



# EDI PROGRAM

- INTRODUCTION -

Shin Moriyama (Ochanomizu University)

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# OUR PARTNERS



# 1. THE PURPOSE OF THIS PROGRAM

To develop global leaders to establish a world of **EDI**, by cooperating with partner universities.

Ochanomizu University:

- A leading role from a **gender perspective**
- Experience of developing woman leaders

UEA, UTS, BUC, and SMC

- Experiences of **unique endeavors related to EDI**
- Studying and living together beyond various barriers and differences

# 1. THE PURPOSE OF THIS PROGRAM

## MISSION OF HIGHER EDUCATION

A **critical business** to establish peace and happiness for human beings

- Criticality towards **Knowledge**

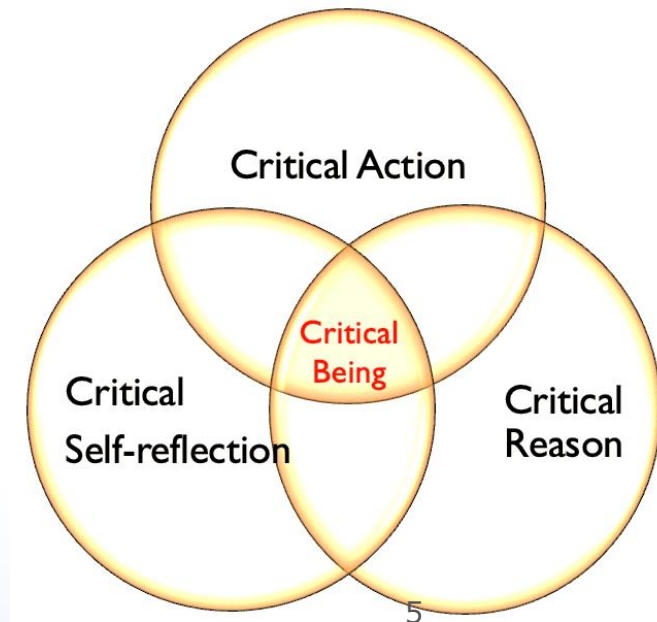
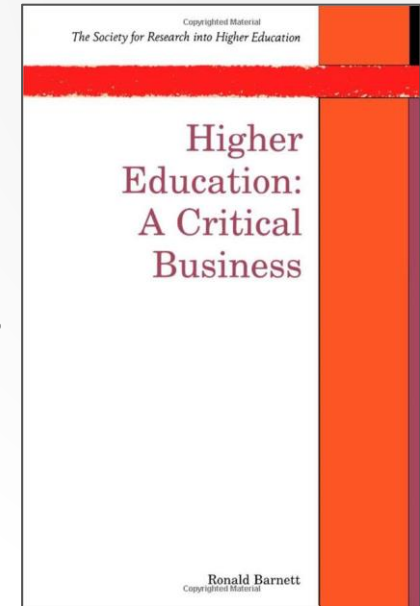
+ Criticality towards **Self**

→ To reflect on one's own values and beliefs

and neutralize them and understand those of others.

+ Criticality towards the **World**

→ To take action to resolve various intergroup conflicts

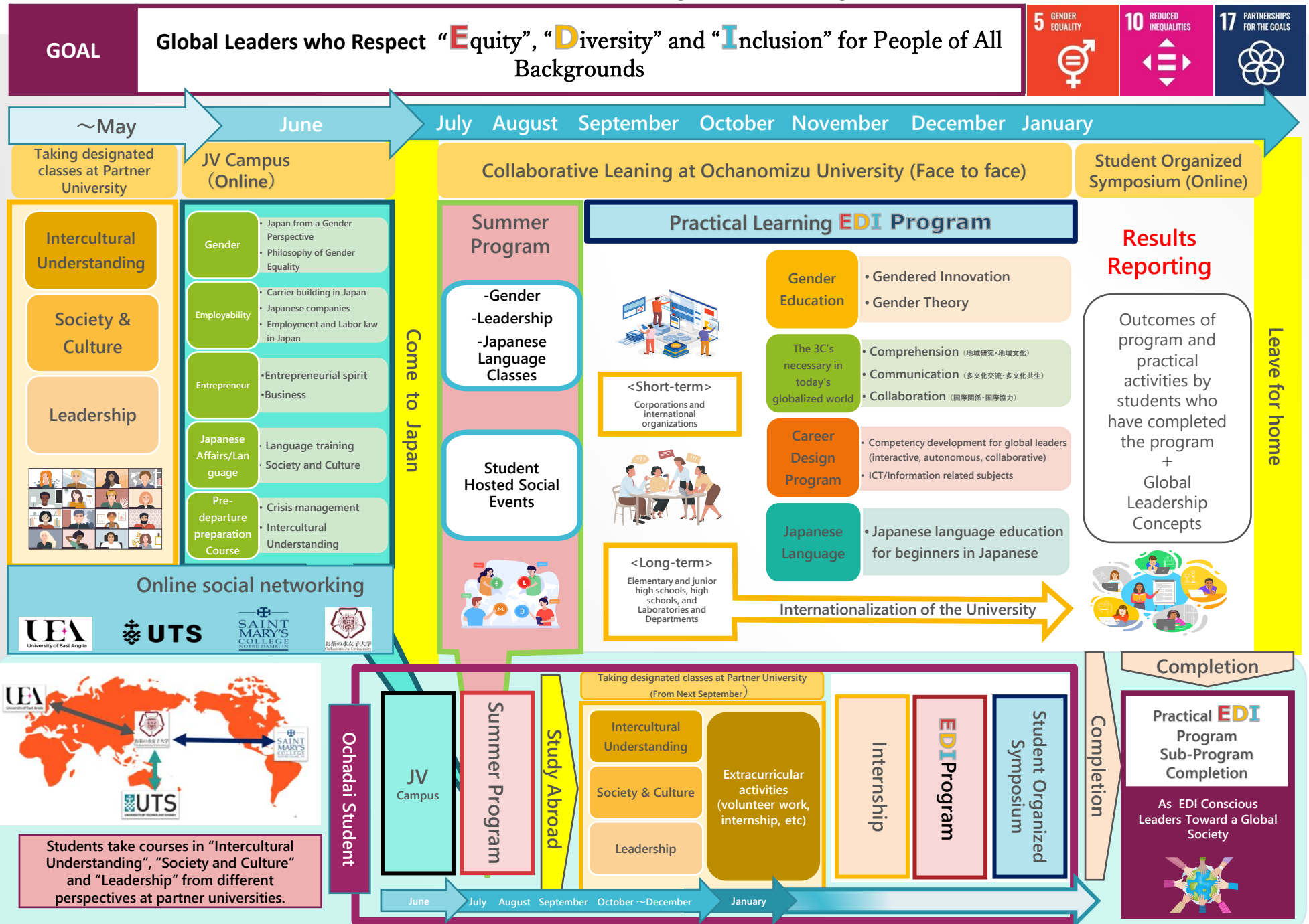


# 1. THE PURPOSE OF THIS PROGRAM

## PRACTICE-BASED EDI PROGRAM

- **Long-term studying abroad** to experience the minority's position and gain enough opportunities to engage in dialogue with different others.
  - **Intercultural internship** to experience real society in Japan / your countries, which is different from their own.
- Widen students' perspective and develop their competence of an **active agent**
- A kind of human resource development coinciding with the global standard and contribute to SDGs.
  - International student consortium & International student symposiums

# Outline Chart of Practical EDI Program for Fostering Global Leaders



# Schedule of this program (International students)

**JV Campus**  
online

**Summer Program**  
July-August

**Global  
Internship**  
September

**EDI Program**  
October-January

**International  
Student Forum**  
January

**Going Abroad (Japan)** July- January



# Schedule of this program (Ochanomizu students)

**JV Campus**  
online

**Summer Program**  
July-August

**Global  
Internship**  
September

**EDI Program**  
October-January

**International  
Student Forum**  
January

**Going Abroad**  
September- January

## 2. FOUR PILLARS OF THE PROGRAM

- (1) Gender Studies
- (2) Global 3Cs
- (3) Career Design Program
- (4) Plurilingual and Pluricultural Education

## 2. FOUR PILLARS OF THE PROGRAM

### (1) GENDER STUDIES

- Ochanomizu University has had a mission to provide all women with an opportunity to their sincere dreams come true.
- To achieve this mission, we have the educational goal of developing global women leaders with comprehensive wisdom and a high degree of specialization.
- Utilizing such a **gender perspective**, this project will develop global leaders who possess EDI among the weak & the strong and the minority & the majority.

# SUBJECTS OF THE PROGRAM

## (1) GENDER

- Technology & Gender (2 units)
- Comparative Women's Studies (2 units)
- Advanced Lecture in English Literature VI (2 units)
- Lecture on Anglophone Literature and Culture III (2 units)
- Summer Program in English I/II/III (one of them offered every year, 2 units each)

## 2. FOUR PILLARS OF THE PROGRAM

### (2) GLOBAL 3CS

- Course of Global Studies for Intercultural Cooperation at Ochanomizu University offers subjects of the **global 3Cs**.
  - (1) **Comprehension**: comprehending various localities and cultures;
  - (2) **Communication**: communicating with people from different backgrounds,
  - (3) **Collaboration**: collaborating with others beyond national borders and cultures.
- Students will be equipped with the **global leadership** required to succeed in this unpredictable international society.

# SUBJECTS OF THE PROGRAM

## (2) GLOBAL 3CS

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

## 2. FOUR PILLARS OF THE PROGRAM

### (3) CAREER DESIGN PROGRAM

- Several subjects on **career design**
  - **Global internship** programs off / on campus.
  - **Off Campus**: Those supported by several partner companies in Japan.
  - **On campus**: Teaching English at junior or senior high schools attached to our university.
  - To acquire **practice-based** global competencies and perspectives.
- An **active agent** to engage in a globalized world in an autonomous fashion.

# SUBJECTS OF THE PROGRAM

## (3) CAREER DESIGN

- Practicum for Global Leadership I (2 units)
- Personal Branding (2 units)
- Facilitation (2 units)
- Summer Program in English IV/V/VI (one of them offered every year, 2 units each)



# 3. FOUR PILLARS OF THE PROGRAM

## (4) PLURILINGUAL AND PLURICULTURAL EDUCATION

- **Ochanomizu University**: a leading role in JSL
  - High-quality Japanese language and cultural education
- Comprehending each other's language and culture from a **plurilingual & pluricultural perspective**
  - Overcoming national identity and ethnocentrism
  - An **international identity & an intercultural perspective**
  - Base for developing **global citizenship**

# SUBJECTS OF THE PROGRAM

## (4) JAPANESE LANGUAGE & CULTURE

- Seminar: Japanese Culture IB (2 units)
- Comprehensive Japanese I (2 units)
- Comprehensive Japanese II (2 units)
- Comprehensive Japanese Summer Program (2 units)

# PRACTICED-BASED EDI PROGRAM

Studying Abroad  
+Global Internship

Gender

Global 3Cs

Career Design

Plurilingualism  
Pluriculturalism

The Certificate of the EDI Program

20 units (90 min. x 15-weeks x 10 courses)



Practiced-based Global Leaders

# INTERNATIONAL STUDENT FORUM



Students gathered from the U.S., Korea, China, Thailand, Germany, the Czech Republic, Poland, and New Zealand.



# INTERNATIONAL STUDENT FORUM

Topics: the Great East Japan Earthquake, nuclear power problems, environmentalism, refugees & immigrants, COVID-19, World War II & Peace education, East Asian Relations, and EDI



## Agenda



1. 日本の現状・課題 Current situation in Japan
  - (1) Background information of education in Japan
  - (2) General situation of immigrant children
  - (3) Support for JSL children
  - (4) Miscellaneous School - Chōsen gakko
2. アメリカの現状・課題 Current situation in the U.S.
  - (1) ESLプログラム
  - (2) 非正規滞在者の教育について
3. 日本とアメリカを比較する Similarities and Differences
4. Conclusion 結論



# J&K INTERNATIONAL STUDENT SEMINAR



【基調講演／KEYNOTE SPEECH】 10/29

今日も解決できず、混迷の度を深めてしまっている**東アジアの対立**，それには**いくつかの原因**があるろう。

What are, then, **the reasons for these conflicts in East Asia**? And why are nations in this area not able to live together even after more than seven decades have passed since World War II ended?



A world map is centered in the background, rendered in a light beige color. The map is set against a background that transitions from a light blue on the left to a light red on the right. The text "THANK YOU FOR YOUR ATTENTION" is overlaid in the center of the map.

THANK YOU FOR YOUR ATTENTION