

FEBRUARY 18-25, 2022

HOSTED BY:

IN COOPERATION WITH:

REIKO AND CHARLES BELAIR CENTRE FOR EAST ASIAN STUDIES, RENISON UNIVERSITY COLLEGE, UNIVERSITY OF WATERLOO

KEIKO AND CHARLES BELAIR CENTRE FOR PRINCE TAKAMADO JAPAN CENTRE,
EAST ASIAN STUDIES. RENISON UNIVERSITY OF ALBERTA

TABLE OF CONTENTS

PREFACE: Message from the Organizers		3-5
1. BASI	C INFORMATION	6
1.1. 1.2. 1.3.	JACAC Student Forum	6 6 7
J	ILS OF THE FORUM	11
2.1. 2.2. 2.3. 2.4. 2.5.	Pre-Assignments Lectures Final Group Presentations	11 11 12 14 25
3. SURV	EY ON THE FORUM	26
2.6. 2.7. 2.8.	Survey Results	26 26 33
4. PHO T	TOGRAPHS	36
5. ACKN	IOWLEDGEMENTS	38

PREFACE

Message from the Organizers

The Keiko and Charles Belair Centre for East Asian Studies, Renison University College, and the University of Waterloo are honored to have hosted the the13th Japan Canada Academic Consortium Student Forum in collaboration with Prince Takamado Japan Centre at the University of Alberta.

We originally planned an in-person program on our university campus. Like last year, however, this year's forum also became online. For many of us, this academic year 2021-22 turned out to be another challenging year working under the continuing uncertainty of the COVID-19 pandemic and the very rapidly changing international situation. Yet, it has also become a stimulating and critical time to think about the world we live in, perhaps even more so than before.

The theme of this year's forum was "Japan-Canada Peace and Security Cooperation in the Asia/Indo-Pacific." The Asia-Pacific, or Indo-Pacific, region has a growing role in the global economy and politics but also faces complex traditional and non-traditional security challenges: major power rivalries, pandemics, territorial disputes, natural catastrophes, conventional and nuclear armament, and more. Canada and Japan are good neighbors across the Pacific with long-shared strong political and economic ties. The two countries are strong partners with shared interests and values, promoting the rules-based international order, and actively engaging in the multilateral system. Yet, there appears to be room for improvement or elevation of their relationship.

The participants actively engaged in discussions on major political and security issues in the Asia/Ind-Pacific region during the forum. There, students divided into five groups prepared reports including policy recommendations to the governments of Japan and Canada on specific issues they chose and presented them in front of the judges on the final day.

We made all lectures by experts available in a video form online so that the students could watch the content repeatedly if they wished for a better understanding. The students were able to address various questions and actively engaged in discussions with those lecturers

during the live Q&A session. We also created an informal live session with the graduate fellows working on relevant projects at the Balsillie School of International Affairs (BSIA) in Waterloo. This video and live Q & A combination format, along with interactions with the BSIA graduate fellows, worked effectively for the students to deepen their understanding of topics while preparing presentations and final reports. It was impressive to see their collaborative efforts and ability to produce outcomes in such a limited time.

I hope that each participant gained fruitful and valuable experiences through the activities of the forum. Sincere gratitude goes to all who also contributed to the forum's success, the lecturers, judges, and those who provided generous and professional administrative and technical support at the Prince Takamado Japan Centre. It was my absolute pleasure to be part of this year's forum as the academic lead and an organizing team member.

I wish you all success in the future. I hope that our paths will cross again someday, and that we will be able to meet in person. Until then, please take care and stay safe.

Warmly,

Kimie Hara

Professor and the Renison Research Professor

The Keiko and Charles Belair Centre for East Asian Studies

Renison University College

University of Waterloo

Academic Lead, JACAC Student Forum 2022

Message from the Director, Prince Takamado Japan-Canada Memorial Fund

For the second time, the Japan-Canada Academic Consortium Student Forum was held virtually in February 2022, as the global pandemic continued to dominate our academic activities. I would like to appreciate Professor Kimie Hara at the University of Waterloo / Renison College for hosting this event during this challenging time. My special thanks go to our generous donors to the Prince Takamado Memorial Fund that made this event happen, creating a valuable opportunity for students to exchange their ideas on current global issues during this crisis. This forum was also funded by the Mitsubishi UFJ Foundation, the Japan Foundation Toronto, and our JACAC membership universities. Hosei University, as the Japan-side secretariat institution, provided us with a lot of support throughout the forum. Without their commitments, this forum would have been impossible.

We were very honoured to receive an inspiring video message from Her Imperial Highness Princess Takamado whose support has been indispensable to the success of our event for many years. We were also able to welcome Consul-General Sasayama Takuya as a keynote speaker. Our participants were very pleased to hear about his experience as a global leader and a diplomat. I also appreciate our guest speakers whose powerful and insightful lectures gave us many hopes.

During this year's student forum, the world received the very shocking news about Russian invasion of Ukraine. The forum's theme, "Japan-Canada Peace and Security Cooperation in the Asia/Indo-Pacific," was topical in this context, urging all of us to think about how to maintain global peace and cooperation. The University of Alberta and the Prince Takamado Japan Centre stand with the people of Ukraine and condemn any military activities in their territory. I hope that we will continue contributing to the promotion of global peace, freedom, and cooperation through offering many opportunities on which young students could learn together beyond national boundaries.

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 (JACAC)

"The Japan-Canada Academic Consortium aims to promote the exchange of undergraduate and graduate students, researchers, and teachers, and to encourage a movement of ideas and knowledge between the two countries."

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 2020, JACAC consists of the following 20 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: 7

Josai International University | J.F. Oberlin University | Tsuda University | Kwansei Gakuin University | Hosei University | Ritsumeikan University | Seinan Gakuin 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 has been held annually since 2010, and the past 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 2022 13th Annual JACAC student Forum

Just like last year, because of the restrictions imposed by the COVID-19 pandemic, the 13th

Japan Canada Academic Consortium (JACAC) Virtual Student Forum was held online from

18 to 25 of February 2022.

This year's theme was "Japan-Canada Peace and Security Cooperation in the Asia/Indo-

Pacific," and it was hosted by the Keiko and Charles Belair Centre for East Asian Studies,

Renison University College, University of Waterloo, in cooperation with the Prince Takamado

Japan Centre Teaching and Research, University of Alberta. In the light of an

unprecedented Russian aggression against Ukraine, this year's theme was more relevant than

ever. The conference has been very successful and offered a space for a fruitful discussion and

exchange of ideas between 20 students from Japan and Canada.

A brief overview of the forum is as follows:

Date: February 18 (Friday) – 25 (Friday), 2022

Venue: Virtual Zoom and Gather Town meetings, hosted by the Keiko and Charles Belair

Centre for East Asian Studies, Renison University College, University of Waterloo, in

cooperation with the Prince Takamado Japan Centre Teaching and Research, University of

Alberta.

Theme: "Japan-Canada Peace and Security Cooperation in the Asia/Indo-Pacific"

All meetings were held online via Zoom and via Gather Town video conference platforms,

taking into consideration the difference in time zones. The displayed time of the virtual

conference was in Mountain Standard Time (MST).

Prior to the conference, students watched pre-recorded lectures, which were available to view

online a week before the forum. This year's list of speakers was exceptionally good, as we have

managed to assemble the most distinguished experts in the field.

- 7 -

The major conference program started with an Orientation on Friday, 18 February, followed by a key lecture by the by Consul-General Sasayama Takuya, Consulate-General of Japan in Toronto. Mr. Takuya shared a personal insight from his own life on how to pursue a career in diplomacy. The next day, forum participants had a unique chance to meet with the graduate students from the Balsillie School of International Affairs. The latter offered their advice and helped our students to further crystalize their ideas about topics for their final presentations. The Q and A Session with all six speakers was a dynamic discussion and took place on 15 February 2021. It provided both students and speakers an opportunity to discuss various important issues that were raised in the lectures and in the readings.

During the conference week, students were actively engaged in small-group online discussions in Gather Town, preparing their final presentations on a wide topic of the Japan-Canada Peace and Security Cooperation in the Asia/Indo-Pacific."

Finally, after a week of preparation, the JACAC participants gave their final presentations in front of an audience of 30+ people. The 13th JACAC Student Forum closed with the Online Reception held in Gather Town on Friday, 25 February, where winners were announced and where students had an opportunity to communicate informally with each other and the organizers. As a result, Chiara McLean from University of Waterloo (Canada), Maiki Washida from Tsuda University (Japan), Saki Shigetomi from Seinan Gakuin University (Japan), and Yusuke Tomioka from Hosei University (Japan) from Group 5 got the highest number of points from the judges for their insightful presentation: "How Should Canada and Japan cooperate with ASEAN countries?" (available to watch online). Marine-Azur Fournier from Laval University and Saki Shigetomi from Seinan Gakuin University have received the JACAC 2022 Leadership Awards for excellent leadership skills and ability to motivate the team to achieve remarkable results.

CONFERENCE CONTENT AND SHORT PROGRAM:

Friday, 18 February:

16.00-17.30 MST Welcome Session. Orientation: Overview of the Week

18.00-19.00 MST Welcome greetings from the Renison University College, affiliated with the University of Waterloo

Keynote Lecture by Consul-General Sasayama Takuya, Consulate-General of Japan in Toronto, followed by a Q and A session

Saturday, 19 February:

17.00-18.30 MST Informal Session with the graduate students from the University of

Waterloo in GatherTown online platform, Group Work

Sunday, 20 February:

All Day Group Work, Discussion

Monday, 21 February:

All Day Group Work, Discussion

17:00-18:30 MST Q & A Session with the Lecturers

Tuesday/Wednesday, 22-23 February:

All Day Group Work, Discussion

Thursday, 24 February:

17:00-17:20 MST Final Presentation Opening

Group Presentation Schedule:

17:20-17:35 MST Group 1 Presentation with Q&A

17:35-17:40 MST Break

17:40-17:55 MST Group 2 Presentation with Q&A

17:55-18:00 MST Break

18:00-18:15 MST Group 3 Presentation with Q&A

18:15-18:20 MST Break

18:20-18:35 MST Group 4 Presentation with Q&A

18:35-18:40 MST Break

18:40-18.55 MST Group 5 Presentation with Q&A

18.55-19.00 MST Break

19:00-19.20 MST Closing remarks

Participants: 20 in total (11 from Japan, 9 from Canada)

FOURNIER, Marine-Azur Laval York	HAN, Hyokyoung York University	NAKAZAWA, Jullie Yuki J. J.F.Oberlin University
TAMURA, Kanna Tsuda University	BEAUDRY, Samuel Laval University	DAN, Yuki Queen's University
TAKAHASHI, Rino Kwansei Gakuin University.	YOSHINO, Sayaka Hosei University	KANG, Chihae University of British Columbia
SAWA, Michiko University of Regina	NAKAGAWA, Junnosuke Josai International University	KAWASHIMA, Ayu Ritsumeikan University
TANG, Taylor University of British Columbia	LEDUC, Samuel University of Alberta	SACHINA, Mohamed Asanar Seinan Gakuin University
ICHIKI, Yuka Seinan Gakuin University	McLEAN, Chiara University of Waterloo	WASHIDA, Maiki Tsuda University
SHIGETOMI, Saki Seinan Gakuin University	TOMIOKA, Yusuke Hosei University	

Organizing Committee:

HARA, Kimie, Ph.D., Renison University College, affiliated with University of Waterloo

FUJIWARA, Aya, Ph.D.

Director, Prince Takamado Japan Center for Teaching and Research, University of Alberta

KYSLA, Iuliia, Ph.D.

JACAC Research Associate, Prince Takamado Japan Centre for Teaching and Research, University of Alberta

KONDO, Rei

Administrative Assistant, Prince Takamado Japan Center for Teaching and Research, University of Alberta

Program Coordinator:

KATO, Akiko

Coordinator, Global Education Center, Hosei University (JACAC Secretariat)

2. DETAILS OF THE FORUM:

2-1. Theme & Issues / Question and Pre-forum assignment:

Theme: "Japan-Canada Peace and Security Cooperation in the Asia/Indo-Pacific"

The Asia-Pacific, or Indo-Pacific, region has a growing role in the global economy and politics, but also faces complex traditional and non-traditional security problems: major power rivalries, pandemic, territorial disputes, natural catastrophes, conventional and nuclear armament, and more. Canada and Japan are good neighbors across the Pacific with long shared strong political and economic ties. The two countries are strong partners with shared interests and values, promoting the rules-based international order, and actively engaging in the multilateral system. Yet, there appears to be room for improvement or elevation of their relationship. During the forum, major regional political and security issues in the Asia/Indo-Pacific region were discussed. Through sharing experiences, participants came up with ideas on what governments of Japan and Canada can do to further enhance peace, stability, and prosperity of the broader Asia/Indo-Pacific region. Among questions aimed to stimulate students' ideas were:

- 1) What are issues of common concern and to be prioritized in Canada-Japan security relations?
- 2) What can Canada and Japan do to promote peace and stability in the Asia/Indo-Pacific region?
- 3) What can Canada and Japan do to settle, or peacefully manage, specific conflicts in the region?
- 4) Are existing Canada-Japan cooperation frameworks working effectively? If not, how can they be improved?

Prior to the forum, participants worked on a group project, reading assigned materials, and watching lectures on the 2022 JACAC student forum, which were pre-recorded.

2-3. Lectures

Lectures' summaries:

Lecture 1: "Canada-Japan Military Relations: Shaky Past, Uncertain Future?"

Captain Hugues Canuel, Royal Canadian Navy, Canadian Defence Attaché to Japan

The lecture discusses the history of Canada-Japan military cooperation in the Asia/Indo-Pacific region, stressing on the episodic nature of military relations between Canadian Armed Forces (CAF) and Japan Self-defence Forces (JSDF) during the WWI and during the Cold War up until the 1990s and the early 2000s. The speaker argues that the real breakthrough in two countries' bilateral military relationship happened in the early 2010s when Japan and Canada came to realize that they share common interests in region in the face of the 21st century uncertainties, leading to a greater military dialogue between Ottawa and Tokyo.

Lecture 2: "Canada-Japan Peace and Security Cooperation: A View from Tokyo"

Dr. Akiko Fukushima, Senior Fellow, The Tokyo Foundation for Policy Research

In her talk, Dr. Fukushima outlines the evolution of Japan-Canada peace and security cooperation in the region since 1990s, giving a personal account of such relationship, including peacekeeping and peacebuilding security operations, developing security dialogues, and human security. She argues that, compared to a decade ago, today's security climate in the Asia/Indo-Pacific region is progressively worsening with local and regional security challenges rising and with clashing geopolitical ambitions of the US and China. Yes, beyond the geographical distances, Japan and Canada have many elements in common, which drive both countries closer together in an effort of maintaining and enhancing the maritime security in the region.

Lecture 3: "70 Years Later: The San Francisco System and the Regional Conflicts in East Asia"

Dr. Kimie Hara, Professor and the Renison Research Professor in East Asian Studies, Renison University College, University of Waterloo

Stressing on the importance of history and historical memory for the present specific regional political and security issues in Asia/Indo-Pacific, which Dr. Hara calls "regional Cold-War frontiers," the author discusses in detail the post-war II rearrangement of the region and its impact on today's security challenges there. The lecture focuses on a 1951 San Francisco peace

treaty, which, according to Hara, proved to be a source of instability in a region, as it left the status of four main contested territories (Northern territories/Southern Kuriles, Takeshima/Dokdo, Okihawa/Diaoyu, Spratlys and Paracels) undecided. Dr. Hara argues that regional Cold War structure (so-called "San Francisco alliance system") essentially remains intact in this region, even though the rise of China and possession of nuclear arms by the North Korea have prompted Japan and its allies to look for new forms of military and economic security measurements aimed to ensure peace and stability in the area.

Lecture 4: "Japan as a Harbinger State and a Source of Lessons for Other Countries"

Dr. Phillip Y. Lipscy, Associate Professor, Department of Political Science, Munk School of Global Affairs and Public Policy, Chair in Japanese Politics and Global Affairs, Director, Centre for the Study of Global Japan, University of Toronto

In his talk, Dr. Lypscy reflects on the role of Japan studies within the field of political science in today's North America, answering the question of "Why it is important to study Japan?" He argues that Japan as a case study can be an important source of general theory and is relevant for the study of other countries and for international system as whole. To prove this point, the author develops the idea of Japan being a "harbinger state," which is, according to him, a "country that engages in the politics of a particular issue prior to other countries." In this way, thinking about Japan's status as a harbinger state can help us to conduct early empirical tests and to develop theories about political issues that are likely to become generalized in the near future.

Lecture 5: "Moving from Comfortable to Inspiring: Japan-Canada Relations in the Indo-Pacific Era"

Dr. Jonathan Berkshire Miller, Senior Fellow - Japan Institute of International Affairs. Director & Senior Fellow on Indo-Pacific - Macdonald Laurier Institute. Senior Fellow - Asian Forum Japan. Director - Council on International Policy

Describing the present bilateral relations between Japan and Canada in the Indo-Pacific region as "comfortable," the speaker advocates for moving this relationship "beyond comfort" towards something more inspiring. Regarding the rapidly changing local geopolitical context, both demographically, economically and in terms of growing security threats and climate change challenges, he argues that there is a need to rethink and refresh the way both Canadians and Japanese conduct their foreign policies in this part of the world. In Dr. Miller's opinion, neither bilateral, nor multilateral engagement can solely deal with those challenges. He sees the solution

in the adoption of a "mini-lateral" approach, similarly to what Japan has been doing within the framework of the Quadrilateral Security Dialogue, or QUAD.

Lecture 6: "What Can Canada and Japan Do to Lower the Dangers of War in Taiwan and the South China Sea?"

Dr. David Welch, University Research Chair and Professor of Political Science, University of Waterloo and Balsillie School of International Affairs

The lecture goes into great detail on what Japan and Canada, who are not direct core players in East Asia security matters, can do to help to avoid conflicts in Taiwan and in South China Sea, which are considered one of the most dangerous flashpoints in the world. Dr. Welch focuses on the importance of empathy (capacity to understand another's view of the world) as one of the most effective methods of preventing conflicts. Giving an extensive analysis of the situation in Taiwan and in the South China Sea, the speaker criticizes the widely accepted "aggressive China" narrative and argues that current China is being "playing defence, and not offence" policies in the region, especially in the South China Sea. Thus, in his opinion, cultivating Western empathy with China, as well as deepening Japan-Canada military cooperation, can be an important strategy to ensure peace and stability in that part of the world.

2-4. Final Conference Day (February 24, 2022): Group Presentations

Participants worked together with their own group members and prepare presentations both prior to and during the forum. Each group was required to give a 10-minute presentation, followed by 5-minute Q and A session. Group 1-5 were asked to reflect on the current state and future of Japan-Canada military cooperation in Asia/Indo-Pacific region, but they were given the opportunity to choose their own topic. Presentations were evaluated by a panel of judges below.

Panel of Judges:

- Dr. Olenka Bilash, Honorary Consul-General of Japan in Edmonton, Professor, Department of Secondary Education, University of Alberta
- Dr. Kimie Hara, Professor and the Renison Research Professor in East Asian Studies, Renison University College, University of Waterloo
- Dr. Aya Fujiwara, Director, Prince Takamado Japan Centre for Teaching and Research

Dr. Akiko Fukushima, Senior Fellow, the Tokyo Foundation for Policy Research

Group Presentation Schedule:

17:20-17:35 MST Group 1 Presentation with Q&A

Title: "Analyze on BRI / FOIP: criticism and improvements."

Maz Fournier (Laval University)

Hyokyoung Han (University of York)

Jullie Yuki Nakazawa (J.F.Oberlin University)

Kanna Tamura (Tsuda University)

17:35-17:40 MST Break

17:40-17:55 MST Group 5 Presentation with Q&A

Title: "How Should Canada and Japan Cooperate with ASEAN countries?"

Chiara McLean (University of Waterloo)

Maiki Washida (Tsuda University)

Saki Shigetomi (Seinan Gakuin University)

Yusuke Tomioka (Hosei University)

17:55-18:00 MST Break

18:00-18:15 MST Group 2 Presentation with Q&A

Title: "The Taiwan Security Issue and How to Treat It"

Samuel Beaudry (Laval University)

Yuki Dan (Queen's University)

Rino Takahashi (Kwansei Gakuin University)

Sayaka Yoshino (Hosei University)

18:15-18:25 MST Break

18:25-18:40 MST Group 3 Presentation with Q&A

Title: "Japan-Canada Cooperation in the South China Sea"

Kang Chihae (Chloe, University of British Columbia)

Michiko Elizabeth Sawa (University of Regina)

Junnosuke Nakagawa (Josai International University)

Ayu Kawashima (Ritsumeikan University)

18:40-18:45 MST Break

18:45-19.00 MST Group 4 Presentation with Q&A

Title: "Climate Change in the Pacific: Canadian and Japanese Responses to Climate Refugee"

Taylor Tang (University of British Columbia)

Samuel Leduc (University of Alberta)

Mohamed Asanar Sachina (Seinan Gakuin University)

Yuka Ichiki (Seinan Gakuin University)

19:03-19.20 MST Closing remarks

The winners (Group 5) were announced at the Online Reception next day on Friday, 25 February.

Student Presentations:

1) GROUP 1: FOURNIER, Maz (Laval University) \ HAN, Hyokyoung (University of York) \ NAKAZAWA, Jullie Yuki (J.F.Oberlin University) \ TAMURA, Kanna (Tsuda University)

"Analyze on BRI / FOIP: criticism and improvements" ((available to watch <u>online on UAlberta's Faculty of Arts' YouTube channel</u>)





Index

1. Introduction;

- 1.1 History of BRI
- 1.2 What is FOIP?
- 1.3 Purpose of the initiative

2. Arguments;

- 2.1 South China Sea issue
- 2.2 Solutions
 - 3.1 Benefits & disadvantages
 - 3.2 In 2022...

1.1 History of BRI

Belt and Road Initiative (BRI)

- 150 years of Grand plan
- First suggestion for Silk Road Economic Belt: August 2013 in Kazakhstan by Xi





1.1 History of BRI Case study

Example of Sri Lanka...

On the right, China's financial supply for Port of Hambantota.

 \Leftrightarrow 2-6.5% of interest, short period of deferment.

Low benefits from the port itself.

⇒ Leased for 99 years.



1.1 History of BRI Case study

JAPAN (ODA*) / CANADA	BRI (CHINA)
- Focusing on development of recipient country.	Ignoring recipient country's regulation, deal and policy. Only focusing on the own countries benefits.
Conforming the recipient country's native rules.	- Debt trap

- Reflections of ODA and success of Canada in Kingdom of Tonga.
- Thinking from a long-term perspective will benefit both the donor and the recipient.

*Official Development Assistance (政府開発援助) = ODA

1.1 History of BRI

Case study

JAPAN (ODA*) / CANADA	BRI (CHINA)
- Focusing on development of recipient country.	Ignoring recipient country's regulation, deal and policy. Only focusing on the own countries benefits.
- Conforming the recipient country's native rules.	- Debt trap

- Reflections of ODA and success of Canada in Kingdom of Tonga
- Thinking from a long-term perspective will benefit both the donor and the recipient.

*Official Development Assistance (政府開発援助) = ODA

1.3 Purpose of the initiative

Restraining Great















2.1 South China Sea issue





- · construct artificial islands
- · new Coast Guard Law



- Philippines arbitration decision as settled law
- · Rule-based order

2.2 Solutions

Boosting functional cooperation with claimant states



←IMO (international organizations)







[The Way of Calling FOIP Concept]			
US	Strategy	strong /hard power	
Japan	Initiative	middle	
Canada			
ASEAN	Outlook	soft	
France	Vision		
Germany	Guideline		

3.1 Benefits & Disadvantages

Belt & Road Initiative Free & Open Indo-Pacific



- However, China advancing its national interests might worsen relations with both Japan and Canada.
- Some countries of the Indo-Pacific fear that China might use hard power to convince others, instead of using dialogue.
- China pursuing its role as a . The FOIP not excluding any country, China is welcome to join in. Companies wouldn't have to deploy their business solely in China anymore.
 - Good opportunity for Canada and Japan to strengthen their relations together and build trust with Indo-Pacific countries and organizations (ASEAN).
 - Encouraging other countries to adopt a humanitarian approach to business and development.





3.2 In 2022...

It is a great time to take responsibility and ensure a safe future for everyone



Sources 1/2

Sources 2/2

- https://www.csbe.nagoys-u.ac.jp/lecture/2006/nskai/Roda.html (これないののAcSUB #)
- https://www.csbe.nagoys-u.ac.jp/lecture/2006/nskai/Roda.html (これないのものAcSUB #)
- https://www.dst.m.jp/lapace/UDEquare/Evo-2016/S008129 (27 June) (アクアに投きする下級の特殊機能とはっても中間を構るとUラシカ)
- https://dxid.ps.ac.jp/lapace/UDEquare/Evo-2016/S008129 (27 June) (アクアに投きする下級の内容を指定となっても中間を構るUラシカ)
- https://dxid.ps.ac.jp/lapace/UDEquare/Evo-2016/S008129 (27 June) (アクアに投きする下級の内容を持定となっても中間を構成している。

peace and security in the Indo Pacific

<u>apam. FOIP. Visions. %28.Japanese%29.pdf?1616096653</u> (From the Asia-Pacific to the Indo-Pacific Drivers and Hurdle, Japanese version)

Q&A

Thank you for your attention.

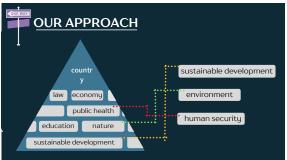


2) GROUP 5: MCLEAN, Chiara (University of Waterloo) \ WASHIDA, Maiki (Tsuda University) \ SHIGETOMI, Saki (Seinan Gakuin University) \ TOMIOKA, Yusuke (Hosei University)

"How Should Canada and Japan Cooperate with ASEAN countries?" (available to watch <u>online</u> on UAlberta's Faculty of Arts' YouTube channel)









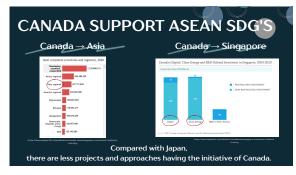






















3) GROUP 2: BEAUDRY, Samuel (Laval University) \ DAN, Yuki (Queen's University) \ TAKAHASHI, Rino (Kwansei Gakuin University) \ YOSHINO, Sayaka (Hosei University)

"The Taiwan Security Issue and How to Treat It" available to watch online on UAlberta's Faculty of Arts' YouTube channel)

The Taiwan security issue and how to treat it

By Group 2:

The taiwan issue

- Where it started · Taiwan's stance change in the
- early 2000's · Current position



Why should Japan care?

- Shared culture in the younger generations
- Shared values in terms of politic ideologies
- Its alliance with The United-



Why should Canada care?

- Official trade arrangement
 They are a part of APEC and possible candidate for the CPTPP
 Canada has ties with the United-States
- Since Canada shares politic values with Taiwan

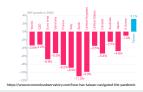


Our perspective

Both countries would lose a potential ally in terms of their own interests, be it political, economic or even cultural. Losing such a partner could even hinder further plans for economic growth in the region.

Economic growth in Taiwan

- September 2021: Taiwan submits applications to join CPTPP
- Economic level increasing
- Export value highest in 2021
- →semiconductor shortage



Canada-Japan Cooperation (Military/Diplomatic)



- Create the scenario together
 - Include both countries point of view
 - Embody problems and what Canada and Japan should do
- Based on the scenario, set a red line
 - Both countries have to be on the same page, having the same definition
 - o Put pressure when it is necessary

Military and Diplomatic Perspective

10 Possible Future Scenarios

6 scenarios by David Lague

- 1. Blockade of the Matsu Island
- Invasion of Kinmen Customs quarantine
- 4. Full blockade
- 5. Air and Missile campaign
- 6. All-out invasion

- 4 scenarios by Michael E. Mangelson
- 1. Forced reunification under the
- Torted refinition to the communist rule
 Taiwan independence or maintenance of the status quo
 Reunification under the "one..."
- country, two systems" formula 4. Peaceful reunification under
- democratic rule

(Mangelson, 1992)

Economic growth in Taiwan

- · September 2021: Taiwan submits applications to join CPTPP
- Economic level increasing
 Export value highest in 2021
 - →semiconductor shortage



Profits for Taiwan

- "Taiwan will likely boost 2% of their GDP" (National Development Council Minister Kung Ming-hsin)
- · Opportunity to become an international marketing brand



Japan and Canada's Stance for Taiwan



"Canada does not recognize Taiwan as a sovereign state and does not maintain official, government-togovernment relations with Taipei" (Canada's International Gateway, 2020).

Japan consider this is the issue between China and Taiwan and hope it will be solved by negotiation. As long as there is discussion going on, Japan should not step into the issue. However, Japan hold the position of when there is armed conflict (Kuriyama, 2007).



Japan: pacifist, negative public opinion towards using military forces Non-military, multilateralism solutions are needed

Canada: Peacekeeping country

Canada-Japan Cooperation (non-military) Canada and Japan are not likely to actively use military forces

What have Canada and Japan done so far?

Canada, as a founding member of APEC

- More than 60% of global economic
- 47% of world trade Broad agenda (trade, technology,



Japan, as a capacity building Contribution to Indo-Pacific region

- Leading FOIP
 Sharing knowledge and technologies to support countries in this region
 - (ex. Vietnam, the Philippines)

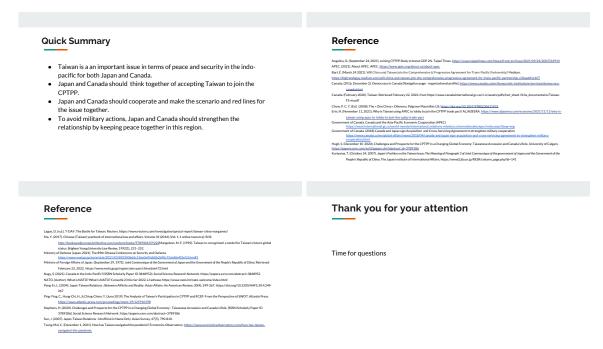


Keeping peace in this region

Strengthening the Canada-Japan relationship

- Using platform we have today (APEC, FOIP etc)
- · Economic interdependence with neighboring countries
- Promoting "rule based" international order





4) GROUP 3: KANG, Chihae (University of British Columbia) \ SAWA, Michiko (University of Regina) \ NAKAGAWA, Junnosuke (Josai International University) \ Kawashima, Ayu (Ritsumeikan University)

"Japan-Canada Cooperation in the South China Sea" (available to watch <u>online on UAlberta's Faculty of Arts' YouTube channel</u>)



Background: Japan and Canada's Involvement

- Shared ideology of a rule-based
- multilateral system

 Canada's deteriorating allyship with China Stabilize China's status
- China involvement into multilateral economic partnerships
- Sending naval vessels to the South China Sea



Problem

Why can China's rising influence be considered a problem

- Territorial and maritime disputes in the South China Sea
- Potential conflicts between countries in the region, as well as the U.S.
- Bisley, N. (2016). What Does China Actually Want in the South China Sea? https://nationalinterest.org/feature/what doess-china actually-want-the-south-china sea 18211.
 Burgess, S. (2020). Confronting China's Martime Expansion in the South China Sea: A Collective Action Problem.

Solution: Working Together On Common Goals Canada and Japan lead Multinational Working Groups focused on tackling specific issues in the region E.g. addressing environmental degradation in the South China Sea Creating a forum for diplomats, scientists, academics, NGOs, students, and interest groups to collaborate Claimant countries working towards a common goal

Solution (cont.)

- Example: Working Group on Environmental Degradation in the South China Sea Shared interest in the natural resources
- (fisheries, oil and gas resources)

 O Vested interest in preservation/sustainability

 Not as ideologically challenging an issue to
- tackle Addressing climate change a common goal amon claimant countries
- See the fruits of multilateral efforts

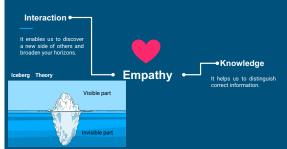




Solution (cont.)

- Allow regular contact between diplomats
- Intellectual exchange
- Exchanges between people closer to the ground as well
- Fosters cooperation rather than competition
- Can help create new narratives regarding the role of China in the Asia/Ind Pacific, both domestically as well as abroad



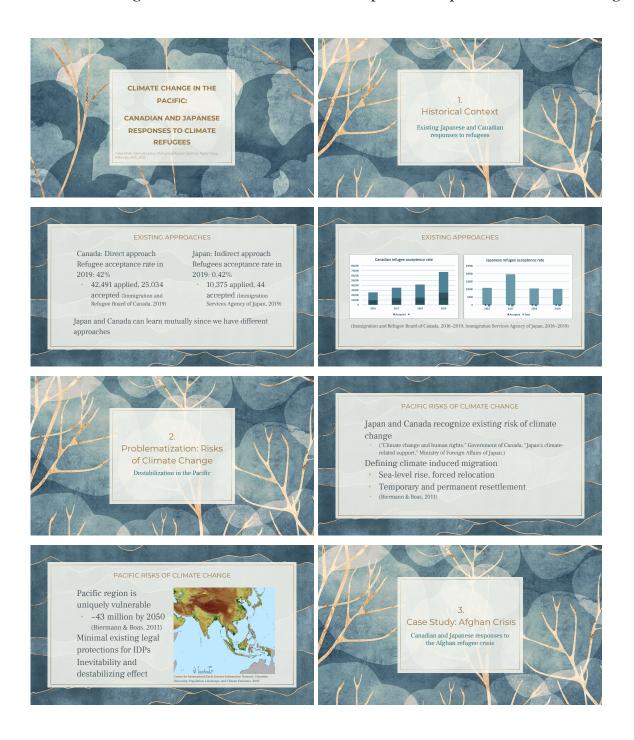


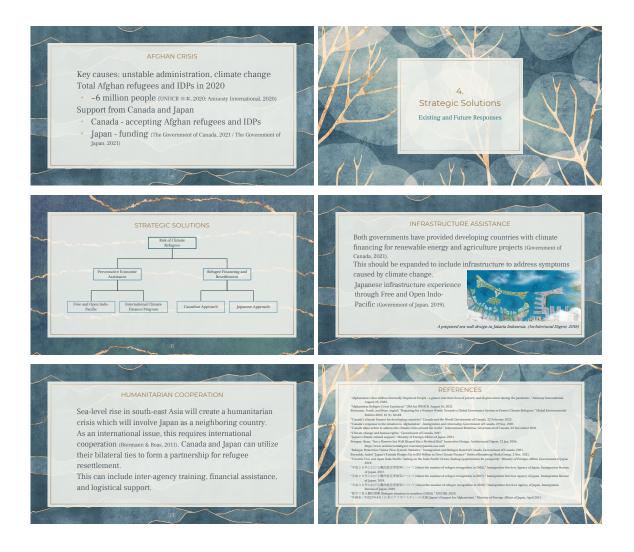


References

5) GROUP 4: TANG, Taylor (University of British Columbia) \ LEDUC, Samuel (University of Alberta) \ SACHINA, Mohamed Asanar (Seinan Gakuin University) \ ICHIKI, Yuka (Seinan Gakuin University)

"Climate Change in the Pacific: Canadian and Japanese Responses to Climate Refugee"





2-5. Final Report

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

- 1. How has participation in the forum changed your motivation to study and/or provided you with new insights?
- 2. How was the experience throughout the program?
- 3. What was most impressive about this program?
- 4. How has this program influenced your career outlook?
- 5. Other comments

3. SURVEY ON THE FORUM

3-1. Survey Overview

As always, an online survey was conducted by the organizing committee to get students' evaluation on the forum and contribute to the improvement in the quality of the future conferences.

Title: JACAC Student Forum 2022 Participants' Survey

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

Respondents: 19 (out of total of 20)

Period: February 18 to 25, 2022

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

3.2. Survey Results

Survey results are summarized below, in charts for each question as appropriate. Written responses for questions 4 (what you liked most), 5 (what you liked least), and 6 (areas for improvement) can be categorized in tables 5 through 7. Suggestions by the respondents for future forum themes were not categorized as most were unique suggestions.

Q1: How do you rate the following arrangements made by the organizers:

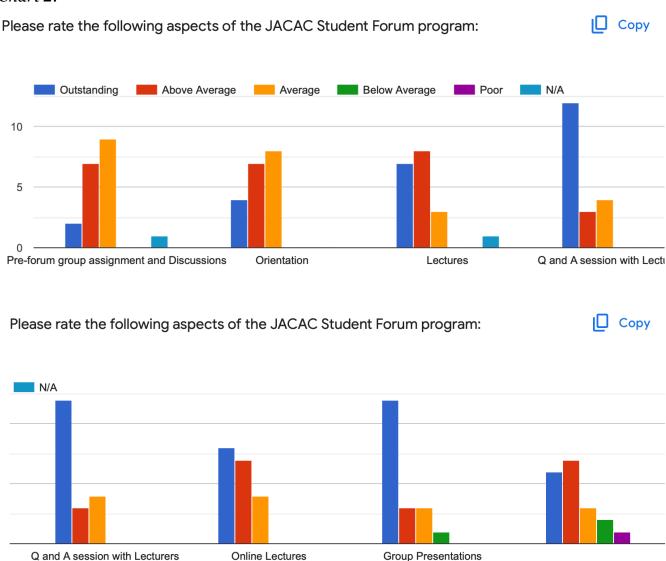
Chart 1:

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



Q2: How do you rate the following aspects of the JACAC Student Forum:

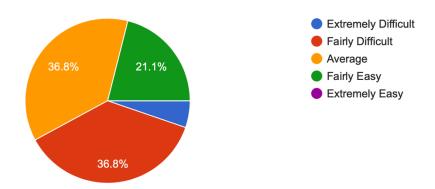
Chart 2:



Q3: Please Rate the difficulty of conducting the student presentations:

Chart 3:

Please rate the difficulty of conducting the student presentations: 19 responses



Q4: Please let us know what you liked most about the JACAC Student Forum:

- The speakers participation!
- I really liked the concept itself and the topic! The lectures were also amazing and very interesting!
- Talking with students in break-out room.
- Pre-lectures and Q&A session with 6 guest speakers were the most impressive for me!
- Getting to meet and work other students living in Japan
- I liked how we were able to hear many amazing lectures from several people. Although it was done online, hearing lectures that was recorded was good for me because I was able to pause and resume anytime and even go back whenever I needed to.
- Meeting the Japanese students and fellow Canadian students.
- I would say the students and lectures who have participated in the forum was outstanding. They were so talented not only in terms of their intelligence but also behaviour and attitude toward the program, and that really motivated me to work hard.
- It is that we can collaborate with a lot of motivated friends in the world. Although it was held online this time, I met very important friends who shared our dreams and inspired each other.
- Q&A session with lecturers
- Interact with Canadian Student.
- Group work, lectures

- Thinking and talking with members in English
- Being able to research a security/policy issue more deeply with students from university across the pacific
- Listening to scholars and generals who actually working in the field, and connecting
 with students who are from different locations all over the globe.
- The organizers are very kind and nice. That's really eased my tension and reduced anxiety.
- Presentation day; each group has own perspective of the problems and their ideas are interesting. I was nervous about the presentation but our group did the best we could. It was really great opportunity to have a presentation in front of the professors and peoples.

Q5: Please let us know what you liked least about the JACAC Student Forum:

- I think that casual discussion and meeting of other group members was quite difficult (not in particular, everything was all right)
- The forum being held late at night
- It felt very individual. My group only really wanted to meet briefly every couple days in order to plan the project. Even with GatherTown there was no opportunity to really interact with people outside one's group
- For the presentation, I wanted to know more specifically of the introductions. I feel like there weren't enough and for the first few days, I wasn't sure about the presentation and the contents we need to include in our presentation.
- My fear of presenting the wrong information.
- I would say there was nothing to complain about the forum. I really enjoyed.
- I sometimes worried about the time schedule as there's a time difference, and I mistook the starting time on the very first day.
- I did not like gather town that much. It was not easy to use and that was confusing.
- Nothing
- I wasn't able to mingle with the other students as much as I'd like to
- The fact that it happened in online was such a shame, but I understand that it was inevitable.

• I wish I could have eaten a meal with them while talking after the forum. Of course, it's almost impossible under this pandemic. Personally, I still keep in touch with some of participants by Facebook and we're planning to meet again online in a few days.

Q6: 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:

- Perhaps trying out GatherTown in team, prior to the first meeting, could have been great. I understand that schedules are tight though!
- A way and/or moment for all the students to get to know each other in an informal way.
- Have more meets during the day to get to know group better and activities and get to know other students apart of the forum.
- We can hold some events where previous participants in jacac gather to exchange their ideas and explain their careers after the forum
- To be honest, I did not like the idea of testing GatherTown while connecting Zoom at the same time. My computer became so slow to process it. It is still okay and I do not come up with any ideas, but if there are other options, it might be better.
- If there were more opportunities to talk with participants and interact with them, that would be more interesting and worth participating.
- I wanted to have some opportunities to talk with other team students.
- I think a broader diversity of readings for before the program would be beneficial towards introducing new perspectives.
- If there are some organized sessions that participants have opportunity to talk with other participants before the forum, it would help them to discuss more smoothly from the beginning of group work. Especially it would be helpful for Japanese participants to adjust themselves to talk in English.
- It is important to actually visit each country and communicate face to face. To expand the JACAC network, it's important to have opportunities to communicate again as meetup events.

Q7: What would you like to see covered as a potential forum theme in future years:

• Linguistic and cultural differences between Japan & Canada

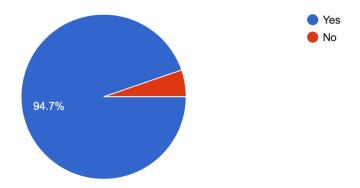
comparison between Canada's foreign policy and Japan's one

- Focus on other regions in the world in which Canada and Japan can work together
- Climate policy
- I want to discuss about child solders in the developing countries.
- Since my field is English teaching, I would like to have a theme on something in relation to education in future years.
- How can we collaborate to support Ukraine?
- How can Japan and Canada strengthen democracy?
- Environmental issues / International Development
- Historical legacies of past conflict
- Immigration policies regarding to both Japan and Canada in post-corona world.
- Regional revitalization / Lifestyle Diversity
- About discrimination through Asians

Q8: Do you want to participate in JACAC programs (Student Forum / Exchange programs)?

Chart 4:

Do you want to participate in other JACAC programs (Student Forum/ Exchange Programs)
19 responses

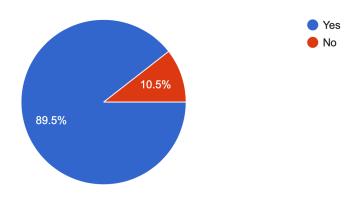


Q9: For Japanese students, did your interest in Canada increase? For Canadian students, did your interest in Japan increase?

Chart 5:

For Japanese Students, did your interests in Canada increase? For Canadian Students, did your interests in Japan increase?

19 responses



Q10: If you have any additional comments, please let us hear your thoughts:

- Thank you for your time and efforts!
- This years theme was very interesting and is one of the things the world needs to care about. Thank you so much for this opportunity and because of this forum, I think I am spending very splendid spring break. Once again, thank you so much.
- I had not heard about JACAC until my university professor had asked if I was interested in applying.
- I had precious time during throughout the forum. That was a truly unforgettable opportunity for me. Thank you for hosting this year's JACAC forum.
- I would like to have additional time to discuss with members in other groups.
- I wanted to have more clear instruction of the presentation. I prefer if it was sent together with reading materials. So the. I could know the details of presentation beforehand.
- This forum made it possible for me to interact with Canadian student.
- After the pandemic settles down, I would like to have an opportunity to visit Canada, as a former JACAC participants for deepening my understand of Canada or welcome Canadian students to Japan.

- This was great the opportunity to talk with students around the world. Also, this forum
 gave me motivation to improve my English skills and want to enjoy conversation with
 people living different countries.
- Thank you so much for letting me be a part of this wonderful opportunity. I will forever treasure this experience.
- First of all, thank you for organizing this great forum.
- Gather Town was really helpful to have a discussion. Our group gathered at Gather Town every day during the forum. It was more comfortable than Zoom.

3.3. Survey Summary

Just like last year, the COVID-19 pandemic restrictions left the organizers with no choice but to resume the online format, which over the last two years proved itself a quite good alternative to face-to-face communication. Despite some difficulties (various time zones, slower process of getting to know each other, less opportunities to meet other participants outside your group)— which are perhaps am inherent factor of conducting a conference virtually—the 12th Annual JACAC Student Forum had an overwhelmingly positive impact on its participants. 94.7 percent of them expressed their interest in further participation in the JACAC (Student Forum/ Exchange) Programs, while 89.5 % reported gaining interest in Japan and Canada (Charts 4-5). Three students even wrote that forum has confirmed or reinforced their desire to pursue a diplomatic career in international affairs. Others said it strengthened their interest in international politics/policy analysis and helped them to further develop their specialization and to make informed career choices. One Japanese participant wrote that after the conference she decided to focus her graduate studies on the humanitarian policy in the Indi-Pacific region, which was part of the research she did for the JACAC forum.

Most of the participants valued the opportunity to work with students from other countries and many said it was an invaluable experience for them, which boosted their self-confidence and stimulated them to go beyond their limits. Many agreed that this was quite challenging yet "thought-provoking" and "captivating" experience. As usual, many of them made great friends. One Japanese student said that after the forum her Japanese group member, who is a senior in the University, asked her if they could meet in person.

The academic content of the forum, especially Q and A session with speakers and final presentations, was well received, with majority of responses for every aspect of it being "above average" or higher (Chart 2). As in last year, the responders seem to have less problems with the final presentation, as only 42.1 % said it was "fairly/extremely difficult" for them (Chart 3). Whereas most participants were satisfied with the pre-forum assignments, some felt that the format of the final presentation was not adequately explained to them, even though organizers have transparently shared the marking rubric with them before the actual presentation (Table 2). Perhaps, it would be more helpful in the future to integrate this component earlier in the pre-forum preparation stage.

As we can expect from this year's online format, many forum participants expressed a regret for not being able to meet peers in person and complained about the "lack of vitality to many attempts at interaction between participants." Many genuinely expressed their interest when organizers announced that the next year's forum will most probably be in person and will happen in Japan. The most frequent suggestion also was to incorporate a more inter-group collaboration, as well as Japanese culture and language, into the program, which will provide much more room for networking and sharing of experiences (Table 2). Although most participants seem to have liked using GatherTown video conference program, some thought it was confusing and hard to use. Just like in previous years, most respondents appreciated the forum's dynamic environment, which allowed interaction with peers coming from diverse backgrounds (Table 1), a rather rare opportunity nowadays, given the unusual circumstances around COVID-19 pandemic. Hopefully, the future transition back to in-person format will solve most of these problems, while this years' experience will offer plenty of room for improvement by integrating virtual components for the future programs.

Table 1: Student Satisfaction Summary (Q4), 16 replied out of 20

What students liked most:	Number	%
Interacting with other students in English	6	30
Group work	3	15
Presentations	1	5
Effective organization and helpful stuff	1	5
Q and A session with speakers	3	15
Doing research with foreign students	1	5
Pre-recorded lectures	6	30
No response	4	20

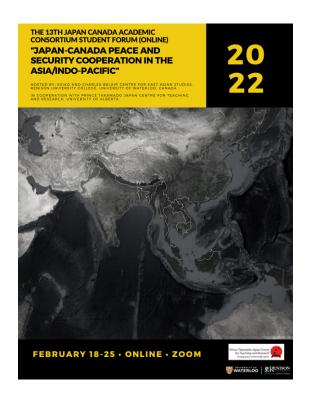
Table 2: Student Dissatisfaction Summary (Q5), 13 replied out of 20

What students liked least:	Number	%
Not being able to meet students from	4	20
other groups		
Lack of clarity on presentation	1	5
requirements		
Online format of the forum	1	5
Different time zoning	2	10
GatherTown being hard to use	1	5
No response	7	35

Table 3: Suggestions for Future Forums (Q6), 10 replied out of 20

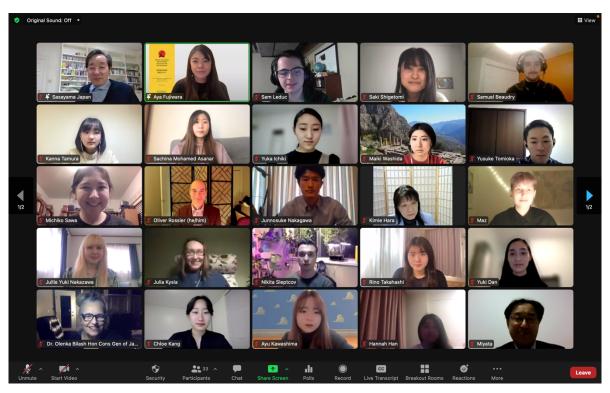
What students liked most:	Number	%
Interacting with other students outside	5	25
groups informally		
Meeting in GatherTown before the forum	3	15
A broader diversity of readings	1	5
Organizing alumni meetings	1	5
Visiting to another country	1	5
No response	10	50

PHOTOGRAPHS

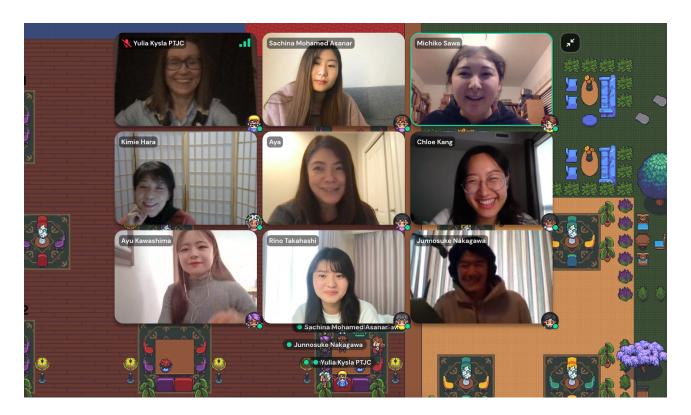




Student Forum Program



Student Participants during the Keynote Lecture by Consul-General Takuya on February 18, 2022



Informal reception in GatherTown on February 25, 2022

ACKNOWLEDGEMENTS

The gathering of students and researchers at the Japan-Canada Academic Consortium Forum would not have been possible without the significant contributions of the following organizations:

Mitsubishi UFJ Fund

Prince Takamado Japan Canada Memorial Fund, University of Alberta

The Japan Foundation

University of Alberta

Hosei University

Japan-Canada Academic Consortium Member Universities