

ESD Campus Asia – Pacific In Hokkaido University

Hokkaido Summer Institute 2018

Program & Abstract
ESD: July 18~July 27, 2018
HSI : July 23~July 28, 2018



Faculty of Education
Hokkaido University

Message from the Dean of the Faculty of Education

- the Objective of the Programs in Hokkaido University

Welcome to the Hokkaido Summer Institute and ESD Campus Asia- Pacific Program

Professor Takashi MIYAZAKI

Dean of Faculty of Education, Hokkaido University



We are delighted to see you participate in the special summer program held by the Faculty of Education, Hokkaido University.

Our faculty has been focusing on issues caused by social exclusion for over three decades, including poverty among children, transition problems from school to work, marginalization issues in exclusive communities, and so on. These efforts have made us as a unique institution in Japan amidst the field of research on education. The summer-intensive programs, the Hokkaido Summer Institute (HSI) and the ESD Campus Asia-Pacific Program are the inevitable results of this challenge.

This year the theme of the HSI is “Overcoming Social Exclusion and Divided Society”. We are honored to invite Professor Daniel Shugurensky, Dr. Anna Marie A. Karaos, Professor Sung-Sang Yoo, and Professor Juha Hämäläinen. These four researchers are highly esteemed specialists in the research fields of Social Pedagogy and Popular Education for democracy. Our aim is to explore a new perspective of theory on education that can lead ongoing democratization process under a market-oriented exclusive social system. We will discuss our common challenge in establishing an alternative vision during the open symposium, “Toward Critical Social Pedagogy - New Perspective on Transformative Learning”. Professor Han Soonghee and Ms. Peta Ohata will join the symposium as commentators. Lecturer Tyrel Eskelson and Associate Professor Tomonori Ishioka, our faculty members, will also join as moderators.

The topic of the ESD Campus Asia- Pacific is “Dialogue with Local Knowledge”. Hokkaido Island was a domestic colony in the modernization process of Japan. It means there has been an indigenous people and culture. Learning from their local knowledge, we can rethink what

development is. This reflection is related to fundamental issues of ESD and SDGs. We expect that you will find diverse and alternative ways to comprehend contemporary society that may be understood as a monolayer structure based on the market. Our faculty members, Associate Professor Jeffry Gayman and Associate Professor Takashi Ito, and Mr. Taichi Kaizawa from Biratori town will coordinate this program.

We strongly hope that you are prepared to be motivated, inspired and challenged in discussion with participants from overseas universities. We believe this program can become a “corner stone” for all of you to challenge the next task in your life.

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Hokkaido Summer Institute 2018

**Overcoming Social Exclusion
and Divided Society
: Developing Alternative
Thought of Education**



Outline of Lectures & Seminars 2018

July 23 ~ July 28, 2018

**Faculty of Education
Hokkaido University**

Invited Lecturers:



Daniel Schugurensky

/ Professor, School of Public Affairs and School of Social Transformation/Director, Social and Cultural Pedagogy Program, Arizona State University, USA

Recent authored and co-edited books

2017. By the people: Participatory Democracy, Civic Engagement and Citizenship Education. Participatory Governance Initiative/2013. Informal learning, volunteer work and social action. Sense Publishers/2011. Paulo Freire. Bloomsbury/2010. Learning Citizenship by Practicing Democracy: International Initiatives and Perspectives. Cambridge Scholarly Press/ 2009. Learning Democracy by Doing: Alternative Practices in Citizenship Learning and Participatory Democracy. Transformative Learning Centre, University of Toronto.

Recent articles

2017. Social pedagogy meets local democracy: Examining the possibilities and limits of participatory budgeting. Social Pedagogy Quarterly / 2017. Freire and the millennials: Revisiting the triangle of transformation. Freirean Rhizome Journal / 2017. From Article 26 to target 4.7: Global citizenship education and international networks. Global Commons Review / 2017. The tower of Babel: nationalism, globalization and citizenship education. Global Commons Review

Anna Marie A. Karaos

/ Doctor, Associate Director, John J. Carroll Institute on Church and Social Issues / Professorial lecturer. Ateneo de Manila University, Philippines

Ph.D. Sociology, New School for Social Research (New York, U.S.A.), Doctoral Dissertation: "Manila's Urban Poor Movement: The Social Construction of Collective Identities"

M.Phil. Economics and Politics of Development, University of Cambridge (United Kingdom)



Recent Works

Book Review of Wataru Kusaka's "Moral Politics in the Philippines: Inequality, Democracy and the Urban Poor," in Contemporary Southeast Asia Vol. 39, No. 3, 2017/ Co-authored with Emma Porio "Transforming the Housing Process in the Philippines: The Role of Local-Global Networks by the Urban Poor, in (eds.) Herrle, Peter; Ley, Astrid and Fokdal, Josefine; Farnham: Ashgate Publishing, 2015/ Editor, "Resilient Urban Communities: Stories from the Ketsana Rehabilitation Programme," Quezon City: Christian Aid, 2012/Co-authored with Gerald Nicolas and Gladys Ann Rabacal, "Institutionalizing Alternative Secure Tenure Approaches for the Urban Poor in the Philippines," UN-HABITAT, Global Land Tool Network, August 2010



Sung-Sang Yoo

Associate Professor, Department of Education, College of Education Seoul National University, Republic of Korea

Ph.D. in Social Sciences and Comparative Education, UCLA

M.A. in Education (Lifelong Learning), Seoul National University

Recent Works

(2007) “Freirean Legacies in Popular Education,” *KEDI Journal of Education Policy [KJEP]* (SSCI), 4(2), (2008) “Democratization during the Transformative Times and the Roles of Education in the Philippines and Korea,” *Asia Pacific Education Review[APER]* (SSCI), 9(3), (2012) “Popular education for people's empowerment in the Community Learning Center (CLC) project in Bangladesh,” *KEDI Journal of Education Policy [KJEP]* (SSCI), 9(2), (2014) “In-Service Education and Training for Teachers in Korea and the Role of the Private Sector from 1945 to 1970s,” *The Asia Pacific Education Researcher [TAPER]* (SSCI), (2018), “Global Governance of Education and Training: as reviewed from Jomtien via Incheon to New York” *Asia Pacific Education Review(APER)* (SSCI), DOI : 10.1007/s12564-018-9544-7

Juha Hämäläinen

/ Professor, University of Eastern Finland, Social Sciences, Finland

Ph.D. in Social Sciences (majoring Social Policy), University of Kuopio. M.A. and Licentiate in Educational Sciences (majoring Education), University of Jyväskylä.

Recent Works

Zhao, F., **Hämäläinen, J.** and Chen, H. 2017. Child protection in China: Changing policies and reactions from the field of social work. *International Journal of Social Welfare* 26(4), 329–339. /**Hämäläinen, J.** 2017. Social Pedagogy. In Neil Thompson and Paul Stepney (eds.) *Social Work Theory and Methods. The Essentials*. New York and London: Routledge, 166–179. /**Hämäläinen, J.** 2016. The Origins and Evolution of Child Protection in Terms of the History of Ideas. *Paedagogical Historica: International Journal of the History of Education* 52(6), 734–747. /**Hämäläinen, J.** 2015. Defining Social Pedagogy: Historical, Theoretical and Practical Considerations. *British Journal of Social Work* 45(3), 1022–1038. /**Hämäläinen, J.** et al. 2013. Grandparents Caring for Grandchildren Because Parents Are Absent: A Social Worker from Finland Responds. In: J. E. Bettman, G. Jacques and C. J. Frost (eds.) *International Social Work Practice. Case Studies from a Global Context*. London and New York: Routledge, 138–144.



Access

Hokkaido University Campus Map

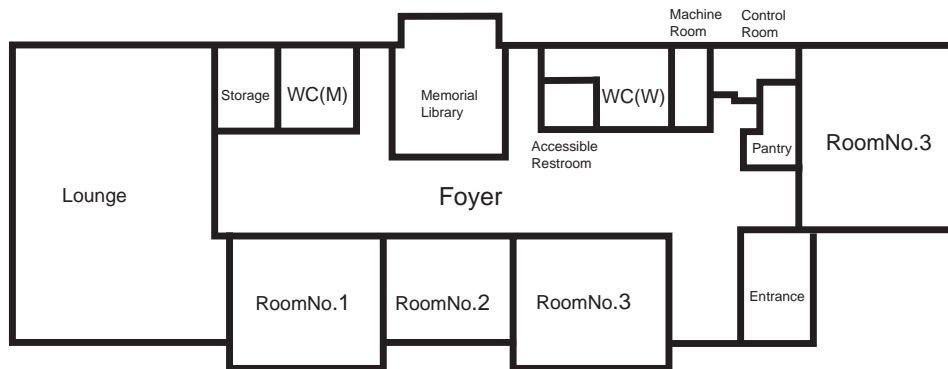


Venue

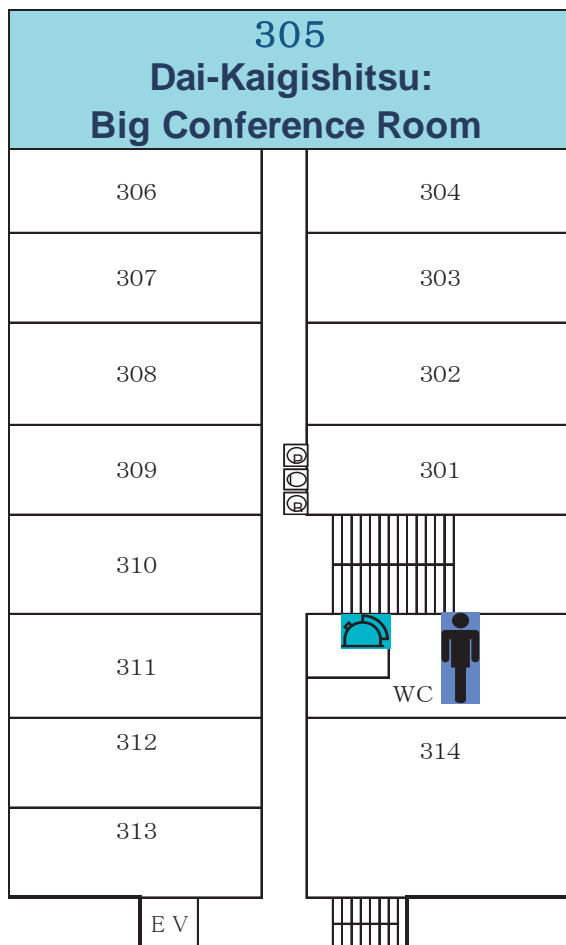
- ① Clark Memorial Student Center
- ② HOKUDAI MARCHE Café & Labo
- ③ Community Hall Enyu Gakusha
- ④ Humanities and Social Sciences Classroom Building (W Building)
- ⑤ School of Education

Floor Map

■ Community Hall Enyu Gakusha



■ Big Conference Room: Dai-Kaigishitsu at Faculty of Education

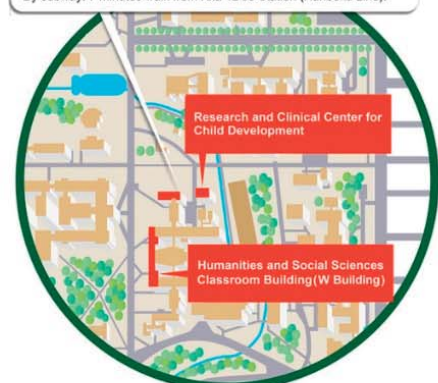


Hokkaido University School of Education

Kita 11, Nishi 7, Kita-ku, Sapporo
Hokkaido 060-0811

[Access by public transport]

By train: 15 minutes walk from Sapporo Station
By subway: 15 minutes walk from Sapporo Station (Nanboku Line)
By subway: 7 minutes walk from Kita 12 Jo Station (Nanboku Line)



Keynote Lecture 1

Social pedagogy and contemporary challenges: Addressing the 4 Ps

Daniel Schugurensky
Arizona State University

Key words: social pedagogy, youth, inequalities, social change, human development, popular education, peace education, ecopedagogy,

Abstract

The findings of a recent large international survey (31,495 youth from 186 countries and territories) revealed that, for young people, the three most important contemporary issues are climate change (49%), war and violent conflicts (38%) and inequality (31%). Considering that over 50% of the world population is under 30 years of age, these concerns should be taken seriously. From a social pedagogy perspective, three educational projects can make a contribution to address these issues: a) education for sustainable development; b) peace education; and c) democratic citizenship education. Indeed, an explicit focus on these three projects could provide social pedagogy practitioners and learning communities a compass to critically examine our social reality, share a common vision for the future, and develop strategies to move in that direction. This can help to connect, following Freire's advice, the moment of denunciation with the moment of annunciation. It can also help to connect micro, meso and macro analyses and interventions. Finally, it can connect social pedagogy with social economy initiatives and participatory democracy experiments.

This presentation, which will take place in the context of the seminar "Overcoming Social Exclusion and Divided Society" at the University of Hokkaido, Japan, will begin with the claim that we live in societies in which too many unnecessary and unjust divisions exist not only among human beings, but also between human beings and nature. It will also present current data on the causes and consequences of this situation, and will advance some proposals to advance a social pedagogy agenda that pays central attention to the four Ps of Planet, People, Prosperity and Peace. The third part of the presentation will argue that there is a reciprocal relationship between the development of more critical, caring and active citizens, and the pursuit of policy changes and social transformations that create the conditions for human flourishing and for a more peaceful and sustainable planet. In this part of the talk, connections will be made with popular education practices, with the principles of 'buen vivir' and with the sustainable development goals. Finally, the presentation will conclude with a few examples of social pedagogy projects in different parts of the world.

Keynote Lecture 2

Popular Education and the Paradox of Democracy in Philippine Society

Anna Marie A. Karaos
Ateneo de Manila University

Key words: popular education and democracy, community organizing in Philippines, critical pedagogy and community organizing, Philippine democracy, “People Power”

Abstract

The roots of “People Power”, the nonviolent popular uprising in the Philippines that ousted a dictator in 1986, can be traced to a tradition of collective action by poor urban and rural communities that flourished under the repressive conditions of authoritarian rule in the 1970s. This tradition, inspired by a critical pedagogy which drew heavily from the writings of Paolo Freire and Saul Alinsky, powered successful community actions but was not as effective in transforming larger power structures necessary for expanding political participation and economic inclusion in Philippine society.

The relevant question to ask therefore is: Can popular education and community action utilizing a critical pedagogy become vehicles for social transformation, specifically for democratizing the economy and politics of highly unequal but formally democratic societies like the Philippines?

There is an apparent paradox in the Philippine experience of democracy in that the increased democratic space after 1986 has generally disempowered, rather than empowered, community organizations. Despite the expanded political opportunities to advance a more egalitarian agenda at the national level and increased resources and organizational capacities of civil society and people’s organizations, no national and specifically political expression of the people’s movement for participation and inclusion emerged in the 1990s and thereafter.

Philippine society is characterized by the persistence of social exclusion and economic inequality despite the existence of formal democracy. The very same structures that produced a dictator in the 1970s remained unchallenged throughout the period of seemingly vibrant functioning of democratic institutions after 1986. The outcome is a political system that has remained dominated by well-entrenched political families and severe inequalities in income and wealth that has kept about a quarter of the population chronically poor and another quarter economically vulnerable.

By these indications, formal democracy is increasingly regarded as a failure especially by the lower classes who have been systematically excluded from political participation and deprived of economic advancement. This condition today presents a specific danger of political instability and possible regression towards non-democratic alternatives.

Observations and reflections on how community organizations have struggled to engage larger political structures under changing political contexts point to the limits of this brand of community organizing in transforming larger political structures that impact on the distribution of economic resources, as well as to the need to articulate an alternative ideology and political agenda that can challenge the hegemony of the Philippines’ traditional elite.

The lectures will shed light on the elements and methods of community organizing as a specific type of popular education using a critical pedagogy as practiced in urban and rural settings in the Philippines. This tradition or brand of community organizing and collective action will be critically assessed in terms of its radical mission of transforming power structures in the larger society, and hence its transformative potential for deepening democracy in the Philippines.

Keynote Lecture 3

Popular Education for Transformative Democratic Social Change in Asia: A Comparative Study of Pop Ed in the Philippines and South Korea from the Freirean Perspective

Sung-Sang Yoo
Seoul National University

Keywords: popular education, the Philippines, South Korea, Paulo Freire, development

Abstract

Popular education has played a significant role in ‘arousing,’ ‘mobilizing,’ and ‘organizing’ people with the goal of social transformation in both the Philippines and South Korea. In the Philippines, a radical popular movement resulted in the People Power Revolution (also known as the EDSA) that provided the momentum for democratization in the 1970s and 1980s. Popular education has been employed as a means of empowering people and in undermining President Marcos’ oppressive dictatorship. Popular educators realized that more diverse, more practical, and more humane transformation could come from people’s empowerment through ‘conscientization.’ Thus, popular education has provided the theoretical, methodological, and practical base upon which the discourses of democratic social transformation have evolved. South Korea shows very similar tendencies in the relationship between popular education and the popular movements which arose during this same time period. From the critical perspectives applied against General Park’s military regime, the claims of ordinary people for socio-political democratization resulted in the demise of continuous military dictatorships before the ‘6.29 Democracy Declaration’ in 1987. As examined above, popular education was an essential foundation which provided the philosophy, methods, and regular opportunities for dialogue by those participating in the popular movements. Thus, popular education was namely a symbolic space in which to practice democracy and a concrete basis for educational practice to proceed toward democratization. While social activists as popular educators dedicated themselves to ‘community organization,’ ‘labor struggles,’ managing ‘night classes,’ serving the marginalized, and attempting to change people’s political circumstances, they attempted to eradicate structural exclusion, systemic alienation, and various forms of discrimination. Through popular education, people challenged the dominant classes who wished to reproduce and maintain hierarchical power relations. Relating popular education movement in both countries to ways overcoming social exclusion and divided world, ‘reinventing Paulo Freire’ will be discussed to provide a concept of ‘development as education’ in the context of Asia-Pacific region.

Keynote Lecture 4

Facing the Challenge of Social Exclusion in Today's Divided Society in the Light of Paul Natorp's Social Pedagogy

Juha Hämäläinen

University of Eastern Finland

Keywords: Paul Natorp; Neo-Kantianism; social exclusion; social pedagogy; educational theory; social theory; philosophy of education

Abstract

My presentation discusses the educational philosophy of the German Neo-Kantian philosopher Paul Natorp as it concerns the drive to tackle social exclusion in today's divided society. Natorp's approach provides pedagogical thinking with a holistic perspective to the problem field.

Considering the epistemological, social theoretical and moral philosophical fundamentals of Natorp's conception of social pedagogy, I aim to outline the form of this approach. I argue that we can benefit significantly from Natorp's construct in actualizing the social reforms necessary for facing the challenge of social exclusion and promoting more sustainable social development in the present society.

Although constructed a century ago, Natorp's approach embodies timeless principles executable in all ages, today's late-modern society included. Natorp worked with a holistic pedagogical model appropriate for improving society's capacity for social justice and sustainable social development. His approach was the first social pedagogical attempt to solve the social question of his time, i.e. the challenges of poverty and social exclusion caused by the early industrialization, urbanization and modernization.

Natorp thought a change in educational philosophy was necessary in order to actualize the requisite social reforms. For him, the pedagogical mind-set was the priority when it is a question of appropriate social development and attempts to alleviate social exclusion. The moral basis of a righteous social life is created by education in just-oriented communities and society. Following Plato's Theory of Forms, he regarded social justice as the highest individual and social virtue, accounting for righteous individual and political will as the highest aim of education.

Natorp called his educational theory social pedagogy, emphasizing the importance of the cultivation of will, that is to say, moral education. He laid stress on the priority of education in relation to economy and politics, which he found to be instruments for promoting appropriate conditions for suitable education indispensable for humanization and social justice. In the Kantian sense of thought, pedagogy has its proper place in the field of practical reason.

Insofar as social grievances are seen as moral issues—as Natorp saw them—they are also pedagogical issues and will be solved by educational processes enhancing a moral attitude in society. Natorp's educational theory shaped a social theory and political programme simultaneously.

As pedagogical thought is connected intrinsically with political action, educational philosophy is a critical factor in working for a just society. Policy-making for tackling social drawbacks, promoting social justice and advancing sustainable social development is a question of political will expressing citizens' moral qualities. Natorp's social idealistic approach embodies the Neo-Kantian aspiration to further Immanuel Kant's Enlightenment programme, philosophical anthropology and moral philosophy included.

Natorp aspired to justify the idea of a just society philosophically as a categorical starting point of policy-making and quality criteria of the economic and legal structures of society. The common thread of my presentation is to discuss how Natorp's civilization-centered way of thinking—as social theory called social pedagogy and the political programme called idealistic socialism—might contribute to the aspiration to overcome social exclusion in contemporary divided society.

Digest Program for Summer Institute 2018

Days		12:30-13:00		13:00-17:00		17:30-19:30
23	Mon	Guidance Tomonori Ishioka, Tyrel Eskelson <Clark Memorial Student Center, Lecture Hall>		Keynote Lecture Daniel Schugurensky, Anna Marie A. Karaos, Sung-Sang Yoo, Juha Hämäläinen, Moderators&Introducing Invited speakers: Tyrel Eskelson, Tomonori Ishioka Preface: Takashi Ito <Clark Memorial Student Center, Lecture Hall>		ESD/SI Joint Ceremony Moderator: Takashi Ito Welcome toast: Takashi Miyazaki <HOKUDAI MARCHE Café & Labo>
Days		10:00-12:00	12:00-13:30	13:30-15:00	15:00-15:15	15:15-16:45
24	Tue	Lecture1-1 Professor Daniel Schugurensky <Community Hall Enyu Gakusha>	Lunch break	Lecture1-2 Professor Daniel Schugurensky <Community Hall Enyu Gakusha>	Short break	Lecture1-3 Professor Daniel Schugurensky <Community Hall Enyu Gakusha>
25	Wed	Lecture2-1 Dr Anna Marie A. Karaos <Community Hall Enyu Gakusha>	Lunch break	Lecture2-2 Dr Anna Marie A. Karaos <Community Hall Enyu Gakusha>	Short break	Lecture2-3 Dr Anna Marie A. Karaos <Community Hall Enyu Gakusha>
26	Thu	Lecture3-1 Associate Professor Sung-Sang Yoo <Community Hall Enyu Gakusha>	Lunch break	Lecture3-2 Associate Professor Sung-Sang Yoo <Community Hall Enyu Gakusha>	Short break	Lecture3-3 Associate Professor Sung-Sang Yoo <Community Hall Enyu Gakusha>
27	Fri	Lecture4-1 Professor Juha Hämäläinen <Community Hall Enyu Gakusha>	Lunch break	Lecture4-2 Professor Juha Hämäläinen <Community Hall Enyu Gakusha>	Short break	Lecture4-3 Professor Juha Hämäläinen <Community Hall Enyu Gakusha>
Days		10:00-12:00	12:00-13:30	13:30-16:30		17:00-19:00
28	Sat	Symposium Coordinator: Takashi Miyazaki, Moderators: Tomonori Ishioka, Tyrel Eskelson, Presenters: Anna Marie A. Karaos, Sung-Sang Yoo, <W410>	Lunch break	Symposium Moderators: Tomonori Ishioka, Tyrel Eskelson, Commentators: Daniel Schugurensky, Juha Hämäläinen, Han SoongHee, Peta Ohata <W410>		Closing Ceremony Moderators: Tyrel Eskelson, Tomonori Ishioka <Big Conference Room>

July 23rd (Mon.) Location: Clark Memorial Student Center, Lecture Hall

12:30-13:00 Guidance / Registered Graduate Students only

13:00-17:00 Keynote Lecture : Overcoming Social Exclusion and Divided Society

— Contemporary Significance of Social Pedagogy - Attendance Free to all

Lectures: Daniel Schugurensky, Anna Marie A. Karaos, Sung-Sang Yoo, Juha Hämäläinen
Moderators: Tyrel Eskelson & Tomonori Ishioka
Preface: Keiko Ikeda

17:30-19:30 SI/ESD Joint Ceremony / Registered Undergraduate & Graduate Students only

Location: HOKUDAI MARCHE Café & Labo

Moderator: Takashi Ito
Welcome toast: Takashi Miyazaki

July 24th (Tue.) **Location: Community Hall Enyu Gakusha**

10:00-12:00 **Lecture 1-1**

Daniel Schugurensky / **Registered Graduate Students only**

- 1: Education, social reproduction and social transformation
- 2: Social pedagogy: historical traditions and contemporary developments

12:00-13:30 **Lunch Break**

13:30-15:00 **Lecture 1-2**

Daniel Schugurensky / **Registered Graduate Students only**

- 3: Paulo Freire: life, work and legacy
- 4: Popular education and critical pedagogy
- 5: Social pedagogy and social change

15:00-15:15 **Short Break**

15:15-16:45 **Lecture 1-3**

Daniel Schugurensky / **Registered Graduate Students only**

- 6: Social pedagogy and the question of democracy
- 7: Social pedagogy and community development
- 8: The future of social pedagogy

July 25th (Wed.) **Location: Community Hall Enyu Gakusha**

10:00-12:00 **Lecture 2-1**

Anna Marie A. Karaos / **Registered Graduate Students only**

1. Social reproduction, social transformation, and education
2. Roles of Social movement

12:00-13:30 **Lunch Break**

13:00-15:00 **Lecture 2-2**

Anna Marie A. Karaos / **Registered Graduate Students only**

3. Development of Social Movement in the Philippines
4. Popular education and critical pedagogy in the Philippines
5. Learning process for community education

15:00-15:15 **Short Break**

15:15-16:45 **Lecture 2-3**

Anna Marie A. Karaos / **Registered Graduate Students only**

6. Critical pedagogy and the question of democracy
7. Social pedagogy and community development

July 26th (Thu.) Location: Community Hall Enyu Gakusha

10:00-12:00 **Lecture 3-1**

Sung-Sang Yoo / **Registered Graduate Students only**

1. Education, social reproduction and social transformation
2. Critical pedagogy: historical traditions and contemporary developments

12:00-13:30 **Lunch Break**

13:00-15:00 **Lecture 3-2**

Sung-Sang Yoo / **Registered Graduate Students only**

3. Impact of Paulo Freire
4. Popular education and popular thought in South Korea
5. Critical pedagogy and community development

15:00-15:15 **Short Break**

15:15-16:45 **Lecture 3-3**

Sung-Sang Yoo / **Registered Graduate Students only**

6. Critical pedagogy and the question of democracy
7. Challenge of education for subject formation in contemporary world

July 27th (Fri.) **Location: Community Hall Enyu Gakusha**

10:00-12:00 Lecture 4-1

Juha Hämäläinen /**Registered Graduate Students only**

1. The origins of social pedagogy in terms of social history and the history of ideas
2. Social pedagogy in the midst of diverse traditions, policies and practices
3. Approaches of social pedagogical research, theory formation and practice applications

12:00-13:30 Lunch Break

13:00-15:00 Lecture 4-2

Juha Hämäläinen /**Registered Graduate Students only**

4. Social pedagogy as an academic discipline and professional practice
5. Social pedagogy in light of social inclusion/exclusion mechanisms in today's society
6. Social pedagogy in the interface between education and social welfare

15:00-15:15 Short Break

15:15-16:45 Lecture 4-3

Juha Hämäläinen /**Registered Graduate Students only**

7. Social movement, active citizenship and community development in social pedagogy
8. Critical social pedagogy in theory and practice

July 28th (Sat.) Location: W410

10:00-12:00 **Symposium** / **Attendance Free to all**
Toward Critical Social Pedagogy - New perspective on transformative learning
(Presentation)

Coordinator: Takashi Miyazaki,

Moderators: Tyrel Eskelson & Tomonori Ishioka

Presenters: Anna Marie A. Karaos & Sung-Sang Yoo

10:00-10:20 Reception

10:20-10:30 Opening Remarks

10:30-11:15 Presentation 1: Anna Marie A. Karaos

Popular Education for transformative social change in Asia during 1960-80s

11:15-12:00 Presentation 2: Sung-Sang Yoo

Popular education in community organizing for democracy in the Philippines

12:00-13:30 **Lunch Break**

13:30-16:30 **Symposium** / **Attendance Free to all**
Toward Critical Social Pedagogy - New perspective on transformative learning
(Comment and Discussion)

13:30-14:10 Comments

Moderators: Tyrel Eskelson & Tomonori Ishioka

Commentators: Daniel Schugurensky, Juha Hämäläinen, Han SoongHee, Peta Ohata

14:10-14:25 Reply

14:25-16:05 Discussion

16:05-16:30 Summary

17:00-19:00 **Closing Ceremony** / **Registered Graduate Students only**
Location: Big Conference Room in School of Education

Moderators: Tyrel Eskelson & Tomonori Ishioka

29th (Sun.)

Departure



Professor
Masao Mizuno
Faculty of Education
Hokkaido University



Professor
Keiko Ikeda
Faculty of Education
Hokkaido University



Professor
Takashi Miyazaki
Faculty of Education
Hokkaido University



Associate Professor
Maiko Aoki
The Institute for International
Collaboration
Hokkaido University



HOKKAIDO
UNIVERSITY



Associate Professor
Jeffry Gayman
Research Faculty of Media and
Communication
Hokkaido University



Associate Professor
Takashi Ito
Faculty of Education
Hokkaido University



Associate Professor
Tomonori Ishioka
Faculty of Education
Hokkaido University



Associate Professor
Madoka Toriyama
Faculty of Education
Hokkaido University

