

Testimonials from Student Grant Recipients

Adaptation, Sustainability, and Food Sovereignty in Rural Argentina ¥ 546,900

Daichi Caverly Undergraduate Student

My project investigated the relationship between people and their food in rural Mendoza Province, Argentina, while also promoting food sovereignty in these communities. I could experience anthropological fieldwork, gain exposure in organizing and finding solutions to social issues, and collect data and material for my senior thesis research. I've also been exposed to Ar-

gentina's cultural and social issues. This experience opened my eyes to the fact that issues of sustainability and access to food are complex and there are no simple fixes for them. My personal connections to people in the local community have broadened and deepened my understanding of environmental, social, and food sovereignty related issues worldwide. I have a wider perspective of how the global economy affects people in the Global South and how food sovereignty fits within this system.



Cultural Meanings of Human Remains in Okinawa: Anthropological Fieldwork in Nakijin ¥ 251,059

Erika Mischelle Saito Undergraduate Student

My study delved into local perspectives on the "Nirai Kanai nu Kai" activist group's lawsuit against Kyoto University over ancestral remains from the Mumujana grave in Nakijin. Thanks to this grant, I interviewed government officials, the activist group leader, the Nakijin Village History and Culture Center director, and local residents. What I found was a clash of perspectives between the government, "Nirai Kanai nu Kai," and the locals. Surprisingly, the local residents appeared largely indifferent to the issue. Conversations with them revealed their lack of concern about these human remains. This project not only improved my ethnographic research skills but also provided a first-hand look into the life of an anthropologist in the field. I learned to step out of my comfort zone and approach each encounter as an opportunity for ethnographic research. Furthermore, it deepened my appreciation for a simpler, less hectic lifestyle compared to my bustling Tokyo life.



You can view all grants here

Towards the Design of Feasible Inclusive Education in Japan ¥ 165,000

Miyako Watanabe Undergraduate Student

Inclusive education promotes the philosophy of enabling all pupils, regardless of disabilities, to learn in regular community classes with appropriate consideration. For my senior thesis, I visited Minami-Sakurazuka Elementary School in Toyonaka City, Osaka, where pupils with disabilities, including total blindness, Down Syndrome, and developmental disabilities, learn

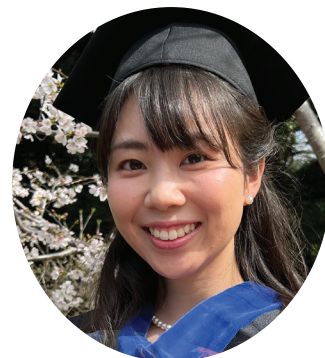


together in regular classes. I observed the interactions among teachers, administrators, and students, fostering meaningful connections with several students and witnessing their remarkable growth. I eagerly anticipate sharing my research with seminar members. My future goals include furthering my understanding of how to support students with developmental disabilities and enhancing their experiences in schools across Japan. It all begins with creating a welcoming classroom environment for everyone.

Pinat Kids Day Camp ¥ 107,300

Ami Iida MA Graduate Student

This grant is connected to my volunteer work with the "Pinat" children's support group in Mitaka City. Many of these kids, born and raised in Japan to international marriage families, speak Japanese as their first language but struggle to develop age-appropriate language skills, affecting their learning in school. Pinat volunteers provide weekly one-on-one support to address



their individual needs. The "Pinat Kids Day Camp" fosters community among these students, families, staff, and volunteers. The grant funded a trip to KidZania, a career-focused amusement park, and a Christmas party. These activities promoted interaction and a more positive atmosphere at Pinat. Children who previously didn't engage with each other became friends, sharing hobbies and experiences. The newfound friendships encouraged one boy, who used to skip class, to attend regularly. A U.S. junior high school student assisted another student in preparing for and passing the Eiken test. This support also strengthened connections among parents, staff, and volunteers. This experience reinforces my belief in children's growth potential and inspires my path towards becoming a teacher and supports the development of my future students.



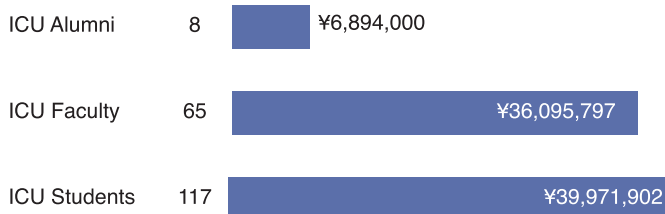
JICUF Grant Statistics 2016 to Present



- Japan (125)
- China (8)
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- South Korea (4)
- Argentina (3)
- India (3)
- Malaysia (3)
- Australia (2)
- Germany (2)
- Kenya (2)
- Poland (2)
- Switzerland (2)
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- Bhutan
- Canada
- Czech Republic
- Egypt
- Fiji
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- Ivory Coast
- North Macedonia
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- Myanmar
- Netherlands
- Palestine
- Peru
- South Africa
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- Taiwan
- Tanzania
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- United Kingdom
- Zimbabwe

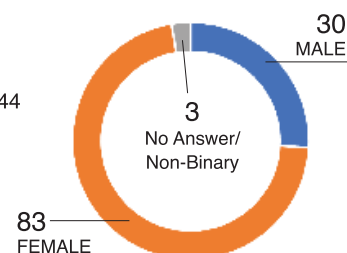
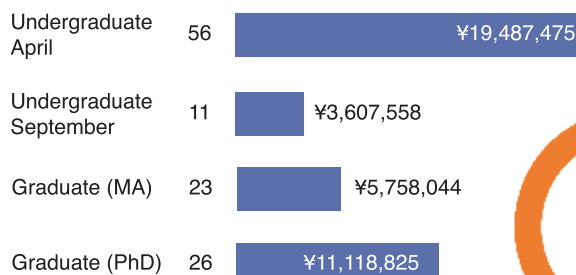


Grantee Type & Grant Amount

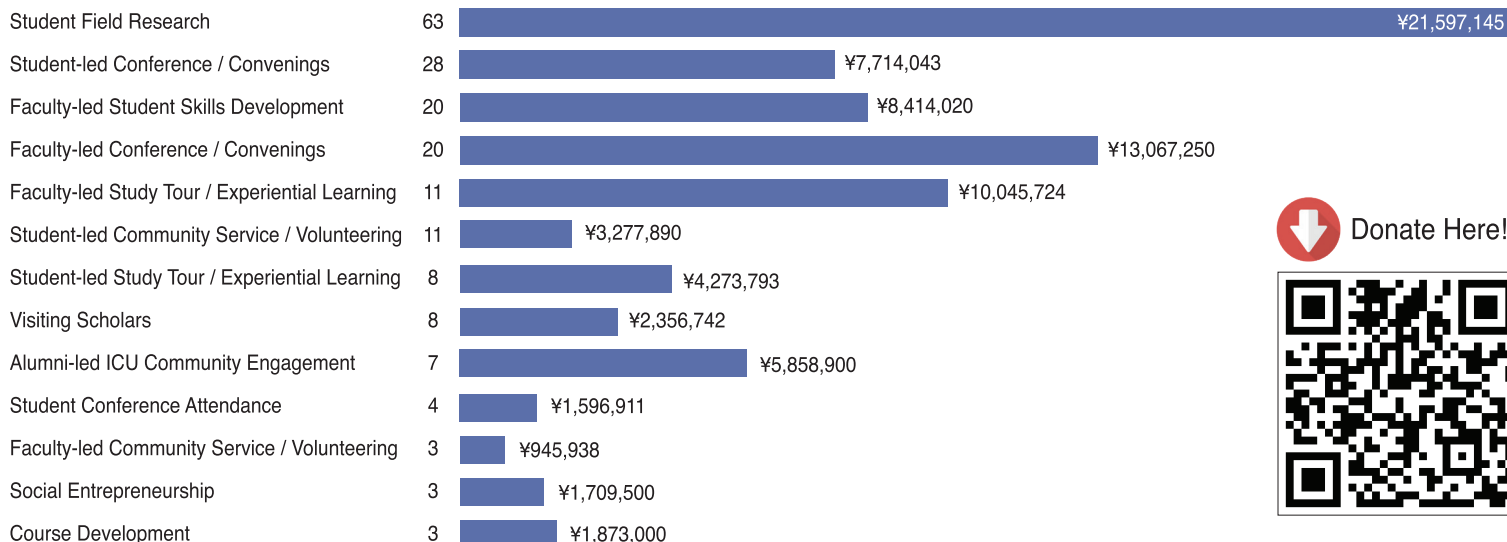


Grand Total ¥82,961,699

Student Type & Gender Breakdown



Project Type



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