

A photograph of a university campus. In the foreground, there is a bronze bust of a man on a stone pedestal, surrounded by green bushes. The background is filled with lush green trees under a clear sky.

Faculty of

Education
Hokkaido University

**ESD
Campus
Asia-Pacific
Program 2023**

August 3-9, 2023

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 twelve 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.

Message from the Committee of International Affairs Chair

Professor Hironobu SHIROZU
Committee of International Affairs Chair
Faculty of Education, Hokkaido University



Dear Participants,

I would like to welcome you all to the ESD Campus Asia Pacific program at Hokkaido University. I hope you will enjoy your academic journey in Hokkaido this summer.

We in East Asia have a famous proverb, "Fifty steps cannot laugh at a hundred steps." This is a legendary saying from the Mencius. The phrase means that there is no big difference between a soldier who cowardly runs away fifty steps and another who cowardly runs away a hundred steps on the battlefield.

Have you, however, read the rest of the story? When King Hui of Liang asked Mencius about how to enrich his country, he heard the episode of the "Fifty-stepper" from Mencius, but he didn't understand Mencius' true meaning. King Hui did not realize that he was also a fifty-stepper ahead of his neighbors in terms of governing the country. Mencius admonished King Hui as follows. "If you do not interfere with the busy seasons in the fields with war, then there will be more grain than the people can eat; if you do not allow nets with too fine a mesh to be used in large ponds, then there will be more fish and turtles than they can eat; if you allow hatchets and axes to be used in the forests on the hills only in the proper seasons, then there will be more wood than they can use. If people have more grain, more fish and turtles than they can eat, and more wood than they can use, then they will not regret what they have not done to support themselves while living, nor in their mourning when they are dead. For people, not regretting what they have not done, whether in supporting their parents in life or in the mourning of them in death, is the first step on the royal road..."

The Kingly way is to nurture and educate life and to mourn the dead without regret. King Hui was also a Fifty-stepper because of his ignorance that his true mission was for sustainability. It seems that ideas commonly referred to today as the SDGs were being expressed even as early as the 3rd century B.C., here in East Asia.

In the face of extreme weather events such as droughts and floods caused by climate change, we may say, "Huh, the weather has been so bad this year. Ah well, can't control the weather". Mencius would surely say, "How is this any different from harming a man with a knife while saying all the time, 'It's not my fault. It's the knife's fault.'" When we avoid blaming our problems on others and on coincidence, and we stop trying to conquer nature, people, animals and plants on the earth, the earth will heal. And the days of Francis Bacon's idea that the "torture of nature," will be a thing of the past.

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Program Schedule

ESD Campus Asia-Pacific Program 2023: Addressing the Global Goals via Local and Regional Collaborations

TIMELINE

	Time	Lecture & Seminar	Room
Aug/3 (Thurs)	10:00-12:00	Opening: guidance and Ice Break	2F, L1
	13:00-14:45	Lecture 1: Tatsiana Tsagelnik	1F, L2
	15:00-17:00	Lecture 2: Andrew Reeves	1F, L2
Aug/4 (Fri)	10:00-12:00	Lecture 3: Daniel Schugurensky	1F, L2
	13:00-15:00	Discussion	1F, L2
	15:15-16:45	Lecture 4: Takashi Miyazaki	1F, L2
Aug/5-6 (Sat, Sun)		Free : Ainu Eco Tour @ Hokkaido University Campus	*1
Aug/7 (Mon)	8:00-18:00	Field Trip: Eco Village in Yoichi	*2
Aug/8 (Tue)	10:00-12:00	Reflection of One Day Bus Tour :Miyazaki, Schugurensky, & Tatsiana	1F, L2
	13:00-17:00	Preparation for Group Presentations	1F, L2
Aug/9 (Wed)	10:00-12:00	Group Final Presentations & Closing Ceremony	1F, L2 *3

*1: Ainu Eco Tour @ Hokkaido University Campus

Date: August 5 (Saturday), 2023

Time: 9:00-12:00

Meeting time and place: 8:50 in front of the Conference Hall 学術交流会館 (next to the Information Center at the Main gate of the campus)



Language: Japanese with the interpretation into English

Guide's Profile: Mikiko Naraki - vice-chairperson of the Sakhalin Ainu (Enciw) Association, Ainu cultural advisor, Ainu traditional knowledge bearer and educator, embroidery artist and performer.

Ainu Eco Tour guided by a respected Ainu Elder, Mikiko Naraki, is a valuable opportunity to learn about the Ainu heritage and history of the lands, which the Hokkaido University campus is standing on; to learn about Ainu traditional knowledge and how the natural landscape of this land has changed for the last century; to get acquainted with the past and present of Sakhalin Ainu (Enciw).

Expected route: Sakuskotoni riverbank → Ono pond → Epi-Jomon era cemetery site → Poplar Avenue → Ainu ancestral remains memorial site → Satsumon era Ainu settlement site

* There may be changes due to weather conditions and time limit. In case if not all the itinerary of the planned route are covered during the tour, you will be given a map and instructions about how to reach every location.

* Be sure to bring a bottle of water with you in case of the heat, and an umbrella or a raincoat - in case of rain.



*2: Field Trip

1. Practical Experience

Participants will be divided into 4 groups.

Each group will participate in the 2 practical exercise courses as outlined below.
(About 15 participants in each group)

A Course start: Eco-Village

B Course start: Central Fisheries Research Institute (tentative)

2. Group Sharing

Groups will meet and share their impressions about their course experience.

Timetable

8:00	Departure from Hokkaido University (bus)
9:30	Arrival in Yoichi
10:00~12:00	Orientation (Introductions and Explanation of work), First practical experience course
12:00~13:30	Lunch, course change. (The A Course group will travel by bus to the Central Fisheries Research Institute)
13:35~15:45	Second course, group sharing
16:00	Return to University

*Groups will rotate for morning and afternoon courses.

For example, groups who start in the agricultural experience in the morning will participate in the fishery experience in the afternoon, and vice versa.

3. Meeting time and place: 7:45 in front of the Conference Hall 学術交流会館
(next to the Information Center at the Main gate of the campus)



3. Costs

The fee is 1,300 JPY, including lunch and travel insurance.

4. What to Bring

Please prepare outdoor gear such as clothes and shoes that can get dirty, rain gear, water for drinking, sunblock, insect repellents, and writing tools, etc.

5. What to wear

Protect yourself from insects and the sun by covering exposed skin with protective clothes and wearing long-sleeved, loose-fitting clothing when visiting forest or seaside areas. Please note that rain boots are not essential, but wearing flip-flops or sandals are not recommended. We are expecting extremely high temperatures and high humidity during our trip to Yoichi. We would like to remind you to dress appropriately to manage weather changes and stay hydrated to prevent yourself from dehydration and heat-related illnesses.

6. Other Notes

- Each group experience will be led by a facilitator and assisting staff.
- Accompanying teaching staff will respond in the event of unforeseen injury or accident to participants during the course.
- The content of the program may change depending on weather and site conditions.
- Students will facilitate reflections at the university after the field trip and join the afternoon's presentations online.

*3: Assessment Criterion for Group Presentation

1. Research/ Contents

- The presentation is appropriate for the assigned topic/ theme.
- The presentation contains accurate information.
- The material included is relevant to the overall message/purpose.
- An appropriate amount of material is prepared, and points made adequately reflect their relative importance.
- The presentation suitably cites the requisite number of appropriate references.

2. Organization

- Information is presented in a logical sequence.
- The introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.
- There is an obvious conclusion (concrete idea/ action plan for the solution of the problem) summarizing the presentation.

3. Materials (PPT sheets)

- Visual aids are well prepared, informative and effective.

4. Presentation (including discussions)

- Speaker uses a clear, audible voice.
- Delivery is poised, controlled, and smooth.
- Good language skills and pronunciation are used.

5. Time management

- The length of the presentation is within the assigned time limits.

Assignment Submission Instructions

You must submit the assignment for this program in order to receive credit after you completed "Group Presentation" on August 9th.

The assignment is connected to the real-time lectures. **Final Report should be double-spaced 2 pages in length.**

NOTE: Please ensure that you write your name on your assignment.

The deadline for submission is Friday, August 18th. Please submit your assignments via e-mail, with a subject title of:

“Essay for ESD 2023” to: support-edu@edu.hokudai.ac.jp

Venue

Student Communication Station

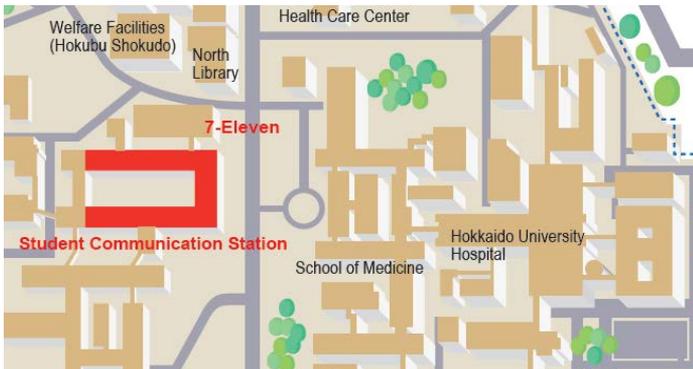
Kita 15, Nishi 8, Kita-ku, Sapporo

Aug/3 Thursday, Morning
2F, Lecture Room L1 (209)

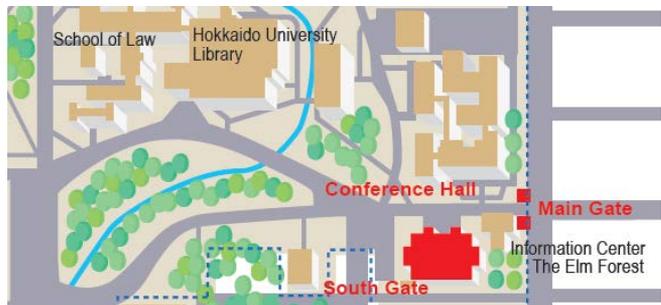
Aug/3 Thursday, Afternoon
1F, Lecture Room L2 (111)

Aug/4-9 Friday- Wednesday
1F, Lecture Room L2 (111)

Access to Classroom



500M via Main Street



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 beach-combing 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

Indigenous Perspectives on Building Sustainable Communities



Tatsiana Tsagelnik,
Teaching Fellow, ESD Campus Asia-Pacific 2023
Ph.D. Student at Hokkaido University

Abstract:

The Sustainable Development Goals (SDGs), adopted by the UN, aim to deal with such issues as poverty, health, protection of the environment, reduction of inequalities, etc. All these issues have a direct relation to the well-being of Indigenous Peoples all over the world. However, Indigenous Peoples' sustainable development goes beyond the general list of adopted SDGs, which does not provide sufficient attention to the right of Indigenous Peoples for self-determined development and collective rights to land and resources.

The colonization process has caused severe damage not only to the traditional livelihood, culture, and language of Indigenous people but also to the social, economic, educational, and political foundation of Indigenous societies. Many Indigenous Peoples have to struggle against the legislation of the dominant society to reclaim their rights and rebuild healthy and sustainable communities. In this lecture, we will discuss what are the Indigenous perspectives on the resurgence of an Indigenous sustainable community, with a focus on the examples from Ainu, the Indigenous people of Japan.

Lecture 2

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 realized; 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.

Discussion Topics:

Discussion 1: What is an example of something that needs to change to address climate change where you live? Who are the key actors involved, and what might either drive or hold back action?

Discussion 2: What examples of action on climate change or sustainability have inspired you? How do you see your own role in influencing change – now or in the future?

Session Structure:

10 minutes: Welcome and opening comments: Climate and Place – what does climate change mean for a place you care about? (word-cloud of key words from interactive poll)

20 minutes: Input 1: The case for place-based climate action and ways to think about change (including systems thinking, the multi-level perspective and grassroots innovations)

15 minutes: Discussion 1: What is an example of something that needs to change to address climate change where you live? Who are the key actors involved, and what might either drive or hold back action?

20 minutes: Input 2: Examples of practices and exploring our own agency and influence

15 minutes: Discussion 2: What examples of action on climate change or sustainability have inspired you? How do you see your own role in influencing change – now or in the future?

10 minutes: Questions and Answers

Lecture 3

Education, participatory democracy, and sustainable development



Daniel Schugurensky

Professor

Arizona State University

Abstract:

This interactive lecture will examine two avenues that can contribute to promote sustainable-oriented policies and practices: education and participatory democracy.

The first part will deal with education. Target 4.7 of the U.N. Sustainable Development Goals (“education for sustainable development and global citizenship” states by 2030 “all learners should acquire the knowledge and skills needed to promote sustainable development”). It is pertinent to note that “all learners” encompasses everyone along the lifespan, and not only schoolchildren. Having said that, a few questions arise: Which ‘knowledge’ and ‘skills’ should be nurtured, and what pedagogical approaches should be considered? What about the development of values and dispositions? How can students distinguish genuine efforts from ‘greenwashing’? Furthermore, what about the development of civic and political competencies to promote sustainable development in societies characterized by unequal relations of power? Finally, what is ‘global citizenship’, and how ‘global citizenship education’ relates to sustainability transitions? This part of the lecture will discuss these issues, with particular attention to proposals inspired by the ideas of educator Paulo Freire on ecopedagogy and issues related to agency. In the second part of the lecture, we will discuss participatory mechanisms that encourage the active engagement of citizens and civil society organizations in the development and implementation of climate policies, programs and activities. Among the different participatory democracy mechanisms used around the world to promote sustainable development and address climate change, we will focus on four: citizen assemblies, participatory budgeting, participatory policymaking, and

legislative theater. Examples from different parts of the world will be discussed.

Discussion Topics:

1. What have you learned about sustainability in the formal, nonformal and informal education systems throughout your lives, and how have you learned it? What are your main insights from those experiences?
2. If you were in charge of designing, implementing and/or evaluating an educational project to promote sustainable development in your community, what would you do?
3. From your perspective, what are the pros and cons of the different participatory democracy mechanisms for promoting sustainability transitions?
4. If you had to select one participatory mechanism to promote sustainability in your community, which one would you choose, and why? How would you proceed?

Lecture 5

Transformation of people's thought through community development



Takashi Miyazaki

**Professor Emeritus
Hokkaido University**

Abstract:

Transitioning to a sustainable society requires a shift in our ways of thinking and our worldview. However, the mere emphasis by experts on the crisis will not immediately change people's ways of thinking. On the contrary, a situation in which experts and technocrats control the people may lead to the deterioration of democracy.

How, then, can the people themselves generate their thoughts that are oriented toward a sustainable society?

In this lecture, we will examine the logic of the development of popular thought, focusing on the learning process in community development practice. Taking up the public pollution problem in Japan, the Farmers' College Movement and the Movement for a Food, Energy, and Care (FEC) self-sufficiency community as case studies, the lecture will examine the conditions for change in popular consciousness from the perspective of community education practice.

Discussion Topics:

Discussion 1: Under what circumstances does a change in worldview occur? Have you ever experienced a shift in your worldview? What and how do people learn in the process of that change?

Discussion 2: Do you think people's worldviews can change as a result of their experiences in community development? Why is that?

Hokkaido サマー・インスティテュート 2023 授業アンケート

Course questionnaire (Hokkaido Summer Institute 2023)

下記 QR コードまたはリンクから授業アンケート回答フォームに進み、アンケートに英語または日本語でお答えください。回答は5分程度で終了します。

回答いただいた内容は、匿名の回答として集計され、授業・プログラム改善の目的に使用されます。

あなたの意見が今後の授業改善に生かされますので、ご協力をお願いいたします。

Please answer the questionnaire using the QR code or link below, and fill out our survey in English or Japanese. It will take approximately 5 minutes to complete.

All responses will be kept anonymous. Your feedback is very important and will help us to evaluate and improve our program.

We appreciate your understanding and cooperation .

授業アンケート回答フォーム：



<https://hokkaidosummerinstitute.oia.hokudai.ac.jp/evaluation/>



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