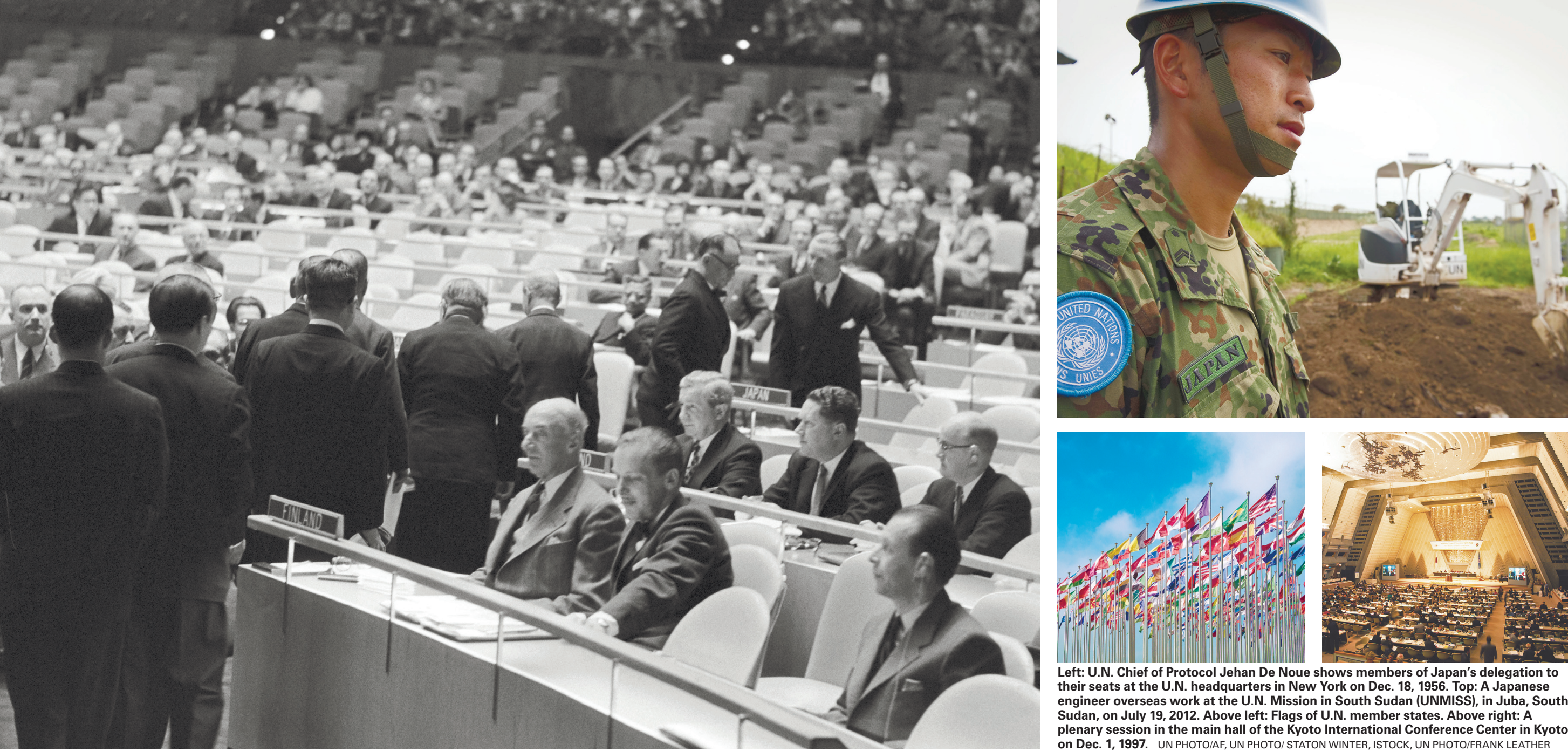


The Japan Times

Japanese in international organizations

60 years of Japan’s U.N. membership

Monday, December 19, 2016



Left: U.N. Chief of Protocol Jehan De Noue shows members of Japan’s delegation to their seats at the U.N. headquarters in New York on Dec. 18, 1956. Top: A Japanese engineer overseas work at the U.N. Mission in South Sudan (UNMISS), in Juba, South Sudan, on July 19, 2012. Above left: Flags of U.N. member states. Above right: A plenary session in the main hall of the Kyoto International Conference Center in Kyoto on Dec. 1, 1997. UN PHOTO/AF, UN PHOTO/STATON WINTER, ISTOCK, UN PHOTO/FRANK LEATHER

Playing a leading role in fostering peace and diplomacy

On Dec. 18, 1956, on a freezing winter’s day, the ceremony for Japan’s admission into the U.N. was held at the U.N. General Assembly in New York. Witnessing the ceremony, I felt the sincerity and warmth of other nations in remarks made by representatives of the countries that welcomed Japan’s return to the international community. It was something more than just a feeling of celebration; then-Foreign Minister Mamoru Shigemitsu’s halting speech on the occasion was filled with joy and pride on Japan’s return to the international community.

Reflecting on Japan’s past actions with great remorse, Shigemitsu strongly asserted Japan’s determination to take an honorable position in the international community. As a country that had renounced war and the use of force, it was a natural choice for Japan to strengthen the U.N. to protect itself from wars and conflicts and promote international peace. But at the same time, it cannot be denied that Shigemitsu’s speech also included some remarks hinting at over-idealism, which had grown in the 23 years following Japan’s withdrawal from the League of Nations in 1933 and passive attitude toward peacemaking, stemming from the fact that Japan was under the U.S. protection.

Japanese diplomats were excellent, and what they achieved at the U.N. was remarkable and worthy of closer attention, even shortly after Japan joined the organization. In the year after joining, Japan was selected as a non-permanent member to the U.N. Security Council. To date, Japan has since been selected 11 times through sometimes-difficult election campaigns. Japan’s only loss was to Bangladesh in the 1978 election. In addition to the non-permanent seat on the council, Japan won seats on the economic and social councils and other U.N. organizations.

For countries all over the world, the U.N. is a place to express opinions, as well as a place for multilateral negotiations aimed at reaching global agreements. Additionally, it is a place where international norms are ratified. The U.N.’s activities are not limited to the headquarters on the banks of New York’s East River. Indeed, humanitarian support, development aid and peace-keeping operations are ongoing at more than 100 locations around the world, and the organization is proactive in rescuing people from wars and poverty. Japan has supported many of these activities and continues to do so today.



Yasushi Akashi

Soon after joining the organization, Japan found itself in the middle of conflicts between developed and developing nations. At that time, the country issued the so-called three principles of diplomacy, which were “U.N.-centered policy,” “cooperating with Western countries” and “maintaining a position as a member of Asia.” As a matter of fact, the second principle, “cooperating with Western countries,” held the highest priority of the three. A “U.N.-centered policy” was understandable in Japan, but conveyed an imprecise impression outside. As the 1970s began, the confrontation between developed countries and developing countries became more apparent, and it proved to be difficult time for Japan as the nation had previously preferred conciliatory diplomatic policies. In the 1980s, while the U.S. diplomatic stance was at odds with the U.N., Japan, a major financial contributor, attempted to defuse the confrontation by taking the initiative in the structural reorganization of the U.N.

Entering the post-Cold War era of the 1990s, Japan took an active role in the discussions on “preventive diplomacy” advocated by then-Secretary-General Boutros Boutros-Ghali. With the 1992 Diet approval of the Act on Cooperation for United Nations Peace-keeping Operations and Other Operations, Japan’s Self-Defense Forces were dispatched to Cambodia in 1992 and East Timor in 1999, to be actively involved in activities to help calm dis-

putes, build the countries’ infrastructure and maintain international peace. At present, they are involved in peace-keeping operations in South Sudan, where ethnic conflicts and efforts to unite the country face many difficulties.

Japan’s past foreign ministers pushed for reorganization of the U.N. Security Council, in an attempt to become a permanent member. To achieve that goal, Japan conducted diplomatic activities in 2005 in cooperation with other countries such as India, Germany and Brazil. However, in the end, the efforts did not bear fruit due to China’s opposition and the U.S. position of maintaining the status quo. With a faction preferring to maintain existing conditions within the U.N., Japan must either continue its pursuit of a permanent council membership, or adjust its strategy and first seek a “semi-permanent seat” on the council. Japan has to be not only more actively involved in U.N. activities, but also consider multiple options in a flexible manner before attempting to gain more supporters within the organization.

In the 1990s, Japan was the world’s largest donor of official development assistance (ODA) to developing nations. It is therefore regrettable to see the country, at present, ranked fourth, or even fifth, among developed countries in terms of ODA, as the amount of ODA is now about 30 percent lower than it was at its peak. Although the country is still the second-largest contributor in terms of financial contributions to the U.N. regular budget, Japan fell behind China to third place in terms of financial contributions to extraordinary budgets, such as those created for peacekeeping activities. It is inevitable that Japan’s rank on the list of financial contributors to the U.N. regular budget will fall in the future, as the country’s economy shrinks. Given that, I would like to see, sooner rather than later, Japan achieve the target of making voluntary financial contributions to developing nations equal to 0.7 percent of the country’s total gross national income, a demand that has been made repeatedly at the U.N. General Assembly.

Looking back at what Japan has accomplished since joining the U.N., the status and influence the country has gained within and outside the orga-



Yasushi Akashi, left, speaks with disarmed soldiers in Cambodia in 1992. YASUSHI AKASHI OFFICE

nization are impressive and cover a wide variety of areas. However, as there are still many developing nations in Asia and Africa, I hope Japan will not rest on its laurels and continues to make the types of efforts that are expected from a major developed country.

After Japan applied for U.N. membership, we had to wait four years before winning approval and achieving acceptance, overcoming hardships caused by the vetoes exercised by the Soviet Union three times. There is no doubt that our predecessors, over the last 60 years, went through hard times to make the best use of the hard-won status in an effective and a multilayered way. Looking back at our path, Japan from here on would like to expand U.N. activities with a global view by standing on the philosophy and values that made the country what it is, as well as preserving national interests.

After graduating from the University of Tokyo, Yasushi Akashi studied at the University of Virginia and later at the

Fletcher School. He joined the United Nations Secretariat in 1957. He served as under-secretary-general for public information, under-secretary-general for disarmament affairs, special representative of the secretary-general for Cambodia and later for the former Yugoslavia. He was under-secretary-general for humanitarian affairs until the end of 1997. Currently, he serves as chairman of the International House of

Japan, representative of the Government of Japan on Peace-Building in Sri Lanka, vice-president of the United Nations Association of Japan, advisor of Japan Center for Conflict Prevention and visiting professor for promoting the “Establishing a Gateway to the U.N. and international organizations” plan for Kwansei Gakuin University.

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Japanese in international organizations

Nation committed to foster more globally minded youth

Michiru Mekata
SPECIAL TO THE JAPAN TIMES

Over many decades, Japan has contributed greatly in the areas of global cooperation and coordination, through its generous donations of funds to the U.N. Despite such generosity, the number of Japanese working for international institutions remains low and has been increasing only marginally over the years.

For example, the number of Japanese staff working for the U.N. is only one-third of the “preferred figures” that are calculated annually based on the contributions and populations of member countries.

This is a serious problem for Japan since the country acknowledges that to raise its presence in the global community it must increase the number of Japanese working at international organizations. Furthermore, Japan is aware that a rising figure of globally minded organizational workers contributes to proving the country’s strong determination to actively promote world peace and prosperity.

Additionally, the existence of talented Japanese is very much desired to serve as the “liaison” between the respective international organizations and Japan, because their existence and rich international experience could help solve various diplomatic problems at home. Additionally, such workers contribute to enrich human resources as a whole, leading to the overall development of the entire nation.

Those workers in fact have already proven to be very efficient in bridging the gap and smoothly and efficiently promoting various projects and policies among the U.N., its related organizations and Japan. For example, they have served as capable liaisons for Japan in cohosting the Tokyo International Conference on African Development. The international conference to assist the development of the African nations has been held since 1993 under the initiative of Japan, together with the U.N., the U.N.

Development Programme, the African Union Committee and the World Bank.

Well aware of the significant role played by the quality staff at global institutions, the Ministry of Foreign Affairs (MOFA) has been actively pursuing untapped talent and pushing those Japanese to become global players, while offering information to the world on Japanese human resources capable of playing prominent roles in, and contributing to, the global arena.

One specific approach is MOFA’s guidance on international organizations to disseminate information about the recruitment conditions of international organizations. In 2015 alone, 74 such events were held both in and outside Japan. In the same year, MOFA also organized an outreach mission at five universities in the Kanto area that was attended by human resource personnel from those organizations. About 800 college students attended the outreach mission event.

Furthermore, MOFA is aggressively promoting its Junior Programme Officer (JPO) dispatch system that sends young staff to work at various international organizations for two years, so that those workers can accumulate enough knowledge and experience for future recruitment at the respective organizations they worked for after completing their dispatch period. Specifically, MOFA provides assistance to young JPO staff working at each international organization, discusses and collects information on job prospects with the respective international organizations, provides advice to JPO staff on the organizations’ hiring conditions and offers other assistance.

Though all the above are meaningful and important actions, the core question still remains as to why young Japanese are reluctant to leave Japan and work in international organizations. “I have heard young Japanese staff of MOFA lament that they cannot find Japanese spouses, or their family members disapprove of them living in a developing country. This is a pity because those

people themselves are fully aware and interested in working for an international organization,” said Yoriko Yasukawa, now stationed in Thailand as the U.N. Population Fund Asia-Pacific Regional Director. Yasukawa remains one of the few Japanese who has worked for many years at the U.N. and related institutions. “We should draw up an evidence-based policy to overcome this dilemma that exists both on the national and private levels. In that context, the first action is to find out the true reason as to why spouses and families reject the idea of living outside Japan,” she continued.

One possibility is the comfort of being in Japan and enjoying living in a clean and safe environment, surrounded by people who are good and sincere. “But when you look at the world, you notice that there are many unhappy people in other countries suffering from dire poverty and living in dangerous situations. Because Japan has been there and overcome it, there is much that it can share with other countries,” she stressed.

“Japanese are liked and well respected in many countries around the world, including those in the Latin American region where I once worked. Japan is also highly regarded in Southeast Asian countries such as Thailand where I’m currently stationed.”

According to Yasukawa, what is needed in Japan now is to “educate people to recognize the real conditions of the world and ensure they are aware of how fortunate they are.” She said that such information should be given at an early stage of learning, probably from around junior high school. Another point she stressed is for Japan to focus more on providing usable English education to its citizens, especially to up-and-coming generations.

As she started her career at the U.N. as a JPO 34 years ago, Yasukawa said that one advantage of working at an international organization is that you come to work with “very sharp people, literally from around the world.” After several years of working at the U.N. headquar-

Desirable number of employees for U.N. Secretariat by country							
Rank	Country	Number of employees As of June, 2015 (Female)		Desirable number Min. Median Max.			Percentage of total U.N. employees
1	The U.S.	366	(199)	373~	(439)	~504	12.2
2	Britain	151	(60)	92~	(109)	~125	5.03
3	France	146	(71)	99~	(117)	~134	4.87
4	Italy	133	(65)	80~	(94)	~108	4.43
5	Germany	132	(73)	125~	(147)	~169	4.4
6	Canada	89	(39)	56~	(66)	~75	2.97
7	Japan	81	(51)	186~	(219)	~252	2.7
8	China	77	(38)	119~	(140)	~161	2.57
13	Russia	50	(11)	49~	(58)	~66	1.67
14	South Korea	46	(24)	40~	(47)	~54	1.53
Others		1,730	(729)				
Total		3,001	(1,360)				

*Employees in this table do not include those whose job location cannot be easily defined.

U.N.

ters in New York, Yasukawa was dispatched to Guatemala as the regional officer, and then to Nicaragua in the same role. Looking back on her many years of working in Latin America, she said: “It was very exciting to become directly involved in the various issues unique to each respective nation. The problems of each country are different, and listening to the real voices of the people and working to find solutions together with them are the kind of worthy, priceless experiences that working at a global institution can provide.”

Today, numerous international organizations have been established both in Japan and abroad. Every day, they are tackling various global issues such as poverty, climate change, human rights, food and energy shortages, refugee protection, dispute prevention, health and hygiene, education, employment and female independence. Consequently, these organizations attract many intelli-

gent people from around the world with different skills, as well as varied cultural and national backgrounds. In that context, working for an international organization becomes a truly meaningful career, both on individual and national levels.

“Thinking about working for a global institution is a truly worthy option, if you have the enthusiasm and will to contribute to world peace and development, and seek to achieve the ultimate goal of making the Earth a better, safer and more peaceful place for all people to live,” noted Yasukawa. With over 30 years of experience working for the U.N. and related agencies, Yasukawa became an expert in the areas of sustainable development, defense and promotion of human rights, democratic governance, conflict prevention and resolution. “As was my case, you can also build your own expertise if you continue working at an international organization over the

years,” she explained. The year 2016 marked Japan’s 60th year of membership in the U.N. Becoming a non-permanent member of the U.N. Security Council for the 11th time this year, Japan has been and will continue to be a peacekeeping nation that contributes to global society by providing financial, policy-making and manpower support to international organizations, especially the U.N. In line with such determination, MOFA has said it will tackle various issues by taking full advantage of its knowledge and experience accumulated over decades, while concurrently understanding the role and responsibility of an international organization. For this purpose, Japan as an entire nation renews its firm resolution to bring up superb Japanese with outstanding will, determination and enthusiasm in solving various problems faced by people around the world.

New program creates career path to international organizations

Takahiro Shinyo, vice president at Kwansei Gakuin University in Hyogo Prefecture, experienced an act of unexpected kindness in Germany when he was serving as Japan’s ambassador to the country in 2011. It was a food charity event, organized by his fellow ambassadors of Southeast Asian countries to Germany, to raise funds for those that suffered in the Great East Japan Earthquake in March that year.

Moved by the generosity of their actions, Shinyo asked one of the ambassadors who organized the event and why they did it. The ambassador said: “We know Japan helped us a lot in developing the economy of our country. Now Japan is undergoing great suffering and we can’t just sit and do nothing about it.” After Japan was hit by the massive earthquake on March 11, 2011, many developing nations all over the world sent the country donations as tokens of their appreciation for what Japan had done in the past to help them develop their economies and infrastructure.

The former ambassador now serves as the vice president of the university, and is one of the key members working on its “Global Academic Port” initia-



Kwansei Gakuin University
Vice President Takahiro Shinyo

tive program. The aim of the program is to offer internationally minded aspirants a gateway to work at U.N.-related institutions, the Japan International Cooperation Agency, as well as other international non-governmental organizations.



A Kwansei Gakuin University student (right) working as a U.N. youth volunteer in Rwanda KWANSEI GAKUIN UNIVERSITY

“The idea of developing human talent qualified to work at the U.N. and other international public agencies perfectly matches our school motto, ‘Mastery for Service,’” Shinyo told The Japan Times in an interview. “We have a responsibility to nurture such human talent, and we are obliged to meet that responsibility.”

Under the program, the university will launch in April a new course in its graduate school, aiming at offering basic education, training and skills designated to produce people specifically qualified to work at the U.N. or as diplomats of Japan.

The new course will be open to any students enrolling into the graduate school, regardless of nationality. Participants of the course in principle are required to major in a designated subject at the graduate school, such as economics, law or social studies, for a master’s degree, while taking the new course as a sub-major. Those who have already earned a master’s degree in those subjects will be allowed to take the new course on its own very soon.

“If you want to work at the U.N., you have to be a specialist on the issue you work for,” Shinyo said. “Participants of the course should be learning to be specialists in their majors under the normal graduate school program, and the new program will offer them additional skills.”

Practical training opportunities
The program is by no means merely a conventional study abroad program or international student exchange program. Classes offered under the program are specifically designed to educate participants and give them the specialized knowledge and skills necessary to work in an international organization, particularly the U.N.

Besides the basic subjects such as international public policy, and global sustainable development, which are offered in conventional lecture-style classes, the program also offers more

practical lessons and training, requiring participants to examine and discuss international political issues and subjects. Those include the collective security system of the U.N., application of human rights and humanitarian principles, global warming and climate change and even how to handle media interviews. In the “Seminar in Multilateral Negotiation” class, participants conduct case studies on peacemaking solutions such as negotiation, inquiry, mediation, conciliation, arbitration and judicial settlement. All of the classes will be conducted in English.

The subjects to be offered in the classes were chosen in accordance with the U.N. competency framework, the guidelines of standards used for employment at the organization, Shinyo explained. In the framework, the U.N. requires its staff to have integrity, professionalism and respect for diversity as core values. It also requires other elements such as communication, accountability and creativity as core competencies.

Faculty members of the program are experts on global issues. They include former U.N. Under-Secretary-General Yasushi Akashi, former Deputy Executive Secretary of the U.N. Economic and Social Commission for Asia and the Pacific Shun-ichi Murata, former Representative of U.N. Children’s Fund Kazakhstan office Jun Kukita, as well as former Canadian Ambassador to Japan Mackenzie Clugston. Current U.N. staff will also be invited as guest speakers.

Shinyo is proud of the unique curriculum. “I think no other university in Japan offers such a program,” he said.

Call for more Japanese staff
The Japanese government has been calling for more Japanese staff to work at U.N.-related offices and agencies, as the number of Japanese employees working in such organizations is much smaller compared with other developed countries.



A Kwansei Gakuin University student (right) working as a U.N. youth volunteer in Mozambique KWANSEI GAKUIN UNIVERSITY

According to the Ministry of Foreign Affairs, citing U.N. statistics, 790 Japanese were working at U.N.-related organizations as of Dec. 31, 2013, representing 2.5 percent of the total number of staff. The figure compares with 2,978 workers, or 9.3 percent, from the U.S., 1,932, or 6 percent, from France and 1,675, or 5.2 percent, from the U.K. The number of Japanese staff at the U.N. Secretariat as of June 30, 2014, was about one-third of the desired level, the ministry said.

It has been so partly because there were only limited career routes available for college students to get jobs at those organizations after graduating from Japanese universities, Shinyo explained. The typical career course available at present for a Japanese university graduate to secure such a job is

to first earn a master’s degree from a university abroad, and then work at a company for several years to become a specialist in a designated field. The new Kwansei Gakuin program will save time and money for those wishing to work at the organizations.

With the recent rise of protectionism all over the world, and politicians looking inward to place priorities on domestic issues over diplomatic ones, it is time for more Japanese to be serving at those international organizations aiming for multilateral cooperation, Shinyo said.

“The U.N. is a big mass of bona fides, but has not been fully utilized yet,” Shinyo said in the interview. “We are seeking only students who have serious consciousness of global issues and problems.”

Students are being sought for the inaugural class of the newly established Graduate Course in U.N. and Foreign Affairs Studies.

<http://gap.kwansei.ac.jp/english/> <https://www.facebook.com/KGUglobal>



Putting graduates on the path to careers in the international public arena such as the U.N. and international organizations.



KWANSEI GAKUIN UNIVERSITY

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Japanese in international organizations

U.N. offers rewarding and fulfilling career opportunities

The U.N., which has about 41,000 staff from 193 member countries working for it, offers job seekers several official routes to find and apply for jobs with the organization.

The U.N. Careers Portal is a gateway website for U.N.-related job seekers to see what job openings are available.

The website shows U.N. job seekers openings along with useful related useful information for those who are seeking career opportunities with the U.N. The website offers basic information, including what the organization does, career paths within the U.N., the organizational structure, recruiting process, as well as an insight to staff experiences in working for the international body.

On the U.N. portal, job seekers can search job openings by category, department and location. The positions range from professional and more senior categories to field services, general services and related categories, national professional officers, consultants and internships. The organization strongly encourages women to apply, according to the portal.

Application process

To receive alerts for newly posted jobs, job seekers first have to register as users to create an account. Potential applicants need to create a user profile, which will include basic information such as name, nationality, marital status and contact numbers, before filling in online application forms.

Once completed, applications are evaluated based on the applicant's work experience, skills and education. If an applicant is deemed qualified for the position, applied for, they will move onto an assessment. The assessment exercise could be in the form of a written exam, a case study or a simulation exercise. Candidates successful in the assessment exercise are short-listed for a competency-based interview.

A competency-based interview is held in the forms of either a phone interview, a face-to-face interview, or via video conference, to gauge an applicant's skills and behavior directly related to the candidate's performance on the job. When scheduling the interview, the organization will tell the applicant the names of the panel members who will be conducting the interview.



Organisation for Economic Co-operation and Development (OECD) Student Ambassadors promote OECD awareness at their universities. OECD TOKYO CENTER

Following the results of those assessment stages, a group of qualified candidates is recommended for selection, and an independent review body then evaluates the recommendations for qualified candidates, ensuring that the selection process was conducted correctly. With endorsement of the review body on the recommendations, the head of a department makes the selection decision to hire usually one individual, although more are sometimes hired, out of the pool of the qualified candidates.

Young Professionals Programme

The Young Professionals Programme is another way to apply for jobs at U.N.-related organizations. The program allows people to begin a career as a civil servant with the U.N. Secretariat. The program consists of an entrance examination coupled with professional development programs. The examination is held annually on the same day in select examination centers worldwide, according to the website.

Examination subjects depend on the staffing needs of the organization, and descriptions of job responsibilities and

required education and competencies vary depending on the recruiting field. Potential applicants are invited to apply for different examination subjects, according to the website. For this year, the examination will be offered in two areas; economic affairs and information and telecommunications technology.

Each year, countries that are unrepresented or under-represented in the U.N. are invited to take part in the program. There are currently more than 50 countries that are either unrepresented or under-represented in the U.N.

A qualified applicant is required to hold the nationality of one of the participating countries, be 32 years old, or younger, in the year of the examination, meaning that an applicant must be 32 years old or younger as of Dec. 31 in the year of the examination. A first-level university degree which is relevant to the exam subject an applicant is taking is also required, as well as fluency either in English or French.

If you are qualified, you may submit an application form that will be screened at the next step to determine whether you are eligible to proceed with the selection process further to take



U.N. Secretary-General Ban Ki-moon speaks to interns at the U.N. headquarters in New York on July 22, 2011. U.N. PHOTO/ESKINDER DEBEE

written and oral examinations. If one specific exam area in one country attracts more than 40 applicants, those applications will be subject to further screening, and will be ranked based on level of education completed, U.N. official language proficiency and work experience in relevant areas.

JPO Programme

The JPO Service Center administers the Junior Professional Officer (JPO) Programme for about 15 U.N. departments and organizations.

JPOs are recruited in respective countries, and the countries dispatching the officers to U.N.-related organizations are called donor countries. Under bilateral agreements between the U.N. and

donor countries, JPOs are recruited for U.N.-managed development projects.

The respective governments of the member nations sponsor this program and in Japan the Foreign Ministry handles it, offering potential applicants related material and information on how to apply to the posts.

Candidates for the program are usually under 32 years old and are required to hold a master's degree, or equivalent, in a discipline related to development, with paid experience in a related area, preferably in a developing nation for at least two years. Regarding language skills, a candidate is required to have written and spoken proficiency in at least two of the U.N. Development Program's working languages: English,

French and Spanish.

In fiscal 2014, the Foreign Ministry dispatched 44 junior professional officers, out of 301 applicants, following the dispatch of 40 out of 285 applicants the previous year, according to the ministry.

Also according to the ministry, citing U.N. statistics, 790 Japanese were working at U.N.-related organizations as of Dec. 31, 2013, representing 2.5 percent of the total number of staff. The figure compares with 2,978 workers, or 9.3 percent, from the U.S., 1,932 or 6 percent from France, and 1,675, or 5.2 percent, from the U.K. The number of Japanese staff employed at the U.N. Secretariat as of June 30, 2014, was about one-third of the desired level, the ministry said.

Keio LL.M. trains global legal professionals

Located at one of Japan's top universities, the Keio University Law School (KLS) has one of the strongest programs in Japan. In 2016, KLS earned the distinction of having the most successful candidates of all law schools pass the national bar exam, with an overall passage rate of twice the national average. Keio alumni regularly make up a large portion of incoming cadres of judges, prosecutors and associates at major Japanese law firms. Moreover, KLS has the broadest English language curriculum of any Japanese law school, and routinely hosts exchange students from leading law schools around the globe.

Building on these strengths, in April KLS will offer a Master of Laws (LL.M.) in global legal practice, with instruction entirely in English. The LL.M. program is hoping to attract lawyers, law school graduates and legal staff of corporations with international operations who wish to become truly global legal professionals. KLS also seeks non-Japanese students who wish to study law in Tokyo, and graduates of Japanese faculties who wish to obtain a master's degree and plan to work at an international institution.

KLS is located in Mita, minutes from the heart of Japan's international business center. Because of its location, world-class practitioners will often join KLS professors in the classroom as guest lecturers and adjunct instructors, bringing experience from headline-making disputes and deals.

The KLS LL.M. program will focus on practical, skills-based training throughout the curriculum. Internships at a range of law firms, companies and international organizations may allow KLS students to apply and add to their knowledge, as well as make contact with potential employers. The students also may take advantage of exchange arrangements to spend a semester at one of KLS' partner law schools around the globe, or pursue a



Keio University will launch a global legal practice LL.M. KEIO UNIVERSITY

double degree.

The LL.M. program will target an enrollment of approximately 30 students. With this small size, students can expect individualized attention to help achieve their goals. The program offers every student an option for individual research courses, as well as tuition that is a small fraction of what an LL.M. degree would cost in the U.S.

Rikkyo aims to foster international liberal arts

Rikkyo University will launch its "Global Liberal Arts Program" (GLAP), one of the mainstay programs under its super global university plan, in April.

GLAP aims to nurture university students to be global-level leaders, with all classes to be conducted in English, requiring those in the program to study abroad for a year. The course will accept 20 applicants a year.

Students in the program will be required to live in a dormitory with students from overseas for their first 18 months. Starting from the autumn term of their second year, they are required to go to Rikkyo-allied universities abroad to study for a year. It is hoped that this will allow them to discover their potential and develop cross-border networks.

"We are aiming at offering global-level education with this program," Kazunori Yamaguchi, vice president and director in charge of the promotion of globalization, said in an interview. "We want to materialize the education here that has been only available at universities abroad. Rikkyo University will take the role."

The program is targeting aspirants, in particular those who graduated from schools with the International Baccalaureate accreditation or those designated as super global high schools, wishing to work for multinational companies or international organizations.

Applicants on their admission tests are required to demonstrate high-level English proficiency based on the Test of English as a Foreign Language (TOEFL) or Japan's English proficiency test, or Eiken.

The university is proceeding with its "Rikkyo Global 24" plan, aiming to increase the number of foreign students study-




Rikkyo University will launch its Global Liberal Arts Program in April. RIKKYO UNIVERSITY

ing at the university to 2,000 from the current 500, also increasing the number of foreign universities in tie-ups with Rikkyo University to 300 from 133 at present.

As for the Japanese students on campus, all will be offered study-abroad programs or training sessions abroad. Under the plan, the university is also raising the number of faculty from abroad, aiming for a ratio of 20 percent of total faculty from the current 14 percent.

Keio University Law School, LL.M. in Global Legal Practice

1 year in English (part-time 1.5 or 2 years)



Global Legal Practice (a course of study with 9 subcategories)

Core Program:

- Japanese Law and Asian Law in Global Practical Perspective
- Global Business and Law
- Global Security and Law
- Practical Training (e.g. moot court, negotiation and arbitration, internships, drafting and other practical training courses)

Elective Program:

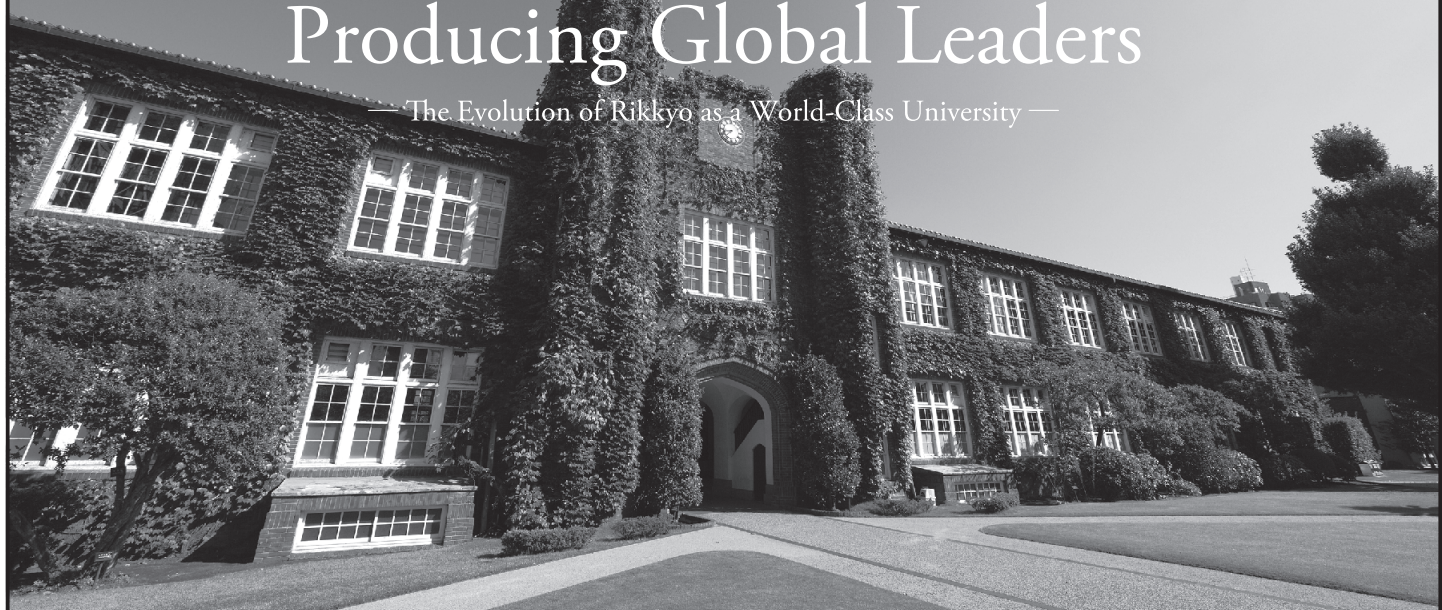
- Innovations and Intellectual Property Law
- Current Legal Issues
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- Comparative Law
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Japanese in international organizations

Critical thinking essential in global environment

What is the key to developing flexibility in thinking — a crucial ability to live and work in the era of globalization? A recent classroom visit may have revealed a possibility for the future of universities in Japan.

The “World Politics” class began with an English PowerPoint presentation by three students tackling a huge subject: the end of the Cold War. They presented to 13 of their classmates the major historical events after World War II; showing how the U.S. and the USSR saw each other as “black boxes” because of the differences in ideologies, political systems and economic structures, and explained how the conflict changed in the latter years of the Cold War.

“Before moving to discussion, let me clarify a theoretical point,” said Takeshi Yuzawa, a professor of international relations at the Faculty of Global and Interdisciplinary Studies (GIS) at Hosei University. While appreciating the logical tree that was shown in the presentation, the professor facilitated the students’ discussions on the question, asking, “Which theory is most useful for explaining the end of Cold War: realism, liberalism or constructivism?” The students actively discussed the issue in small groups of two or three for the first 10 minutes, followed by a full class session for the rest of the hour. All discussions took place in English.

GIS was established in 2008 as an independent faculty of Hosei University, offering bachelor degrees in liberal arts taught completely in English. GIS has advocated global study that focuses



Takeshi Yuzawa, professor of international relations at the Faculty of Global and Interdisciplinary Studies (GIS) at Hosei University teaches a class at the university in Tokyo in November. YOSHIKI MIURA

on analyzing the changes the contemporary world shares in common, and finding solutions to the challenges facing the entire globe by seeing the issues from an interdisciplinary point of view rather than sticking to existing frameworks. With its lineup of five areas of arts and literature; linguistics and language acquisition; society and self; international relations and governance; and business and economy, GIS offers

substantial liberal arts beyond traditional disciplines of culture and social science in an all-English environment.

In the case of international relations led by Yuzawa, students are provided input in the form of knowledge and theory during the first year. In the second year, they are encouraged to show output from what they have studied in the forms of presentations and discussions.

“Without knowledge and logical thinking, discussion may fall into just chat,” Yuzawa pointed out.

At GIS, there are currently 357 students from a variety of backgrounds, half of whom are from Japanese high schools. One such Japanese student, who was a member of the presentation team that day, said that understanding the subject itself was a much bigger challenge than expressing it in English.

Another student, who actively posed questions to the presenters, spent 10 years at an international school in China.

“Compared to the presentations I used to do in high school, we are required to have a deeper knowledge and use more logical thinking here,” he said, holding up a copy of “Understanding Global Conflict and Cooperation”



Students in the GIS program deliver a presentation to their class. YOSHIKI MIURA

by Joseph Nye and David Welch, the textbook used in Yuzawa’s class.

When one student was at a loss for words to deliver her opinion, everyone, including the student, burst into laughter and the professor encouraged her to “try again.”

“I wasn’t very good at thinking logically, but I feel my way of thinking is gradually changing,” she said. “Thanks to the small class size, it’s easy for us to ask questions. Also, there is an encouraging atmosphere to express our opinions.” She said that she wants to join a seminar led by Yuzawa.

The seminar is a two-year program for those who want to study further under Yuzawa. It examines major questions in international relations with the theme of 2016 being “prospects for a world order in the 21st century.”

Tatsuo Tamura, 21, lived in Mexico and studied at an international school until the end of junior high school before entering a Japanese high school on his return from Mexico. Having experienced different education styles, Tamura says that Japanese high school is focused on the input of knowledge to students.

“In the courses and seminar led by professor Yuzawa, I trained myself in

logical thinking,” Tamura said. “I came to always think about what the real reasons underlying the issues were. In our discussions, too, we are required to show the reasoning behind our arguments,” he said.

Motomi Fukui, 21, who was born and raised in Thailand, graduated from an international school in Bangkok before entering Hosei University.

“While it was a kind of special to be Japanese in Thailand, as a returnee, I found myself to be a minority in Japan,” Fukui said. However, she hopes to make best use of her background as a Japanese who spent many years abroad and hopes for a job that could support Japanese companies further advance overseas.

“In Yuzawa’s seminar I learned how to express my views on political and economic issues in a persuasive way,” Fukui said. “I think it’s also important to be cooperative in order to brainstorm by listening to every opinion. We can point out what’s wrong with the argument, while also accepting the strong points.”

Zaya Tuvshinbayar from Mongolia, 22, came to Japan when she was a junior high school student. Last year she studied in the U.S.

“Since I was a high school student, I wanted to study international relations. Under professor Yuzawa, I learned logical thinking and presentation skills,” Tuvshinbayar said. “Also, through the group work at the seminar, I learned the different ways students with various backgrounds thought about things.”

Professor Yuzawa said that he takes care to ensure that all the participants join the discussions and speak up during the seminar.

“After leaving them to discuss an issue among themselves, I point out the reasons why their discussion may not have developed very well and advise them to get the necessary knowledge on the issues,” Yuzawa said.

As Yuzawa often says, there is no right answer. What is important for the students is to be able to form their own opinions and develop constructive discussions.

“There are many seminar alumni who are actively working in the global arena, in areas such as foreign consultancies, media, multinational companies, non-government organizations and international institutions such as the Organisation for Economic Co-operation and Development (OECD),” Yuzawa said.



From left: Zaya Tuvshinbayar, 22, from Mongolia; Motomi Fukui, 21, who was born and raised in Thailand, graduated from an international school in Bangkok before entering Hosei University; and Tatsuo Tamura, 21, who lived in Mexico and studied at an international school until the end of junior high school. YOSHIKI MIURA

Globalization efforts aim to foster international mindsets

As part of its ongoing globalization efforts, Hosei University has newly launched in September two English-based degree programs to attract more students from overseas. These are the Global Business Program (GBP) in the Faculty of Business Administration and the Sustainability Co-creation Programme (SCOPE) in the Faculty of Sustainability Studies.

The GBP aims to develop human resources capable of managing globalized businesses in the 21st century. The course is conducted in English, and offers the opportunity to study the real-life practices of Japanese corporations engaged in global business management.

Kiho Takada is one of the first students who enrolled in the program this September. With a Malaysian mother and Japanese father, Takada was born and raised in Malaysia and this is the first time for her to spend a long time in her father’s country.

After attending Japanese elementary and junior high schools in Malaysia, Takada went on to an international school, which trained her in English and worked on an assignment-based curriculum.

“My mother has worked for years for the Malaysian branch of an American company. She has been always my role model. Also, the fact that my Malaysian relatives operate businesses in different fields inspired me to further study business,” Takada said.

In her first year, she is attending introductory lectures on basic subjects such as accounting and finance with nine fellow students.

“It’s exciting to exchange views with people from different backgrounds and cultures, including Taiwan, China, the Philippines, India and the U.S.,” Takada said.

She aims to learn business skills and management systems from an entrepreneurial point of view “as I want to build

up my own business in the future,” she said. To this end, she also wants to study in different countries and work for a multinational corporation that can offer her international exposure.

Amilcar Ortiz, one of the first eight students enrolled in the SCOPE program, studied engineering for one year at a university in Guatemala.

“But I realized that it was not what I really wanted to do,” Ortiz said. He then began searching scholarships for Japan on the internet, which led him to search for English bachelor degrees in Japan. That’s how he discovered the SCOPE program.

Most Guatemalan students study abroad after completing their bachelor’s degrees in Guatemala. However, study in Japan is difficult as it is a distant country that is a 24-hour flight from Guatemala.

“But my Japanese language teacher in Guatemala, who studied in Nagasaki, inspired me to try Japan,” Ortiz said. “And

Japanese society has made advances in sustainability.”

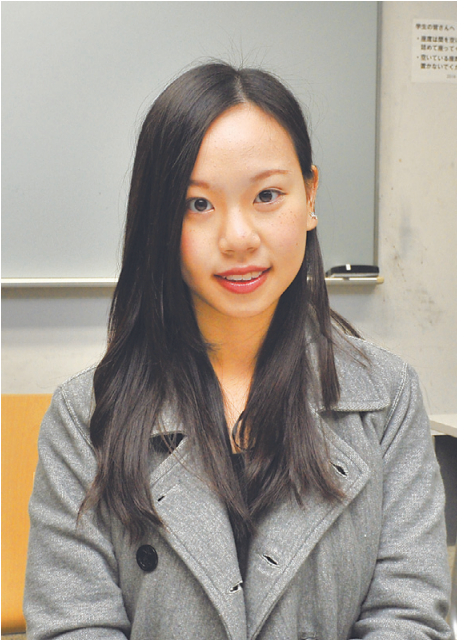
SCOPE’s objective is to develop “global” (global + local) human resources, who can command both global and local points of view, through which they can lead to the creation of a sustainable society.

“There is a definite image that Japan has, and it’s very interesting to know what’s behind that,” Ortiz said. He is particularly attracted to Japanese rural society.

While the SCOPE course is conducted all in English, Ortiz tries to speak Japanese at the dormitory to interact with Japanese students from different universities.

Ortiz is thinking about pursuing a master’s degree, perhaps in a different country.

“I want to work for a company that has a relationship between Latin America and Asia such as the coffee industry, for example,” he said, regarding his future.



From left: Kiho Takada, born and raised in Malaysia, and Amilcar Ortiz from Guatemala are students at the Global Business Program (GBP) in the Faculty of Business Administration and the Sustainability Co-creation Programme (SCOPE) in the Faculty of Sustainability Studies. YOSHIKI MIURA

Hosei University

Hosei University offers a wide variety of courses in arts, sciences and interdisciplinary fields.

Established in 1880. 15 undergraduate faculties, 15 graduate schools

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Graduate Schools

Humanities / Intercultural Communication / Economics / Law / Politics / Sociology / Business Administration / Social Well-being Studies / Computer and Information Sciences / Regional Policy Design / Engineering and Design / Public Policy and Social Governance / Career Studies / Science and Engineering / Sports and Health Studies

English-based Degree Programs

To accept more students from overseas countries, Hosei University is taking the initiative and expanding its English-based degree programs.

Undergraduate Faculties

- GIS: Faculty of Global and Interdisciplinary Studies
- GBP (Global Business Program): Faculty of Business Administration
- SCOPE (Sustainability Co-creation Programme): Faculty of Sustainability Studies

Graduate Schools

- Global MBA: Business School of innovation Management
- IIST (Institute of Integrated Science and Technology): Graduate School of Computer and Information Sciences, Science and Engineering

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The Japan Times

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Japanese in international organizations

Getting more students to go global

What is essential for students to be competent global players?

"In order to make our presence in global society, it's important to be able to demonstrate our specialized fields as our backgrounds," said Yoshiaki Terumichi, a professor of the Faculty of Science and Technology at Sophia University. "Today, global issues are discussed by participants from various fields. For example, I'm specialized in engineering and applied science. In delivering opinions, negotiating and persuading, it's necessary to clarify the backgrounds of what we are saying," Terumichi emphasized. "This is one of the keys to building trusting relationships with our counterparts."

However, focusing on specialized fields is not enough.

"It's also necessary to be able to communicate with people in the international arena with sufficient linguistic abilities and an understanding of different cultures and religions, things that had not been included in the traditional curriculum of each faculty," said Terumichi. The professor has been working toward the globalization of Sophia University for years as executive director for global academic affairs and deputy director of the Human Resources Center for International Cooperation.



Japanese and Southeast Asian students work together in class as part of the Sophia-ASEAN International Mobility for Students, or SAIMS, program. MASANORI DOI

"The Global 30 Project launched in 2009 by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) that aimed to establish a university network for internationalization was a turning point for Japanese universities to take a serious approach to globalization for their survival," Terumichi pointed out. "Sophia was selected as one of the core 13 universities across Japan for leading these efforts. Looking back, however, Sophia has always pursued international education since our foundation in 1913 by the Society of Jesus."

In 2012, the university established the Center for Language Education and Research (CLER) and the Center for Global Discovery (CGD). The two have played central roles in global education at Sophia University in line with MEXT measures such as the Top Global University Project funding program that began in 2014.

The CGD designs liberal arts education for the whole university, offering subjects and programs for four years according to each student's grade and individual needs.

"It's not sufficient for us to respond to the current global society. We need to develop students' abilities to look into the future of themselves and society," Terumichi said. "In this sense, the

traditional liberal arts education is based on systematized discipline from the past achievements. What we need now is something different."

"How we can combine such new liberal arts with specialized professional education is our chance to show our skills in university education in the future," Terumichi said.

Additionally, the university established the Faculty of Global Studies (FGS) in April 2014. The idea behind the FGS concept is to integrate the international relations that take a panoramic perspective of the whole world with regional research that pays close attention to the people's lives in each region, with particular focus on Asia, the Middle East and Africa.

"This is a new approach to provide a curriculum to study both global perspectives and local points of view for students to tackle global issues," Terumichi said. FGS students could major in international mechanisms in the Middle East or in the African economy from the viewpoint of international cooperation, for example.

The reason the FGS focuses on Asia, the Middle East and Africa is that the development of these three areas will have particularly large impacts on the future global society, according to Terumichi. "Also, in combination with our Faculty of Foreign Studies, we are able to cover the whole world, a strength of Sophia University," Terumichi explained.

As part of the CGD's many programs, the recent multilateral exchange program SAIMS (Sophia-ASEAN International Mobility for Students) accepts 25 students from ASEAN countries to the university, while sending 37 Japanese students to seven universities in four countries in the area.

The CGD is also working on building partnerships with universities in African countries, including Benin, where 14 students are scheduled to go in February.

"The program provides students with opportunities to experience Africa firsthand without any trace of Japanese companies so that they can feel their current standpoint, look into the future and think about where the global society should go, while learning from Africa as Japan's partner," Terumichi

explained.

Additionally, steps are being taken to establish partnerships with universities in the Middle East.

While about 30 percent of Sophia's foreign students are from Europe and North America and the majority of Japanese students' study destinations are also in these areas, the university is working to further globalize its campus through such efforts as opening a halal cafeteria and creating a space for prayer.

Among the university's efforts, its collaboration with the U.N. is particularly noteworthy.

The CGD offers programs to participate in the U.N. Youth Volunteers and internships in U.N. agencies, as well as opportunities to learn about U.N. diplomacy from relevant experts. In 2015, two students from Sophia were accepted as U.N. Youth Volunteers, with one sent to Timor-Leste and the other to Sri Lanka.

"While the gateway is extremely narrow, the applicant students are highly motivated," Terumichi said. "They often give feedback to us voluntarily reporting what they learned. It's impressive to see that they come to understand how to position their respective majors in society. Through their experience in the local area, they understand the significance of studying their specialized fields now and what to do next."

The U.N. is a biggest arena of international cooperation at the highest level so far.

"We have alumni who work for the U.N. and its agencies, and there are many students who seek jobs in the fields of international cooperation,

'We need to develop students' abilities to look into the future of themselves and society'

YOSHIAKI TERUMICHI

which embodies our university's mission: Men and Women, For Others, With Others," Terumichi said.

"On one hand, our collaboration with the U.N. allows students to learn how the global society is actually moving forward and to get concrete informa-



Yoshiaki Terumichi, a professor of the Faculty of Science and Technology at Sophia University, who will take over as president of the university in April, speaks to The Japan Times. YOSHIAKI MIURA

tion about their steps toward a future job," Terumichi said.

"On the other hand, it's useful for us educators to learn about what kind of

human resources for the future.

"I think what is required for the globalization of universities in recent years embodies this mission," said Terumichi, who will take over as president of Sophia University in April. "Our mission remains the same."

As it is called "the age of uncertainty," it is not easy to foresee how the world will change over the next 20 years.

"From the viewpoint of cultivating future human resources, however, we need to question anew what kinds of skills, liberal arts and specialized education will be needed in the next 20 years," Terumichi said. "We need to not only question ourselves, but also have open dialogues with industries and international society to develop competent global players from Japan."

Focus on future through U.N. activities

The sixth edition of the Sophia University United Nations Weeks event was held in the university's Yotsuya Campus in Tokyo from Oct. 17 to 28. Inaugurated in 2014, the event has been organized under the concept of "considering our future and the world through U.N. activities."

The event kicked off on Oct. 18 with a "Talk on the World" seminar that sought to create interaction of students with internationally active figures. Under the theme of "Reality of U.N. and Role of Japan," the seminar was attended by former U.N. Ambassador Motohide Yoshikawa. There was a spirited discussion between Ichiro Fujisaki, a former Japanese ambassador to the U.S., who serves as a distinguished professor at Sophia University; and Yasuhiro Ueki, a former U.N. spokesman, who is a professor of the Faculty of Global Studies at the university, and participating students.

Among the highlights was the commemorative event to celebrate the 60th anniversary of Japan's joining the U.N. that took place to coincide with United Nations Day on Oct. 24. Foreign Minister Fumio Kishida as well as about 200 others attended the event.

During the award ceremony of "View on the Sustainable Development Goals" Student Photo Contest, which saw 600 entries from 50 countries, Kishida and renowned photographer Lesslie Kee presented the awards and prizes.

There was also a special discussion titled "Changing the World through Creative Powers" by Kee, singer and Sophia graduate Yu Hayami and Kaoru Nemoto, Japan director of the U.N. Information Centre, which was followed by another talk, featuring U.N. Development Programme (UNDP) Goodwill Ambassador Misako Konno, Director Tetsuo Kondo of UNDP Representative office in Tokyo and former U.N. spokesman Ueki.

From Oct. 19 to 28, a photo exhibition "History of Japan and the United Nations" was held to review cooperation between Japan and the U.N. through the photos provided by the Ministry of Foreign Affairs.

On Oct. 19, a joint job fair for those who are seeking careers in the U.N. or in fields of international cooperation was held with the U.N. Secretariat; U.N. Office for Coordination of Humanitarian Affairs; UNDP; United

Nations Fund for Populations Activities; United Nations Children's Fund; and U.N. Women participating.

On Oct. 21, a ceremony was held to commemorate the Refugee Higher Education Program Agreement between Sophia University and the Office of the U.N. High Commissioner for Refugees (UNHCR) in Japan that aims to provide scholarships for non-Japanese refugees in Japan. The ceremony was followed by a special lecture by Dirk Hebecker, UNHCR representative in Japan and the "11th UNHCR Refugee Film Festival - School Partners Film Screening," featuring the 2015 film "Life on the Border," which was produced by Iranian Bahman Ghobadi. The film was presented in Kurdish with Japanese and English subtitles.

On Oct. 27, a symposium titled "Supply Chain. Thinking Together with Commercial Business and NPO" was organized by Sophia University and the Global Compact Network Japan to discuss how private companies and NPOs can be involved in U.N. initiatives such as "The Sustainable Development Goals" adopted by the U.N. in September 2015.



A ceremony was held to commemorate the Refugee Higher Education Program Agreement between Sophia University and the Office of the U.N. High Commissioner for Refugees. SOPHIA UNIVERSITY

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- Faculty of Theology
- Faculty of Humanities
- Faculty of Human Sciences
- Faculty of Law
- Faculty of Economics
- Faculty of Foreign Studies

ENGLISH PROGRAMS

- Faculty of Liberal Arts
- Faculty of Science and Technology

JAPANESE PROGRAMS

- Faculty of Global Studies
- Faculty of Science and Technology (Program in English is available)

Graduate Schools and Programs

JAPANESE PROGRAMS

- Graduate School of Theology
- Graduate School of Humanities
- Graduate School of Practical Studies of Religion
- Graduate School of Human Sciences
- Graduate School of Law
- Graduate School of Economics
- Graduate School of Languages and Linguistics

ENGLISH PROGRAMS

- Graduate School of Global Studies
- Graduate School of Languages and Linguistics
- Graduate School of Global Environmental Studies

JAPANESE PROGRAMS

- Graduate School of Global Studies
- Graduate School of Science and Technology
- Graduate School of Global Environmental Studies



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The Japan Times

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Japanese in international organizations

Comments from workers of international organizations

According to statistics of the Ministry of Foreign Affairs, more than 800 Japanese are working for international organizations. Such professionals include those doing clerical work at the organizations’ Japanese units, appointed to lead an organization by using expertise gained through their careers and others sent to help developing countries build key infrastructure with Japanese technology.

The Japan Times asked workers of international organizations the following three questions. They are; Q1) What do you like about your current job? Q2) What talent is needed to work for international organizations? Q3) What message do you have for people who want to work for international organizations?

Organization strives to help members achieve sustainable development

Obtaining a B.A. from Waseda University; and master’s degrees from both Pennsylvania State University and Waseda, at the latter of which he also completed doctorate course work, Masataka Fujita has been the ASEAN-Japan Centre secretary-general since September 2015. He is the former head of the Investment Trends and Issues Branch, U.N. Conference on Trade and Development and was a U.N. economist from 1984 to 2015.



Masataka Fujita, secretary-general of the ASEAN-Japan Centre

A1: With 31 years of U.N. service, I was privileged to work for world development. The U.N. is not just an organization to resolve conflicts and maintain peace; it also helps member states achieve sustainable development. My work in economics was not only to analyze, but also to provide policy recommendations for members to maximize benefits and minimize negative economic impacts.

The center promotes partnership between Japan and the Association of Southeast Asian Nations through trade, investment, tourism and personal exchanges.

Working for international organizations means directly interacting with government officials, the private sector and the public. You are an integral part of policymaking and institutional building of other countries.

A2: It is important to think of the U.N. as a place where anybody can work, not as something outside our world. If you

are an experienced professional with substantial education, you may be eligible for a vacancy. The U.N. does not need generalists. If you are under the age of 32, the U.N. Secretariat offers an examination for the Young Professional Programme. The Ministry of Foreign Affairs also has a Junior Professional Programme that allows young Japanese to work for two years at U.N.-related agencies.

A3: You need to think strategically how you could work for international organizations. Given the difficulty of entering the U.N. Secretariat, you should take any opportunities to get involved in the U.N. even if they are short, fixed-term jobs. As for personal traits we want to work with the people who can express their ideas and opinions backed by professionalism.

Every dollar international organizations spend is from taxpayers, including those from poor countries. You need to be accountable for your spending and understand money’s value.

World Health Organization supports countries in raising health standards

After graduating from Keio University’s Medical School, Takeshi Kasai initially worked for the Ministry of Health, Labor and Welfare before taking a position with the World Health Organization.

A1: WHO is the specialized U.N. agency for health that supports member states in attaining the highest level of health possible for their people. With experts from all over the world, the work environment is dynamic and challenging, but also rewarding. I have devoted many years to improving health security and providing technical support for preparedness and development of core systems to detect, respond to and control infectious diseases. While we still have more to do, member states have significantly improved preparedness and response capabilities since SARS in 2003 and we are much better prepared.

A2: Technical knowledge and the skills to translate your knowledge into a

results-oriented, hands-on work attitude to serve member states. People are expected to maintain their technical excellence, so their support is always based on the best available evidence. As the range of WHO support expands, so does the knowledge and skills we seek. More and more, we need people who can support policy development and exercise health diplomacy. We have to understand the historical, political and cultural dimensions of the countries we serve. The guidance we provide must contain options for countries to decide what best suits their needs and priorities. Though we are constantly tested, we have built relationships of trust with member states — trust we have earned over time through consistent support and measurable results.



Takeshi Kasai of the World Health Organization

You may wish to focus on what you can contribute and cultivate your abilities in that area before applying. WHO is an interesting and challenging place to work and I hope to see many more Japanese working here in the near future.

U.N. Information Centre works to engage Japanese public in U.N. agenda

Kaoru Nemoto has been director of the United Nations Information Centre in Tokyo since August 2013, bringing in her professional experience in journalism as announcer/reporter at TV Asahi as well as in the U.N.’s humanitarian relief work and human rights protection at the U.N. High Commissioner for Refugees both in the field and at its headquarters. She earned a master’s degree in International Affairs from the Columbia University School of International and Public Affairs, and a bachelor’s degree from the University of Tokyo, Faculty of Law.

New York. We are also performing as coordinator across the 28 U.N. offices based in Japan in terms of communications, to raise in one voice as “One U.N.” concerning issues of common interest.



Kaoru Nemoto, director, the United Nations Information Centre, Tokyo

A1: The primary work of the United Nations Information Centre in Tokyo is to communicate about priority agenda of the organization and its values, localizing its global messages into Japanese context. At the same time, we are acting as a bridge between the U.N. and Japan, connecting expectations from the Japanese public toward the organization with

A2: In working at the U.N., which employs a staff coming from a wide variety of different backgrounds, you need to be a good listener, as well as a good coordinator able to find a common ground. Also, at the U.N., competencies possessed by many Japanese, such as forward planning, keeping promises and respecting others, are regarded as a valuable asset.

A3: People often ask me about how they can join the U.N., but what is important is what you want to do. It is “what” that matters, not “how.” You first decide what you want to do in your career, then you consider working at the U.N. as one of various options. I want the younger

generations to be interested in many different things, with focus on what kind of expertise is to be developed to pursue “what” you want to do.

UNHCR leads the way in efforts aimed at the protection of refugees

With a Hosei University bachelor’s degree and master’s from Ohio University, Atsuko Furukawa works for the U.N. High Commissioner for Refugees (UNHCR).



Atsuko Furukawa (right) of the U.N. High Commissioner for Refugees

A1: I love what I do. The UNHCR works to lead international action for the protection of refugees and resolution of global refugee problems. Today, the number of refugees worldwide continues to grow due to ongoing conflicts, and there are significant challenges in helping those fleeing such situations. The UNHCR is one of the few field-oriented U.N. agencies and works closely with the people it serves. I see directly the difficulties refugees face and the dire needs they have and I’m often encouraged by their resilience and their smiles as they try to move forward in such challenging environments. It’s rewarding and humbling to help protect them and bring positive change to their lives. Also, because the UNHCR is so di-

verse, I work with people from around the world; I enjoy getting to know them and exchanging views that expand my perspectives.

A2: Like other professions, it’s important to have relevant knowledge, but having skills and expertise specific to

your field of interest is particularly useful. Being able to communicate effectively in English is essential, but other languages will make you even more valuable.

“Soft” skills are also important; you have to be open-minded and flexible. You may also need to move to countries where things are quite different, so you need to be respectful of cultural differences and have a high tolerance for ambiguity. I’ve been working for the UNHCR for many years, but everyday I learn something.

A3: Don’t be afraid of leaving your comfort zone; volunteer in your community, and work on issues with local and global impacts. Through different experiences, you’ll learn about yourself and discover your passion. Try to be engaged in what you want to be involved in; keep your eyes and ears open and look for opportunities.

Work in various countries provides opportunity to expand personal views

Obtaining a master’s degree in Development Management, London School of Economics, and a bachelor’s degree from Rikkyo University, Hisashi Izumi worked at the Embassy of Ethiopia before joining the U.N. Development Programme (UNDP). He is currently posted in Papua New Guinea.



Hisashi Izumi of the U.N. Development Programme Papua New Guinea Office

A1: Working at the U.N. offers the chance to be dispatched to any country in the world. This gives me an opportunity to widen my scope of views and grow as a human being, as I can have chances to touch on value sets different from mine.

We are not working for the interests of just one company or one country, but for overall global issues such as international peace and stability and poverty reduction. I find myself very happy in this job and my pride and commitment

ment motivates me to live positively and move forward in hardships or difficult situations.

A2: In working at an international organization, I think the most exciting and challenging element is to work on the front lines in developing countries. But, things often don’t go as planned in such countries, because of problems in the living environment and security issues.

Adding to the challenge, the common unspoken agreement prevalent in Japanese culture is not present in every country. When faced with difficulties, you need to have a positive and optimistic attitude in your work.

A3: There is no right answer in building your career toward working in an international organization. You can find a way if you work hard with passion and commitment. I am looking forward to working with you somewhere in the world.

An opportunity to work in a challenging and multicultural environment

After obtaining his bachelor’s degree from Kwansei Gakuin University and master’s degrees from Osaka University and the Institute of Social Studies, Yasumitsu Doken joined the U.N. Development Programme Pakistan Office as a junior professional officer. He then worked with a management consulting firm in Osaka and has returned to UNDP Tokyo Office and moved to the UNDP headquarters.

these issues on the ground.

A2: Strong communications and people skills, including the ability to build trust and consensus in a multicultural environment, are the keys to working effectively in an international organization. Technical expertise is required to engage with substantive issues the organization deals with. Perseverance is important to promoting common understanding and collaboration among people from diverse backgrounds.

A1: One of the most rewarding aspects of my job is to be able to contribute to helping people in crisis situations such as natural disasters and conflicts. As part of a team based at the UNDP headquarters, it’s a challenge, but also exciting to work across different offices and time zones under time pressure and come up with coordinated support for our country offices engaging with

A3: International organizations such as the U.N. offer unique opportunities to contribute to solutions for today’s global issues. At the same time, you also need to demonstrate what added value you can bring to the organization. To start with, it’s important to find out what specific issues you are really concerned about and then build the knowledge, skills and experience around the issues you want to work on.



Yasumitsu Doken of the U.N. Development Programme

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