

ESD Campus Asia-Pacific Program 2022

4 - 10 August, 2022



Message from the Dean

- Program Objectives in Hokkaido University

Professor Toshiro YOKOI,
Dean of the Faculty of Education,
Hokkaido University



Thank you for joining the Hokkaido Summer Institute/ESD Campus Asia-Pacific Program.

Since its establishment in 2011, the ESD Campus Asia-Pacific program, initiated by the Faculty of Education together with our overseas partner universities, has provided 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. Studying together, many students and researchers have deepened their mutual understanding through this program.

The modern world has created material wealth and superior technology, but poverty and discrimination have not disappeared with regional conflicts and wars continuing around the world. We also face the threat of climate change to our planet and ecosystems, and there is a need to have serious discussions on building a peaceful, just and sustainable world again.

In order to create a future where people can live happily together, we need to confront the issues of our time and learn to make a better world together.

The attainment of SDGs is a significant aspiration for Hokkaido University. The Faculty of Education has been exploring the significance and potential of ESD together with overseas partner universities for the past eleven years.

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.

Yokoi Toshiro

Message from the Committee of International Affairs Chair

- Program Objectives in Hokkaido University

Dear Participants,

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

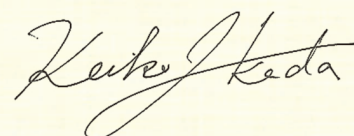


This program provides the latest knowledge regarding Education for Sustainable Development (ESD) and considers what is required for current educational attempt to confront world crises through holistic dialogues with the participants from each country. The topics in the 2022 program will focus on "Position, commitment and contribution in Indigenous research" for graduates and "Addressing the Global Goals via Local and Regional collaborations" for undergraduates. Through active participation in lectures and group work, we can reflect on "sustainable community design".

The objective of this program is, through joint activities with students from diverse backgrounds, to deepen one's understanding of just how we humans living in the 21st Century can achieve a viable vision of sustainable development. One major theme of the program is education regarding multicultural peoples. Participants will encompass undergraduate and graduate students from numerous countries and continents.

I hope that this joining of nationalities of lecturers and participants will contribute to a greater understanding of the current issues requiring international collaborative education.

Understanding of diversity is fundamental in Education and it must be discerned from crosscultural perspectives. Let's enjoy this international collaborative program together with the local students in Sapporo during the Summer Institute period of the 2022 program.



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ESD Campus Asia-Pacific Program 2022



**Addressing the Global Goals via Local and
Regional collaborations**

**Position, commitment and contribution
in Indigenous research**

4 - 10 August, 2022

**Faculty of Education
Hokkaido University**

Program Schedule

ESD Campus Asia-Pacific Program 2022 I: Addressing the Global Goals via Local and Regional collaborations

TIMELINE

	JST	HYFLEX: Realtime Onsite and Online lecture & seminars	On-demand only	Onsite only
Aug/4 th (Thurs.)	10:30-12:00	Opening: Guidance		
	13:00-14:50	Seminar: Keiko Ikeda/ Dale Whitfield		
	15:00-16:30	Lecture: Andrew Reeves		
Aug/5 th (Fri.)	10:30-12:00	Lecture & Seminar: Sam Bamkin		
	13:00-16:15	Lecture & Seminar: Sam Bamkin/ Dale Whitfield		
Aug/6 th (Sat.)			On-demand Video Lecture from Eco-village^①	
Aug/7 th (Sun.)	8:00-18:00			★ One-day Bus tour: Visit Yoichi town Eco-village ^②
Aug/8 th (Mon.)	9:00-12:00	Preparation for Group Presentations		
	13:00-17:00	Final Group Presentations: Closing ceremony		

Notes:

- ① The website for the On-demand lecture will close on August 10th (Wed.)
- ② All on-site students will be required to participate in the one-day bus tour.

The schedule of bus tour as follows:

8:00: Departure - University Campus

9:00: Arrival - Eco-village

9:30 to 16:00: Group Activities in Eco-village

17:00: Departure - Eco-village

18:00: Arrival - University Campus

ESD Campus Asia-Pacific Program 2022 II: Position, commitment and contribution in Indigenous research

TIMELINE

	JST	HYFLEX: Realtime Onsite and Online lectures & seminars
Aug/8 th (Mon.)	10:30-12:00	Guidance and Self-Introduction
	13:00-14:30	Lecture 1: Martin Nakata
Aug/9 th (Tue.)	10:30-12:00	Reflection and Discussion
	13:00-14:30	Lecture 2: Martin Nakata
	14:45-16:00	Lecture 3: Martin Nakata
Aug/10 th (Wed.)	10:30-12:00	Preparation for Presentations
	13:00-16:15	Presentations

Program Outline: Yoichi Eco-village

Junka Sakamoto, Director; Hokkaido Eco-village Promotion Project

An ecovillage is a community in which residents work together to reduce the impact on and seek to live in ways that promote a smaller imposition on the earth and the natural environment/biosphere.

Ecovillages, having attracted attention as a sustainable community model and a means to solve regional challenges such as depopulation and child rearing, have grown all over the world, and are reported to total over 15,000.

There is a commonality shared by these organizations in terms of environmental issues such as those occurring worldwide, economic problems, as well as social issues, for instance, hermit youth crises and community corruption.

Regenerating of all types of resources, ensuring that the ecosystem or habitat within a community prospers is a significant concept for a sustainable future, as well as having the mindset to produce and manufacture products and items in harmony with nature and create a scheme for neighbors to help each other.



Starting in 2009, our project, aims to raise awareness of citizens living in cities and revitalize rural areas through cross-generation, cross-cultural communication. We have attempted to demonstrate how in practice we can reduce the human impact on the natural environment by working on 2-ha of farmland, 2-ha of woodland, and 2-ha of grass field in Yoichi town. We grow vegetables and fruits, raise chickens and produce wine, in collaboration with university students and experts, coupled with volunteers from abroad and company employees from Tokyo.

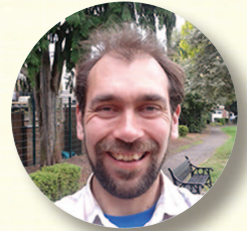
We also provide learning opportunities through hands-on experiences, collaborating with local producers, utilizing local resources. In this program, you will reflect on your living, ponder what your lifestyle is and what community should be like, through experiences such as farming and taking care of the woodland at the Ecovillage. You will also visit the Yoichi fisheries museum and try beachcombing on Moire beach, to further understand the various problems happening around the coast and in the ocean. The day after the excursion in Yoichi, you will discuss solutions related to these challenges and generate ideas with the aim of creating a better world.



Lecture 1

Place-based climate action and sustainability transitions

Andrew Reeves
Senior Lecturer
Energy and Sustainable Development,
De Montfort University, UK



Abstract

The imperative to address the climate emergency has led to discussions, agreements and actions at an international level, but what does this agenda entail for specific communities, municipalities and regions? The local and regional scale is key for climate action in a range of ways: as the geographical scale in which existing natural systems or infrastructure may be affected by and would need to adapt to climate impacts; as the level in which new systems for energy provision, food production and more may be realised; and as the scale in which local and regional governance and collaboration between businesses and civil society may play a key part in innovation and solution strategies. The local and regional scale also plays a key role in public engagement and education, due to both impacts and strategies being more tangible and the social and economic ties that bind together place-based communities.

This interactive session explores the context and theory of place-based climate action, examples of practice and opportunities for agency drawing upon examples from the UK and around the world.

Lecture 2

Values to promote ESD: the classroom as a local community

Sam Bamkin
Graduate School of Education,
University of Tokyo



Abstract

There is much discussion about the knowledge and skills needed to promote sustainable development, and closely connected ideas of global citizenship and the SDGs. On the other hand, the study of people's motivations and attitudes, and how these are fostered through school education are discussed far less. This lecture presents practices in Japanese schools that promote a democratic spirit and respect for others, and opens a conversation on their capacity to underpin education for sustainable development. These are compared to nationalistic, colonial and economized orientations to schooling, which are more ambiguous in their reasons for supporting sustainable development or morality in education.

Lecture 3

Position, commitment and contribution in Indigenous research

Martin Nakata
Vice Chancellor, Professor
Indigenous Education & Research Centre,
James Cook University, Australia



Abstract

This course provides the latest knowledge regarding ESD and considers what is required for current educational attempt to confront the world crisis in terms of holistic dialogues with the participants from each country. This year's topic will focus on the research on Indigenous education. Since the United Nations officially declared the rights of indigenous peoples in the late 2000s, various debates have been held in each country and region over the history of indigenous peoples and their representations. In addition, recent research ethics trends have led to the questions, what contributions will be brought to the Indigenous communities. This course studies both theoretical framework on Indigenous research and the practical research in Indigenous communities, and then explores how we (should) commit and contribute to the research in Indigenous communities.

Professor Martin Nakata will give us 3 lectures:

- Lecture 1: Theoretical framework on Indigenous research

This lecture will explore propositions of the Cultural Interface theory as it applies to research investigations into the contemporary lives of Indigenous people.

- Lecture 2: Case 1 The research on Indigenous students in higher education

This lecture will outline research work on Indigenous academic persistence, and two case studies of improving educational outcomes for Indigenous students in university studies.

- Lecture 3: Case 2 The research on improving educational outcomes in primary and secondary education in a remote Indigenous community

This lecture will outline a 7-year longitudinal STEM project with 1600+ Indigenous school students in the Torres Strait Islands and discuss some preliminary findings of educational progress in the math and science areas.

Prof Nakata is an Indigenous Australian, and the first Torres Strait Islander to gain educational qualifications at the Doctoral level. He has forty years of experience in the formal learning process of Indigenous people and is recognized as one of the leading Indigenous academic in Australia.

List of Participants

ESD Campus Asia-Pacific Program 2022 I: Addressing the Global Goals via Local and Regional collaborations

No.	Home University	Grade	Family Name	Given Name	Format
1	Hokkaido University		Yuen	Wai Kit	On-site
2	Hokkaido University	U2	Li	Wenting	On-site
3	Hokkaido University	U3	Ogawa	Naoki	On-site
4	Hokkaido University	U2	Koike	Ayano	On-site
5	Hokkaido University	U2	Senda	Karin	On-site
6	Hokkaido University	U3	Fukushima	Nao	On-site
7	Hokkaido University	U3	Saga	Taichi	On-site
8	Hokkaido University	U2	Hatano	Chiko	On-site
9	Hokkaido University	U1	Shimada	Kunihiro	On-site
10	Hokkaido University	U3	Enomoto	Yuriko	On-site
11	Bandung Institute of Technology	U4	Rivan	Kezia Jane	On-site
12	Northeastern University	U3	Guanpeng	Chen	Online
13	Northeastern University	U1	Wu	Siyan	Online
14	Bandung Institute of Technology	U4	Salomo	Jonathan	Online
15	Huazhong University of Science and Technology	U3	Pei	Wei	Online
16	Huazhong University of Science and Technology	U3	Hu	Rong	Online
17	Kansai University	U3	Matsuta	Rio	Online
18	Huazhong University of Science and Technology	U4	Shan	Shuo	Online
19	University of the Philippines	U3	Didal	Jose Amerigo Ortiz	On-Site
20	University of the Philippines	U3	Milan	Jennifer Mae Ila	Online
21	Huazhong University of Science and Technology	U1	Su	Tong	Online
22	Sichuan University	U1	Shen	Peifeng	Online
23	Huazhong University of Science and Technology	U2	Weng	Yukai	Online
24	Huazhong University of Science and Technology	U2	Wang	Weirui	Online
25	Sichuan University	U3	Xiang	Ziyi	Online
26	Tsinghua University	U2	Tomita	Rio	Online
27	Dalian University of Technology	U2	Shan	Feifan	Online
28	Bandung Institute of Technology	U4	Ngakan	Ramadipa Abdi Rata	Online
29	Sakhalin State University	U4	Balitskii	Mikhail	Online
30	Sakhalin State University	U2	Nemchenko	Elizaveta	Online
31	Sakhalin State University	U5	Averkina	Ekaterina	Online
32	Sakhalin State University	U4	Noskova	Diana Olegovna	Online
33	Korea University	U4	Cho	Ban eum	Online
34	Korea University	U4	Park	Seongmin	Online
35	Beijing Normal University	U2	Hu	Huichun	Online
36	Beijing Normal University	U2	Lin	Changxi	Online
37	Beijing Normal University	U1	Ruan	Xiaodong	Online
38	Beijing Normal University	U2	Wang	MengYu	Online
39	Beijing Normal University	U4	Zhang	Bingjie	Online
40	Beijing Normal University	U2	Zhang	Xueying	Online
41	Beijing Normal University	U2	Zhang	Yuyuan	Online
42	Beijing Normal University	U1	Zhuang	Ting	Online
43	Hokkaido University		Febriani	Melinda	On-site

ESD Campus Asia-Pacific Program 2022 II:

Position, commitment and contribution in Indigenous research

No.	Home University	Grade	Family Name	Given Name
1	Sakhalin State University	M1	Zaripova	Kamila
2	Sakhalin State University	M1	Asano-Uon	Anna
3	Sakhalin State University	M1	Savina	Baiaru Arbynovna
4	Seoul National University	M1	Zhou	Fangyue
5	Beijing Normal University	D1	Chen	Feng
6	Beijing Normal University	M3	Chen	JieYing
7	Beijing Normal University	M1	Gao	Shengya
8	Beijing Normal University	D1	Hu	Ying
9	Beijing Normal University	D2	Huang	Huiting
10	Beijing Normal University	M2	Jiang	Guanqun
11	Beijing Normal University	D2	Jiao	Longbao
12	Beijing Normal University	M1	Jin	Tian
13	Beijing Normal University	D2	Li	Tingting
14	Beijing Normal University	D1	Li	Xiangyu
15	Beijing Normal University	D1	Lu	Jiaqi
16	Beijing Normal University	D1	Pang	Shilong
17	Beijing Normal University	D1	Sun	Yan
18	Beijing Normal University	D2	Wang	Hui
19	Beijing Normal University	M1	Yang	Xinhui
20	Beijing Normal University	M1	Yang	Xuemin
21	Beijing Normal University	M1	Yu	Shu Wen
22	Beijing Normal University	D1	Yue	Xin
23	Beijing Normal University	D1	Zhang	Wanying
24	Beijing Normal University	M3	Zhang	Yuman
25	Beijing Normal University	D1	Zhao	Sijie
26	Korea University	M2	Myoung	Eunjung
27	Shanghai Normal University	M1	Wei	Mian
28	Huazhong University of Science and Technology	M1	Tang	Wei
29	Guangxi University	M2	Tan	Yinghui
30	Hokkaido University	D1	Mohd Shokri	Nurshuhaida Binti
31	Hokkaido University	M1	Shi	Yuexin
32	Hokkaido University	M1	Abir	Mohammed Galib Hasan
33	Hokkaido University	M1	Yamaguchi	Miho



Professor
IKEDA Keiko
Graduate School of Education



Associate Professor
TORIYAMA Madoka
Graduate School of Education



Associate Professor
ZHANG Yang
Graduate School of Education



Professor
TSUCHIDA Eiko
Research Faculty of Media
and Communication



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UNIVERSITY



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Higher Education



Associate Professor
OTAKE Masami
Graduate School of Education



Associate Professor
BUNTILOV Georgy
Research Faculty of Media and
Communication



Teaching Fellow
WHITFIELD Dale
Graduate School of Education

