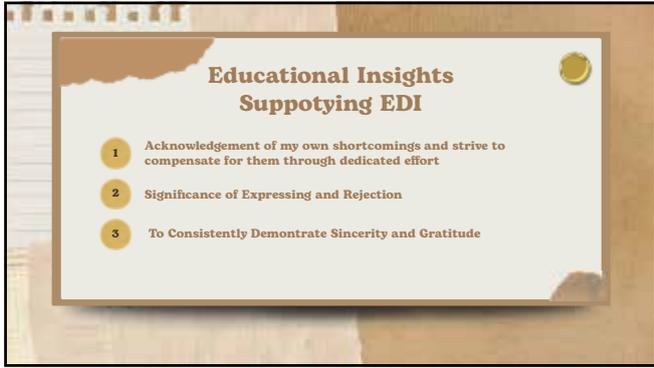
Inclusion in Workplace

Challenges

- How to get involved in a workplace : A way of finding a solution in making some mistakes
- Differences - Customers in Sydney always approach me, more picky people

Solutions

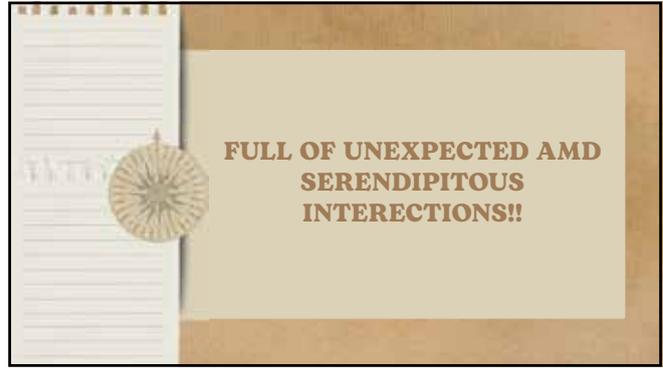
- Find someone who can be honest or rely on
- Show sincerity always
- Holding some topics which can be available to have small conversations with customers depending on situations



**Educational Insights
Supporting EDI**

- 1 Acknowledgement of my own shortcomings and strive to compensate for them through dedicated effort
- 2 Significance of Expressing and Rejection
- 3 To Consistently Demonstrate Sincerity and Gratitude

This slide features a light beige background with a torn paper effect at the top. It includes a gold seal in the upper right corner and a list of three points.



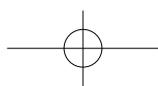
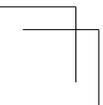
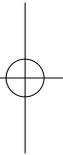
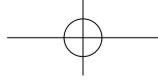
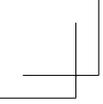
**FULL OF UNEXPECTED AND
SERENDIPITOUS
INTERACTIONS!!**

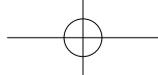
This slide has a light beige background with a torn paper effect on the left side. A circular decorative element is visible on the left edge.



**THANK
YOU**

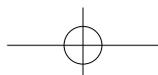
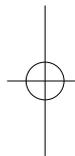
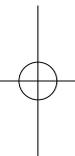
This slide features a light beige background with a torn paper effect. It includes a 'PROHIBITED' sign, a small airplane, a yellow flower, and a circular inset image of a Christmas tree.





EDI program final report

K. Fujita (Ochanomizu University, JAPAN)



Introduction

I have joined the EDI program at Ochanomizu University, in 2024 summer. This program requires some classes including internship to companies, both in home university and the university abroad. Classes required for this program are related to EDI, which is equity, diversity and inclusion. Those allowed me to learn wide perspectives for EDI. Also, internships to companies became great opportunities for me to learn about how society communicates with EDI. I have taken several classes before going to study abroad and then, went to Sydney in Australia for around six months, as a part of program. We went to the University of Technology Sydney(UTS) which is located near the central station of Sydney. In this period, I have taken an internship course as a main class. I have stayed in Sydney for around six months from the end of July 2024 to the head of January 2025.

In this report, I would like to introduce some impressive activities that I have experienced in this program, what I have learned through them, and what those experiences influenced my perspectives or future.

Reflection on classes

The first part focuses on what I have learned through classes that I have taken for this EDI program course. The classes I have taken before going to study abroad in Australia, put main focus on summer program at Ochanomizu university. In summer program, we took two courses; group project course and lectures about EDI(especially related to gender). Those summer program helped me with not only developing knowledge and open doors to interests in gender topics, but also developing communication skills despite of language barriers. Especially the group discussions with exchange students at Ochanomizu university became great opportunities to improving roles in discussions in different languages. To use different language (English) to communicate with, was firstly felt really unusual but then, as I continue using English to communicate with group members, I have been used to that, and made me notice the little difference between the use of Japanese and English. In summary, I can say that the summer program has turned a well preparing practice opportunity before going to study abroad and live with English.

Additionally, EDI students were required to take a course Language Education in Globalizing World at Ochanomizu university. This class helped us deepen our understanding on EDI, by playing a role of homeroom for EDI students. We often joined activities of discussing with as a pair work, about a topic of language education, different cultures, or reflection on global internship that each student had joined. Through this class, I was able to reflect on EDI activities, and also getting to know each other with other EDI students both from Ochanomizu university and from university abroad.

At University of Technology Sydney, I have decided to take two courses which are global internship course and English developing course. In this section, I will focus on English developing course. The global internship course will be described in the next section of this report. The English

developing course I have took was for people speaking English as a second or third language and had a purpose of improving academic communication skills in presenting or writing. Interesting part of this course was that it has a decided topic of Australian nature. In every class, students learned about new topics of Australian nature, through learning articles or essays related to Australian nature. The final assignment of group presentation was also related to the topics of Australian nature. This means although it was an English development course, we developed knowledge and understanding for Australian nature as well, through lectures. This made me notice about the way of learning and understanding society. We are able to know each other through learning about common topics, and that would lead to more non-discriminate society in the future.

Global internship experience in Tokyo and Sydney

In the second part, I am going to focus on what I have experienced in my internship at a consulting company in Tokyo, and a trade promoting company in Sydney. For a consulting company, I joined the internship for around three weeks for 2024 summer vacation. I have visited the company everyday with my internship partner from the UK. In there, our main task was to think about how to improve the present project of promoting Japanese universities as partner institutions or research partners, to a university in India. We have analysed data we have collected through interviewing and researching and came up with some suggestions to improve the project. In addition to that, we have visited various companies and observed meetings with them as part of internship. This allowed us to visit and learn different types of companies including their corporate cultures and working environments.

In Sydney, I have joined another internship program, since there was a option in classes that we could take from EDI related courses. This was a program that required more than 100 hours of working at a company. Students have visited the office two days a week for around 3 months. The internship began in August, and we have completed our final presentation for this internship in the end of October. The company I have interned at was a company promoting Indonesian products to Sydney Australia. Main activity was to visit companies who produced or import products from Indonesia, and listen to their story to deepen our knowledge and understandings for promotion of Indonesian products. Through this activity, we have made reports of how specific products could be improved for importing to Australia, and regulations of importing products from abroad to Australia. The final presentation at the end of October was opportunity to talk about those reports. There were three Ochanomizu university students and four students from domestic UTS students in this internship.

One of the main skills I have gained through both internships was communication skills with coworkers, customers, or audiences. This was my first time to join an internship therefore, I was able to learn how people communicate with each other at a company, including emails and face to face. I learned the importance of quick reactions, how to write polite emails both in Japanese and in English, how to present my opinion in order, or how to communicate with my internship partners and coworkers.

Also it was great opportunity to meet people who developed their own businesses, or people with different working experiences. There were so many companies and people working there that I did not recognize before the internships.

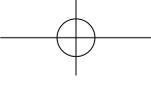
Also, through the internship program in Sydney, I have gained knowledge about strict regulations about importing products to Australia, and companies who developed business from Indonesia, such as Indonesian coffee, furniture, snacks, or food. This gave me different perspectives in my daily life such as shopping at supermarket. After learning about trading, I am able to think about the made in countries, packaging or ingredients. In addition to that, I have deepen my interesting on business as well. One impressive story was from one of the trading companies we have visited, the pioneer there told us he started selling water from Indonesia in Australia. He started by putting water in his Indonesian restaurants in Sydney, and unconsciously customers started recognizing the water rabbles and then he could promote Indonesian water. This was interesting to me since I have never thought how I am unconsciously influenced by many things and how that became part of the business strategy.

Reflect on living in Sydney by myself

Finally, I am going to throughout the EDI program, one main experience was to study at UTS in Sydney for around half a year. The first impression of a living style in Sydney was very diverted. I was surprised with many Asian look people living in Sydney, and how they bring their own culture and lifestyles to Sydney. There were so many kinds of food restaurants and supermarkets, such as Chinese, Japanese, Indian or Korian. When we walk in a city, more than half of people were Asian looking, even though some of them were born in Australia and their parents are from Asia. I was able to meet many people from many different cultures and countries. Although I had experience living abroad with my family in high school, it was my first time living alone without anyone abroad. This led me to meet many people including people working at dormitory I stayed in, university professors, or internship mates.

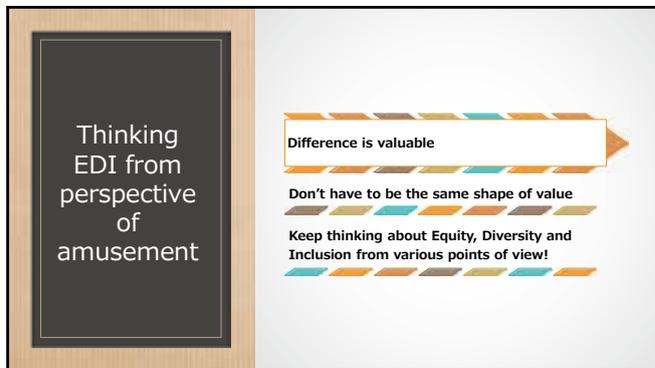
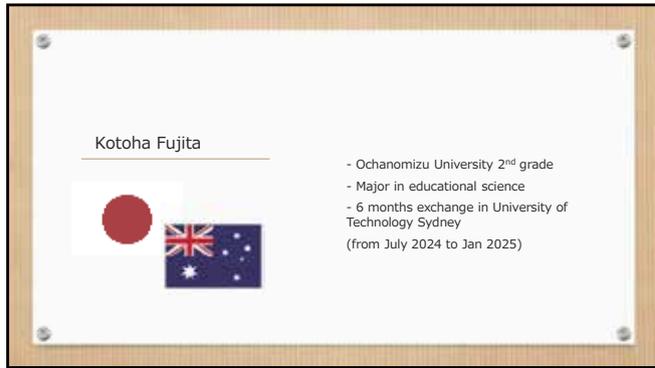
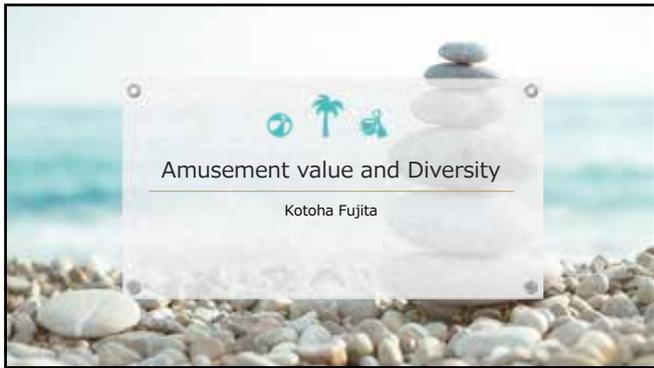
I would like to mention my workplace as well. I have started part time job at a Japanese restaurant from October, in Surry hills which is around 15 minutes walk from central station in Sydney. A Japanese owner runs the restaurant and provide Japanese style food but arranged to Australian style at the same time. For instance, there are several rolls called 'California rolls', with special sauces. They are quite famous in Sydney as sushi however, they are not original Japanese sushi.

What those elements symbolize is the shape of culture existing in different place. Compared to Tokyo Japan, I felt Sydney is very kinds to outsider(foreigner). Japan and Australia both has common in island, which is one of the reason Japan is said too strict for "foreigners". What made these two island countries different in attitude for outsiders? What I have came up with for this question through experience of living in Sydney for half a year as a foreigner, is the respect for other cultures and people's recognition of needs of foreigners in Australia.

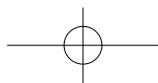
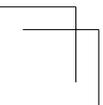
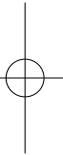
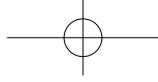
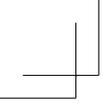


Conclusion

In conclusion, this EDI program impressed me with the perspectives of equity, diversity and inclusion in various scenes in my daily life. Even though Japan and Australia has a common in island country, the attitude for foreigner are different. What I have found out was that how “local people” see other cultures is one of the important elements which shapes country’s attitude for outsiders. In Sydney, many different cultures were existing mixed in one city, with different languages, food, or lifestyles such as massage shops. At the same time, there were places called China town or a Thai street, where Chinese or Thai restaurants and shops were gathered. As this explains, each culture exists both in gathered place and mixed scattered in a city. This fact was very impressive for me as Japanese, since Japan does not have such inclusive styles for different cultures right now. Through this EDI program, my perspectives for “difference” between people or cultures had changed. I have now understood and gained the importance of those “difference”. And I would like to continue arguing about EDI from various points of views for a “better” future society in the world.







Studying and Crossing Boundaries

Y. Sano (Ochanomizu University, JAPAN)

Introduction

Crossing Boundaries does not necessarily require us to be absorbed in other values after getting away from previous beliefs. We may be able to evolve our principles in terms of objectivity just by knowing the existence of different things, which would lead us to act on those broader perspectives. We tend to settle down in monism because it needs an effort to make an agreement between our deep-seated values and new frameworks. However, monism can deprive us of the opportunity to revise our intelligence since it refuses to encounter unknown frameworks. I will argue that we do not necessarily need to be assimilated into new ways. Instead, what we should do would be to merely recognize that there is a difference. This simplifying can make mutual understanding easier to deal with, then we would be less hesitant to experience different positions.

“Boundaries” does not just mean going across a national border, it also implies learning in different or different languages, furthermore it indicates the realization of the division between self and others. During the stay in the UK, I could experience a lot belonging to the juxtaposed realm, such as Japanese and English. Therefore, I will examine “boundaries” in broad terms; one is the contrast between generalized study and specialized study, another is the gap between group study and self examination.

Generalized learning or specialized study

I found that the study method of the partner university was differ from that of my university in terms of a certain respect although I major in philosophy at both institutions. Philosophy courses in the UK deal with several ideas throughout those courses, meanwhile they put three main ideas, virtue of ethics, kantian ethics, utilitarianism, at the center of all philosophical theories, in spite of that classes in my university treat a bunch of philosophy ideas as individual. Virtue of ethics indicates that virtues are attributed to good traits of virtuous people that have positive and helpful effects (Dziak, 2022). Kantian ethics mainly implies the ethics of Kant and also includes moral theories that are similar to Kant’s ethics (van der Linden, 2024). Kant’s theory believes that the moral ideal would evolve if everyone followed the fundamental principle that works as a moral duty to guide everyone (van der Linden, 2024). Utilitarianism states that an act is morally good only if the outcomes of act are good (Mohn, 2024). It considers pleasure or happiness as good and aims at achieving the absence of pain (Mohn, 2024).

In the generalizing method of the UK university, we consider these three theories as essential ideas in normative ethics, while we treat every other idea as derived from those three concepts. For instance, behaviorism, which aims at detecting the relationship between behavior and the observable environment (Jensen, 2024). This theory tries to figure out behavior that contains an unscientific aspect of mind with natural science methods by evaluating behavior as a result of influence of physical

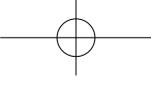
conditions (Jensen, 2024). It can be considered that behaviorism has a similarity with utilitarianism in the sense that both of them judge actions based on visible consequences. In this way, we can connect minor philosophical ideas with one of major three theories so that we can correlate multiple ideas and finally organize our knowledge. However, it means that some ideas can be prioritized over others. There is a possibility that we handle any theories other than the main three ethics as lower things even though every idea can be good solutions to resolve philosophical issues.

On the other hand, in my university, we equally focus on every theory although it is hard to apprehend a whole of philosophical ideas. Instead of emphasizing the main three theories, virtue ethics, kantian ethics, utilitarianism, we learn individually about various ethics. This difference can be represented as a boundary between a generalization and a specialization way. While the generalization way would not permit us to start with other than three central ideas because they are fundamental, we can go into the structure of philosophy from anywhere. That is, each studying way provides us with different angles of the overall view of philosophy. I would like to emphasize that this distinction just depends on where we start to approach and that we should not decide which one is better way. Rather, we can use a generalization and a specialization depends on situations by understanding advantages and disadvantages of each. Therefore, it would be important to make a balance between these two methods by going across them. Accordingly, we can evolve our perspectives and acquire more impartial knowledge.

Working as a group or self-reflection

I learned that there is also a difference between group working and self reflection. Philosophy courses in the UK sometimes required us to not only study alone but also work as a group, which makes me aware of the pros and cons of each working form. Group work may be difficult because they need a lot of energy to apply new perspectives to fit our previous view. In working as a group, we have to begin by understanding each other's thoughts before discussing in spite of that we do not need to share what we think when we work alone. I was used to doing research or writing assessments by myself; therefore, I struggled to share my thoughts precisely and make clear what was similar or not similar to someone's ideas. Furthermore, it would take time to make an agreement with them even if we could do well in comprehending each other. The group assessment that I was assigned in the UK university needed be wrapped up as one case study, then our team was required to integrate our interests into a particular topic. We also need to incorporate what each of us thought into one conclusion. Group work has more processes than individual study since cooperation involves output in contrast to self-contained working, which tends to make us hesitant to collaborate with others.

However, outputting through collaboration works may provide us with a lot of significant opportunities to grow. When we explain our thoughts to someone, we may try to paraphrase what we think in simpler words. This practice demands profound understanding of our own ideas to translate



them without misinterpreting the true meanings of our thoughts. We cannot tell what we think unless we ourselves know well, therefore outputting practice can be a chance to recap our ideas. Furthermore, conversation enables us to learn new viewpoints. It would be difficult to find the incompleteness of our thoughts while we are working only as individuals, but discussion with others allows us to understand the difference of teammates' standpoints and modify our arguments based on this difference. Although some people may feel unpleasant when other teammates object to their ideas, we can renew our knowledge only when we come across new perspectives. It can be considered that working with others improves our thought in terms of objectivity. As seen before, cooperation needs energy in addition to time, that is, working together is not necessarily efficient in light of its cost. Therefore, it would be important to combine properly two working methods while understanding the pros and cons of each, which is the same to the "generalization and specialization relationship" case.

Group work experience gave me another discovery; awareness of myself and others. When we are stuck on working alone, we may not realize how people affect each other in social relationships. Each person can have a different perspective and interact with others in a different way, that is, interaction in our real lives can be considered as pluralistic. Communicating with someone through cooperation can be helpful for us to realize that others do not necessarily feel or think in the same way to us, then this experience would be one of striking events that enables us to be released from monism. If more and more people actually feel this boundary, themselves and others, they can discuss with others considering the difference of value between them, which leads conversation to be more meaningful and productive. In this term as well, group work studying needs to be applied to avoid one-sided view. When we acquire pluralistic attitudes, it would be beneficial not just because we can compare thoughts and modify our knowledge after accepting diverse values, but also because communication beyond different beliefs would get to be more considerate. Therefore, experiencing a boundary between myself and others is valuable in both narrow and broad sense. Sufficient opportunities to work together in the UK allowed me to experience the boundary between myself and others, in addition to the distinction between group learning and studying alone.

Conclusion

I experienced unfamiliar learning practices during studying in the UK, which allowed me to cross two significant boundaries: (i) a generalization method or a specialization method (ii) a group work style or individual study. Furthermore, I learned myself-and-others relationship as a derivation from the boundary (ii). All experiences of crossing boundaries could be a meaningful opportunity to reform my understanding since I was able to reflect on how I learned from a completely new perspective only after I experienced unusual sides that are opposite to my common method. I would like to emphasize again that crossing boundaries does not require us to be assimilated into different values because what the important thing is to aware the differences. It may be considered that it is not until we run across

new forms that we can hold plentiful options. In other words, the awareness of borders can amplify our possibilities to improve our knowledge. Therefore, it would be important to maintain an impartial attitude towards different styles rather than accepting them without considering the pros and cons of each. When we lean towards one-sided forms, our performance tends to be biased, or one-dimensional. For this reason, it would be pointless if we wholly agree with new ways although that seems to be permissible on the surface in the sense that we are tolerant of different views. Then, I learned that we should explore the benefits of each method and invent better forms by picking up the advantages of each.

Although we are inclined to think of the interaction with different values as difficult, we will come to deal with the communication without worrying if we realize that we do not need to be integrated. I will argue that we should more proactively experience crossing boundaries to acquire enhanced knowledge or understanding. Afterwards, this action will provide the whole of society with larger benefits as a higher wisdom. In this essay, I make an argument mainly about entering different perspectives during studying, but it can be applied to human intelligence in broad terms. If more and more people come to be involved in the interaction between different cultures or whatever, they would individually broaden their view, then these individual practices can be a collective knowledge. The further awareness of multi cultures can be helpful to mediate conflicts that arise from different values because the realization of the presense of difference may encourage them to admit disagreement among various values, moreover, lead them to reflect on how the variance can coexists. That is, intercommunicating borders would help people have the pluralism concept that does not deny the conflict but permit it as diversity. It can be concluded that the pluralistic attitude acquired through crossing borders is significant not only at the individual scale, but also at the society level. I believe that the awareness of diversity can make our communication between boundaries smoother and more productive, therefore I will keep experiencing various perspectives and proactively try to enter unknown values.

References

- Dziak, M. (2022). Virtue (philosophy). *Salem Press Encyclopedia*.
- van der Linden, H. (2024). Kantian Ethics. *Salem Press Encyclopedia*.
- Mohn, E. (2024). Utilitarianism. *Salem Press Encyclopedia*.
- Jensen, R. (2024). Behaviorism. *Salem Press Encyclopedia of Health*.

01

Yūjūo Sano
(Ochanomizu University)

Studying and Crossing Boundaries

what I learned while studying in the UK

02

- Philosophy class in UEA
- The different ways to study
- Pros and cons of group working
- Conclusion

Agenda

03

Philosophy courses in UEA

University of East Anglia



Figure 1. Adapted from "University of East Anglia" by Norwich Research Park, retrieved from <https://www.norwich.ac.uk/uea/academic/university-of-east-anglia>

"THE MEANING OF LIFE"

- Aiming at thinking about the meaning of life while learning famous philosophy ideas such as Aristotle, William James, Bentham
- We wrote two short essays as an accomplishment of this course

"ETHICS OF TECHNOLOGY"

- Aiming at learning issues around modern technology and thinking about the ethics of these technology
- We had a groupwork for a case study and we made a presentation in addition to writing a paper

04

The different ways to study

UEA

- Utilitarianism
 - Consequentialism
 - Behaviourism
 - Pragmatism
- Virtue ethics
 - Hedonism
 - Aristotelian
- Kantian
 - emotivism
 - Cognitivism
 - Deontological ethics

My University

- Rationalism
- Behaviourism
- Aristotelian
- Platonic ethics
- Behaviourism
- Japanese ethics
- Scmiotics
- Utilitarianism
- Pragmatism

05



Pros and cons of group working

Pros

- Being able to make high-quality arguments
- Provides an opportunity to recap the idea
- Diversity of realms, perspectives, cultural backgrounds

Cons

- Takes time to make an agreement
- A difficulty in wrapping up a conclusion
- Needs more communication to understand each other's idea

06

Conclusion

Studying in different countries and experiencing various ways to study enabled me to broaden my perspective and review my attitude towards studying. Moreover, I could grow up my communication skill and my ability to work with someone by experiencing a groupwork in UEA. I learned that I could improve my knowledge more both by studying alone and by discussing with multiple cultural people.



My Experience and Intercultural Communication

M. Inatani (Ochanomizu University, JAPAN)

Introduction

Studying abroad at the University of East Anglia (UEA) in the United Kingdom during the autumn semester of 2024 was an invaluable experience. As a second-year student from Japan, this was my first time living abroad. The main purpose of my trip was to improve my intercultural communication skills and enhance my understanding of global business communication. I enrolled in the "Intercultural Communication" and "Intercultural Business Communication" seminars as part of my academic program. Additionally, I had the unique opportunity to teach Japanese language workshops to local UEA students, which further enriched my study abroad experience. This report reflects on the learning experiences and personal growth I encountered during the four-month period, analyzing the activities I participated in, the challenges I faced, and the implications for my future academic and professional aspirations.

Academic Experience at UEA

During my time at UEA, I had the privilege of attending seminars focused on intercultural communication, which were an essential part of the Equity, Diversity and Inclusion (EDI) program. The seminars were designed to deepen our understanding of the role communication plays in intercultural settings and to prepare us for an increasingly globalized workforce. The content of the courses was both theoretical and practical, covering topics such as cultural differences in communication styles, the impact of globalization on business practices, and strategies for effective cross-cultural collaboration.

The "Intercultural Communication" seminar provided a broad overview of the ways culture shapes communication. We studied various case studies, read academic articles, and engaged in group discussions to explore how cultural assumptions and values influence interactions in different contexts. The professor encouraged active participation, which allowed me to express my thoughts and learn from the diverse perspectives of my classmates.

The "Intercultural Business Communication" seminar was more focused on the application of intercultural communication theories in professional settings. This course highlighted the importance of understanding cultural diversity in global business transactions and offered practical advice on how to manage international teams and negotiate effectively across cultures. I found this seminar particularly useful because it directly related to my future career goals in international business.

Overall, I found both seminars highly engaging and beneficial. They not only improved my theoretical understanding of intercultural communication but also helped me apply these concepts to real-world situations. The combination of lectures, group work, and class discussions enabled me to see the complexity of communication in a multicultural environment.

Teaching Japanese Language Workshops

One of the highlights of my time at UEA was the opportunity to participate in Japanese language workshops as a teacher. The workshop was organized by the university's language department, and my role was to assist local students who were interested in learning Japanese. As a native speaker, I was responsible for teaching basic vocabulary, pronunciation, and grammar. I also led cultural discussions, where students learned about various aspects of Japanese society, such as traditions, festivals, and everyday life.

Although I had no prior experience in teaching, I quickly adapted to the role, and it was incredibly rewarding to see my students improve their language skills. The workshops gave me a sense of pride in my language and culture, and I also learned how to communicate more effectively by explaining complex concepts in a simple and clear manner. The positive feedback I received from the students reinforced my confidence and passion for teaching, and I realized that I might want to pursue a career in education in the future.

However, there were some challenges associated with teaching. The most significant difficulty I encountered was the language barrier. While my IELTS score of 6.0 was sufficient to understand most academic materials and participate in class discussions, I found it challenging to explain certain Japanese nuances to students who had no prior knowledge of the language. I had to adjust my teaching style, using visual aids and examples to help clarify difficult concepts. Despite these challenges, the experience was incredibly fulfilling, and I developed a greater appreciation for the complexities of language teaching.

Challenges and Difficulties

Although my time at UEA was overall positive, there were some difficulties that I had to navigate during my stay. The first major challenge was the cultural adjustment. Coming from Japan, I was not used to the more relaxed and informal social atmosphere in the UK. For instance, I found that British students were more open and comfortable with casual interactions, which initially made me feel a bit out of place. I struggled with making friends in the beginning, as I was shy and hesitant to initiate conversations.

Additionally, the academic style at UEA was different from what I was used to in Japan. In Japan, the education system is often more structured, with clear instructions and expectations. In contrast, UEA encourages independent learning, which sometimes left me feeling unsure about what was expected in terms of assignments and exams. To overcome this, I had to actively seek feedback from professors and fellow students to ensure that I was on the right track.

The weather in the UK also posed a challenge, as I had never experienced such a cold and rainy climate before. The long, dark days during the autumn months were particularly difficult for me to adjust to, and I found myself feeling a bit homesick during this time. However, I learned to manage my emotions by staying active, exploring the city, and making new friends.

Positive Aspects of the Program

Despite these challenges, there were many positive aspects to the EDI program that contributed to my overall growth. One of the most notable aspects was the diversity of perspectives in the classroom. UEA is an international university with students from all over the world, and this diversity creates a rich learning environment. By engaging with students from different cultural backgrounds, I was able to broaden my understanding of global issues and develop a more nuanced view of intercultural communication.

Another positive aspect was the supportive academic environment. Professors were always approachable and willing to offer guidance, and there were numerous resources available to help students succeed, such as academic writing workshops and tutoring services. The university also offered various extracurricular activities, including cultural clubs and language exchange programs, which allowed me to connect with other international students and further immerse myself in British culture.

Teaching the Japanese language workshops was another rewarding aspect of the program. It allowed me to contribute to the university community while deepening my own understanding of Japanese culture and language. The experience also helped me develop my leadership and communication skills, which will be valuable in my future career.

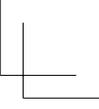
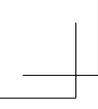
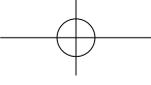
Implications for the Future

The experiences I gained during my study abroad program at UEA have had a significant impact on my personal and professional aspirations. Firstly, my improved intercultural communication skills will be invaluable in my future career, especially as I plan to work in international business. Understanding cultural differences and being able to communicate effectively across cultures is essential in today's globalized world, and I now feel better equipped to navigate these challenges.

Additionally, my teaching experience has made me consider a potential career in education. I had always thought about teaching as a secondary option, but after participating in the workshops, I realized that I enjoy helping others learn and sharing my knowledge. I would like to explore this further, possibly by pursuing a teaching certification or further studies in education.

Furthermore, the difficulties I encountered during my time at UEA, particularly related to cultural adjustment and academic differences, have taught me how to be more resilient and adaptable. These experiences have made me more confident in my ability to navigate unfamiliar environments and handle challenges independently.

Conclusion



Overall, my study abroad experience at the University of East Anglia was a highly enriching and transformative period. The academic seminars, teaching workshops, and cultural experiences all contributed to my personal growth and academic development. Although I faced challenges, I learned to overcome them and gained a deeper understanding of intercultural communication and global business practices. I am confident that the skills and insights I have gained will be valuable in my future academic and professional endeavors. I am also grateful for the opportunity to share my own culture through teaching, which has sparked an interest in pursuing a career in education. This experience has truly broadened my horizons and prepared me for a successful future in an increasingly interconnected world.



Table of Contents

- Academic Experience in UEA
- Life Experience
- Reflection
- Conclusion

Academic Experience



- Location
University of East Anglia in Norwich in the UK
- Term
September 11th–December 13th (Autumn)
- Main Academic Course
Intercultural Communication and Language
- Main Seminar
Intercultural Communication in Practice, Intercultural Business Communication

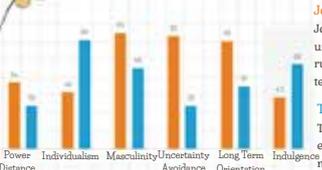
Academic Experience

~Hofstede's Six Cultural Dimensions~

<ul style="list-style-type: none"> • Power Distance High: Hierarchical, there is a large distance between superiors and subordinates. Low: egalitarian, flat organization 	<ul style="list-style-type: none"> • Uncertainty Avoidance High: focus on rules, avoidance of change Low: Flexible, open to change.
<ul style="list-style-type: none"> • Individualism vs. Collectivism Individualism: self-actualization, personal freedom Collectivism: group harmony, social obligation 	<ul style="list-style-type: none"> • Long-Term vs. Short-Term Orientation Long-term oriented: systematic and patient Short-term orientation: Immediate results, emphasis on past values
<ul style="list-style-type: none"> • Masculinity vs. Femininity Masculinity: competition, performance-based Femininity: cooperation, quality of life 	<ul style="list-style-type: none"> • Indulgence vs. Restraint Fun: Express your desires freely Restraint: Focus on social norms

Academic Experience

~Comparing Japan and the UK~



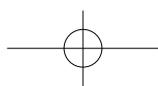
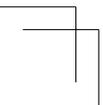
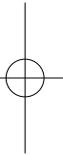
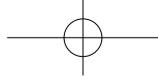
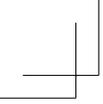
Japan
Japan has a culture of high masculinity, high uncertainty avoidance, strong tendency to adhere to rules and norms, and avoidance of change. They also tend to think things through over a long period of time.

The UK
The British, on the other hand, tend to place a strong emphasis on personal freedom and frequently pursue material pleasures and pleasures.

At 35 Britain sits in the lower rankings of power distance index. Interestingly is that research shows Power Distance index is lower amongst the higher class in Britain than amongst the working classes. The score at first seems incongruent with the well established and historical British class system and its exposes one of the inherent tensions in the British culture – between the importance of birth rank on the one hand and a deep seated belief that where they are born should not limit how far they can travel in life.

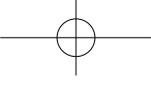
Learning Reflection

Hofstede's six cultural dimensions model helps us understand the differences in values and behaviors between different cultures and communicate effectively across cultures. Knowing these aspects will help me respect cultural differences and choose appropriate approaches in international business and interactions.



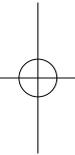
My experience with the EDI program

N. Ietaka (Ochanomizu University, JAPAN)

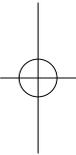


I would like to reflect on my experience in the EDI program for two years. About my first intercultural experience with the summer program at my university, I had never had the opportunity to learn about Japan from a foreign perspective before, so not only was the lecture itself interesting, but the opportunity to hear the diverse opinions of the international students through discussion was very valuable. Although the summer program was very short, I was able to begin to interact with and understand other cultures, as well as to compare and understand my own culture. I felt it was good to get the experience of discussing with students from other countries before studying abroad. This was because the environment was very similar to the group discussion environment during classes at UTS where I was studying abroad. My learning there were even if I am not confident in my language skills, it is better to try to say something, and even if it is something natural to me, it can be a fresh opinion for those who have grown up in other countries and cultures.

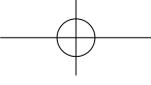
From here, I will write about my time studying abroad. I participated in a one-semester exchange at the University Technology of Sydney (UTS) and lived in Sydney for six months. Mainly about the things I learned while living in Sydney focusing on the EDI concepts. First, I will share the insights I found from the aspect of Equity.



At UTS, I felt that students who are non-native English speakers or come from different backgrounds were given the chance to start on an equal footing. For example, there were support programs like assignment help, language exchange programs, and English conversation classes. I did not participate in those programs much, but I was able to support and help a friend who was learning Japanese by teaching them Japanese, while they taught me English. This way, we were able to help each other. In addition to this kind of support, I also felt that the regular classes provided assistance tailored to my needs, which was very helpful. When I found it a bit difficult to keep up with classes in the beginning, especially in terms of English and subject knowledge, I consulted with tutors and professors. They reassured me by saying, “It’s okay not to rush; just do what you can for now, and let’s learn step by step,” which I deeply appreciated. Also in another internship subject, I also appreciated how the support was tailored to individual needs, such as with clear and simple explanations or checking comprehension.

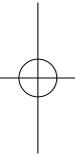


Regarding the situation where the Equity was observed outside the university, I would like to give an example of facilities for the people with disabilities. When I researched the transportation in Sydney for my design class, I noticed that there are facilities for wheelchairs and that assistance exists throughout the city for people who use hearing aids. The gap between bus and train cars and boarding platforms was narrower, there were features to adjust for fewer steps, and there were ramps on the path to the platforms. However, there are no clear stop announcements for buses, which makes it a little difficult for some people to use the buses who are not familiar with the city or the visually impaired and the elderly. I also saw hearing loops installed at stations and on billboards. I was very interested in this equipment because I had never seen such equipment in Japan.



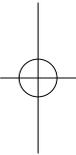
From these experiences, I conclude that Equity is about providing support according to individual needs rather than providing everyone with the same environment. Through my study abroad experience, I experienced the minority side somewhat in the sense that English is not my first language. I felt that there are things that cannot be understood unless one puts oneself in the minority's shoes, and it was a good opportunity for me to experience what kind of support can lead to the realization of Equity.

Next talking about the diversity, I felt it was a place where diversity was the norm, with people of different cultures, religions, languages, and values. There are so many different communities per culture at UTS, also I was able to experience a variety of cultures in Sydney such as Chinatown, a Chinese moon festival, a German Village, a Vietnamese Town, and an Indian Temple. As a reflection of a diverse society, there were so many different national food restaurants. It was a great experience to be able to visit these cultural places or have food around the world with friends from each country and exchange cultures. Of course they had Japanese garden, foods Sakura festival, so I could share my culture to friends. It was interesting to be able to tell them that cutting characters on bamboo is rarely seen, that Nigiri sushi is more Japanese style than rolled sushi, and that the color of cherry blossoms is slightly different from that of Japan. That kind of thing happened to other cultures as well so learning those little differences from the authentic was also interesting.



In a diverse environment, I realized the importance of respect and I also felt that my perspective was broadened by being exposed to many different cultures and ways of thinking. When exposed to food and culture that I had never experienced before, I had some negative feelings, such as anxiety. Of course, there are preferences and compatibilities, but rejecting or not even trying something can lead to dislike of the other culture. I believe that we should at least relate to each other with respect, even if there are cultures that are difficult for me to accept and for the other person to accept.

Lastly about inclusion, I felt inclusiveness is advanced in Sydney compared to Japan. For example, they had communities for gender minorities and training opportunities were offered at the university. Also, I found all-gender toilet in some national facilities like art museums. They had a rainbow monument in the town of a large gender minority community. These are just some of the realizations of Inclusion I found in the city. About the respect and protection of the indigenous culture were also well found in the city. We could see Aboriginal flags and designs using dots that are characteristic of indigenous paintings at some of the tourist spots and in the street arts. The national museums and art galleries had exhibition about indigenous people with two large rooms, there were indigenous markets during the Christmas season, and those culture seemed to be popular as souvenirs. I also felt inclusiveness in the availability of foods from diverse countries in supermarkets, and in the fact that restaurants offer vegetarian, vegan, gluten-free, halal, and other menus that cater to many people. I heard one of my vegetarian friends who traveled to Japan last month say that it was very difficult for her to find food, and in light of the increasing number of immigrants in Japan, I hope to

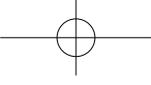


see more inclusiveness and diversity in Japan regarding food, which is essential for living. I can say that learning about each other's language and taking an interest in the language of my friend may have been part of the inclusion process.

I would like to comment on inclusion in relation to my work experience and leadership. I feel I have grown the most in terms of leadership. I did not always have many opportunities to take on leadership roles, but through my experience in the EDI program, I was able to experience and gained a confidence in leading a global team.

There were many opportunities to experience leadership positions in this program. Someone always needed to be the leader when working on or discussing an issue with an international team. I had very few opportunities to take on leadership roles in the past, so during my first year in the program, I was always in the position of having someone else take the lead. I had no idea how to be a leader, and I had never been a part of an international team before, but I was able to experience what an ideal leader looked like through the summer program, internships in Japan, and in class groups led by students from abroad and students above my grade level. I felt it was very good to be able to experience firsthand what kind of leader is ideal.

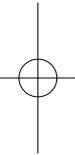
During my time as an international student in Sydney, I had the opportunity to work in two different environments: one at the Indonesian Trade Promotion Center (ITPC), which was part of my university class, and the other at a retail store, that sells plushy toys or cute Chinese, Korean and Japanese things, which was my part-time job place. In both workplaces I worked with people from diverse backgrounds. At ITPC I was led by Australian students as well as staff from Indonesia. They supported me in terms of language, such as telling me more natural way of expression or easier explanation. It helped me as a non-native English speaker. I also felt that it was very effective to create an environment where everyone was open-minded from the beginning, and the members could ask any question when they encountered the things they did not understand, so that no one was left behind. At my part-time job place, even though I didn't have much experience, I had been leader in the store for a couple of months. It was a bit different from my university experience, but I was given the opportunity to lead the multinational group. I was able to utilize what I learned in the experience with multicultural group. In addition to being aware of clear communication, using simple English and clear explanations, creating an environment where it is easy to ask questions, confirming understanding, using visual aids such as images and gestures, and learning phrases related to the bill in the language of the customer since there were many Chinese and Korean customers, etc. I had the impression from the internship experience that when the Indonesian-speaking staff members were speaking in their language, some of the students worried that they were talking about something not good and that it was difficult for me personally to talk to them. I decided to make use of this experience when I worked part-time. More than half of the staff were Chinese, and there were Korean, German,



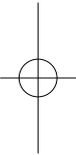
and Japanese staff as well. I thought that using Japanese to communicate with the Japanese staff might make it difficult for customers and other staff to talk to me, so I made an effort not to use Japanese except when necessary, and of course I communicated this along with my reasons.

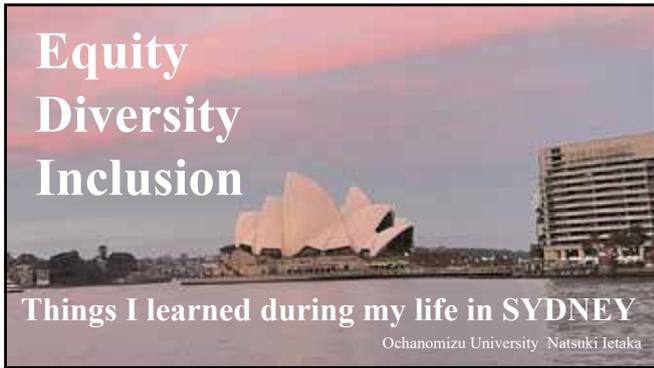
These experiences allowed me to not only understand the importance of working in a diverse environment but also provided me with valuable lessons in leadership, as I transitioned from being led to taking on a leadership role.

In a diverse society I learned about many different cultures and experienced the importance of respect by going abroad and experiencing minority status. I also gained skills in effective cross-cultural communication and developing adaptive skills to overcome cultural differences I got the leadership mind based on inclusiveness and though it was in the form of a part time job, I am glad having the opportunity to practice being leader in a global workplace.



At the debriefing symposium, one of the host companies of our internship pointed out that in Japanese society, few people have equipped with the concept of EDI, which left a lasting impression on me. Indeed, I feel that I have been able to learn the concept of EDI through my experience, however at the same time, I also feel that I had not come across these points of view in Japanese society. This made me realize the need to expand this EDI idea for the better society, rather than keeping what I learned through the program as my own learning. Through the EDI program, I am sure that I have gained great experiences, and it was those that broadened my way of thinking and perspective. I would like to make the most of these experiences in the future. I really appreciate this opportunity to be a member of the EDI program.





Equity Diversity Inclusion

Academic support

- Assignment writing assistance
- Buddy Program
- Conversations

Tailored support

- Simplified explanation
- Language adaptation





Equity Diversity Inclusion

Accessible Transportation Facilities





< Wheelchair ramps and the narrow gap between the transportation and the platform



Hearing Loop >
Assistive listening system

Equity Diversity Inclusion

Diversity in nationality, culture, religion, food, language, gender, opinion, etc.



< UTS clubs

UTS food court >





Embracing Inclusivity in the Workplace

- Clear Communication
- Simple English
- Encouraging Questions
- Confirm Understanding
- Visual Aids (ex. Using images)
- Learning some phrases in some other languages



From **Learning** to **Leading**

Through those experiences and findings in Sydney I gained...

- **Cultural Awareness**
Learned to navigate and appreciate diverse cultural environments
- **Respect**
Respecting diverse perspectives and ensuring that everyone feels **included and valued**
- **Effective Communication**
Understood the importance of clear communication and an open mind
- **Adaptability**
Developed the ability to adapt to different work settings and overcome language barriers
- **Leadership and Inclusivity**
Experienced being in a minority position, which highlighted the significance of creating inclusive



Thank you for listening

WHAT I LEARNED THROUGH THE INTERNSHIP
IN KINOKUNIYA BOOKSTORES

A. Sato (Ochanomizu University, JAPAN)

In August of 2024, I experienced the two weeks global internship in Kinokuniya bookstores with Maria who is a second-year student in Ochanomizu University. This report will reflect my experience and learning through this internship and think about the future to expand my learning. In first part, I will explain about Kinokuniya bookstores, which is our internship host company. Then I am going to reflect what we did in the internship, including challenges and its solutions in our task. In the third part, I will discuss what I learned from this experience, and finally, I am going to look forward based on this internship.

Host Company: Kinokuniya Bookstores

Kinokuniya bookstores is the long-established bookstore which is founded in 1927 by Moichi Tanabe. Today, they have 70 stores as represented by Shinjuku, 7 sales headquarters, and 81 book centers in Japan, and 41 stores and 9 business offices overseas as well. In their business, they have three main pillars. The first is store sales which means selling books or stationaries in real stores or online stores. The second is sales and marketing. This is aimed to large institutions such as universities, hospitals, or government, and selling academic magazines or database. The last is overseas business. As mentioned above, Kinokuniya bookstores have a lot of stores and offices abroad, for instance United States, Australia, and Southeast Asian countries, and their importance in Kinokuniya bookstores business is rising year by year. Alongside these three main pillars, they also handle non-book contents such as KinoDen and Kinoppy and provide library management services as well.

Our experience

We experienced a lot of works across departmental boundaries. The table below gives a summary of the work we experienced.

	Place	contents
Data use	Office	Use data to determine number of orders and returns
Store tour	Shinjuku, BKT	
Marketing	Housei University	Sales to librarians
non-book contents	Office	Learn about digital contents
POP making	Office	Create a pop of favorite books
NDL tour	National Diet Library	
Work at BKT	BKT	Stok up on items, organize bookshelves, and post Instagram
Flyer making	Digital Information Sales Department	create a flyer of Toyokeizai DCL (Digital Contents Library)
Trouble shooting	Magazine Department	Resolve access issues through email
Article translation	OCLC Department	Translate OCLC (Online Computer Library Center) Headquarters web article into Japanese
Sales copy making	Academic Foreign Books Department	Create sales promotion statements of academic books
Interview	Overseas Business Promotion Office	Interview with stores in Australia and UAE
Presentation	Office	A presentation of suggestions to make Kinokuniya Bookstores more attractive from an EDI perspective

In first week, we learned about Kinokuniya Bookstores in head office. We listened about their business vision, their jobs depend on the departures, and their products. We also participated in two tours. The first is the tours of real stores, and we went to the Shinjuku store and Books Kinokuniya Tokyo store, which sells books written in foreign languages. The other one is the tour of the National Diet Library, and we saw old newspapers or magazines there. In second week, we experienced more practical work, using computers and English. For example, we made flyers to introduce their products, and we handled the mock troubleshooting and answering order form overseas stores. On the last day of our internship, we did a presentation titled “How to make Kinokuniya better from an EDI perspective” and we suggested some ideas to improve Kinokuniya’s equity, diversity, and inclusion both for their customers and workers. Below, I would like to focus on non-book products and Instagram posting.

Non-book products

Kinokuniya Bookstores have some non-book products, and I am going to discuss about e-book products. Kinokuniya Bookstores have their own e-book app named Kinoppy. Within this app, people can buy and read a variety of e-books, from novels to comics. The reason why I wanted to focus on e-

books in this report is because I learned how valuable they are from an EDI perspective. To be more specific, e-books can expand the number of people who enjoy books. The act of 'reading book' may seem very simple. This act, however, requires several abilities. It is necessary to be literate, of course, but it is also necessary to be able to turn pages and, as a prerequisite, to go to a bookstore or library to get the book. In other words, for a certain number of people, there are several barriers to enjoy books. For example, for those who are blind, have physical disabilities which prevent them to go out or turn the pages, or have dyslexia which is one of specific learning disabilities, it is often difficult to read paper books. On the other hand, e-books are available without going to a bookstore or library, have a read-aloud function, and are much easier to turn the pages than paper books. Not only those who have disabilities but also those who have enjoyed paper books can take advantage of e-books as well, and I think it is one example of inclusion.

Instagram posting

In second week, we experienced one-day work experience in Books Kinokuniya Tokyo store, and posting Instagram in English was one of our tasks. We introduced Spanish books in our post. In making our Instagram post we had to take care of a lot of things. First, we needed to make sure that the wording of the text was correct. We were very careful not to write in a way that could be misinterpreted or euphemistically hurt certain people. We also made sure that the photos we posted did not show customers inside the bookstore. Furthermore, when introducing a book, we clearly stated not only the author but also the translator. Therefore, we always be required to think about the inference of our post, and not only people in front of us but also about the multitude people who are invisible to us. While social media such as Instagram has the advantage of being able to easily transmit information to a large number of people, it also has the danger of easily and unknowingly harming others and creating misunderstandings. When I was a member of a company, I needed to understand this disadvantage well and use it more carefully than when using it as an individual.

Learning from the internship: three skills

Through this internship, I acquired three skills, which are imagination skill, social skill, and English skill.

The imaginative skill I am referring to here are taking into account those who are not in front of me and whom I may not see even in the future. The Instagram postings mentioned above specifically called for this skill. I also learned that when thinking about sales promotion text, although we don't have customers in front of us, we can write texts that attract them more by thinking carefully about them, for example, what situation they are in, what they are looking for, what problems they are facing.

The social skill means the skills needed to work within Japanese society. This skill was acquired not only during the two-week internship at Kinokuniya Bookstores, but especially during the pre-

seminar before that. In addition to proper clothes, punctuality, and appropriate greetings, I also learned manners such as how to handle business cards and where to sit according to their position, which was a very useful lesson for my future work. I also realized the importance of closely communication with the people I work with in the company in order to achieve better results. There is no shame in asking other employees or an intern partner for help or asking when I don't understand something. On the other hand, it is also important to express my opinion, even if I disagree with others' opinion. Japanese people, in particular, tend to place a high value on conformity, so even if they have a different opinion, they tend to go along with those around them and with their counterparts. However, we must not be afraid of confrontation if we are to achieve our ultimate goal of providing better service and products to our customers. In the first place, those who understand this ultimate goal are less likely to be in conflict with each other, simply because they have different opinions. In fact, there were several times when Maria and I disagreed with each other in the process of creating Instagram posts and presentations. Each time we shared our opinions and the reasons why we thought so. We discussed which method would be better to achieve the objective of a given task, or whether it would be possible to combine the two. I believe that this process was a major key to improving our results.

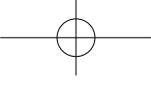
The internship at Kinokuniya involved a program that used a lot of English during the second week. There were many situations that required business English, such as exchanging e-mails with oversea stores and interviewing people who work at stores in Australia and UAE. In addition, for the interview, unlike e-mails and presentations, we had to respond in a flexible manner for which we could not prepare. Through this internship, I was able to learn English expressions and vocabulary that I rarely see in school classes. Although I felt that I still had some work to do in responding flexibly in English, I believe that it was meaningful to be able to take on this challenge.

For the future

In this part, I would like to discuss how to apply what I learned from this internship in the future learning.

First, I would like to use the imaginative skills I gained from this internship in my future studies of diversity, equity, and inclusive. I am a Japanese citizen, I speak Japanese, I am able-bodied, I am cisgender, and this means that I belong to the majority in Japanese society. This is why I believe this imaginative skill is important for me to think about EDI. We need to use our imagination to think about situations we have never experienced, people we have never met, and a future that is unpredictable. I used this imagination skill for business purposes during my internship at Kinokuniya Bookstores, and I believe it plays an important role in learning about EDI as well.

I think that not being afraid of discussion is another important key to learn about EDI. Until now, I have often been swayed by the majority opinion because I felt shy about expressing my own opinion or feared a conflict of opinions. However, this does not lead to deep learning. I would like to practice



what I learned through my internship, which is to discuss a lot toward the final goal and to communicate well, in my future classes at the university.

As for my English skills, I will continue to work on improving this as well. So far, my opportunities to use English have been mostly limited to the university, but through my internship, I have keenly realized that English is the common language of global business. I would like to study English not only for my university studies or for test scores, but also to become a globally active person. I learned that small talk and humor play an important role in business situations, so I want to improve my conversational fluency as well as challenge myself with worldwide English qualifications.

WHAT WE LEARNED THROUGH THE INTERNSHIP IN KINOKUNIYA

RABANAQUE MARIA LUZ
AINA SATO

CONTENTS

1. About Kinokuniya
2. What we experienced
3. Actions for EDI
4. Our thoughts
5. Looking Forward

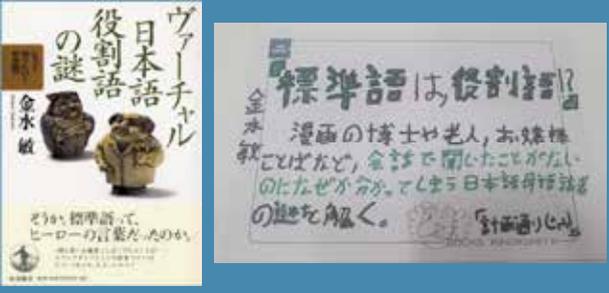
KINOKUNIYA BOOKSTORES



- Founded in 1927
- Three pillars of business
 1. Store sales
 2. Sales and marketing
 3. Overseas business
- Digital contents
- Library services

WHAT WE EXPERIENCED -WEEK 1-

- Use of data
 - what and how much to stock
- Tour
 - Shinjuku main store
 - Books Kinokuniya Tokyo
 - the National Diet Library
- Non book product
 - Database
 - eBooks
 - digital contents
- University Sales
 - Hosei University
- Making POP



謎の役割語 日本語のキャラクター

標準語は役割語?

漫画の博士や老人、お嬢様、こぼれなど、会話で聞いたことのないのとなぜが分か。そして日本語母語話者の謎を解く。

WHAT WE EXPERIENCED -WEEK 2-

- BKT
 - post Instagram
 - foreign book selection
- Digital Information Marketing
 - make flyers about Toyokeizai DCL
- Magazine & Journals
 - trouble-shooting though email
- OCLC
 - translate article into Japanese
- Academic Foreign Books
 - make promotion sentences
- Overseas Business
 - interview with Sydney and Dubai Branch
- Presentation
 - "How to make Kinokuniya better from an EDI perspective"



Our Instagram Post

We were given the task to help with social media platforms

We learned how to make an attractive post targeted at a specific audience

ToyokeizaiDCL flyer



ACTIONS FOR EDI



HELPING PEOPLE IN UNEXPECTED WAYS



E-BOOKS CAN HELP VISUALLY IMPAIRED INDIVIDUALS



NEW INITIATIVES (KINOPPY SYSTEM)

OUR THOUGHTS

-  Experienced the challenges and rewards of working in society
-  Learned plenty about Kinokuniya as more than just a book shop
-  Learned about business and sales

LOOKING FORWARD

- Increased love for books, which we will try to expand for others
- Importance of understanding clients' needs
- Fostering diversity by expanding our imagination

THANK YOU FOR LISTENING!

Global Internship in Nippon Koei towards sustainable society

A. Maita (Ochanomizu University, JAPAN)

Through the global internship in two weeks, I gained a lot about not only sustainable knowledge but also Japanese working style. I worked at Nippon Koei and took part in the various tasks. I will introduce what I did in precious two weeks.

Before starting internship

Until participating to this internship, I had never experienced internship. I was worried about my ability to behave appropriately in the company. However, I was looking forward to learn about sustainability. The sustainable industries I initially imagined were mostly centered around straightforward initiatives like reducing plastic bag usage or promoting recycling. However, when I learned that I would have the opportunity to experience a completely new field of work related to environmental assessment, I couldn't contain my excitement. The prospect of diving into such a specialized area felt like not only a fascinating challenge but also an excellent opportunity to broaden my perspective and grow both personally and professionally.

About Nippon Koei

Firstly, I will introduce the company where I worked. Nippon Koei is one of the biggest companies in Japan dealing with environmental consulting industry and lead the industry from establishment in 1964. I heard from supervisor that Nippon Koei is neutral party, so to speak, between the clients and the government. I had no prior knowledge of the existence of such companies, so it was truly an eye-opening learning experience for me.

Moreover, it has various services ranging from consultancy to advanced research for the private sector.

In this intern, we assigned to join to sustainability promoting section, where address the work related to sustainability.

About SD Office

As I mentioned before, we were assigned to join in SD office. The SD Office specializes in designing and supporting the implementation of sustainability projects across a wide range of areas. Its services cover the entire project lifecycle, from planning and implementation to monitoring and evaluation. It offers consulting expertise in several key areas, including SDGs assessment and evaluation, Nature Positive strategies, and Environmental and Human Rights Due Diligence. Our work also spans innovative solutions such as regenerative agriculture and carbon farming, ESG sales and supply chain management, and responsible investment practices. Additionally, it focuses on nature-derived carbon credits, circular economy initiatives, and the development of carbon-neutral cities and green buildings.

The approach is tailored to help organizations advance their sustainability goals while promoting

long-term environmental, social, and economic resilience.

Our experiences in two weeks

Basically, we tackled to given tasks in headquarters of Nippon Koei. What we did there are roughly divided into four. They are creating pilot project, giving presentation about it, cite visiting and interaction with employees.

About pilot project

The first and biggest task was creating pilot project of biochar, We were told to create a project plan for the pilot project at Ochanomizu University, Biochar is a charcoal-like substance made by heating organic material under anaerobic conditions (for example, agricultural and forestry wastes.) Biochar is widely accepted as futural and sustainable resources because although it looks a lot like common charcoal, biochar is produced using a specific process called pyrolysis to reduce contamination and safely store carbon. They contribute to environment not only in producing process, but also in applying to soil as fertilizer. They can capture carbon and retain water in the soil. Additionally, they can neutralize acid soil. Also, it is notable that there are some unique environmental characteristics of Ocha Univ;

- There are elementary school, junior high school and kindergarten belonging to Ocha Univ
- Many trees and plants are living though civilized area
- It has a farm in Higashimurayama and was used to teach agriculture.

After we searched a lot about biochar and Ocha University, we started to think how to use these resources and run business.

I spent hours each day gathering materials for the project, ranging from how to make biochar to the usage and effects of pesticides. Focusing on the low popularity, we decided to use them as educational equipment, which ranges food education to agricultural education, and after that, start to vegetable business. To be more specific, the plan involved first exploring the benefits and uses of biochar and developing educational materials for use in elementary and middle schools. At the same time, we aimed to conduct experiments to see if biochar could be produced on a larger farm. If successful, the project would expand to produce biochar at the university level. While this is purely a conceptual plan, creating a realistic project that isn't just wishful thinking is incredibly challenging. We had to consider factors such as budget, safety, and the potential impact on nearby residents, making the process far from simple.

We struggled with considering about the detail plan the most. For example, Ocha university area was too small to grow amount of vegetable and prove the environmental effect safely, so we planned to use the farm in Higashimurayama, where once existed the vegetable private farm of Ocha school. It was very useful experience because it was the first time for me to plan the pilot project and think

the business plan detailly. As I noted earlier, it is very important that not just imagine but realistic analysis.

Secondly, we gave a presentation about what we planned in two weeks. It was very fun but hard for me to make presentation in two languages, which were Japanese and English. However, I was so glad to do the task because it also provided the experience of translation to me. Employees gave many feedback and praise for our work so that we can keep us motivated.

When I finished the final presentation, I felt a deep sense of accomplishment, along with overwhelming gratitude toward the teammates who had worked alongside me and the company staff who provided valuable feedback throughout the process.

Other things we tackled with

Other than these main tasks, employees were very kind to let us go many places to more understand to environmental assessment. Through the visit to Meiji park, new building in Shirokanetakanawa, and Miyagase dam, I could learn how it is actually done. Especially visit the Meiji Park was very impressed for me. It was very beautiful to see the commercial facilities in harmony with the natural surroundings, and I learned that these were the fruits of efforts realized through continued assessments. Also, it was shocking to learn that the environmental assessment process takes more than a decade for a single project alone, and that the volume of reports is enormous.

Lastly, we interacted with employees and knew about Japanese working-lifestyle deeply. We could interact through online or face-to-face. It was enjoyable to talk with employees of close age. Not only that, but I was also able to hear from the HR department about Japan's public corporations' current global talent development initiatives, which I found very interesting. Additionally, through these interactions, I gained a deeper understanding of Japanese work culture, which I plan to summarize later.

Summary of the internship and EDI

Reviewing the internship in Nippon Koei, it was very meaningful time because I had never experienced to join certain company's work. It was very excited to create new ideas and make sure if they are possible to realize. Also, I came to want to learn English and make myself more smoothly. Furthermore, I thought the relationship between crucial elements of EDI and this internship. In EDI program, "E" refers equality, "D" refers diversity and "I" means inclusive.

In my view, environmental assessment is strongly associated with "Inclusiveness". The reason why I think so is that natural co-existence must be the key of assessment, and the way of thinking also would be applied to people co-existence. Living in harmony with nature teaches us valuable lessons about coexistence and inclusivity. In ecosystems, every element plays a vital role, and recognizing this interdependence helps us appreciate the value of diversity. This perspective can be applied to human

relationships, where inclusivity strengthens communities just as biodiversity strengthens nature. Although I am a student major in social issues and sometimes the lack of scientific knowledge made me confused, I can sympathize the theory towards live with other species. As globalization advances, conflicts often arise from difficulties in achieving coexistence among diverse groups. Differences in culture, values, and perspectives can lead to misunderstandings and tensions. However, just as biodiversity thrives through balance and interdependence, humanity can also find solutions by embracing diversity and seeking common ground. Biodiversity teaches us that every species plays a role in maintaining harmony within ecosystems. Similarly, respecting each other's unique contributions can foster mutual understanding among people. By learning from nature's resilience and adaptability, we can work together to develop better ways to coexist, ensuring a more peaceful and inclusive global society.

About Japanese-working style

One of the most remarkable aspects of Japanese work culture I experienced during my internship was the emphasis on collaboration and collective effort. In the workplace, team members consistently worked together to achieve shared goals, demonstrating a deep understanding of mutual responsibility. Everyone's contributions were valued, and there was a strong focus on ensuring tasks were completed smoothly and efficiently as a group.

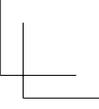
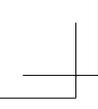
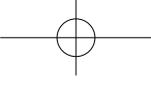
This collaborative spirit extended beyond formal meetings and discussions. I noticed how team members actively supported each other, whether by sharing advice, assisting with tasks, or providing encouragement during challenging moments. Such an approach not only strengthened the team dynamic but also created an inclusive environment where everyone felt motivated to perform their best.

In recent years, changes are emerging. Flexible work arrangements, remote work, and policies promoting work-life balance are being adopted to address modern challenges. I can hear about new working style from people working. I would like to refer it when I think about my career.

Through this experience, I learned that the success of a team lies in its ability to work together, respecting each member's unique strengths. This principle is one of the defining features of Japanese work culture and an invaluable lesson I will carry forward in my career.

Conclusion

During this internship, I gained valuable insights into sustainability and Japanese work culture. I learned how small, mindful actions can contribute to a more sustainable future and how businesses integrate these practices into their daily operations. Additionally, I observed the unique aspects of Japanese work culture, such as the importance of teamwork, respect for hierarchy, and efforts to balance tradition with modern approaches like flexible working.



I am deeply grateful to my company for providing this opportunity and to my peer, Mrs. Amandine, for her constant kind support and collaboration. Their guidance and shared experiences not only enriched my understanding but also inspired me to think critically about my role in promoting sustainability and adaptability in the workplace. This internship has been an incredible learning experience, and I am looking forward to applying these lessons in my future endeavors.

Towards a more Sustainable Society

—through the internship in Nippon Koei—

Animi Maita Amandine Kern



Overview

- About Nippon Koei
- About sustainability design office
- Our Experiences
 - Strategy
 - Experience
- Project Timeline
 - Strategy
 - Our Team




About Nippon Koei

Nippon Koei is one of the biggest companies in Japan dealing with environmental consulting industry and lead the industry from establishment in 1964. Various services ranging from consultancy to advanced research for the private sector. In this intern, we assigned to join to sustainability promoting section

NIPPON KOEI

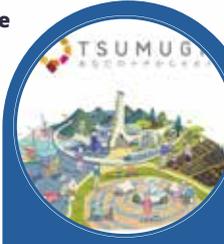
About sustainability design office

SD office missions

- Design sustainability projects
- Support the realization of sustainability projects (planning, implementation, monitoring and evaluation)

Consulting areas of the SD Office

- SDGs assessment: EDGs evaluation
- Nature Positive
- Environmental and Human Rights Due Diligence
- Regenerative Agriculture Carbon Farming
- ESG Sales & Supply Chain
- Responsible Investment
- Nature-Derived Carbon Credits
- Circular Economy
- Carbon Neutral City
- Green Building



Our Experience

Date: 9/2-9/14
Place: headquarters of Nippon Koei

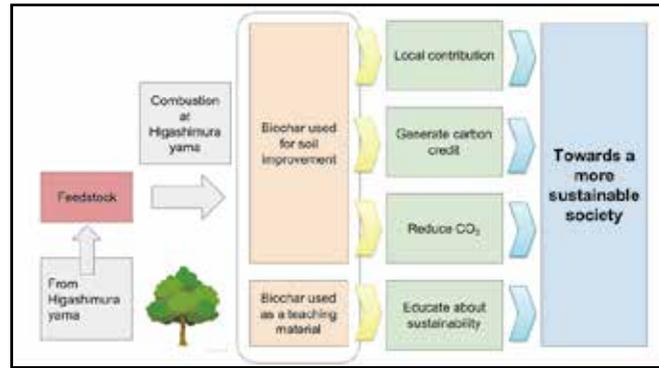
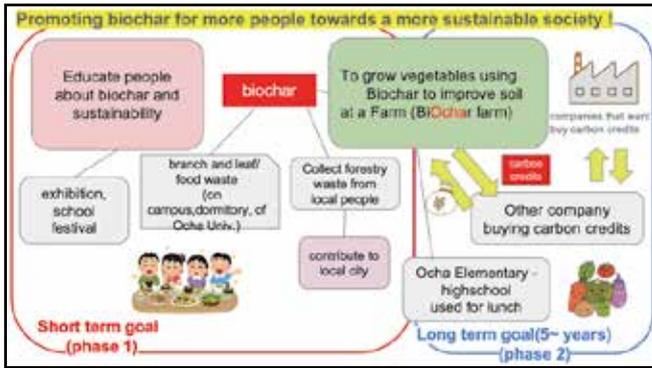
- 01** Make the pilot projects using biochar in Ocha University
- 02** Make the presentation about our pilot project and what we learned
- 03** Visit where the company consulted
- 04** Interact with workers online/offline



- 01 Make the pilot projects using biochar in Ocha University**
The first and biggest task of the internship was making a pilot project about biochar.

We were given two weeks to make the pilot project in Ocha university.
- 02 Make the presentation about our pilot project and what we learned**

The last day, we gave the presentation about the project and summary of this intern twice to some employees of Nippon Koei.



03 Visit sites and learn about environmental consulting

We visited many sites related to environmental consulting such as Meiji park and Miyagase dam.

Through the visit, we learned about **the difficulties of carrying out new construction while preserving the environment**, and what the company is doing to achieve this.

What we learned

How a Japanese company works

How to make a pilot project from the start in a limited time

The role of consultant and the importance given to sustainability in various project

Summary of this internship

Amandine

- Had some difficult times especially regarding sciences related knowledge (lacking scientific vocabulary in Japanese)
- Overall great experience and I am very glad that we could realize this project in a team

Animi

- Experienced meaningful time
- It was very excited to create new ideas and make sure if they are possible to realize
- I want to learn English and make myself more smoothly

THANK YOU!

Reflecting on My Global Internship Experience

A. Yoshino (Ochanomizu University, JAPAN)

During my internship with ICYE Japan, I had a lot of new and meaningful experiences. This internship gave me a chance to learn about cultural exchange, communication, and personal growth. It was a challenging but rewarding journey. In this report, I will explain my experience in six parts: an introduction to the company and its business field, the project I worked on, the difficulties I faced, how I overcame those difficulties, the implications for my future, and my reflections and recommendations for future interns.

Company and Business Field

ICYE Japan is a non-profit organization that focuses on promoting cultural exchange and understanding between people from different countries. They believe that connecting people from different cultural backgrounds can help make the world a better place. By participating in these cultural exchanges, people can learn to appreciate and respect diversity.

The organization provides both short-term and long-term volunteer programs. For example, Japanese volunteers can go abroad to experience other cultures, while international volunteers can come to Japan and learn about Japanese culture. These programs give people unique opportunities to live and work in a foreign country. Through this, they can meet new people and gain a deeper understanding of different ways of life.

One thing I found impressive about ICYE Japan was how much they value inclusivity and diversity. The organization works hard to create opportunities where people from different backgrounds can come together and learn from one another. They organize activities such as educational workshops, cultural orientation sessions, and experiential trips. These activities help participants understand each other better and build meaningful connections. I felt proud to be part of this mission to promote global citizenship and cultural understanding.

Project for the Internship

During my internship, I was given the responsibility of organizing and managing a Tokyo Day Trip for international volunteers. This project was the highlight of my internship because it allowed me to combine planning skills with cultural sharing. The project involved four main tasks, each of which taught me something valuable.

The first task was Itinerary Development. I had to decide which places we would visit during the trip. I wanted to choose destinations that showed both the traditional and modern sides of Japan. After careful consideration, I selected Asakusa, Tokyo Skytree, Meiji Shrine, and Shibuya. Asakusa represents traditional Japan with its historic temples and bustling shopping streets. Tokyo Skytree is a symbol of modern Japan, offering breathtaking views of the city. Meiji Shrine is a peaceful and spiritual place, while Shibuya is lively and full of energy. This balance of destinations gave the volunteers a well-rounded experience.

The second task was Budget Planning. This was my first time handling a budget for a group activity, so it was a bit challenging. I needed to ensure that we could visit all the planned destinations without spending too much money. I compared prices for transportation, meals, and tickets to find the most cost-effective options. It took a lot of time and effort, but I managed to create a budget that worked well for everyone.

The third task was Logistical Coordination. This included booking tickets, arranging transportation, and managing the schedule. I had to make sure everything was organized so that the trip could run smoothly. For example, I reserved group train tickets in advance and checked the opening hours of each destination. This required a lot of attention to detail, but it was worth it to ensure that the trip went as planned.

The fourth task was On-the-Spot Problem Solving. On the day of the trip, unexpected issues came up, such as delays and changes in the group's preferences. For instance, some volunteers wanted to stay longer at certain locations, while others wanted to move on. I had to adjust the schedule and find ways to keep everyone happy. This taught me the importance of flexibility and quick decision-making.

Overall, this project was a great learning experience. It helped me develop important skills like time management, communication, and adaptability. It also allowed me to deepen my understanding of how cultural differences can influence group dynamics and travel preferences.

Difficulties Encountered

During my internship, I faced many challenges that tested my patience and problem-solving abilities. These difficulties were valuable because they taught me important lessons. Here are the four main challenges I encountered.

The first challenge was Communication in English. Before the internship, I had never traveled outside Japan, so my experience with English communication was limited. I often worried about making mistakes in pronunciation or grammar. This made me hesitant to speak up. Additionally, some of the international volunteers were non-native English speakers, which sometimes made communication even more challenging. I felt nervous about expressing myself and worried that I wouldn't be understood.

The second challenge was Execution of the Day Trip Plan. Coordinating a group of people with diverse interests was harder than I had expected. For example, some volunteers wanted to spend more time at certain attractions, while others wanted to move quickly to the next destination. At lunchtime, some people wanted to try Japanese food, while others preferred something more familiar. This caused the group to split up, which made it difficult to reunite later. Also, because it was a busy Sunday, the trains were crowded, and we even missed one of our scheduled rides. These delays affected the schedule and added to the stress of managing the trip.

The third challenge was Cultural Adjustment and Shock. I was surprised by how relaxed some of

the international participants were about schedules. In Japan, we are used to strict time management, so I found it difficult to adapt to their more flexible approach. For example, when the schedule was delayed, they didn't seem worried, but I felt anxious because I wanted everything to go according to plan. This difference in cultural attitudes was a bit shocking for me.

The fourth challenge was Language Barriers with Volunteers. Some of the volunteers spoke very quickly or had strong accents, which made it hard for me to understand them. At the same time, they also struggled to understand certain Japanese cultural concepts that I tried to explain. This made communication more difficult and sometimes led to misunderstandings.

How I Overcame the Difficulties

Overcoming these challenges was not easy, but I found ways to manage them with persistence and support from my mentors. Here are the four strategies I used to solve these problems.

First, I learned to Embrace Imperfection in English Communication. I realized that communication is about the intention to connect, not about being perfect. I started to focus on making my message clear, even if my grammar or pronunciation wasn't perfect. I used simple words and gestures to help explain my ideas. I also practiced active listening to better understand what others were saying. This made me feel more confident and helped build stronger connections with the volunteers.

Second, I learned to Adapt to Schedule Flexibility. To manage delays during the trip, I made three adjustments. First, I added extra time to the schedule as a buffer for unexpected events. Second, I set clear meeting points so that the group could regroup easily if they split up. Third, I used messaging apps to stay connected with everyone. These changes made the trip run more smoothly and helped me stay calm even when things didn't go as planned.

Third, I developed Cultural Sensitivity and Open-Mindedness. Talking with the volunteers helped me understand that different cultures have different approaches to time and schedules. While I initially found it frustrating, I eventually learned to respect their perspective. This experience taught me to view cultural differences as opportunities for growth rather than obstacles.

Fourth, I used Technology and Resources to overcome language barriers. I relied on translation apps to help bridge communication gaps. I also referred to a book about Japanese culture to explain certain concepts more clearly. These tools made it easier to communicate and created a more inclusive environment for everyone.

Implications for the Future

This internship has had a profound impact on my personal and professional development. The lessons I learned will continue to influence me in many ways.

First, I experienced significant Personal Growth. Before the internship, I lacked confidence in

my English and problem-solving skills. Now, I feel more capable and willing to face challenges. I have learned to stay positive and adapt to new situations.

Second, I gained valuable Professional Skills. The logistical and leadership skills I developed during the internship are applicable to many career paths. I also learned the importance of clear communication and cultural sensitivity, which are essential in today's globalized world.

Third, I became more aware of the importance of Diversity and Inclusion. This experience taught me how to create environments where people from different backgrounds feel valued and respected. I hope to promote these values in my future work.

Finally, I developed an Expanded Worldview. Interacting with people from around the world gave me a new perspective on cultural norms and practices. This has inspired me to seek more opportunities for international collaboration.

Reflections and Recommendations

Looking back, I feel grateful for the challenges and lessons of this internship. Here is some advice for future interns.

First, Be Open to Learning. Every challenge is an opportunity to grow. Don't be afraid to try new things, even if they seem difficult.

Second, Focus on Communication. Active listening and empathy are key to building connections. Use tools like translation apps if needed, but always aim to understand others.

Third, Stay Flexible. Plans don't always go perfectly, so be prepared to adapt. Flexibility can make the experience more enjoyable for everyone.

Fourth, Keep a Positive Mindset. Mistakes are a part of learning. Stay patient, and remember that every problem is a chance to improve.

Conclusion

My internship with ICYE Japan was an unforgettable experience that helped me grow as a person. It deepened my understanding of cross-cultural collaboration and taught me the value of adaptability and respect. The skills I gained will help me in future endeavors, and I hope to continue building meaningful connections across cultures. This internship truly showed me the power of cultural exchange.



Bridging Cultures: Collaboration in a Global Context"

Sanzana Mikasa and Yoshino Ayumi
ICYE Japan

What is ICYE

<https://www.icye-japan.com/about/>

Goal: **To break down the barriers** that exist between different cultures and people, to provide a place to **deepen international cross-cultural understanding**, and to provide a place to deepen cultural, ethnic, gender equality, and international cross-cultural understanding.

1. Long-term dispatch program (6 or 12 months),
2. Short-term dispatch program (2 weeks - 4 months),
3. Student acceptance at Japan program,
4. Domestic public relations activities are the main business.



Introducing Volunteers Coming to Japan

International volunteers coming to Japan work for 6 months.

They engage in international volunteering across sectors such as education, childcare, welfare, community revitalization, and agriculture in various regions of Japan.

Experience

- ❖ Assisted the instructor in teaching volunteers about Japanese greetings, rules, and culture from the perspective of a Japanese person.
- ❖ Explained the significance and history of historical shrines and temples to volunteers during visits to these sites.

Issues that I overcame (Ayumi)

- ❖ It was challenging to provide an accurate explanation of Japan in English. I referenced books on Japanese culture written in English to aid in this process.
- ❖ Understanding their English was difficult, so I used an application to assist with comprehension.
- ❖ It was challenging to explain Japan's unspoken social norms and implicit rules. To address this, I prepared a document detailing such rules after conducting prior research.

Experince (Mikasa)

- ❖ **Participated in Discussions:**
Facilitated inclusive group discussions on cultural and international topics, sharing unique insights as a foreigner in Japan and fostering open, mutual understanding among participants.
- ❖ **Planned a Day Trip:**
Organized and led a cultural day trip, handling logistics, coordinating with volunteers, and adapting plans to create an engaging and educational experience for participants.
- ❖ **Presented Japanese Culture from a Foreigner's Perspective:**
Presented engaging discussions on Japanese culture from a non-native perspective, focusing on customs, traditions, and etiquette, while sharing personal experiences and insights to break stereotypes and highlight cultural assimilation.

Issues that I overcame (Mikasa)

❖ Cultural Barriers as a Foreigner Teaching Japanese Culture:

As a foreigner discussing Japanese culture, I faced the challenge of bridging cultural differences. I overcame this by engaging in open discussions with local participants, listening to their perspectives, and integrating their insights into your presentations, thus fostering mutual understanding.

❖ Planning and Coordinating a Successful Day Trip:

Effectively managed logistical challenges for the day trip, including time, transportation, and diverse interests, while addressing unexpected changes and participants' needs to ensure a smooth experience.

❖ Navigating Unspoken Rules in Japanese Culture:

Japanese culture is rich with unspoken norms that are seldom articulated yet are universally observed, such as the vital skill of reading the room. Initially, I faced challenges in expressing these complex concepts. However, I discovered that discussing my personal experiences in real-life situations allowed me to communicate their importance more effectively.

Focus point : Tokyo Day Trip

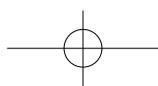
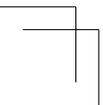
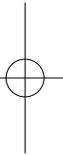
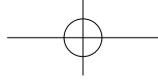
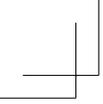
Places that we visited:

- Asakusa
- Tokyo national museum (Jan)
- Tokyo Skytree
- Meiji Shrine
- Harajuku
- Shibuya



Responsibilities and Contribution During Internship

- ❖ Participated in orientation sessions and contributed to discussions on a range of topics.
- ❖ Supported volunteers in navigating a supermarket for shopping needs.
- ❖ Engaged in traditional Japanese cuisine preparation by making Onigiri.
- ❖ Assisted in organizing a welcome event, including logistical and planning aspects.
- ❖ Developed a plan and budget for a day trip, subsequently managing the trip's execution.
- ❖ Provided support in Japanese language lessons.
- ❖ Assisted with calligraphy instruction for volunteers.
- ❖ Facilitated recreational activities for volunteers, including karaoke and game center visits.
- ❖ Provided support and farewell assistance to departing volunteers.



Internship Program Summary and Reflection

R. Ikeda (Ochanomizu University, JAPAN)

Introduction

I participated in the EDI Program in 2023, and this year, I joined a two-week internship program. Through this program, which aims to foster leadership in the international community and develop leaders who can contribute to achieving a sustainable society, I had the opportunity to meet more people, collaborate with them, and actively tackle various challenges. This internship program was completely different from any program I had experienced during my student life. It provided me with valuable insights for considering my future career path. One of the key pillars of the program, EDI (Equity, Diversity, and Inclusion), is a concept of great significance in today's rapidly changing society. Before participating, I often wondered how I could incorporate this concept into my daily life, especially since efforts in this area are expanding in Japan but remain somewhat limited. Working in partnership with an international student from a different background during the internship allowed me to deepen my understanding of EDI practices and challenges within Japanese companies.

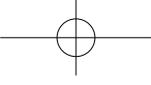
In this paper, I will summarize the host company of the internship, provide an overview of the project my partner and I were responsible for, and describe the difficulties we faced and how we overcame them. Additionally, as part of reflecting on this internship, I will outline the skills I gained and how they relate to my future career plans.

About the Host Company

The host company of my internship, Mynavi Corporation, is one of Japan's leading human resources firms. Since its establishment in 1973, Mynavi has been offering a wide range of services to individuals and businesses, focusing on publishing and human resources under the vision: "To create a world that envisions the future by engaging individual potential." To achieve this, Mynavi defines five core values: Vision and Imagination, a "Can-do" Spirit, The Power to Connect and Engage, Gratitude and Respect, and Well-being.

Mynavi's logo, "Mynavi Wave," symbolizes the company's role in inspiring personal growth and success, with its design representing the connection between users and Mynavi through lines and dots shaped like the letters "m" and "n."

Founded as Mainichi Communications Co., Ltd. in 1973, the company initially focused on publishing newspapers and importing fine arts. In the 2000s, it expanded into recruitment, career change, and part-time job services. In the 2010s, the company was rebranded as Mynavi Corporation. While broadening its information media business, Mynavi has also grown as a global company, establishing subsidiaries in countries like the United States, South Korea, India, Indonesia, Vietnam, and Taiwan. In the modern "VUCA" era, Mynavi Group is committed to engaging with everyone in society and creating innovative services that broaden individual potential. Currently, the group operates across five segments, offering diverse services: Career Design, HR, Healthcare and Wellness, Temporary Staffing BPO, and Media and Services. The Career Design division focuses on providing



students with information on job hunting, training, and education. HR, Mynavi's largest segment, offers recruitment advertising, hiring services, and employment opportunities for global talent. The Healthcare and Wellness division specializes in healthcare, providing staffing for nurses and care workers, medical support, and home-visit nursing services. Temporary Staffing and BPO focuses on staffing general workers and engineers, as well as roles in shipping and administrative offices. Finally, the Media and Services division manages advertising, publishing, corporate housing, web conferencing, and exhibitions. Through these diverse areas, Mynavi delivers services that align with individual careers and lifestyles, making a meaningful contribution to society.

Our Project

At the start of our internship, we were given the question, "Can Mynavi compete in America?" and tasked with providing an answer through a final presentation after two weeks of project work. For this assignment, we were placed in the Global Business Strategy Office at Mynavi. To begin, we needed to understand the division's role within the company.

The Global Business Strategy Office was established to expand Mynavi's operations from Japan to the global market, focusing particularly on rapidly growing countries like India, Vietnam, Indonesia, and the Philippines. Since each country has its own unique development phase, business rules, systems, and cultural norms, it is crucial to understand these local contexts. Based on this understanding, the division seeks to identify and collaborate with business partners who have the potential and track record to address challenges in both Japan and the local markets.

For Mynavi, a major goal moving forward is to leverage the assets it has built over its 50-year history to create value for the next 50 years. Our project aligns deeply with this vision. From conversations with employees on the first day, we sensed a strong passion for taking on new challenges rather than merely extending past successes.

In this project, we were tasked with three key objectives: Understanding Mynavi's strengths and assets, gaining insights into the American market, and analyzing how Mynavi's strengths and assets could address challenges in the U.S. market. We decided to focus on the situation faced by recent graduates in the U.S. and the challenges they encounter during their job search. This required us to look into the employment rules, systems, and cultures of both Japan and the U.S., exploring the differences between the two. Additionally, we had to tackle the challenging question of how Mynavi's strengths—shaped by Japan's unique social environment and culture—could be applied effectively in a vastly different market like the U.S. To address these issues, my partner and I conducted extensive research using various methods. We compiled our findings and recommendations into a final presentation, which offered our insights on how Mynavi could adapt its strategies and assets to compete successfully in the American market.

Schedule

The internship began with an introduction to Mynavi, the Global Business Strategy Office, and the project itself. Activities were conducted in a hybrid format, combining in-office and remote work. Throughout the internship, Mynavi supervisors monitored our progress closely, offering constructive feedback and valuable information to support our efforts. The overall structure of the program consisted of four main phases.

The first phase involved understanding Mynavi's business operations. By attending meetings and conducting interviews with various divisions, we gained deep knowledge about the company. Additionally, we engaged in presentations and discussions about three pre-assigned topics, focusing on education systems and career decision-making processes in different countries. While I focused on Japan, my partner concentrated on the U.S. and China. This collaborative exploration helped us identify and reflect on the differences between these regions.

The second phase was dedicated to researching the U.S. job market for new graduates. Our project included several interviews conducted via web meetings and email. With assistance from SKYUS, we spoke with career center staff from American universities and community colleges. These discussions offered significant insights into the U.S. labor market, job search practices, career-related values, and the challenges faced by students. In parallel, we reviewed articles, academic studies, and statistical data to deepen our understanding of the employment landscape in the U.S.

In the third phase, we used the results of our research to develop hypotheses and planned further investigations to validate them. Initially, we intended to conduct a survey targeting American students, but collecting responses proved challenging, requiring us to explore alternative methods. The responsibility for designing and executing this research rested largely on us, including organizing and preparing interviews to gather the necessary data. Ultimately, with the support of SKYUS, we conducted interviews with two American students. Hearing their candid perspectives helped us validate our hypotheses and significantly advanced our analysis.

In the final phase, we synthesized the findings from our research and formulated conclusions and recommendations for Mynavi. These results were presented to a group of representatives from various divisions within the company who had been involved in the project. The presentation was followed by a discussion, which allowed us to refine our ideas further based on the feedback received.

Overall, the internship provided a structured and enriching experience, equipping me with new skills and perspectives while deepening my understanding of both Mynavi's business and the global job market.

Challenges

The most significant challenge I encountered during the internship was the difficulty in adhering to our original research plan. Given the two-week timeframe, it was essential to anticipate the type of

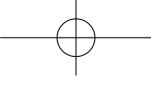
information that would be needed early on and to create opportunities for additional data collection beyond the interviews arranged by our supervisors. In this project, understanding the employment landscape and challenges faced by American college students required insights from three main perspectives: universities, students, and employers. While interviews and surveys targeting universities and students had been pre-arranged, the investigation of companies was entirely left to us. Using platforms like LinkedIn, we attempted to establish connections with American companies. Despite reaching out to numerous organizations, we received no responses, making this part of the research particularly difficult. To address this, we shifted our focus to the HR departments of Japanese companies with operations in the U.S., seeking their input on hiring practices. In making our inquiries, we were mindful to clarify our position, articulate our research goals, and present requests concisely. While we were close to securing cooperation from a few companies, we ultimately could not complete any online interviews within the given timeframe. Several factors contributed to this outcome. The inherent difficulty in receiving favorable responses to such requests, the limited number of companies we could contact within the short duration, and the significant time required to identify suitable companies all played a role. As a result, we were unable to directly explore the employer perspective and had to rely on a review of articles and statistical data to analyze this dimension of our research.

This experience underlined the importance of flexibility in approaching challenges when things don't go as planned. I learned to think critically about alternative solutions and use different methods to achieve our goals.

Additionally, I realized the value of seeking support rather than tackling difficulties alone. Seeking advice from our Mynavi supervisors proved to be crucial. They demonstrated an understanding of our situation and helped us brainstorm alternative approaches. Their experience and insights provided significant guidance, especially for someone like me who was still relatively inexperienced in the business environment. This process reinforced my understanding that working as part of a company is not an isolated endeavor, but rather a collaborative effort where teamwork and mentorship are invaluable.

Skill Development

The internship experience significantly contributed to the development of my interpersonal skills, which are essential for collaborating effectively on projects and building meaningful relationships in a professional environment. This opportunity marked my first experience working as part of a corporate team, striving toward shared goals. I encountered challenges in navigating communication within a business context, especially during interviews with external individuals. One key area of growth was in conducting interviews with university career center staff and American college students—individuals I had never met before. Crafting questions, sharing context, and eliciting insightful responses within limited timeframes required careful preparation. I learned the importance

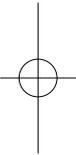
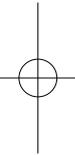


of thoroughly researching and understanding the interviewee's background to make the conversation productive. Explaining the purpose of the interview clearly, aligning expectations, and effectively communicating my hypotheses were vital to gaining meaningful insights.

Moreover, working primarily in English pushed me out of my comfort zone. While there were moments when expressing my thoughts was challenging, I gradually gained confidence, supported by my partner's encouragement. This collaboration strengthened mutual trust and enabled us to navigate challenges more effectively. Regularly sharing updates with my partner and supervisors also played a critical role in fostering teamwork and ensuring the project's success.

Conclusion

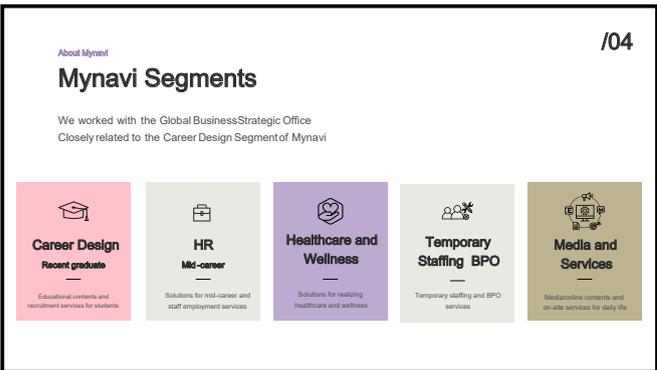
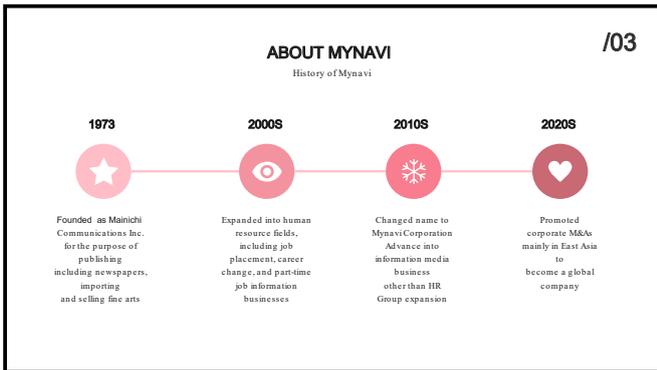
This internship was a series of firsts for me, from overcoming unexpected obstacles to achieving significant outcomes with the support of those around me. The practical experience in a Japanese corporate environment profoundly influenced my understanding of the industry and the skills required to thrive. It also encouraged me to think deeply about my future career. By gaining insights into the industry, honing my research and communication skills, and collaborating in a professional setting, I am now more motivated than ever to pursue my career goals. I am deeply grateful to everyone who supported me throughout this invaluable journey, making it both memorable and impactful.



How can Mynavi compete in the US? - Expanding Career Opportunities for Students -

14 November 2024

- ## Today's Agenda
1. About Mynavi
 2. Our project
 3. Reflection Riko
 4. Reflection Summer

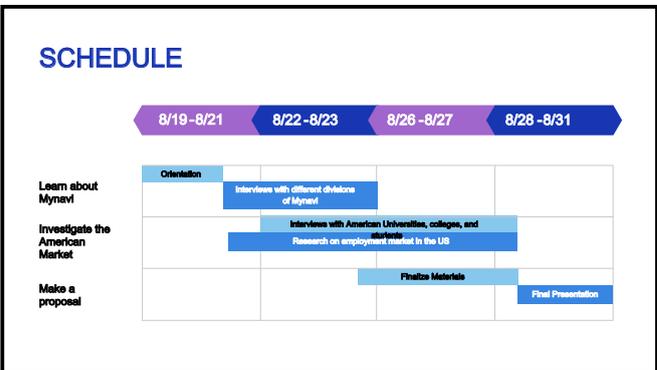


Our Project Theme:

"Can Mynavi compete in America?"

Explore new career possibilities

Provide a service that enables undergraduate students studying in the U.S. to explore and realize their full potential



2. Our project

Project Overview

- Learning about our task
- Interviews with different divisions of Mynavi
- Interviews with American Universities, colleges, and students
- Research on employment market in the US
- Make a proposal

Takeaways

- Learned about Mynavi's strengths not only as a job board but also a company providing comprehensive and customized services to students
- Investigated the American Market from different perspectives
- Reached a conclusion and drafted proposals

Insights from Interviews and Research

/08



Current Difficulties

1. Hard to get access to professional insights from career center on campus
2. Do not actively take advantage of services that do not seem directly relevant
E.g. networking for long-term career opportunities
3. Difficulties in finding the most relevant and suitable person for advice through current networking system

What could be helpful

1. Resources coordinated by professionals that effectively connect students with people (alumni, professors, fellow students...) who have similar backgrounds, insights, and experiences in the industries
2. By getting to know other students in other colleges, broadening understanding of the landscapes and possible careers of current fields of studies
3. Communicate people with the same goal and facing same challenges

Ms p Qs eec q r g n l □ ? A _ p c e p L e r u m p i g l e N j _ r d n p k ` c w n l b s l g c g g r g q

Reflection

/09



Riko Ikeda

Goal Setting and Flexibility: Learned the importance of setting personal goals with a timeline and being adaptable with alternative methods when things don't go as planned.

Contrast with University Experience: Except for final goals and internal interviews, most planning was left to the interns.

Learning to Seek Guidance: Discovered that consulting with supervisors and team members is essential for overcoming challenges, realizing that teamwork is fundamental in a company setting.

Reflection

/10



Summer

Career Development

Business manners: show respect and express appreciation, punctuality, pay attention to feedbacks

Teamwork: the need to clarify tasks; responsibility to participate, contribute, listen, coordinate; build on each other's ideas; learn from others

Flexibility: try the best to reach goals through flexible and creative means; make the best use of available information

Initiative: set as little limit as possible, actively put thoughts on the table

Personal Reflection

Expanded knowledge: in recruitment market in both the US and Japan

Priorities in communication: in a multi-lingual setting

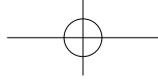
Career option: widened



Thank You

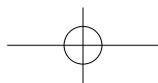
/10

November 2024



Experiences at PADECO

H. Chisaka (Ochanomizu University, JAPAN)



Introduction

This report reflects on my internship experience with PADECO, a Japanese international consulting company. The report will cover PADECO's business operations, challenges faced during the internship, solutions to those challenges, and the valuable lessons I learned. I will also highlight how this internship has prepared me for future endeavors. My main project involved collaboration with the Indian Institute of Technology Hyderabad (IITH) under the FRIENDSHIP2.0 program. This required conducting interviews, compiling information, and presenting findings. These tasks provided significant exposure to international collaboration and enhanced my skills in communication, problemsolving, and research.

Business Overview of PADECO

PADECO is a Japanese international development consulting firm established in 1983. It operates in various sectors, including transportation, urban planning, environmental development, education, and tourism. The company provides consulting services to clients such as the Japanese government, international organizations like JICA and the World Bank, and private corporations. With a multicultural team of experts, PADECO offers unique solutions for global projects.

One of PADECO's key strengths is its ability to tailor its services to meet the specific needs of diverse projects. For example, the FRIENDSHIP2.0 program, which aims to strengthen academic and industrial collaboration between Japan and India, is a flagship project. The company collaborates with local and international partners to create sustainable platforms for long-term impact. PADECO's expertise in building global networks and providing professional consulting services has earned it a strong reputation.

During my internship, I was fortunate to witness PADECO's work firsthand. I contributed to a project focused on enhancing the collaboration between Indian and Japanese academic institutions. My role involved conducting interviews with stakeholders and analyzing their perspectives to improve the program's structure. This experience provided insight into PADECO's operations and its significant role in global development.

Internship Project and Challenges

The main focus of my internship was the FRIENDSHIP2.0 program, which fosters collaboration between IITH and Japanese academic and industrial institutions. My responsibilities included conducting interviews with five key stakeholders: two PhD students at the University of Tokyo, a staff member at IITH's Japan Desk, an IITH professor, and a food scientist working in Japan.

The interviews aimed to explore why participants chose Japan, their experiences studying and working there, and the challenges they faced. Key themes included Japan's advanced research facilities, safe living environment, and efficient transportation system. However, challenges such as the language

barrier and high living costs were frequently mentioned.

Conducting interviews in English posed a significant challenge for me. Understanding the Indian accent required intense focus, and summarizing recorded audio files demanded careful attention to detail. Another difficulty was managing the cultural differences between Japanese and Indian perspectives, which sometimes led to misunderstandings. Despite these hurdles, I successfully gathered valuable insights and presented them to the PADECO team. Through this process, I learned the importance of clear communication, cultural sensitivity, and active listening. These skills were vital for overcoming the language and cultural barriers and achieving the goals of the project.

Summary of Interviewees and Their Insights

① PhD Students: Shreya and Tiamenla

The interviewees included two PhD students from the University of Tokyo, a staff member at IITH's Japan Desk, a professor from IITH, and a food scientist working in Japan. These interviews provided valuable insights into their motivations for coming to Japan, their experiences, and the challenges they faced.

Shreya and Tiamenla are first-year PhD students at the University of Tokyo. Shreya is pursuing research in bioengineering, focusing on probiotic products, while Tiamenla specializes in urban engineering, addressing water environment issues. Both students arrived in Japan in September 2023 and chose Japan for its advanced research facilities, well-established experimental environments, and opportunities for independent research.

Shreya noted that, compared to India, where tasks are often assigned to one person, Japan allows her greater freedom to manage her research independently. Tiamenla emphasized the diversity among her classmates, which has significantly broadened her perspectives.

When discussing their daily lives, both highlighted the safety and convenience of living in Japan. Shreya mentioned feeling secure even late at night, thanks to the reliable transportation system and navigation tools like Google Maps.

However, both students identified significant challenges, including the language barrier and high living costs. Shreya admitted to knowing only a few Japanese phrases from anime and relies on translation apps for daily interactions. They also found Tokyo's rental fees and commuting costs burdensome. Despite these hurdles, they appreciated the opportunities Japan offers for personal and professional growth.

② Ms. Sangeeta: Japan Desk Staff at IITH

Ms. Sangeeta works at the Japan Desk at IITH, where her primary role involves providing students with information about Japan-related projects and academic opportunities. She shared insights into what makes studying in Japan appealing to students. Many students are drawn to Japan's

advanced academic environment, which allows for innovative research and practical applications.

Sangeeta highlighted the importance of programs like Japan Month, which introduce Indian students to Japan-India collaboration opportunities, including workshops and lectures. These events enable students to interact with Japanese professors and explore potential career paths.

She also identified key concerns among students, such as adapting to life in a developed environment, overcoming language barriers, and managing high living costs. Addressing these issues through targeted support can enhance the overall experience for international students.

③ Mr. Murapaka: IITH Professor

As an IITH professor, Mr. Murapaka is involved in Japan Month activities that promote academic and cultural exchanges. His perspective underscored the value of these initiatives in preparing students for studying and working in Japan. By introducing Japanese culture and academic opportunities, such programs help students gain a better understanding of what to expect and how to succeed in Japan.

④ Ms. Tanima: Food Scientist at Kameda Seika

Ms. Tanima, a food scientist at Kameda Seika, shared her journey from IITH to Japan. She joined Waseda University's PhD program in 2012 as part of the first FRIENDSHIP cohort. After completing her studies, she worked as a researcher at Kumamoto University before transitioning to Kameda Seika during the COVID-19 pandemic.

Tanima emphasized safety as a key factor in her decision to live in Japan, citing the country's ideal environment for solo living and travel. She reflected on her initial challenges, such as not knowing Japanese when she first arrived. Over time, she gained proficiency in the language and now recognizes its importance for professional success.

While she values the FRIENDSHIP program, she suggested that more post-graduation support is needed for students, particularly in navigating career transitions. She also advised future students to acquire basic Japanese skills before moving to Japan.

⑤ Key Takeaways and Recommendations

The interviews revealed recurring themes that highlight both the advantages and challenges of studying and working in Japan. The advantages include excellent research facilities, job stability, and a safe living environment. However, language barriers and concerns about career paths after graduation remain significant hurdles.

Based on these insights, we proposed solutions such as early Japanese language training, enhanced career guidance, and strengthening alumni networks to support students transitioning to the workforce. These measures aim to create a more inclusive and sustainable platform for international students in Japan.

In conclusion, the interviews provided a comprehensive understanding of the experiences and expectations of those involved in the FRIENDSHIP2.0 program, offering valuable lessons for improving international academic collaboration.

Solutions and Recommendations

To address the challenges identified during the project, we proposed several solutions to PADECO and the IITH team.

For the language barrier, we recommended early Japanese language training for students. This could include intensive courses between graduation from IITH and arrival in Japan. Additionally, integrating a basic Japanese proficiency test into the scholarship application process could encourage students to prepare for life in Japan. We emphasized the need for a balance, ensuring these requirements do not discourage applicants.

For concerns about post-graduation career paths, we suggested creating systems that align with company recruitment needs. For example, companies could offer living support payments or waive loan obligations for students who join their workforce. Career counseling workshops and networking events with alumni were also recommended to provide students with guidance and motivation.

Strengthening the alumni network was another key suggestion. By showcasing successful alumni stories, students can be inspired and gain practical advice. Additionally, IITH could ensure that the Japan Desk has sufficient staff to maintain its operations sustainably.

These recommendations aim to create a more supportive environment for IITH students in Japan. They address both practical concerns and motivational aspects, ensuring students have the resources and guidance needed to succeed.

Lessons Learned

The internship at PADECO was a transformative experience that taught me valuable lessons in communication, research, and problem-solving. Conducting interviews in English was particularly challenging due to the Indian accent and the technical terms used by some participants. However, this difficulty motivated me to improve my listening and comprehension skills. It also highlighted the importance of using clear, simple language when communicating across cultural and linguistic barriers.

One significant takeaway was the importance of cultural sensitivity. Interacting with individuals from diverse backgrounds required understanding their perspectives and adapting my communication style accordingly. For example, while Japanese professionals often emphasize formality and structure, Indian participants were more informal and focused on storytelling. Balancing these styles helped me build rapport and gather useful insights.

Another key lesson was the value of teamwork and collaboration. My colleagues at PADECO were highly supportive, sharing their experiences and providing feedback on my work. Their guidance

helped me refine my presentation skills and develop solutions tailored to the project's needs.

The internship also deepened my understanding of global development. Learning about the FRIENDSHIP2.0 program and its impact on academic and industrial collaboration between Japan and India inspired me to consider how such initiatives can be expanded to other regions. It also showed me the potential for research and education to drive social and economic development.

Overall, the internship was a valuable opportunity to apply my academic knowledge to real-world challenges. It enhanced my confidence in working on international projects and reinforced my interest in pursuing a career in global development.

Application to Future Goals

The skills and experiences gained during this internship will be instrumental in my future academic and professional endeavors. First, the experience of conducting interviews and presentations in English has motivated me to improve my language proficiency. This will be particularly beneficial as I plan to study abroad at IITH next year. Understanding the challenges faced by international students has also prepared me to navigate similar issues during my studies.

The insights gained from PADECO's operations have influenced my career aspirations. Learning about the diverse roles within the company showed me the potential of combining research with practical application. I now have a clearer understanding of how to align my academic interests in international development and gender studies with a career in consulting or global initiatives.

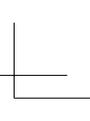
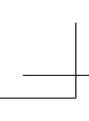
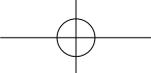
Additionally, the internship reinforced the importance of networking. The connections I made with professionals and students during the project will be valuable resources in the future. For instance, the alumni network and my interactions with IITH staff have provided me with a better understanding of the university's environment and opportunities.

Finally, the internship encouraged me to think critically about the role of education in fostering global collaboration. By addressing the challenges faced by international students, I hope to contribute to creating more inclusive and supportive systems for academic exchange programs.

Conclusion

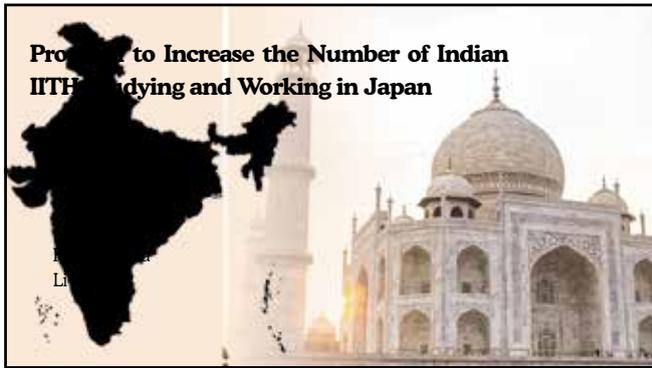
My internship at PADECO was an enriching experience that provided me with valuable skills and insights. Through my involvement in the FRIENDSHIP2.0 project, I gained a deeper understanding of the challenges and opportunities in international academic collaboration. I also developed practical skills in communication, research, and problem-solving, which will be essential for my future endeavors.

The experience of working in a professional environment and contributing to a meaningful project was highly rewarding. It allowed me to apply my academic knowledge to real-world challenges and see the tangible impact of my efforts. The lessons learned during this internship have not only



prepared me for my upcoming studies at IITH but have also inspired me to pursue a career in global development.

I am grateful to PADECO for providing me with this opportunity and to the team for their guidance and support. The internship has been a significant step in my personal and professional growth, and I am excited to apply these experiences to future challenges.



PADECO Co., Ltd.



- Established in 1983, a leading **development consulting firm** in Japan.
- Provides services in transportation, urban planning, environment, and education.
- **Active in over 110 countries**, working with JICA, World Bank, and private clients.
- Joined Pacific Consultants Group in December 2023.
- Committed to Sustainable Development Goals (SDGs) and holds ISO9001 certification.

Indian Institute of Technology (IIT)

- Premier science and engineering institution in India with 23 campuses nationwide and approximately 100,000 students.
- Established post-independence, modeled after MIT to support India's modernization.

Old IITs and New IITs

- 7 campuses are considered "Old IITs," and 16 are "New IITs."

Notable Alumni

- Sundar Pichai (CEO of Google, IIT Kharagpur)
- Nikesh Arora (CEO of Palo Alto Networks, IIT Varanasi)
- Vinod Khosla (Co-founder of Sun Microsystems, IIT Delhi)



FRIENDSHIP 2.0

The project for **Future Researchers at IITH** (Indian Institute of Technology) to **Enhance Network Development with Scholarship** of Japan, Phase 2.0

Phase 1 (2012-2021)

- Objective: Increase the number of IITH graduates going to Japan.
- Goal: Foster a larger community of Japanese enthusiasts.

Phase 2 (2021-2026)

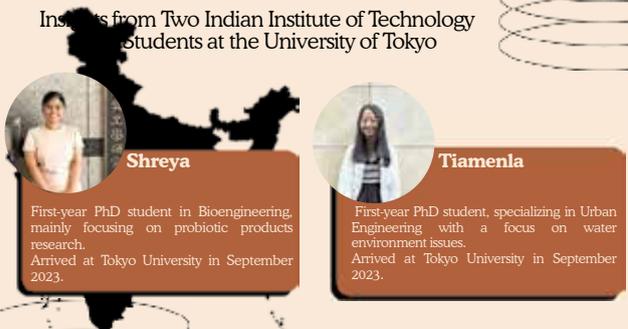
- Entrusted to PADECO by JICA.
- Aims to create a sustainable platform for IITH.
- Focus on enabling IITH to independently establish cooperative relationships with Japanese universities and companies.
- Part of JICA's technical cooperation project for long-term sustainability.

Through this internship
Towards such a sustainable platform...

We interviewed our counterparts
in order to propose to increase the number of PhD students from
IITH (Master's programmes graduates) to Japan.



Interviews from Two Indian Institute of Technology
Students at the University of Tokyo



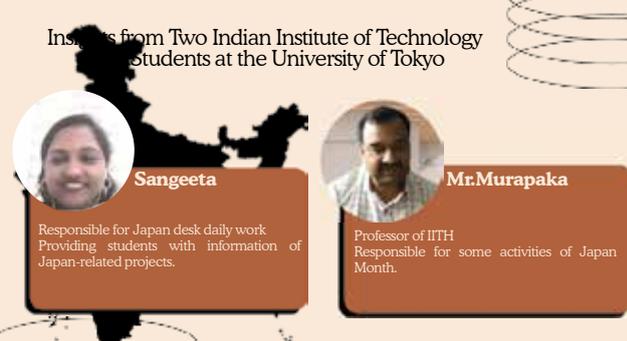
Shreya

First-year PhD student in Bioengineering, mainly focusing on probiotic products research.
Arrived at Tokyo University in September 2023.

Tiamenla

First-year PhD student, specializing in Urban Engineering with a focus on water environment issues.
Arrived at Tokyo University in September 2023.

Insights from Two Indian Institute of Technology students at the University of Tokyo





Sangeeta

Responsible for Japan desk daily work
Providing students with information of Japan-related projects.



Mr. Murapaka

Professor of IITH
Responsible for some activities of Japan Month.

Insights from Ms. Tanima working at Kameda Seika Co., Ltd.



Ms. Tanima



2012: Joined Waseda University's Ph.D. program as a 1st cohort participant of the FRIENDSHIP PROGRAM from IITH



2016: Began working as an assistant researcher at Kumamoto University.



2020: Shifted careers during the pandemic, joined Kameda Seika as a Food Scientist via LinkedIn, worked in Niigata for 6 months.

Our tips through interviews for sustainable platform...

① Anxiety about Japanese language (daily life, opportunities to interact with Japanese students, job hunting, etc.)

Proposed countermeasures
Securing opportunities to learn Japanese at an early stage

Because the three-year doctoral course is very busy in itself, there is no time to study Japanese.

- The Japanese language skills test should be a requirement when applying for the scholarship programme, with a view to daily life and the possibility of finding job in Japan in the future.
- On the other hand, be careful not to raise their hurdles
- Provide intensive classes in the period between graduation from IITH and coming to Japan.

Our tips through interviews for sustainable platform...

② Anxiety about career path after graduation

Proposed countermeasures
Creating a system based on companies recruitment needs and students financial needs.

- Could companies provide students with living support payments?
- Eliminate the obligation to repay loans for those who have joined the company and worked for a certain period of time.

Our tips through these interviews for sustainable platform...

Additional proposed measures
Support in terms of daily life and motivation

- Make alumni network more active.
- Ensure that IITH as an organisation should have enough staffs for sustainable function of the contact desk from the point of view after the Japan desk closes.

Strengthen public relations function

- Widely publicize to students role models of alumni who have completed doctoral programs in Japan and are pursuing their careers in Japan.

Lessons Learned from the Internship



- **Interviews and Presentations in English** Gained experience in preparing and conducting interviews in English, motivating me to continue improving my English skills for professional use.
- **Insights on International Careers** Learned from professionals with careers at JICA, NGOs, and the World Bank. Many had advanced degrees and specialized expertise, providing valuable career path references.
- **Building a Unique Career Path** Discovered the importance of combining my specialized field and skills to create a strong personal identity.

Thank you for your listening !

Learning experiences from internship in Ochanomizu elementary
school

R. Nagao (Ochanomizu University, JAPAN)

In this paper, I am going to reflect on the learning experiences of long-term internship program at Ochanomizu elementary school.

First, I would like to summarize the activities I have done in the program.

On the first day of the internship, I participated in a 5th grade class the whole day to see how the inside of elementary school is like and to get to know about the children. After that, I started to attend 4th and 6th graders' English classes every Wednesday and Friday during October to December, as an assistant teacher. The main role was to support students doing group projects, playing games or working at activities individually. 4th grade children were learning several different topics like numbers, time, daily schedule, or seasonal events with ALT. 6th grade children were working on the group project to introduce the town where they live, and they were required to give a presentation in front of the class as the final goal. There were more gamified activities in 4th grade classes than in 6th grade classes, and the latter was more academic, actively using owned PC to do research or to make a presentation slide. I also had an opportunity to interact with 3rd graders, and I gave a presentation about the UK and had a little conversation of what I talked about. I participated in these activities in a pair with another EDI student.

Through these experiences for about three months, I had a lot of interesting findings from the interaction with children, the learning system in the elementary school, teachers' behaviors or anything I could observe.

First, I was interested in the individuality and cooperation that children have already developed, and the fact that they have enough chances to improve those abilities and skills. Especially reflecting on the 6th graders' classes, children were required to do all the work by themselves from deciding a topic to make a presentation slide. The overall flow was not fully fixed by teacher, so it is basically relied on children's decision in planning and organizing what they should do to make a presentation, choosing what kind of resources they use, editing the layout of the presentation, or any other work they needed. I think this flexible style of learning helps children to develop the ability to organize what they need and do not need, also it will give them a challenge in thinking about how to cooperate with others and complete same task together in the environment that they can move individually and freely. Also, reflecting on the impression of the elementary school, the first thing I was surprised about is its open atmosphere. For example, even though children forgot something they had to bring to the class, though it depends on the situation, teachers do not criticize much about the fact that they forgot it, instead they tell children to work on the task in another way. Or, when I participated in the 5th graders' class on the first day, teachers did not use their time in 'teaching' something, instead they were asking children a lot of open questions, some of which are even unsure for the teacher too. Having these findings and compared with my elementary school years or the usual image of compulsory education, I felt that the teachers and children are viewed more equally here. Of course, I have to keep in mind that Ochanomizu elementary school is a national institution, and it has their original education system

which is different from the public education. Though I think it is important for children to have more opportunities to interact with others mutually, regardless of whether they are adult or the same age, in order to balance children's individuality and the ability to respect and cooperate with each other.

The second thing that I found interesting is the children's enthusiasm and high interest in learning. In the 4th graders' classes when they were learning about the time lag, the map they were using was same as the one that adult will use, not designed for kids and it was written in English. Though they were trying to calculate by themselves, applying some information that teacher gave them beforehand. This surprised me a little again, since if I were in charge of teaching in this class, I might try to find an alternative map which is made for kids. I thought that it is not always effective to find the easier way assuming that they are kids, instead, it might increase their interest if you dare to choose the way which seems difficult at first hand. Also, looking into the group project in 6th graders' classes, though most of them were relatively interested in making the presentation, some seemed too particular about choosing the topic which is more interesting and special than others. Having that it is an English class, it is actually more important to focus on using English or thinking about more effective ways to express what you want to introduce, instead of being particular in the originality. Though as a whole, I think the most important thing here could be said as a sense of accomplishment in the fact that they achieved something by themselves using English.

All of the experiences and findings above gave me a lot of learnings, though there were also some difficulties that I faced through interacting with children as an assistant teacher. Here I would like to reflect on the learnings and difficulties, also what I have been considering from the experiences.

First, I was a little struggling with the role as an assistant teacher in the digital environment, where it has become the standard that all children have their own PCs. Whenever they have something to research or they need any resources, they first ask the Internet to get information. Even if they just want to check pronunciation or to look up the words or phrases, they use translation services instead of dictionary. Speaking about the use of digital devices in the classroom, I do not intend to oppose the idea. Rather, I think it is crucial for children in current era to have enough opportunities to practice using digital tools and the Internet, since they need certain level of knowledge and skill to be able to utilize them in an effective way, and most importantly, with a moral. Though, since the situation of how children learn, and get information or inspiration has been changing, I felt that those who be the position of teaching children are also required to rethink about how they should behave in order to make the children's use of digital tools more effective in their learning outcomes. Bringing back the subject to my own experience, especially in the 6th graders' group project, I was trying to be like a supporter for children with a precondition that they can get almost 'everything' from the Internet. For example, suggesting some other options as more natural expressions instead of showing the answer, or questioning a lot in order to bring out the idea from children themselves if they seemed struggling to decide what they should talk about. Though it was actually difficult to balance between respecting

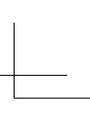
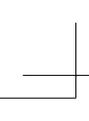
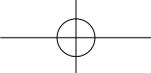
the independence of children (which also means that to rely on their own Internet research) and suggesting better ways from the teachers' point of view.

Second, I sometimes struggled to decide how often I should point out the errors and mistakes. I was deciding whether I should correct all of them, not only apparent mistakes but also small errors in spelling or pronunciation which might not be a problem in understanding what they meant. It is truly important to clarify those errors and mistakes in order not to remember in a wrong way especially in the primary phase of learning English, so I tried to correct some which seemed to avoid understanding the meaning or which probably they have already learned. Though it is not always the best way to require children to make perfect sentences, when you think of improving their active use of the language or a sense of achievement. Besides, I was also thinking about how to correct the errors and mistakes. It will depend on the level and character of each child, or age, whether you should explain somewhat logically or just tell them that the way it is. So, again it was difficult for me to take a balance, considering the differences of each child.

Having these experiences and learnings, as a conclusion, I would like to connect them to the consideration on EDI issues related to the educational situation, especially in younger ages. Reflecting on the internship as a whole, what I could pick as main subjects from my experiences would be these two: children's independence and teachers' engagement, and the balance in using digital tools in the classroom.

As for the first subject, in my opinion, it is important for children to give enough opportunities to feel a sense of achievement in the fact that they could complete the goal they set by themselves, in a way that they figured out. I have been repeatedly using the term 'a sense of achievement' in this paper, though I think this would be one of the most important aspects that teachers have to keep in mind whenever they give children a task to be done. I think instead of teaching, or giving knowledge or skill, it would be more appropriate to say that teachers have a role to find out the better ways to solve the problem that children are facing. I think respecting children's independence would also encourage them to cooperate with each other by themselves, in terms of making the classroom more children centered. I would like to insist on the importance of this equal relationship between children and teachers, in order to make educational spaces for a younger age where children can learn how to respect each other and how to collaborate with others.

As for the second subject, the issue of the use of digital tools would be one of the topics which requires enough discussion in modern society. Especially thinking about the educational spaces, while PC skills are one of the essential skills for children to live in the current era, it is important at the same time to take a balance between the internet information and that from the real world, for example the inspiration from the conversation with others or the findings you can get from observation. Speaking about the use of digital tools in the classroom, though it would be a good opportunity to use them practically in researching or making a presentation, there are somewhat negative aspects too. For



example, since the internet immediately gives you ‘answers’, it might prevent children from creating an image from their own idea and instead they would rely on the given information. Or, thinking about the group project, if each group members were too much focusing on the individual work, since they can share the resources easily through the online network, it might make them more difficult to have a real conversation to deepen the details. Given both the importance of the use of digital tools and negative impacts of them, the role of teachers has been also rendering along with the change in how children learn in the classroom. I think as for anyone who has been in the educator’s position, it might be more important to think about how to lead children to keep them to think and decide by themselves, having the fact that they can easily access a huge amount of information.

As a whole, this internship gave me a lot of inspiration about what it means to be an educator, especially for children at an early age. It also became a good opportunity to think about the remained issues in current Japanese education and how to overcome them. Here, I would like to show a deep appreciation to all the teachers and children in Ochanomizu elementary school who warmly invited us during these three months.

References

- Ministry of Health, Labour and Welfare (2001) Report on the Judgment Criteria of Employability
<https://www.mhlw.go.jp/houdou/0107/h0712-2.html>
- NAITO, A. et al (2020) Report on Development and Practice of leadership Identity Index at Ochanomizu University, Institute for Global Leadership, Ochanomizu University
- OKI, N. et al (2020) Report on “Leadership Development Checklist” which Measures Effects of Career Design Program of Ochanomizu University in 2020, Institute for Global Leadership, Ochanomizu University
- VALUE RUBRIC (intercultural knowledge and competence)
<https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-intercultural-knowledge-and-competenc>

Internship Experiences in Ochanomizu Elementary School (EDI Long-term internship 2024)

Amandine Kern, Sakura Takahashi, Tokiko Watanabe, Riko Nagao



01 Contents

- General information
- Internship experience 1 (Amandine)
- Internship experience 2 (Riko)
- Internship experience 3 (Tokiko)
- Internship experience 4 (Sakura)
- Conclusion / Future aspects
- Q&A

02 General information

- Term:
 - October: First meeting, School tour
 - End of October - December
- Grade: 4-6th grades
- What we did: Join in the English classes every week as an assistant teacher

03 Internship experience 1 (Amandine)

English assistant twice a week for two classes of 6 graders

Main goal : Introduce the city where you live

Activities :

- Quiz about Japanese prefectures / describe a prefecture of your choice
- Present the city where you live by counting supermarkets, shrines, libraries...
- Use of adjectives to present your city
- Preparation of the final group presentation "introduce the city where we live" (PPT, script...)

Important English structures :

- We live in...(city name)
- We have...(place, event...)
- You can...(see, do, eat...) + It's.... (adjective to describe it)



03 Internship experience 1 (Amandine)

English assistant twice a week for two classes of 6 graders

Main goal : Introduce the city where you live

My tasks :

- Help out students during the preparation of the presentation → pronunciation, understanding phrases structures and meaning, vocabulary, spelling
- Repeat after me (English and French)
- Correction of students writings
- Evaluate students final presentation
- Present my own city Strasbourg (Christmas market, food, buildings...)
- Introduce French language



04 Internship experience 2 (Riko)



Activities

- Attended 4th and 6th graders' English classes
- Support students doing group projects/activities or individual study
- 6th grade
 - Goal: "Let's introduce your town"
 - Do some research in a group about where they live, and give a presentation in front of the classmates
- 4th grade
 - Topic: numbers, time, seasonal events, etc. (with ALT)
 - Learn new words and phrases thorough gamified activities
- Interaction with 3rd graders (gave a presentation about the UK)

04 Internship experience 2 (Riko)



What I found interesting	01 Individuality and cooperation	02 Students' enthusiasm and high interests
Learnings and difficulties	03 The role as an assistant teacher in the digital environment	04 How to point out errors/mistakes

05 Internship experience 3 (Tokiko Watanabe)

English assistant twice a week for two classes of 4 and 6 grade

Activities with 4th

Grade:

- Counting numbers with music
- Describing daily schedules hour by hour
- card games and picture book reading on the event of Halloween and Christmas:

- Even when children didn't understand English, they just try speaking
- Elementary school students enjoyed language games in group activities
- The most important thing in foreign language learning is enjoying the language



05 Internship experience 3 (Tokiko Watanabe)

English assistant twice a week for two classes of 4 and 6 grade

Activities with 6th

Grade:

- Learning about and explaining their town with adjectives
- Using various adjectives expanded their expression range, allowing them to communicate more effectively in presentations
- Students learned new things about their own area by listening to each other's presentations

- I also gave a presentation, which captured the students' interest
- Seeing how proactive the elementary school students were, I realized they have great flexibility
- There is a correlation between proactiveness and the amount of learning

06 Internship experience 4 (Sakura)

English assistant twice a week for two classes of 5 graders



Activities

1. Research and sharing of international issues
 - research an international issues and summarized the results in a PPT.
2. Preparation for Cultural Exchange Event
 - Practice greeting and introducing themselves in the language of the participating international students' countries.
3. Confirmation of country locations using a map book
 - use a map book to confirm the location of each country covered in the class.

06 Internship experience 4 (Sakura)

English assistant twice a week for two classes of 5 graders



1. high level of media literacy:
 - The attitude to give priority to information from reliable sources (government reports, data from international organizations, academic papers, etc.)
2. the ability to formulate opinions and present evidence on sensitive international issues.
 - Skills to organize their thoughts logically and convey them to others in an easy-to-understand way
3. an attitude of respect for the opinions of others
 - An attitude of deepening mutual understanding by comparing one's own opinions with those of others and finding similarities and differences
 - Ability to accept different viewpoints and think flexibly.

06 Internship experience 4 (Sakura)

English assistant twice a week for two classes of 5 graders



4. an attitude of cooperative learning
 - An attitude of trying to contribute one's own learning to the class as a whole
 - Atmosphere of sharing individual learning to enhance the quality of learning as a whole and to work together to achieve deeper understanding
5. high PC skills

07

Conclusion

- To make learning enjoyable is one of the effective ways to familiarize the language
- Students could gain the ability to balance between having their own opinions and cooperating with others through a lot of group projects
- The importance of learning media literacy through actually using digital tools in the classroom
 - It is also the important issue for teachers

THANK YOU
ANY QUESTIONS?