



KAKEHASHI Project Inbound Program (USA, Young Researchers Slot No.2) Program Report

1. Program Overview

Under “Japan’s Friendship Ties Program”, 26 young researchers visited Japan. During the 7 days program from November 25 to December 1, 2015, the participants studied the Japanese government, society, history, culture, foreign policy, and much more. The participants aim to promote Japan through mediums such as SNS.

2. Participating Countries and Number of Participants

USA (26 Participants)

A) George Washington University (13 participants)

B) Johns Hopkins University (13 participants)

3. Prefectures Visited

Tokyo, Kanagawa and Tochigi

4. Program Schedule

November 24(Tue)	Departure from USA
November 25(Wed)	Arrival at Narita International Airport
November 26(Thu)	【Orientation】 【Lecture】 "Japan's Foreign Policy" Ministry of Foreign Affairs 【Historical and Traditional Cultures】 Edo Tokyo Museum 【Visit】 The Japan Institute of International Affairs (JIIA)
November 27 (Fri)	【Cutting Edge Technology】 Kanagawa University, Space Elevator Project 【School Exchange】 Kanagawa Sohgo High School 【Energy】 Japan Atomic Energy Agency, Integrated Support Center for Nuclear Nonproliferation and Nuclear Security 【Ministry Visit】 Ministry of Defense
November 28(Sat)	Move to Tochigi prefecture 【Nature/ Environment】 Lake Chuzenji, The Kegon Falls 【World Heritage Site/History】 Nikko Toshogu Shrine 【Homestay】 Meeting with Host families
November 29(Sun)	【Homestay】 Farewell Lunch 【Regional Industry】 Observation at Tentaka Sake brewery 【Workshop】 Preparing for reporting session
November 30 (Mon)	【Visit】 Ohtawara City Government

Move to Tokyo

【Ministry Visit/Exchange】 Ministry of Foreign Affairs/Meeting with junior officers

【Lecture on Japan】 Waseda University






【Reporting Session】

December 1 (Tue) 【Visit】 Tokyo Metropolitan Government

Departure from Narita International Airport

5. Young Researchers Slot No.2 Program photo

	
November 26 【Visit】 The Japan Institute of International Affairs	November 27 【Cutting Edge Technology】 Kanagawa University Space Elevator Project
	
November 27 【Energy】 Japan Atomic Energy Agency	November 27 【Visit】 Ministry of Defense

	
November 28 【Nature/Environment】 Lake Chuzenji	November 28 【World Heritage Site/History】 Nikko Toshogu Shrine
	
November 29 【Homestay】Farewell Lunch (Ohtawara City, Tochigi Prefecture)	November 29 【Regional Industry】 Observation at Tentaka Sake brewery
	
November 30 【Lecture on Japan】 Waseda University	December 1 【Visit】 Tokyo Metropolitan Government

6. Voice from Participants

◆ U. S. A. Young researcher

Every aspect of the Kakehashi Project impressed me. From the organization of each event and lecture to the quality of dialogue between US (young researchers) and the Japanese experts and locals. Two elements in particular stood out to me. One, our group was able to

visit a high school in Yokohama and discuss differences in education between the US and Japan. The students were so articulate and informative. Second, the home stay experience was unbelievable. To see everyday life in rural Japan allowed me to understand a whole different side compared to the better known city life. Everyone was so warm and welcoming. I do not think I could ever thank my host family enough.

◆ **U. S. A. Young researcher**

I was very impressed by the way that Japan integrates a rich and beautiful history into their modern culture. The identity of the Japanese people seems to run very deep in their everyday lives. Everyone I met was incredibly kind, patient, and eager to engage with me and answer my questions. The respect with which the Japanese people treat one another, their schools, communities, and their work was so admirable, and I will be so sad to leave that behind. The education system in Japan is organized so uniquely, and the instruction very rigorous, so I learned a great deal of new information about its' functioning. When I return to the US, I cannot wait to share about the kindness and politeness of the Japanese people, its education policies, and the natural beauty throughout Tokyo and Otawara.

◆ **U. S. A. Young researcher**

What impressed me most:

I was especially impressed by the cleanliness and civility of Japanese society. I think many countries could learn from Japan's highly sustainable development, commitment to environmental protection, and social ethics. In particular, I was quite impressed by Japan's commitment to solar energy development. I saw many homes in suburban and rural areas of Japan making use of solar panels. Additionally, many urban structures had solar energy panels installed. Such commitment to environmental advocacy is seen elsewhere in Japanese society. For example, trash areas feature respective cans for different forms of trash and waste. This demonstrates Japan's strong commitment to recycling and sustainability.

What I will share:

I will share with my friends, family and colleagues the many beautiful memories I made here, especially my homestay in Tochigi, as well as my frank & unique discussions with superb government officials. We were very lucky to enjoy such unique access to special conversations with key policy-makers,

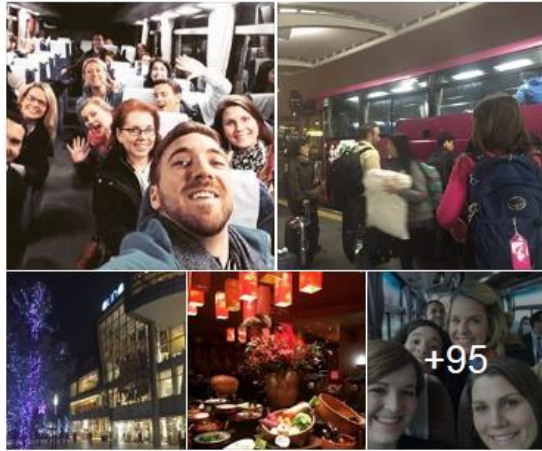


◆ **U. S. A. Young researcher**

I was impressed by our visits to the government agencies and ministries and how candid and informative the representatives were. I learned a lot about Japan's nuclear energy program as well as Article 9 and Japan-Korea and Japan-China relations. Although I have visited Japan before, and I have studied it in relation to Korea, I had never been to Japan on formal trip with clear research objectives. In addition, it was wonderful to be able to travel with my classmates and learn from their perspectives.

In addition, this was my first visit to the Japanese countryside. I was able to experience rural Japanese-living and the life of a farmer through the homestay experience. Because most people think of Kyoto or Tokyo when thinking of Japan, it was useful to experience another more off-the beaten-path place.

7. Action Plan Presented at the Reporting Session by Participants and Messages disseminated through Social Network

<p style="text-align: center;">GW's Action Plan: Exchange (Students, Cultural, Ideas)</p> <ul style="list-style-type: none"> • Women Leaders Program to Promote Wellbeing in Asia - Nagoya University – GW's Education Kakehashi Cohort will be meeting with students in February 2016 in Washington DC from Nagoya University to discuss research findings and gather new insights. • Otawara City Government – Continue dialogue with Otawara City Government officials over the next year to promote student exchange and assist in teacher professional development. • Japan International Cultural Center (JICC) – Team up with JICC in DC to facilitate Japanese cultural events (e.g. movies) and language acquisition programs for interested undergraduate and graduate students. • Japan Internships for the Development of Young Leaders (Japan IDYL) – Members of the GW cohort have made connections with young Japanese leaders who are arriving in the United States in the near future to conduct research and participate in internships. Meetings will take place in DC to discuss research projects. <p><small>GW GSEHD</small></p>	<p style="text-align: center;">GW's Action Plan: Current and Future Research</p> <p>Conference Presentations:</p> <ul style="list-style-type: none"> • CIES: Comparative and International Education Society • SRC: Student Research • ESRI: GW's Education Symposium Research and Innovations Conference • AERA: American Education Research Association • WIEC: Washington International Education Conference <p>Comparative and International Education : Potential Research Topics</p> <ul style="list-style-type: none"> • Compare teaching and learning styles in Japan and the United States • Review and analyze textbook discussions of WWII among Asian countries • Study and compare K-12 special education policy • Examine and compare the impact of demography • Explore regional student mobility in Japan • Analyze the relationships between content, curriculum and assessments • Research the relationship between instruction and critical thinking • Consider the implications of changes to Article 9 on theories and practices of peace education • Observe the long-term impacts of Womenomics on gender relationships in education and student demographics <p><small>GW GSEHD</small></p>
<p>Action Plan</p>	<p>Action Plan</p>
<p style="text-align: center;">GW's Action Plan: Outreach and Communication</p> <p>IEA Kakehashi Presentations</p> <ul style="list-style-type: none"> • Participant presentations and discussion of research topics for the International Education Program and community. • Participants outreach to members of Japanese-American Community in DC to further conversations and relationships and invite them to share opinions and experiences. <p>Kakehashi Blog</p> <ul style="list-style-type: none"> • Participants have posted blog posts with academic findings and personal reflections about Kakehashi 2015 for friends and family in the United States. <p>Personal Outreach</p> <ul style="list-style-type: none"> • Sharing experiences with family, friends, and peers on social media and in person. • Continued communication and relationship building with our host families and other contacts made while in Japan. • Follow up with Japanese-American education Community in DC. <p><small>GW GSEHD</small></p>	<p style="text-align: center;">Action Plan(JHU):Reporting Session</p> <ul style="list-style-type: none"> • <u>What:</u> Panel discussion with SAIS students, faculty, and greater DC-community to discuss Japan trip and inform audience on Japanese culture, technology & innovation, energy policy, and security policy. • <u>When:</u> February or March 2016 <ul style="list-style-type: none"> • SAIS 2nd semester • Before SAIS Asian Studies conference in March • <u>Format:</u> One-hour-long session <ul style="list-style-type: none"> • 45 minutes for panelists (Kakehashi participants) • 15 minutes for Q&A from audience • Expansion post-session
<p>Action Plan</p>	<p>Action Plan</p>

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