



ESD Campus Asia Pacific Program ESD Leaders Global Education for Sustainable Development Initiatives

17 - 23 August, 2021

Faculty of Education | Hokkaido University

Message from the Dean

- Program Objectives in Hokkaido University

Professor Dr Takashi MIYAZAKI,
Dean of Faculty of Education,
Hokkaido University

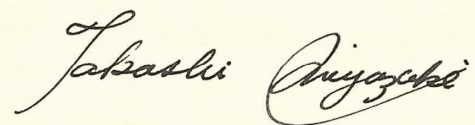


Thank you for joining us at the Hokkaido Summer Institute/ESD Campus Asia Pacific. This year's Hokkaido Summer Institute will offer over 150 courses across Hokkaido University, and over 160 researchers from around the world will present their cutting-edge findings. Since its establishment in 2012, ESD Campus Asia Pacific, initiated by the Faculty of Education together with our overseas partner schools, has provided the opportunities for participating students to meet learning and research peers, and to find colleagues who are worthy of their trust as they confront the modern world together.

The courses offered by the School of Education focus on learning to build a peaceful and inclusive society. Each subject focuses on a serious issue brought about by the historical change of globalization. These are the fundamental problems of contemporary society: how to locate human existence on an expanded spatial and temporal axis that has never existed before.

All these questions are not so easy to answer. However, as we have been experiencing the pandemic since last year, we have had unprecedented opportunity for reflections in our respective social and cultural situations. It is often said that in times of crisis, previously hidden vulnerabilities are exposed. We are witnesses to a time of historical upheaval.

I sincerely hope that this forum, where we can bring together our knowledge and learn from each other's experiences, will not only be an opportunity for you to grow as a leader who can open up new frontiers in these turbulent times, but also an important step toward international solidarity in which we can learn together.



Message from the Chair of Committee of International Affairs

- Program Objectives in Hokkaido University

Dear Participants,

Professor Dr Keiko IKEDA
Chair of Committee of International Affairs
Faculty of Education, Hokkaido University

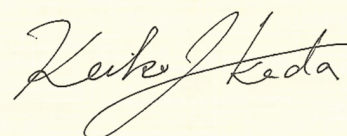


“Modern Olympism” was created by Pierre de Coubertin more than 120 years ago. It is historically the earliest educational philosophy with respect to raising the cosmopolitan idea of “world peace” and “respect for fundamental human rights” beyond nationality, similar to the current idea of SDGs to some extent. However, it is no other than “idealism” in the sense that Olympism has not been attained yet, having been interrupted by hundreds of wars including two World Wars and various “crash of Barbarisms”, the words which were provided by a French theorist, Gilbert Achcar.

Another upheaval is “the spread of COVID-19”. When we planned the ESD Campus Asia Pacific Program two years ago, the subtitle, “Olympism, Diversity and Innovation” was not associated with the world confusion brought about by the pandemic. We replaced this topic last year as “the spread of COVID-19” has affected everyone’s overall daily and social life and the Tokyo Olympic Game was eventually suspended. We still confront this issue. However, we decided to implement the online “ESD Campus Asia Pacific Program 2021” and newly launched “ESD Leaders Global Education for Sustainable Development Initiatives 2021” with the above planned subtitle, because it is due time to discuss “Diversity and Innovation” through “the *pros and cons* of the Modern Olympic Games” with the lens of Post-Coronavirus society. The two online Programs for 2021 will provide three lectures in real time online and two on-demand lectures during the period with discussion in group work. We will have three lectures which international scholars, Martin Polley (the UK), Russell Field (Canada) and Malcolm MacLean (the UK and New Zealand) provide, focussing on the topics, “Olympics before Olympism: the British experience”, “sport for development and peace, a sport for good” and “sport and indigenous people in the sphere of international sports”. Hokkaido University teaching staff will also provide the topics regarding SDGs: “Paralympic Games and changes in urban accessibility” and “health and physical fitness”. Participants will encompass undergraduate and graduate students from various countries and wider continents.

I wish this joining of nationalities of lecturers and participants will contribute to more understanding of the current issues requiring international collaborative education.

Let’s enjoy this new online experience together with the local students in Sapporo during the Summer Institute period 2021.



Contents

Message from the Dean	1
Message from the Chair of Committee of International Affairs	2
Program Schedule	7
Profile of Invited lecturers	8
Abstract of Lecture 1 (Martin Polley)	10
Abstract of Lecture 2 (Russell Field)	11
Abstract of Lecture 3 (Malcolm MacLean)	12
Abstract of On-demand Lecture 1 (Takahiro Yunoki)	13
Abstract of On-demand Lecture 2 (Takashi Yamasaki)	14
List of Participants	15

**ESD Campus Asia-Pacific
ESD Leaders Global Education for
Sustainable Development Initiatives
in Hokkaido University**



Olympism, Diversity and Innovation I&II

17 - 23 August, 2021

**Faculty of Education
Hokkaido University**

Program Schedule

ESD Campus Asia-Pacific Program 2021: Olympism, Diversity and Innovation I & II

Undergraduate: International Lectures of Education (ESD Campus Asia Pacific Program 2021)

Graduate: Comprehensive Lectures on Educational Studies (ESD-leaders and Global Education for Sustainable Development Initiatives 2021)

Lecture of International Pedagogy (ESD Hokkaido University Program 2021)

	JST	Online Course Schedule 8.17-8.19 Realtime online lecture / 8.20-8.23 On-demand	NOTES:
Aug/17 (Tues)	13:00-15:00	Opening : guidance, icebreaking program etc.	Lectures are shared by ESD I and II. Assignment and Evaluation Scale are different between Graduates and Undergraduates
	15:00-17:00	Lecture 1 Martin Polley	
Aug/18 (Wed)	10:00-12:00	Lecture 2 Russell Field	
	13:00-15:00	Seminar 1 Keiko Ikeda & Dale Whitfield	
	15:00-17:00	Lecture 3 Malcolm MacLean	
Aug/19 (Thurs)	9:00-12:00	Morning: Group Work: Preparation of Final Presentations	
	13:00-16:15	Afternoon: Group Final Presentation / Closing	
Aug/20 (Fri)		On-demand Lecture 1 Takahiro Yunoki On-demand Lecture 2 Takashi Yamasaki	
Aug/21 (Sat)			
Aug/22 (Sun)			
Aug/23 (Mon)			
	Submission of Final Report / Deadline the end of August		

Profile of Invited lecturers



Martin Polley is a Professor of History and the Director of the International Centre for Sports History and Culture at De Montfort University, Leicester, UK. He previously taught in History and Sports Studies departments at the University of Winchester and the University of Southampton. His research ranges across the political, social, cultural, and local histories of sport. His publications include *Moving the Goalposts: a history of sport and society since 1945*, *Sports History: a practical guide*, and, for as part of English Heritage's *Played in Britain* series, *The British Olympics: Britain's Olympic heritage 1612-2012*. He has published journal articles and book chapters on a wide range of topics, including sport and diplomacy, professionalism, Olympic history, and local sports history. Professor Polley is a former Chair of the British Society of Sports History, and has served as editor of *Sport in History*. He is the editor of the book series *Palgrave Studies in Sport and Politics*. His current research is on the long history of the Cotswold Olimpicks, a microhistory of the links between sport and community over four centuries.

Malcolm MacLean is an interdisciplinary scholar working on mainly historical topics and is an historian by training with degrees in anthropology and sociology. He maintains academic affiliations at The University of Queensland, De Montfort University and the University of Gibraltar. His research focusses on sport-related colonial, imperial and decolonial relations and on sport-related political activism. His current research projects explore cultural boycotts in anti-oppression political campaigns, the potentialities of sport in decolonial politics, and he is a co-founder of the Netball History Network. He is also a co-founder of the Philosophy at Play conference series, and with Wendy Russell and Emily Ryall has co-edited several volumes of essays emerging from those events. He is a member of the Editorial College of *The International Journal of the History of Sport* and editorial boards of *Sport in History*, *Journal of Sport History* and *Journal of New Zealand & Pacific Studies*.





Russell Field is an Associate Professor in the Faculty of Kinesiology and Recreation Management at the University of Manitoba (Canada). His research explores sport and social justice, with current projects focusing on global sporting events as sites of resistance and protest, as well as the concept of “people’s history.” He is the co-author (with Simon Darnell and Bruce Kidd) of *The History and Politics of Sport-for-Development: Activists, Ideologues and Reformers* (Palgrave Macmillan, 2019), the editor of *Playing for Change: The Continuing Struggle for Sport and Recreation* (Toronto, 2015), and is currently at work on an anthology about protest and resistance at the Winter Olympics. He also has a research interest in film and other visual representations of sport and is the founder and executive director of the Canadian Sport Film Festival (2008-).



Lecture 1

Olympics before Olympism: the British experience, c1612-2021

Professor Martin Polley

Director, International Centre for Sports History and Culture

De Montfort University, Leicester, UK

Abstract

The concept of Olympism is closely linked to the International Olympic Committee's version of Olympic Games. These have been the most successful sports in the modern period to have borrowed the name of the most famous athletic festival of ancient Greece. However, they were not the first sports to claim a legacy from ancient Greece, and a study of other sporting events that have used the name can teach us alternative lessons about diversity and innovation in sports history. This lecture will explore some of the sporting festivals that took place before the IOC was formed in 1894 and that used the name Olympic, Olimpick, or Olympian. Concentrating on examples from Great Britain, it will look at them in the context of their time and place to understand what they involved, who they were for, and what innovations their organisers made over time. It will also explore those Games that have survived to the twenty first century, notably the Cotswold Olimpicks and the Wenlock Olympian Games, and will consider their relationship with the IOC's version of Olympic Games. The lecture will argue that 'Olympism' has meant different things at different times, and will raise questions about the ownership and control of the word 'Olympic'.

Lecture 2

Sustainable development goals, sport for development and peace, and 150 years of “sport for good”

Associate Professor Russell Field
Faculty of Kinesiology and Recreation Management,
University of Manitoba, Canada

Abstract

In October 2015, the United Nations announced a series of 17 Sustainable Development Goals (SDGs), “Transforming our world: the 2030 Agenda for Sustainable Development.” With the challenges of climate change and environmental degradation taking centre stage, the aim of the SDGs is for the international community to achieve these goals by 2030. Sport was included within the framework of the SDGs in Article 37, which reads: “Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.”

The incorporation of sport within the SDGs encouraged the globalization and institutionalization of the practice of sport-for-development (or, as it is often called, “sport for development and peace” [SDP]) and the growth of the organizations – often non-governmental organizations (NGOs) that deliver SDP programs. Such initiatives are based on a long-standing belief that sport offers more than physical benefits, but can also contribute to social and economic well-being as well as community development.

This idea that the institution of sport could be a social change project where the practices of sport could serve social ends dates to the 19th century. While modern SDP initiatives use sport programming to support development aims, 19th-century reformers largely believed in a wider conception of “sport-for-good.” From the outset, organized sport was in fact a series of projects or interventions in the industrializing and colonizing countries of Great Britain, Western Europe, and North America. Organizers were in effect giving meanings to sport that we now take for granted.

This lecture explores the growth of sport-for-development programs and their role in achieving the UN’s Sustainable Development Goals. Beyond outlining the nature of such interventions, we will explore the historical organizations of using sport in this way and consider the critiques of contemporary SDP. This two-hour session will include small group discussions, interspersed between four short lectures, which will consider:

- The ways in which SDP NGOs contribute to the achievement of the SDGs
- The history of organizations and institutions using “sport for good”
- Contemporary critiques of SDP
- The role of the Olympic Movement in the SDP sector

Lecture 3

Sport, sustainability & mega-events: the case of the Olympics

Malcolm MacLean

Honorary Associate Professor, University of Queensland
Honorary Research Fellow, International Centre for Sports History and
Culture, De Montfort University
Senior Research Associate, University of Gibraltar

Abstract

Sustainability has become one of the ‘buzz words’ of the first quarter 21st century, and like many ‘buzz words’ its critical components are at risk of becoming increasingly undermined by absorption into a global political and economic order it implicitly and explicitly critiques. This session will draw on the Sustainable Development Goals to explore the meaning and limits of sustainability in sport, using the Olympic games as a case of a mega-event where discourses of sustainability have been invoked. The session will explore the extent to which sporting mega-events are compatible with the objectives of sustainability and sustainable development.

The session will have three elements, run as discrete but interlinked components to build to an understanding of the notion of sustainability in development and the limits of current approaches, both conceptually and in practice. The session will be structured to include both ‘lecture’ and group discussion components, where that discussion will be framed by specific questions leading to a deeper critical understanding of the relationship between the SDGs, notions of sustainability, mega-sport events and community needs.

Element 1: Introducing sustainability and the SDGs

Drawing on key components of the SDGs, this component will consider the meanings of and limits to sustainability, and begin to explore questions of scale and systemic limitations as well as questions of technical and social characteristics and of scalability of responses.

Element 2: Sustainable sporting mega-events

In this component we will consider two key faultlines running through discourses and practices associated with sustainability in mega-events. The first relates to the sustainability of the event itself, and of the event in its wider social context, that is, this will be a discussion of event and community sustainability. The second explores the tension between elite or performance sport and participation sport and physical activity *in relation to* the expectations associated with the SDGs.

Element 3: Sustainability, sport and Indigenous peoples

This component shifts focus to consider the obligations of mega-event organisers to Indigenous peoples in whose territories the events are being held. Drawing primarily on Canadian cases the discussion will draw on the previous consideration of sustainability and wider social contexts to consider the specific obligations to First Peoples.

Each ‘element’ will include both a lecture component and break out to smaller groups for discussion and further exploration of the issues. The session will end with a discussion of the multiple meanings of sustainability, including the problems and impacts of measurement.

On-demand Lecture 1

Health and Physical Fitness

Associate Professor Takahiro Yunoki, Hokkaido University

Abstract

In this lecture, I would like to consider "healthy life," which is included in Goal 3 of the SDGs ("Ensure healthy lives and promote well-being for all at all ages"), in relation to physical fitness and physical activity.

Physical fitness is a general term for the various physical elements required to perform daily activities, occupations, and sports. While physical fitness is composed of many different elements, this lecture will focus on cardiorespiratory endurance (whole-body endurance). This is because cardiorespiratory endurance is not only a physical fitness component that determines the sports performance of athletes, but also an important physical fitness component that is related to the health of all people. It is widely recognized that physical activity is effective in maintaining and improving cardiorespiratory endurance and maintaining health. However, lack of physical activity (physical inactivity) is currently spreading worldwide, and the pandemic of new coronavirus infections is presumed to be accelerating that spread. In recent years, physical inactivity has been recognized as a risk factor contributing to death from lifestyle-related diseases, along with smoking, obesity, and hypertension. In 2018, the World Health Organization released the Global Action Plan of Physical Activity (GAPPA) 2018-2030, which sets a goal of reducing the number of physically inactive people by 15% by 2030.

In this lecture, I will talk about the relationship between cardiorespiratory endurance fitness, physical activity, and health from the perspective of exercise physiology. I would like the participants to think from a broader perspective about measures to ensure sufficient physical activity for all people (i.e., measures to ensure a healthy life for all people).

On-demand Lecture 2

Paralympic Games and Changes in Urban Accessibility: Re-thinking the sustainable development of the city by the Paralympics

Associate Professor, Takashi Yamasaki, Hokkaido University

Abstract

The theme of this lecture is the Paralympic Games and the sustainable development of the host city. In particular, I would like to focus on improvement of the accessibility environment of the host city by the Paralympics, and consider how the Paralympics will change the city.

Accessibility is the removal of barriers for people with disabilities. Recently, the concept is not limited to aiding people with disabilities, but also covers difficulties in transportation. Since the 1990s, host cities have been actively working to improve the accessibility. An accessible environment is an important aspect in the planning for Paralympic games. Now, the Paralympic Games are considered a great opportunity to improve the accessibility of the host city and these transformations are regarded as its legacy.

In this lecture, I will summarize the Paralympics and accessibility of cities from a historical and sociological perspective. The presentation aims to clarify how the host city's accessibility improvement measures have been transformed by hosting the Paralympic Games. Specifically, the objectives are to (1) compare the urban accessibility during the 1964 Tokyo Paralympic Games and the Tokyo Paralympic Games in 2020, (2) show the characteristics of the improvement of accessibility in host city in the 1990s and 2000s. Finally, I would like to clarify the problems and dilemmas in the accessibility of cities and rethink the sustainable development of cities by hosting the Paralympics.

List of Participants

ESD Campus Asia-Pacific Program 2021: Olympism, Diversity and Innovation I (Undergraduate)

No	Home University	Grade	Family Name	Given Name	Group
1	Hokkaido University	U2	Sakata	Shunnosuke	A
2	Hokkaido University	U2	Fukawa	Sota	B
3	Hokkaido University	U2	Katano	Tae	C
4	Hokkaido University	U2	Sasaki	Motoki	D
5	Hokkaido University	U2	Tanaka	Yuto	E
6	Hokkaido University	U2	Hayashi	Yota	A
7	Hokkaido University	U2	Fujita	Noi	B
8	Hokkaido University	U2	Hosoi	Yuya	C
9	Hokkaido University	U2	Watanabe	Akane	D
10	Hokkaido University	U3	Takeda	Yumi	E
11	Hokkaido University	U4	Fukasawa	Ryoya	A
12	Hokkaido University	U2	Ushizaki	Yudai	B
13	Hokkaido University	U2	Naito	Izumi	C
14	Hokkaido University	U2	Murase	Shiki	D
15	Hokkaido University		Maaz	Sarah	E
16	Sakhalin State University	U3	Balitskii	Mikhail	A
17	Sakhalin State University	U3	Neznanov	Timofey	B
18	Sakhalin State University	U2	Kirnos	Darya	C
19	Sakhalin State University	U2	Krapivina	Marina	D
20	Beijing Normal University	U2	Hu	Huichun	E
21	Beijing Normal University	U2	Peng	Shujing	A
22	Beijing Normal University	U2	Sun	Yitong	B
23	Korea University	U4	Yoon	Jin Young	C
24	Korea University	U3	Lee	Sowon	D
25	University of the Philippines - Diliman	U2	De Taza	Carlos Harry	E
26	University of the Philippines Diliman	U3	Antonio	Nicolas Czar	A
27	University of the Philippines	U3	Romilla	Sophia	B
28	Northeastern University	U2	Wu	Tianqi	C
29	Northeastern University	U2	Hu	Shaoli	D
30	Institut Teknologi Bandung	U4	Hanief	Fathia	E
31	Harbin Institute of Technology (Shenzhen)	U1	Li	Meng	A
32	Northeastern University	U3	Gong	Haoyang	B
33	De Montfort University (DMU)	U3	Coyne	Joshua	C
34	De Montfort University (DMU)	U1	McCabe	Elysia	D
35	De Montfort University (DMU)	U2	Costa	Noddy Candeias	E
36	Ural State Pedagogical University	U4	Egorochkina	Vlada	A
37	Ural State Pedagogical University		Salnikova	Ekaterina	B

ESD Campus Asia-Pacific Program 2021: Olympism, Diversity and Innovation II (Graduate)

No	Home University	Grade	Family Name	Given Name	Group
1	Hokkaido University	M1	Qiao	Hanyue	F
2	Hokkaido University	M1	Chen	Qi	G
3	Hokkaido University	M1	Bai	Beile	H
4	Hokkaido University	M1	Yang	Liuhui	F
5	Hokkaido University	M1	He	Meidan	G
6	Hokkaido University	D1	Horiuchi	Mayumi	H
7	Hokkaido University	D2	Ishidate	Katsumi	F
8	Hokkaido University	D3	Yamamura	Yoko	G
9	Hokkaido University	D3	Wakatsuki	Ryoma	H
10	Hokkaido University	D4	Li	Jinning	F
11	Hokkaido University	M2	Tanaka	Mahoko	G
12	Hokkaido University		Zhao	Jun	G
13	Sakhalin State University	M2	Mukha	Adriana	H
14	Beijing Normal University	M2	Guo	Xin	F
15	Beijing Normal University	M3	Niu	Xiaojie	G
16	Beijing Normal University	D2	Bai	Xuesong	H
17	Beijing Normal University	D3	Hou	Xiaoyu	F
18	Beijing Normal University	D3	Liu	Jingjing	G
19	Soul National University	M2	Lee	Gil Young	H
20	Korea University	M1	Zhang	Xinge	F



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