



Final Report 2019

10th Annual JACAC Student Forum

Japan-Canada Relations in an Era of Global Change

February 16 - 23, 2019 | Kingston, Canada

Hosted by Queen's University, Kingston, Canada
in cooperation with:

Prince Takamado Japan Centre for Teaching and Research, University of Alberta
and Kwansei Gakuin University

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MESSAGE FROM THE ORGANIZERS

Queen's University was delighted to host the 10th Anniversary of the Japan-Canada Academic Consortium Student Forum in February 2019. This Forum brought together 28 high achieving undergraduate students from Japan and across Canada to Queen's University in Kingston, Ontario. The students were exposed to high profile Queen's and Canadian academics in the fields of international relations, geopolitics, and economics, which provided them with an opportunity to explore the theme of *Japan-Canada Relations in an Era of Global Change*. During the week, students gained a deeper understanding of the theme of the forum through the interactions and the cross-cultural engagement, which enhanced the student learning experience. The Forum concluded in Ottawa with formal group presentations hosted by the Embassy of Japan to Canada.

The week began with an orientation lunch at the University Club, welcoming the students to Queen's, on the traditional lands of the Anishinaabe and Haudenosaunee. The orientation ended with a campus tour and an introduction to the space where the rest of the Forum would take place.

The following days were filled with interesting, thought-provoking and engaging lectures from professors from Queen's University, University of Alberta, and the University of Waterloo. The Forum also featured former Ambassador of Canada to Japan, Professor Mackenzie Clugston, and the Consul General of Japan in Toronto Ms. Takako Ito. This diversity of lecturers provided students with key elements about the history of Japan-Canada diplomatic relations which informed further conversation about Japan and Canada in terms of the G8, prospective alliances, the international political order, and Japanese diplomacy. These topics allowed students to further refine the theme of the Forum through stimulating discussions.

During the week, the students had the opportunity to take a guided tour of the Agnes Etherington Art Centre, featuring a diversity of exhibitions including, 'In the Present: the Zacks Gift of 1962' of Canadian contemporary art. The students also participated in a guided tour of the historic Kingston City Hall, which was originally built as Canada's first capital.

From the variety of themes that were explored during the lectures, students were placed in groups of four and assigned a country within the G8. Each group had two students from Japan and two students from Canada. Students prepared presentations

expanding on the knowledge that they had gained and allowing each group to explore one topic more specifically from the perspective of their assigned country. The week culminated with the presentations of the students at the Embassy of Japan to Canada. As organizers, we were impressed with the collective and inclusive atmosphere that was created among the students. The presentations were of a very professional level.

Students, professors and organizers were invited to a closing reception, generously hosted by His Excellency Ambassador of Japan to Canada, Mr. Kimihiro Ishikane at his residence. Ambassador Ishikane handed out the leadership awards to one student from Canada and one student from Japan, voted on by their peers. Ambassador Ishikane and his wife indulged the students with “selfies” and made an effort to connect with each student. This reception gave students the opportunity to network with members of the general public knowledgeable about Japan-Canada relations. It was an excellent celebration to conclude the week.

Queen’s is honoured to have hosted the Forum of its 10th anniversary. We wish colleagues at Seinan Gakuin University all the best for the 2020 Forum. A special thank you to all of those involved in organizing the forum at Queen’s, all of the judges, speakers, and our social media specialist. Queen’s would also like to thank all of the participating lecturers for their inspiring contributions.

Kindest regards,

Laura Esford
Manager, International Programs Office
Office of the Associate Vice-Principal (International)
Queen’s University

&

Csilla Volford
Coordinator, International Agreements and Partnerships
Office of the Associate Vice-Principal (International)
Queen’s University

March 2019

MESSAGE FROM THE PRINCE TAKAMADO JAPAN-CANADA MEMORIAL FUND

The Prince Takamado Japan Centre for Teaching and Research was very pleased to welcome all Japanese and Canadian students at the 10th Japan-Canada Academic Consortium Student Forum at Queen's University on 16-23 February 2019. First, this forum would not have been possible without our generous sponsors, the Japan Foundation, the JASSO, the Embassy of Japan in Canada, and all membership universities. This is also the largest annual project undertaken by the Prince Takamado Japan-Canada Memorial Fund at the University of Alberta. We are grateful to all staff of Queen's University who made this event possible.

The Japan-Canada Academic Consortium Student Forum is one of the largest academic collaborations between Canada and Japan. Since it started, the forum has provided students with optimal learning experience, offering a unique opportunity to exchange ideas with other students, scholars, and international specialists in the topics of Japan and Canada. This year, Queen's University dealt with the theme, "Japan-Canada Relations in an Era of Global Change." It offered students a unique opportunity to play the role of G7 leaders, considering the best policies for the future world.

I am very pleased that this forum was able to celebrate its 10th anniversary on the significant year which marked the 90th Anniversary of the Japan-Canada diplomatic relations.

Aya Fujiwara, Ph.D
Director, Prince Takamado Japan Centre for Teaching and Research
University of Alberta

1. BASIC INFORMATION

1.1 Japan-Canada Academic Consortium

Main activities of Japan-Canada Academic Consortium (JACAC) are “Student Exchange Program” between member universities of Japan and Canada, and a one-week student forum called “JACAC Student Forum”.

As of 2017, JACAC consists of the following 21 member universities.

Canadian Universities: 10

University of Alberta, University of British Columbia, University of Regina, York University, Queen’s University, Université De Montréal, Concordia University, Université Laval, University of Prince Edward Island, University of Waterloo & Renison.

Japanese Universities: 11

Meiji University, Josai International University, Sophia University, J.F. Oberlin University, Tsuda University, Kwansei Gakuin University, Hosei University, Ritsumeikan University, Seinan Gakuin University, Nagoya University, Hokkaido University.

1.2 JACAC Student Forum

“Senior undergraduate student representatives from member institutions in both Japan and Canada will meet and exchange opinions and ideas about a common topic of interest to students today. The host institution shall alternate between Canada and Japan each year. The goal of this forum is to provide students with the opportunity to interact with their peers from a different culture, in order to gain insight into their current areas of academic interest and to encourage a flow of ideas between Canada and Japan. The official language of the forum is English.”

JACAC Student Forum is held annually since 2010, and the past nine forums were held under a variety of themes. Each forum consists of expert lectures, fieldwork, group work including research study, group presentations, field trip, etc.

1.3 The 10th Annual JACAC Student Forum

The 10th Annual JACAC Student Forum was hosted by Queen’s University, Kingston, ON, Canada, in cooperation with Prince Takamado Japan Centre for Teaching and Research – University of Alberta (JACAC secretariat in Canada), Kwansei Gakuin University (JACAC secretariat in Japan), and the Embassy of Japan. A brief over of the forum is as follows:

Date:

February 16 (Sat.) – February 23 (Sat.), 2019

Venue:

Queen’s University, Embassy of Japan

Theme:

Japan-Canada Relations in an Era of Global Change

Content and Brief Schedule:

Time	Event	Venue	Note
Saturday, February 16 (DAY 1)			
	Arrival & Orientation for Japanese Students	Four Points by Sheraton	
Sunday, February 17 (DAY 2)			
11:30	Meet at the Lobby of Four Points by Sheraton		Walk to University Club
12:00	Lunch Orientation: Overview of the Week	University Club, Queen’s University	
14:00-15:00	Campus Tour	Queen’s University	
15:00-	Group work		
Monday, February 18 (DAY 3)			
9:00-9:15	Opening Remark by Andrew Grant “Reflections on Japan-Canada Relations in an Era of Global Change”	Kinesiology Building, Room 101	
9:15-10:00	Lecture 1: Dr. Andrew Grant “Less Continuity, More Change? Global Governance at the Dawn of the 2020s”		
10:00-11:00	Lecture 2: Dr. David Marples		

	(University of Alberta) “Russia and G8: A Continuing Saga”		
11:00-12:00	Lecture 3: Dr. David Welch (University of Waterloo) “Why Aren’t Canada and Japan Allies?”		
12:30-13:30	Lunch		Provided by Queen’s School of English
Afternoon	Group work		
Tuesday, February 19 (DAY 4)			
	Lecture 4: Dr. Stephanie Martel “Unpacking the ‘Rules-Based International Order’: Prospects for Meeting the Challenge and Implications for Canada-Japan Relations”	Kinesiology Building, Room 101	
12:30-13:30	Lunch		Provided by Queen’s Smith School of Business MIB Program
13:45-14:45	Lecture by Ms. Takako Ito, Consul General of Japan in Toronto		
14:45-15:15	Break		
15:15-16:15	Q&A Session with the Consul General		
Wednesday, February 20 (DAY 5)			
Morning	Group work	Kinesiology Building, Room 101	
11:30-12:45	Lunch		Provided by Queen’s Faculty of Arts and Science
13:00	Lecture 5: Professor Mackenzie Clugston “The History of Japan-Canada Diplomatic Relations”		
15:30	Walk to City Hall		Meet at Kinesiology Building
16:30-17:30	Guided Tour of City Hall	Kingston, ON	

Thursday, February 21 (DAY 6))			
All Day	Group work		
17:00	Move to Ottawa	Four Points by Sheraton	Chartered Bus
Friday, February 22 (DAY 7)			
Morning	Group work		
13:00-	Students' Presentations Overview Remark by Dr. Jill Scott (Queen's University)	Embassy of Japan	
13:10-15:50	Presentations		
15:50-16:35	Closing Ceremony		
16:40-17:00	Move to Ambassador's Official Residence		Chartered Bus
17:00-19:00	Reception	Ambassador's Official Residence	
Saturday, February 23 (DAY 8)			
10:00	Meet at Hotel		
10:00-11:30	City Tour, Byward Market, Parliament Hill and Parks	Ottawa, ON	
13:00	Meet at Bus Stop		
13:00-15:00	Canadian Museum of History	Gatineau, QC	
Sunday, February 24			
	Departure		

Participants:

28 participants in total (14 from Canadian Universities and 14 from Japanese Universities).

- AKAZAWA, Asuka
– Meiji University
- BATEMAN, Francis
– Queen's University
- CHARRIER, Jaques
– University of Regina
- CHEUNG, Christina
– University of British Columbia
- MINAMISAWA, Mai
– Hosei University
- MITSUHASHI, Marina
– Josai International University
- MIURA, Namisa
– J.F. Oberlin University
- MOUSTAPHA, Maryam
– University of Regina
- REDLINGER, Maya
– University of British Columbia
- SATO, Minori
– Ritsumeikan University
- SHNGGUAN, Elizabeth
– University of Prince Edward Island

- CLIFFORD, Sarah
– University of Alberta
- GOUVEIA, Zachary
– York University
- HANNA, Graham
– University of Regina
- HIROTA, Yuki
– Seinan Gakuin University
- IWAMI, Haruka
– Hosei University
- IWASA, Nami
– Kwansei Gakuin University
- KON, Shiori
– Tsuda University
- MCQUEEN, Courtney
– University of Alberta
- MURATA, Kenichiro
– Ritsumeikan University
- NAKANISHI, Yumeho
– Hokkaido University
- OBAYASHI, Rara
– Meiji University
- QI, Yuanyang
– University of Waterloo
- REDLINGER, Maya
– University of British Columbia
- SATO, Minori
– Ritsumeikan University
- QI, Yuanyang
– University of Waterloo
- SYDORENKO, Oleksandra
– University of Montreal
- TAKAHASHI, Yuki
– Seinan Gakuin University
- TOKUYAMA, Takaya
– Kwansei Gakuin University
- WATANABE, Yuki
– University of Prince Edward Island
- ZAROW, Alec
– Concordia University

Organizing Committee

The forum was organized by the following committee members:

Aya Fujiwara, University of Alberta
Laura Esford, Queen's University
Csilla Volford, Queen's University
Andrew Grant, Queen's University
Kyoko Tomita, Kwansei Gakuin University
Takamichi Mito, Kwansei Gakuin University

2. DETAILS OF THE FORUM

2.1 Theme & Issues / Questions

Theme:

Japan-Canada Relations in an Era of Global Change

In this current era of global interconnectedness, change at local, national, regional, and international levels is occurring at a rapid pace. While change can be 'negative' (e.g., climate change), it can also be 'positive' (e.g., medical advances). Japan and Canada are integral actors in efforts to promote positive global change. The 2019 JACAC conference will offer reflections on how these two G-7 partners, celebrating 90 years of diplomatic relations, are contributing to positive global change on transnational issue-areas and policy-relevant governance challenges. The conference will feature presentations from the humanities, social sciences, and natural sciences that approach global change from innovative perspectives.

This year, to celebrate the 10th Anniversary of the JACAC Student Forum and the 90th Anniversary of the Japan-Canada Diplomatic Relations, this conference follows the format of a simulation. Participants will portray the roles of political leaders and policymakers in Japan and Canada, and will be encouraged to come up with effective policy suggestions that foster a stronger relationship between the two countries.

Issues / Questions:

1. What role can Japan and Canada play in promoting global peace and security through multilateral forums? Each country enjoys a special relationship with the United States.
 - a. How can Japan and Canada leverage this relationship in order to promote peace and security in the Asia-Pacific region?
2. Roughly half the world's population resides in the Asia-Pacific region – which is also home to the largest and most dynamic economies in the world. Regional support for global governance efforts to address climate change and reduce greenhouse gas emissions has been mixed. Furthermore, parts of the region are witnessing a return of trade protectionism, which might drag the wider region (and beyond) into a series of 'trade wars'.
 - a. How can economic growth be balanced with environmental protection?

- b. What are the problems associated with the rise of trade protectionism and so-called trade wars?
 - c. What role can Japan and Canada perform in devising and implementing solutions for these issue-areas?
3. How do technological innovations improve societal well-being?
4. What technologies are the most promising in terms of providing medical advances?
5. What are the best ways of supporting the development of societal, medical, and health-related technologies?
6. How might Japan and Canada disseminate domestic 'lessons learned' and 'best practices' to global audiences?

2.2 Pre-Assignments

Prior to the forum, participants worked on pre-assignments.

2.3 Lectures

Lectures summaries:

"Less Continuity, More Change? Global Governance at the Dawn of the 2020s"

Dr. Andrew Grant, Queen's University

At the dawn of the 2020s, global interconnectedness continues to advance. Although this might appear to be a continuation of previous trends associated with forces of globalization, change at local, national, regional, and international levels is producing unanticipated outcomes. Concomitantly, the quality, scope, and depth of global governance is not necessarily providing the 'positive' global change envisioned by its proponents over the past three decades. The proliferation of liberal values has not vanquished authoritarian forms of governance. Indeed, the latter appears to be experiencing a resurgence in several parts of the globe. The presentation draws upon extensive in-person interviews, participant observations, and analyses of primary documents in order to offer reflections on the prospects for global governance initiatives in the 2020s. The presentation places particular emphasis on the role of Japan and Canada as integral global actors in such initiatives, and concludes with remarks that contrast continuity and change in the context of emerging global trends.

"Why Aren't Canada and Japan Allies?"

Dr. David Welch, University of Waterloo

Canada and Japan are like-minded countries with a long history of (mostly) constructive and mutually-beneficial relations. Thus far, however, their security cooperation has been limited. Although Canada and Japan have recently taken steps to improve this situation, such as the recent completion of an Acquisition and Cross-Servicing Agreement (ACSA), they would both benefit from even bolder efforts eventually resulting in the conclusion of a formal alliance. While the benefits of a formal alliance for both Canada and Japan would be largely symbolic, they would nevertheless be valuable and important. For Japan, it would signal full membership in the North Atlantic/Australasian security community. For Canada, it would signal a broadening of its security horizons and rebalance its unfortunate Atlantic-heavy alliance portfolio.

‘Unpacking the "Rules-Based International Order": Prospects for Meeting the Challenge and Implications for Canada-Japan Relations’

Dr. Stéphanie Martel, Queen’s University

There is a broad consensus today among scholars and practitioners of international relations alike that the “rules-based international order” (RBIO) is facing an unprecedented crisis, as a result of a combination of external and internal challenges. This situation has led to a multiplication of calls to protect, improve, and reform the current rules-based international order (RBIO) as a way to ensure its resilience in an evolving global landscape. These calls tend to exhibit a view of the RBIO as a self-evident “thing” with a fixed, consensual meaning. In practice, however, there is actually not much consensual at all about the RBIO, beyond a general sense that it is “in crisis”. Indeed, in addition to the dominant, liberal, post-WW2, US-led variant of the RBIO, there is an increasing number of alternative versions of the RBIO emerging from China, Russia, as well as the Trump administration, and currently vying for recognition. This shows a need for the RBIO to be “made strange” as an unavoidable step in bringing about a new consensus on global order that stands a chance of gathering “enthusiastic consent” from a broad diversity of stakeholders. The “crisis” of the RBIO is, therefore, best understood as a clash of narratives about what a legitimate order implies, and who get to be situated within or outside of it.

“Should Russia be Invited Back to the G8?”

Dr. David R Marples, University of Alberta

The paper examined the history of Russian engagement with the G7 from 1994—when Russian president Boris Yeltsin began attending sessions—to 1998, when it formally joined the body and up to 2014 when it was suspended as a result of the invasion of Crimea. It argued that the move was indecisive as it allowed Russia the opportunity to return to G7 and somewhat one-sided in that a number of legitimate interests of that country were never considered. In particular, Russia has long argued that the expansion

of NATO in 1999 and 2004 violated an agreement between former Soviet leader Mikhail Gorbachev and US Secretary of State James Baker in 1990 after the unification of Germany and the two German states' entry as one block into NATO. It also discussed the dissensions within the G7 about Russia's return, and particularly comments made by the leaders of Italy and the United States. Though the G8 (and G7) has limited ability to resolve problems, it has its uses as a forum for discussion of world problems. In this respect, whatever Russia's transgressions, it is more productive, in the author's view, to keep the country on the inside rather than outside.

2.4 Field Work



This year, students visited Queen's University's Agnes Etherington Art Centre which hold great variety of collections, including contemporary Canadian arts and Kingston's City Hall. It was a great opportunity to learn the region's unique history and culture. In Ottawa, students participated in guided tours in Canadian Parliament that was held in the temporary building (old train station) due to the renovation. They also went to the Museum of History, the one of the largest museums in Canada, where they learned Canada's political development and the history of aboriginal people.

2.5 Final Group Presentations

Panel of Judges:

Ms. Yukako Ochi (Embassy of Japan)
 Prof. Takamichi Mito (Kwansei Gakuin University)
 Dr. Christian Winkler (Seinan Gakuin University)
 Prof. David Welch (University of Waterloo)
 Prof. Jill Scott (Queen's University)

Schedule:

10:00	Arrival at the Embassy	
10:00-13:10	Group Work	
Presentations: Embassy		
13:00-13:10	Opening Remarks	Ms. Yukako Ochi (Embassy of Japan) MC: Dr. Aya Fujiwara (University of Alberta), Introduction of the Judges
13:10-13:25	Presentation and QA	 Troublemakers "What Can We Do to Solve Inequality?"
13:25-13:30	Break	
13:30-13:45	Presentation and QA	 Haribo Bears "Presentation Topic: GCJ Alliance: Diversifying Economic Risks ? "

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13:45-13:50	Break	
13:50-14:05	Presentation and QA	 Hetalia "Rethinking the Migrant Crisis: Italy's Call for Revitalizing Discussion on Refugees at the G7"
14:05-14:10	Break	
14:10-14:25	Presentation and QA	 24G7 "Reshaping How We Think About the Aging Population"
14:25-14:40	Intermission	
14:40-14:55	Presentation and QA	 OCHA time "Please Don't Go!-Brexit and Why it Matters for UK and the World"
14:55-15:00	Break	
15:00-15:15	Presentation and QA	 NAGOMI-Bridge "ETU: Expect the Unexpected"
15:15-15:20	Break	
15:20-15:35	Presentation and QA	 Team Doraemon "Towards Better Artificial Intelligence (AI): From a French Perspective"
15:35-15:50	Judges Evaluation / Break	
Closing Ceremony: Embassy		
15:50-16:05	Speeches	Queen's University Rep – Dr. Jill Scott Kwansei Gakuin University Rep – Dr. Takamichi Mito
16:05-16:10	Remarks by the Panel of Judges	Academic Lead (Dr. Jill Scott)
16:10-16:30	Announcement of Winners Presentation of Awards	Dr. Andrew Grant and Ms. Yukako Ochi University Reps Photos
16:30-16:40	Group photos	
Reception: Ambassador's Official Residence		
17:00-17:10	Welcome Speeches	Ambassador Kimihiro Ishikane Dr. Aya Fujiwara, Director, PTJC
17:10-17:15	Speeches by Winning Team	
17:15-17:18	Presentation of Leadership Awards	Award Presenters – Ambassador Photo Sessions
17:18-17:20	A Toast	By Queen's University Rep
17:20-17:55	Video	JACAC 10 th Anniversary Video Run during the reception
19:00	Reception Ends	

Student Presentations:

Germany | Haribo Bears (Group 1)

“GCJ Alliance”

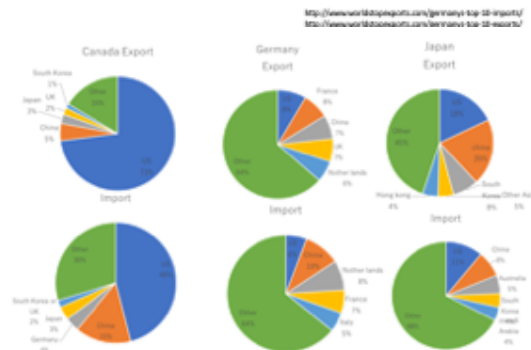
BATEMAN, Francis | SYDORENKO, Oleksandra | NAKANISHI, Yumeho | IWAMI, Haruka

GCJ Alliance

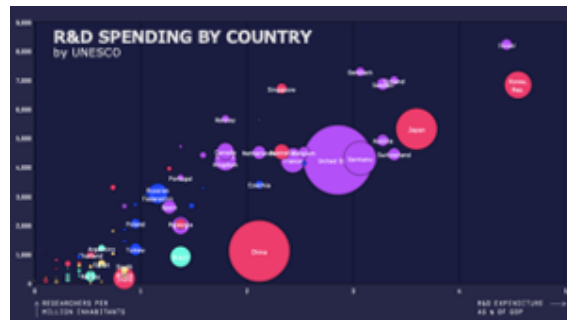
Oleksandra Sydorenko, Haruka Iwami
Yumeho Nakanishi, Francis Nathan Bateman

Current situation

- Germany:**
 - German industry maintains its position toward China.
 - Risk of economic decline in case of major disruptions to trade between Europe and the Far East.
- Japan:**
 - Japan's trade deficit expanded by nearly half from a year earlier to 1.4 trillion yen.
- Canada situation:**
 - The US announced that tariffs of 25% on imports of Canadian steel and 10% on imports of Canadian aluminum.



Started in 2014
 Speeding up the transfer of scientific findings into marketable products and services
 Improving the overall environment for innovation
Science and Technology



Other Potential Fields

Medical Science
population aging
Regenerative medicine

Japan



Renewable Energy
climate change
energy crisis

Canada



Conclusion

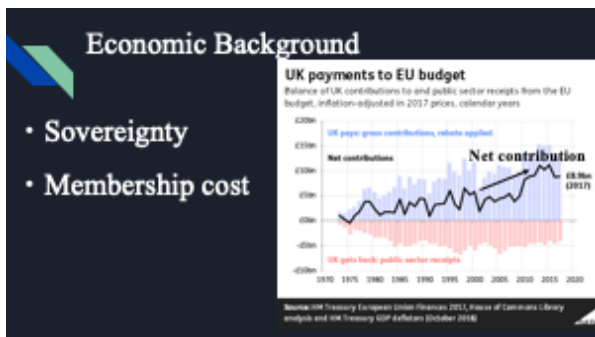
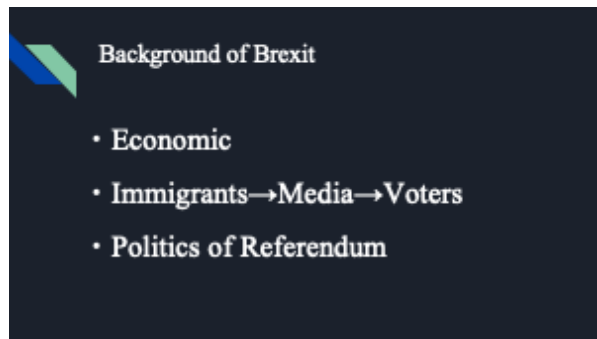
- Strengthening middle power relations helps cement world peace.
- Germany, Japan and Canada have compatible values and economic interests.
- The three powers face similar issues.
- Exchange may go beyond security and economy.



UK | OCHA Time (Group 2)

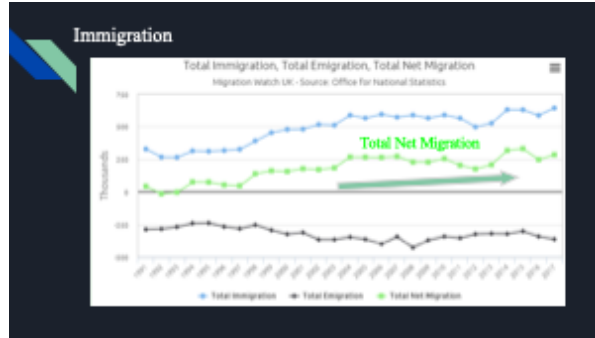
“Please Don’t Go: Brexit and Why it Matters for UK and the World”

AKAZAWA, Asuka | HANNA, Graham | REDLINGER, Maya | HIROTA, Yuki



Immigrants → Media → Voters

For example: Immigrants



Our propositions!!

STAY

- ECJ rules UK can cancel
- 5 Negative effects on Economy
- Prevent RBIO Crisis
- Integrative migration policy

→ Inspire the world



Negative effects on Economy ②

Top 5 partners

Market	Trade (£1B M€)	Partner index (%)
EU	95,198	10.00
EU	88,888	10.00
EU	26,408	0.00
EU	27,878	0.00
EU	28,198	0.00

Export	Trade (£1B M€)	Partner index (%)
EU	90,998	10.00
EU	70,998	0.00
EU	90,008	0.00
EU	81,418	0.00
EU	88,888	0.00

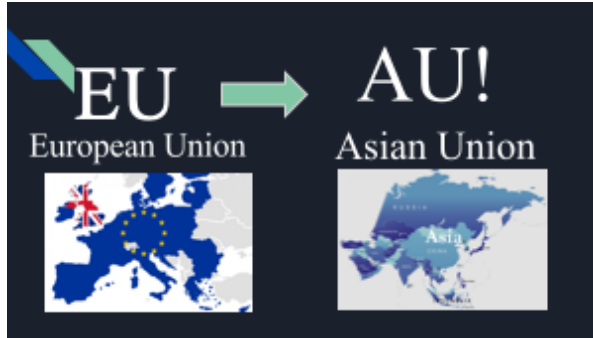
- ### Negative effects on Economy
- ③ Harmful for Particular industries
 - ④ Customs Checks
 - ⑤ Uncertainty among producers and financial firms



Symbolic consequences of UK leaving:

- Sets bad precedent
- Hostility towards norm of international cooperation

Immigrant Integration Policy 2018



Italy | Hetalia (Group 3)

“Rethinking the Migrant Crisis: Italy’s Call for Revitalizing Discussion on Refugees at the G7”

GOUVEIA, Zachary | CLIFFORD, Sarah | KON, Shiori | MITSUHASHI, Marina

Rethinking the Migrant Crisis: Italy’s Call for Revitalizing Discussion on Refugees at the G7

Marina Mitsuhashi, Sarah Clifford,
Shiori Kon and Zac Gouveia

Introduction

- Approximately 690,000 migrants from sub-Saharan Africa have travelled through Italy since 2013 and 500,000 are illegally staying in Italy (Wintour, 2017).
 - Forced human trafficking routes.
- Currently going through an economic recession.

Human Trafficking - Cause

- Refugees and migrants flee from war and terror in Libya and other countries.
- Seeking international protection coming from Libya and originating from West African countries and the Horn of Africa

European Union, July 2017
International Organization for Migration (IOM), 2017

Human Trafficking - What Is Happening In Italy

- Sold into slavery or forced prostitution



In the absence of legal channels, boat smugglers remain alternative



Reuters (2016), Nov 17, 2016
Foster Wang, June 28, 2017

Human Trafficking - Measures By EU Countries

- Italy:**  improving trafficking victim identification among migrants and asylum seekers
- France:**  provide funding to victims
- Portugal:**  amending the code, stating the irrelevance of a victim’s consent, creating a specialized Anti-Human Trafficking Unit within the Border Police

Frontier Watch, March 11, 2014

Human Trafficking - Areas Of Intervention

1. Early identification of potential victims of trafficking at landing point and in the reception centres
2. Assistance and referrals to competent authorities
3. Training and capacity building activities

International Organization for Migration (IOM), 2017

Unemployment - Japan vs. Italy

Japan		Italy	
Indicator	Value	Indicator	Value
Unemployment rate	58.5	Unemployment rate	43.1
Unemployment rate (15-24)	38.3	Unemployment rate (15-24)	41.2
Unemployment rate (25-34)	4.4	Unemployment rate (25-34)	1.0
Unemployment rate (35-44)	3.3	Unemployment rate (35-44)	1.0
Unemployment rate (45-54)	15.9	Unemployment rate (45-54)	8.8
Unemployment rate (55-64)	85.2	Unemployment rate (55-64)	81.0
Unemployment rate (65-74)	90.7	Unemployment rate (65-74)	81.2
Unemployment rate (75-84)	75.0	Unemployment rate (75-84)	81.2
Unemployment rate (85-94)	20.0	Unemployment rate (85-94)	20.0
Unemployment rate (95-104)	1.0	Unemployment rate (95-104)	1.0
Unemployment rate (105-114)	1.0	Unemployment rate (105-114)	1.0
Unemployment rate (115-124)	1.0	Unemployment rate (115-124)	1.0
Unemployment rate (125-134)	1.0	Unemployment rate (125-134)	1.0
Unemployment rate (135-144)	1.0	Unemployment rate (135-144)	1.0
Unemployment rate (145-154)	1.0	Unemployment rate (145-154)	1.0

Unemployment rate of other G-7 countries

Country	Unemployment Rate
Italy	11.3
Japan	2.8
France	9.7
Canada	6.4
US	4.4
UK	4.3
Germany	3.7

Challenges For Refugees Integration In Labour Market

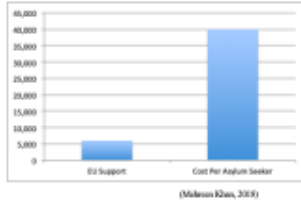
1. Language barrier
(Difficulty in learning a new language, ex. Italian)
2. Recognition of education background
(For example, university degrees, certificates, diplomas)
3. Working experience

Economic Context

- Italy is in need of more support
- A greater fiscal deficit is necessary, but market pressures are worsening the situation

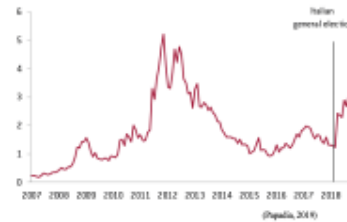


Funding vs. Costs of Asylum Seekers in 2016



Migrants working in exchange for housing in Belbo (The Local, 2017)

Spread between 10 year Government Bonds in Italy and Germany



Makeup of Bond Holders



Solutions - How the G7 can help Italy

Funding:

- Increase funding for transition facilities
- Africa Centre for Climate and Sustainable Development, opened in 2019 (UNDP, 2019).

Recognition:

- Promote the recognition of the Libyan refugee crisis by both the United Nations in the UNDP (UNSMIL, 2018).

The G7 is currently funding more projects in the Middle East and ignoring Northern Africa. This needs to change.

Solutions - How the G7 can help Italy

Reaffirmation of Past Declarations (Cornado, 2018):

- Many G7 countries propose to solve the migrant crisis through these declarations:
 - The New York Declaration for Refugees and Migrants
 - Comprehensive Refugee Response Framework
 - Global Compact on Refugees
 - United Nations Support Missions, such as UNSMIL in Libya

Solutions - How the G7 can help Italy

Reiteration:

- The refugee crisis gripping Europe is a problem that the whole world must deal with.
- This is an opportunity for members of the G7 to set an example for the rest of the world, to help with European sovereignty and border security.

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France | Team Doraemon (Group 4) "Towards Better Artificial Intelligence" ZAROW, Alec | CHEUNG, Christina | Murata, Kenichiro | OBAYASHI, Rara

Towards Better Artificial Intelligence (AI): From a French Perspective
Team Doraemon

Applications of Artificial Intelligence

1. Security surveillance
2. Driverless cars
3. Language Translation
4. Online recommendations (Google, Facebook, YouTube)

Application of AI: Surveillance using Automatic Image Recognition

Global Governmental Investments in AI

Country	Investment (USD Billions)
France	3.5
China	31
US	7.8

China and US currently leading the amount of AI investments, with France lagging behind.

Japan | NAGOMI Bridge (Group 5)

“ETU: Expect the Unexpected”

CHARRIER, Jacques | MCQUEEN, Courtney | TAKAHASHI, Yuki | IWASA, Nami



Collectivism

“The practice or principle of giving a group priority over each individual in it.”



Diligence

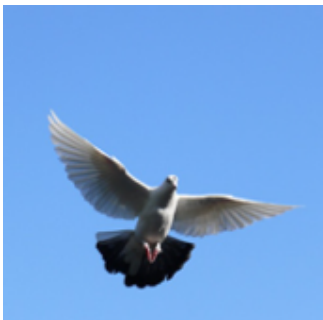
- The spirit to stay productive, aiming for high quality.
- Hard-working attitudes.

ETU “Expect the Unexpected”

- Send members of ETU to stricken areas
- Share the experiences and acknowledgement
- Countermeasure for disastrous events

Build Back Better

Disaster risk reduction in the reconstruction stage.



Aim for more peace with frameworks

Building cooperative frameworks with agreements.

Training

- Annual gatherings in Japan on disaster prevention workshop.
- 1 week long
 - mixed of field components





USA | Troublemakers (Group 6)

“What Can We Do To Solve Inequality?”

QI, Yuanyang | WATANABE, Yoki | SATO, Minori | MINAMINSAWA, Mai

What Can We Do To Solve Inequality?

Group 6 | JACAC 2019 | United States
By: Daniel Qi, Yoki Watanabe, Minori Sato, and Mai Minamisawa



1. Clemens, Michael. "Why Today's Migration Crisis Is an Issue of Global Economic Inequality." Center for Global Development, August 2, 2016. <https://www.cgdev.org/publication/why-todays-migration-crisis-is-an-issue-of-global-economic-inequality>

2. Rodrik, Daron. "Income and inequality in the global political economy." International Affairs, 2017, Vol. 93 (4): 441-464. <https://doi.org/10.1017/S0022216X16000024>

3. Jennifer S. Brucka. "Just in Time Relief: Differences in Job Satisfaction Among Individuals With and Without Disabilities." Social Science Quarterly, Vol. 90(2):79-98, 16 January 2019. <https://doi.org/10.1111/ssqu.12443>

4. Chancel, János. "More women migrate for better living." *Link Today*. April 17th, January 29, 2018. <https://www.linktoday.com/news/2018/01/29/more-women-migrate-for-better-living/>

5. Daniel A. Treisman. "Poverty's Politics: Is Politics the Answer to the Problem?" *Working Paper*, 1715, October 1985. DOI: 10.3386/w1715.

Why is inequality an important issue?

- Global problem
- Happening in OECD countries¹
- One of the UN sustainable development goals²
- Increasing rate of domestic crime, threat to social discrimination, poverty
- Not only a domestic problem



1. Collins, Thomas. "Inequality in OECD countries." *Scandinavian Journal of Public Health*, 2017, 49(Suppl 1): 8-16. <https://doi.org/10.1111/sjph.12788>

2. United Nations. "Goal 10: Reduced inequalities." Sustainable Development Goals, accessed February 10, 2018. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/guide-to-reduced-inequality/>

Education Problem

Quality and Opportunities of education



The gap between poorest and richest districts.

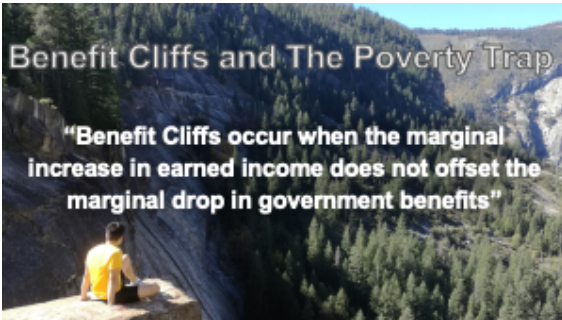
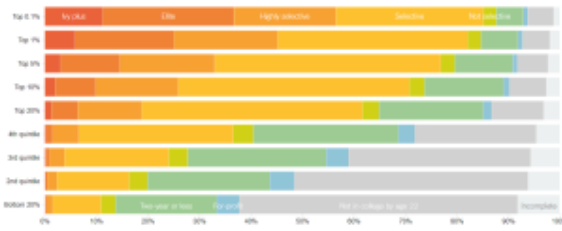


The solution to the education disparities in U.S

Starting from the conviction that every student should receive an equal education

1. Hold to equally rigorous standards for all classroom
2. Put a focus on teachers as a central for change in the education system
3. Equalize the share of resources among all school systems
4. Decrease the rate of students loan or decrease the tuition fees

Where 25 year-olds went to college, based on parents income

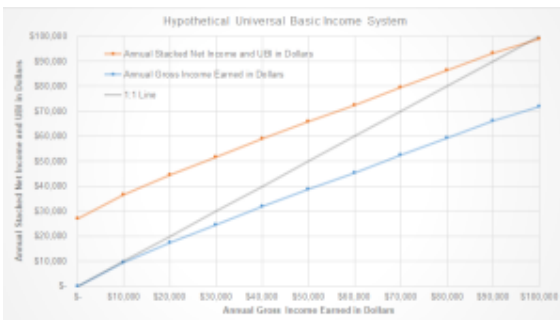
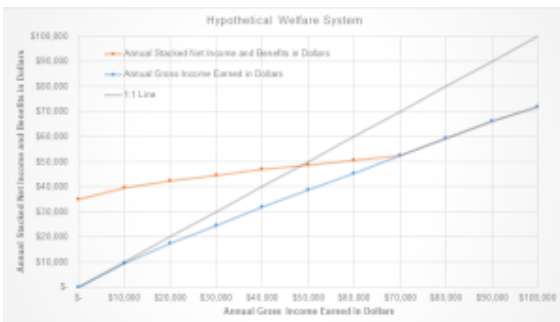


Current Short Term Solutions

1. Decrease in benefits happens over the course of at least a year
2. Create more inclusive asset test to include things such as vehicles
3. Coordinate between programs to ensure that people do not lose all benefits at once

Future Long Term Solutions

1. Simplify all social welfare programs into an Universal Basic Income (UBI)
2. Many experiments are underway and countries can work together to figure out how to properly implement UBI



Asking for Collaboration G7



- Sharing ideas about how to manage the cost of post-secondary education¹
- U.S. will accept more international students from the countries which share ideas



- Sharing the experience of the Ontario Basic Income Pilot²

1. Study in Europe, “Compare tuition-free schemes in Europe” Study in Europe, Accredited February 19, 2019, <https://www.studyin-europe.com/en/compare-tuition-free-schemes-in-europe/>
 2. Ministry of Children, Community and Social Services, “Ontario Basic Income Pilot,” Government of Ontario, December 22, 2018, <https://www.ontario.ca/page/ontario-basic-income-pilot>

Asking for Collaboration G7

All countries in G7



- International fees depends on the number of students in U.S. or organize opportunities for U.S. students to learn in your countries with scholarship.
- Collaborate on experiments to determine how to implement Universal Basic Income as a long term solution

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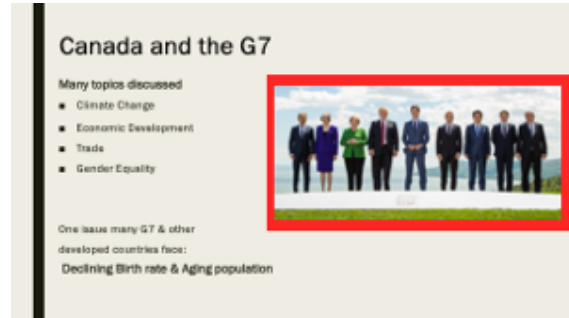
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Thank You!

Canada | 24G7 (Group 7)

“Reshaping How We Think About the Aging Population”

SHNGGUAN, Elizabeth | MOUSTAPHA, Maryam | YOKUYAMA, Takaya | MIURA, Namisa



Birth Rate and Aging Population

Developed Nations and Population Demographics

- Canada and many developed countries have decreasing birth rate
- Modern medicine and technology allows for humans to live longer

Therefore, average age of the population is increasing

Problems

- Healthcare costs
- Pressure on pension plans & public finance
- Lack of caregivers

Gender Equality & Birth Rates

- World trends of women becoming more educated is positive
- However, birth rate dropping below replacement level in some countries
- Variation not only due to education, but also gender roles & economic stability

Barriers to parenthood

- Lack of daycare
- Re-entering labour market after parental leave
- Women expected to do majority of domestic labor & childbearing
- The "Child Penalty"
- Wage gap between women with children and women without

Responsibility for Environment

VS

Increasing Population for Economy

7.3 billion (2018)

9.2 billion (2050)

Why should G7 countries care about global population increase?

G7 countries:
10% of the Global Population
BUT
Twice the global average of ecological footprint & Approx. 25% of carbon emissions

Global Proportion of Carbon Emissions

- The Earth cannot sustain the resource demand in developed countries, especially with increased populations

Consequences

- Higher population causes higher demand for fossil fuels
- Deforestation for agriculture
- Increased CO₂ Emissions
- Climate changes
 - rising ocean levels
 - natural disasters

WHAT IS CANADA'S CURRENT STRATEGY?

What is Canada's current strategy?

Immigration

- 2.5 - 3 million annually
- Adopted the point system in 1967
- Language skills (max: 28 points)
- Education (max: 25 points)
- Work experience (max: 15 points)
- Age (max: 12 points)
- Arranged employment in Canada (max: 10 points)
- Adaptability (max: 10 points)

Age Distribution of Immigrants vs Canadian Citizens in 2017

Figure 3. Age Distribution of Immigrants and Canadian Population in 2017

Aging Population(%) Relying on Immigration

Figure 26. Actual and Projected (50% Age Dependency Ratio) in the Baseline Scenario

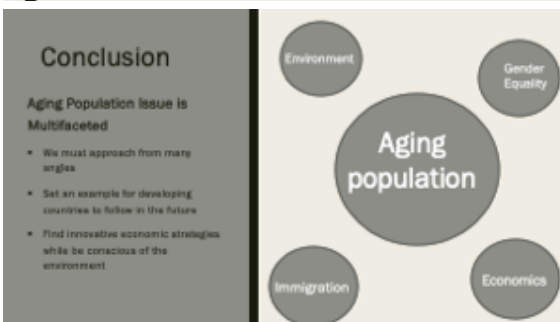
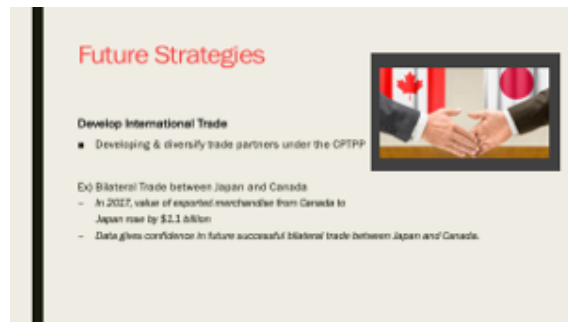
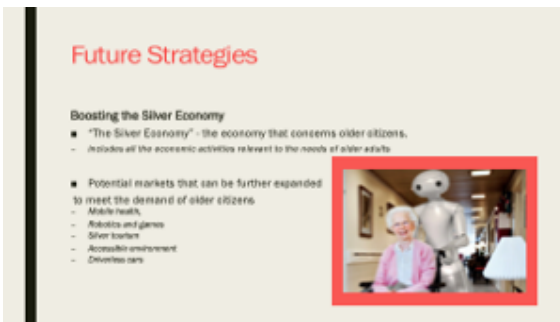
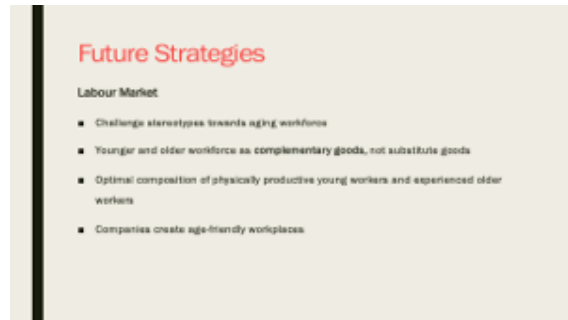
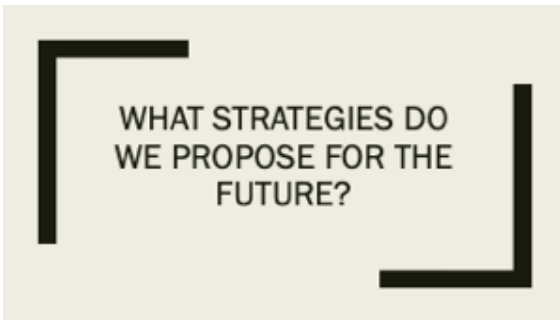
Are we tackling the real causes?

Two main policies in solving aging workforce related issues:

- High rates of immigration
- Increasing birth rate

The REAL issues

- Underutilization of workers
- Mismatch in labour market



2.6 Other Main Contents

Final Reports

At the end of the forum, students wrote a final reflection addressing the following:

1. How has participation in the Forum changed your motivation to study or given you new insights?
2. What was most impressive about the program?
3. How has this program influenced your career outlook?
4. Any other comme

3. QUESTIONNAIRE SURVEY ON THE FORUM

3.1 Survey Overview

An online survey was conducted by the organizing committee to get student evaluations on the forum and contribute to the improvement in the quality of future forums. The overview of the questionnaire is as follows:

Title: JACAC Student Forum 2019 Participants Survey

Objective: To get student evaluations on the forum and improve the quality of the future forums.

Respondents: 23 (out of total of 28).

Period: March 7, 2019 to March 20, 2019.

The questionnaire was conducted through Google Forms, an online data collection tool.

3.2 Survey Results

Survey results are summarized below, in tables for each question as appropriate.

Q3: How do you rate the following arrangements made by the organizers:

Table 1: Student Ratings of Arrangements							
Responses	Outstanding	Above Average	Average	Below Average	Poor	N/A	Total Respondents
Pre-departure Information	4 (17%)	9 (39%)	5 (22%)	4 (17%)	1 (4%)	0 (0%)	23 (100%)
Flight Arrangements	10 (48%)	5 (24%)	5 (24%)	1 (5%)	0 (0%)	2 (10%)	21 (100%)
Accommodations	11 (48%)	10 (43%)	2 (9%)	0 (0%)	0 (0%)	0 (0%)	23 (100%)
Forum Venues	9 (39%)	12 (52%)	1 (4%)	1 (4%)	0 (0%)	0 (0%)	23 (100%)
Field Trip *	6 (26%)	6 (26%)	10 (43%)	1 (4%)	0 (0%)	0 (0%)	23 (100%)
Meals	6 (26%)	6 (26%)	10 (43%)	1 (4%)	0 (0%)	0 (0%)	23 (100%)

*Parliament, Canadian Museum of History and so on

Q4: How do you rate the following aspects of the JACAC Student Forum:

Table 2: Student Ratings of Educational Activities							
Responses	Outstanding	Above Average	Average	Below Average	Poor	N/A	Total Respondents
Pre-departure Assignment and Discussions	5 (22%)	5 (22%)	11 (4%)	1 (4%)	1 (4%)	0 (0%)	23 (100%)
Lectures	12 (52%)	8 (35%)	2 (9%)	1 (4%)	0 (0%)	0 (0%)	23 (100%)
Panel Discussions	7 (32%)	10 (45%)	4 (18%)	1 (5%)	0 (0%)	1 (5%)	22 (100%)
Group Presentations	12 (52%)	8 (35%)	2 (9%)	0 (0%)	1 (4%)	0 (0%)	23 (100%)
Closing Ceremony and Reception	20 (87%)	3 (13%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	23 (100%)
Interaction/ Communication with other students	15 (65%)	5 (22%)	2 (9%)	0 (0%)	1 (4%)	0 (0%)	23 (100%)
Sunday Orientation	8 (36%)	7 (32%)	6 (27%)	1 (5%)	0 (0%)	1 (5%)	22 (100%)

Q5: Please Rate the difficulty of conducting the student presentations:

Table 3: Student Ratings of Presentation Difficulty				
Extremely Easy	Fairly Easy	Average	Fairly Difficult	Extremely Difficult
1	3	5	13	1
4.3%	13.0%	21.7%	56.5%	4.3%

Q6: Please let us know what you liked most about the JACAC Student Forum:

- *The schedule facilitated interaction with the other students. I really liked the idea of having a Facebook page and group chat where everyone could get to know each other better.*
- *Group work, presentation, meeting with great friends from Japan and Canada*
- *Presentation by students*
- *I thoroughly enjoyed meeting all of the students at the forum.*
- *I really appreciate this program because I had so many chances to interact with various people who I barely have any opportunity to talk with in my school.*
- *I loved all of the connections I made with new friends around the globe, who I intend to remain in touch with in the future. I also loved the guest lectures, since I learned a great deal in a small period of time, and got to ask questions to knowledgeable experts.*
- *"I most liked that the students came from many different backgrounds and majors. Interacting with them all was very interesting. I also liked the tough questions from the panel of judges*

during the presentations. The closing ceremony and meal at the Ambassador's residence was also fantastic."

- *Meeting great, interesting, and enthusiastic people who have different backgrounds, interests, and future dreams or purposes. Precious opportunity to talk with diplomats and officers at the Embassy of Japan in Canada.*
- *Lectures from the profs and visit to the residence of ambassador*
- *Seeing executive people and visiting Japanese embassy in Canada impress me. Especially, by asking executive people who did lecture or worked in the Japanese embassy my view was expanded.*
- *Group working.*
- *Exchange an idea with Canadian students*
- *Opportunity to socialize with various students.*
- *The group work that we could have time to get closer not only with roommates but also with group members*
- *Meeting amazing people and discovering tones of new information about Japan =)*
- *Being able to communicate with other students was best. Having a Canadian roommate is awesome to talk and know with each other. I talked about my interest with my wonderful roommate and could know actual opinions from her.*
- *Presentation at the embassy*
- *Presentation in the embassy*
- *I liked being able to talk to all the different participants and learning from them and the presenters.*
- *Friendships and networks I could build through this forum are definitely amazing to me. Because I was thinking about expanding my career more internationally for a long time, talking with passionate students and advisors at universities were such an awesome opportunity for me. I can say this program was one of the best international programs I've ever had.*
- *Being able to connect with students from different backgrounds and share ideas*
- *Meeting new people*

Q7: Please let us know what you liked least about the JACAC Student Forum:

- *Some of the lectures seemed slightly hostile towards other Asian countries.*
- *It was bit late to receive pre-departure assignment*
- *Lectures*
- *There were two parts of the forum that I disagreed with: (1) We were not told about our pre-departure assignment until late which limited our chances of handing in a good product. Personally, by the time I was given the assignment, although I was interested in the topic, I did not have time to delve into it due to prior commitments with school and work. If I had been given the assignment over the winter break, I would have handed in a much better product. (2) The assignment did not correspond with the presentation. I came to the forum to learn about Japanese-Canadian relations, and yet I presented on Italy and on a topic that did*

not correspond with the aforementioned assignment. I thus found the prep more difficult to do for the presentation as I had no prior knowledge on Italy, nor did I have nearly as much interest in learning about the topic as I did on Japanese-Canadian relations.

- *I would appreciate it if you could give us more concrete topic and theme.*
- *I found the instructions for the G7 presentations to be quite confusing, since the topic of the general program was Japanese-Canadian relations, but most students were not assigned to Japan or Canada as their G7 country. This made it difficult to know how much we were supposed to intertwine our project with the presentations during the week.*
- *I feel that our group worried to much about the presentation and spent too much time on it. I would have liked to meet more with other participants, but I spent most of my time with my individual group.*
- *I liked all about the JACAC Student Forum.*
- *Parliament visit tour*
- *I think the goal of the forum was unclear. So students always were confused what was correct.*
- *Room temperature in hotel room.*
- *I liked field trip but I think mandatory is too strict. We wanted some choices and free time.*
- *Because we had so many group work, I did not have many chance to get closer with other students.*
- *Too short time for presentations and post-presentation questions. No questions from audience were allowed. I believe that academic enrichment is the ultimate goal of all the project and thus there should be more time devoted for this particular part.*
- *If I need to say, the difference of commitment for a group presentation between Japanese students and Canadian students was least. I felt Canadian students tried to organize a group a lot (sometimes too much) and it was hard everyone's opinions were included. The reason for that is, maybe, the academic level and English level of Canadian students are higher than those of Japanese fellows.*
- *Nothing*
- *Too much group work*
- *I did not like that the work we were doing was not as linked to Japan-Canada relations then I had anticipated.*
- *I don't think I have any dissatisfaction on this forum.*
- *Because we spent so much time in groups, it was difficult to get to know other students except for our roommate and group members.*
- *Vagueness of what the presentations were about*

Q8: If you have any suggestions on how the JACAC Student Forum can be improved in the future, or how the JACAC network can be expanded/strengthened, please let us know below:

- *The group work was a very nice part of the forum. However I also felt like it isolated me from meeting other participants of the forum. In the future it might be an idea to schedule time for two or more groups to talk to each other about their ideas in regards to the theme of forum.*
- *Have alumni gathering*
- *"My suggestion would be better connect the assignment and the presentation. This would make research easier for the students and also make the whole experience less confusing.*
- *Expanding it to include more students would be phenomenal just so more people have this opportunity. Or to maybe have 2 forums because the smaller group is nice to have. "*
- *It would be great if there was VERY CLEAR emphasis that it is important to know about how the G7 works and have a basic understanding of your G7 assigned country's political interests before arriving. I found that I spent most of my time on the pre-departure readings on Japan and Canada, and as a result felt behind during the G7 assignment.*
- *I would like it if there was more opportunities for group discussion. For example, I would have liked more time to talk with the other students and the lecturers after the lectures to learn more about the various subjects we studied.*
- *I would love to have a kind of an alumni association, where all former participants get together and exchange and share their experience and so on. I am so glad to have met such great and interesting people from both Japan and Canada throughout the forum, but it is sad that we wouldn't have much chance to see them again. And I am interested in meeting former participants to talk about their career or life after participating the forum. I think it would be hard to get together with people especially from Canada, but I think it might be possible to have a reunion with Japanese people at least.*
- *Send out information package earlier so we can prepare well, since it's during mid term period*
- *JACAC put many schedule on a day and cut time that students ask teacher or each group presentation. So I think making more time for discuss will make this forum better.*
- *Nothing*
- *In this year, topic was unrelated with actual presentation that we did. So, JACAC should be clear that point. I was not sure why we talked about G7 and not talk about Japan-Canada's relations.*
- *Pre-departure group work on online or casual video conference with other JACAC members would be good chance to know about each other before the main program. And the interactive work with other JACAC members about different topics would be good chance to have wider perspectives.*
- *I would recommend some ice-breaking activities that would help students to grow closer with everyone in shorter time. The conference lasts only a week and naturally formed groups of friends seemed to be fractured, it's only by the end of the week that we got all closer and I was sad to realize that I haven't had a chance to talk to many amazing people and to get to know them closer. I heard the same about several other students during the leadership prize vote: they did not have a chance to talk to everyone in person and it was hard for them to choose. Some easy and short team games could help to build friendly connections earlier than the day before departure and thus, could significantly affect the social network strengthening between Japanese and Canadian students.*
- *Student numbers are good, but how about providing this opportunity for more other university's students.*

- *Opportunity of discussing other students out of group.*
- *I'm not sure about other schools, but JACAC wasn't very well advertised here at Concordia, as far as I know. Having more announcements at school for the availability of this forum would be nice.*
- *I think the topics for presentation should be more clear at the beginning of this program, or before the program. Lots of groups including our group was so confused about it, and even judges didn't understand it and how G7 countries we represented were divided. So it definitely should be improved, but other than that, I think there is no problem.*
- *More opportunities to meet with students that were not in your group, more discussion between groups before the presentation*

Q9: What would you like to see covered as a potential forum theme in future years:

- *Global warming is a big issue and it would be nice to cover it in a future JACAC forum*
- *Environment, immigrants, multiculturalism*
- *I would love to see a forum based on humanitarian responses as both Canada and Japan are heavily involved in this. Also a forum on Canadian-Japanese relations in the United Nations could be interesting. Or a forum based on Foreign Direct Investment.*
- *I think that the development/sharing of environmentally sustainable economic practices and technologies, as well as the persistence of free-rider issues, will continue to present an important global theme in the future (and presents a theme that should be of interest to both Canada and Japan)*
- *"I think that a good theme would be 'justice'. For example, justice for indigenous people or justice for women, or justice relating to income inequality.*
- *I think that the future of wealth distribution in the world would be a good theme, looking at how Japan and Canada are similar and different with regards to work, social welfare, and health care, etc."*
- *Environmental issues, gender issues, immigration, young people (what youth generation can do for better world)*
- *"I hope the future forum gives students theme about the solution for gap between the rich and the poor. Because I was shocked to see many poor people on the road in Ottawa."*
- *Anything is OK, but a common theme is easier to compare*
- *I would like to see an idea of Japan-Canada's promotion for their relationships. Such as study abroad program or cultural exchange event. But, I think we need more unique and interesting program/even or more people could participate.*
- *Bringing ideas to increase people visiting both countries.*
- *As both Canada and Japan contribute actively into development programs in impoverished countries, I find that the topic on Japan-Canada cooperation in sustainable development and humanitarian assistance in the world could be interesting. Alike with this year's forum, teams could be assigned roles of UN bodies (UNHRC, UNDP) or NGOs(Oxfam, Red Cross) for more diversified discussions and research.*
- *The importance of non-STEM fields. How can human being create a future with AI?*
- *ESG investment*

- *How to live with AI*
- *I would like to see more STEM relations discussed. There are a lot of academic exchange done between Japan and Canada, even beyond university studies, but professors and researchers in various STEM fields.*
- *I think topics should be more narrow, not like G7 countries because lectures in this program will be more meaningful to all groups. I would say "solutions for worldwide social problems from Japan and Canada."*
- *Xenophobia, "Fake" News and the Media, Stigma around Mental Health and Disabilities*

Q10: Do you want to participate in JACAC programs (Student Forum / Exchange programs):

Q11: For Japanese students, did your interest in Canada increase? For Canadian students, did your interest in Japan increase?

Q12: Do you want to pursue a graduate degree?

	Q10: Do you want to participate JACAC programs (Student Forum/ Exchange programs)		Q11: For Japanese Students, did your interests in Canada increase? For Canadian Students, did your interests in Japan increase?		Q12: Do you want to pursue graduate degree?	
	N	%	N	%	N	%
Yes	20	87.0	23	100	19	82.6
No	3	13.0	0	0	4	17.4

Q13: If you have any additional comments, please let us hear your thoughts:

- *It would be great to receive materials in the future about how to remain involved in JACAC opportunities! Thank you so much for a great program!*
- *"I found the JACAC to be a very valuable experience, and I want to find a way to use this experience, as well as the contacts I have made, to improve the world in the future. Also, as a person who is visually impaired, I would like to thank everyone for their help."*
- *"Thank you so much for giving this amazing experience."*
- *I really learned a lot from JACAC. That's true. It depends on myself whether I will make use of it or not.*
- *It would be helpful and attractive if we could have opportunity to meet with Alumni in the near future*
- *I would like to take space here to express the ultimate gratitude to Aya Fujiwara and Tomita Kyoko for their organization and restless assistance and support all along the conference week. It is thank to you that we all had such an amazing experience and it is thank to you that Canadian students become so excited with Japan, its language, culture and people. Thank you very much for everything you do!*

- *JACAC 2019 program was awesome! I really [appreciate] for giving me this chance. I'd like to recommend this program for my friends.*
- *Thank you so much for organizing this program. It was definitely unforgettable experience.*
- *"Thank you so much for providing us such an amazing opportunity. This was absolutely one of the best experiences and the best memories of my life. I would love to pursue the study on Japan and Canada relation and my eagerness to go to a graduate school overseas."*

3.3. Survey Summary

The 10th Annual JACAC Student Forum had an overwhelmingly positive impact on the student participants, with 87% of the students expressing interest in further participation in JACAC programs, and 100% of the students gaining interest in Japan and Canada (Table 4). Written responses for questions 6 (What you liked most), 7 (What you liked least), and 8 (Areas for improvement) were converted to general categories and summarized in tables 5 through 7. Suggestions by the respondents for future forum themes were not categorized as most were unique suggestions.

The academic aspects of the forum were well received, with the majority of responses for every aspect being at least “above average” (Table 2). However, as with the previous forums, the respondents found the final presentation to be difficult (Table 3). Perhaps related is the general dissatisfaction surrounding the presentations and group work (Table 6). While most respondents were satisfied in the pre-departure assignments (Table 2), some noted the apparent disconnect between the pre-departure assignments and the content of the actual forum (Table 6, Table 7).

The most frequent suggestion was to incorporate more inter-group collaboration (Table 7). Nevertheless, the overwhelming majority of respondents appreciated the forum environment which allowed interaction with other students coming from diverse backgrounds (Table 5). However, this has been consistent with previous JACAC forums, and as the 2018 forum report had noted, satisfaction with interaction with other students is common in global events and is thus not unique to the JACAC forum, leaving room for improvements to be made to future programs.

Table 5: Student Satisfaction Summary (Q6)		
What you liked most:	N	%
Interacting with other students	15	65.2
Group work	3	13.0
Presentations	2	8.7
Lectures	3	13.0
Closing ceremony	1	4.3

Field Trip	6	26.1
No answer	1	4.3

Table 6: Student Dissatisfaction Summary (Q7)		
What you liked least:	N	%
Lectures	1	4.3
Pre-departure assignment	2	8.7
Topic/Theme	3	13.0
Presentations/Group work	9	39.1
Tour	2	8.7
Accommodation	1	4.3
Nothing	3	13.0
No answer	2	8.7

Table 7: Suggestions for Future Forums (Q8)		
Suggestions	N	%
Intergroup discussion	6	26.1
Concrete topic/theme	1	4.3
Relevance of pre-departure assignment to presentation	3	13.0
Alumni gathering	2	8.7
Timeline/scheduling	2	8.7
Opportunity for other universities/advertising	2	8.7
Nothing	4	17.4

PHOTOGRAPHS



Orientation



Field Trip

The 10th Annual JACAC Student Forum – Final Report



Group Presentation



Winning Group



Participants of the 10th Annual JACAC Students Forum

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