

14th Japan-Canada Academic Consortium Student Forum
**“Canada and Japan:
Towards 100 Years of Diplomatic Relations”**

February 21-March 1, 2023

at

Josai International University, Japan

Final Report



Hosted by:

Josai International University,
Togane, Japan

In cooperation with:

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

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PREFACE: Messages from the Organizers

A Message from Josai International University

We were honored to host the 14th and final Japan-Canada Academic Consortium Student Forum at Josai International University from February 21 to March 1, 2023. The purpose of the Forum was to deepen mutual understanding through group work among students selected from 17 Japanese and Canadian universities that are members of the Japan-Canada Academic Consortium (JACAC).

This was the final Japan-Canada Student Forum to be held in this format and it was the first time in three years that the Forum was held face-to-face. This year's Forum, which was themed "Canada and Japan: Towards 100 years of Diplomatic Relations," was convened at Josai International University's Chiba Togane Campus and our Tokyo Kioicho Campus. The program included specialized lectures, group work in six Japanese-Canadian mixed teams, field trips, and activities to learn about local culture. The 24 participating students in the teams spent several days preparing their opinions and proposals, working together to compete for the Best Presentation Award.

The closing ceremony and reception were held at the Embassy of Canada in the presence of Her Imperial Highness Princess Takamado on February 27. Following the enthusiastic presentations by the six groups judged by three professors and one embassy official, the winning group was announced at the closing ceremony and presented in front of Her Imperial Highness Princess Takamado, who then conferred the Best Presentation Award upon them. The Canadian Ambassador also gave commemorative gifts to the winners.

At the reception, the Leadership Awards were given to two winners, voted on by all program participants. The winners gave speeches expressing gratitude for the program, and talked about their dreams for their own futures.

President Bill Flanagan of the University of Alberta and Dr. Kenji Sugibayashi, President of the hosting university, were also in attendance and gave speeches to the students. At the end of the reception, the participating students took a commemorative photo with Her Imperial Highness Princess Takamado, the Canadian Ambassador and distinguished guests.

The students were finally able to relax and enjoy themselves during the post-presentation social events and reported that they had learned a lot throughout the Forum, made friends across borders, accumulated meaningful knowledge, and thus truly appreciated the opportunities

granted by the program. Please read some of their comments on pages 33-35.

In holding the Forum at Josai International University, great support was provided by the member universities of the Japan-Canada Academic Consortium, the Prince Takamado Japan Centre for Teaching and Research at the University of Alberta, and the Hosei University Global Education Center. We would like to express our deepest gratitude to everyone who made this program a successful one. We hope that all participants of the program will continue playing an important role in the development of even stronger diplomatic relations between Canada and Japan.

Have a bright future!

Maria Shiguemi Ichiyama
Dean, Faculty of International Humanities
Professor, Department of International Exchange Studies
Josai International University

A Message from the Prince Takamado Japan-Canada Memorial Fund

This year, the Japan-Canada Academic Consortium was held in person for the first time since the spread of COVID-19. It was wonderful to see many talented students exchanging ideas, working together, and experiencing Japan's culture in Chiba and Tokyo. It was a great honour to welcome Her Imperial Highness Princess Takamado and receive her greetings on this occasion. Special thanks also go to H.E. Ian G. McKay, Canadian Ambassador to Japan and his team at the Embassy of Canada in Tokyo. President Kenji Sugibayashi, Professor Maria Shiguemi Ichiyama, and her very hard-working team at the Josai International University were fundamental to the success of this event. In the beautiful town of Togane, Chiba, we all enjoyed experiencing the local culture with the community. I also appreciate our JACAC membership universities and Hosei University for providing us with a lot of support throughout this forum. I am delighted to conclude the JACAC student forum in this memorable way.

The promotion of student mobility between Japan and Canada has been a significant part of our Prince Takamado Memorial Fund mandate since its foundation. For fourteen years, the Prince Takamado Japan Centre has been committed to this mandate, creating a valuable opportunity for students to exchange their ideas on current global issues. Furthermore, for many years, many supporters, including Consul-Generals' Offices and Embassies in both countries, the Mitsubishi UFJ Foundation, the Japan Foundation and our JACAC membership universities, endorsed our project, without which it would not have been possible.

I appreciate all students who inspired me through their wonderful ideas, giving me a sense of confidence that the future of Japan-Canada relations is bright with these young people. My term as the Director of the Prince Takamado Japan Centre was always very rewarding and filled with excitement and joy. I hope that this sort of opportunity will remain in the future.

Thank you,

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.”

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

As of 2023, JACAC consists of the following 17 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

J.F. Oberlin University | Tsuda University | Kwansei Gakuin University | Hosei University | Ritsumeikan University | Seinan Gakuin University | Josai International 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, a field trip, etc.

1-3. The 14th Annual JACAC Student Forum 2023

The 14th Annual JACAC Student Forum was hosted by Josai International University, Togane, Chiba, Japan, in cooperation with the Prince Takamado Japan Centre for Teaching and Research – University of Alberta (JACAC secretariat in Canada) and the Embassy of Canada. A brief overview of the Forum follows:

Date:

February 21 (Wed) – March 1 (Wed), 2023

Venue:

Josai International University and the Embassy of Canada

Theme:

Canada and Japan: Towards 100 Years of Diplomatic Relations

Content and Schedule Overview:

JACAC Japan-Canada Student Forum 2023

SCHEDULE

TIME	EVENT	VENUE	NOTE
Jan 20 (Fri)			
–	Pre-assignment deadline	MANABA	
Feb 20 (Mon)			
–	Canadian students – departure from Canada	–	
Feb 21 (Tue) – Day 1			
	Canadian students and Japanese students – Arrival in Chiba	Narita Airport Chiba Station	
Afternoon	Transfer to Hotel - Hotel Sunroute Chiba *Check-in available from 3 pm	Arrival Lobbies Terminal 1, 2 & 3	Chartered Bus
Feb 22 (Wed) – Day 2			
8:00	- Meet in Hotel lobby - Transfer to JIU Togane Campus	JIU Togane Campus	
9:00-11:00	- Welcome remarks - Forum orientation	Presentation Hall Building H (3 rd floor)	
11:00-13:00	-Welcome reception Japanese Traditional Cuisine (Making <i>matsuri-zushi</i>)	Tochi Terrace Cafeteria (2 nd floor)	

13:00-15:00	Campus tour		
Feb 23 (Thu) – Day 3			
8:00	- Meet in Hotel lobby - Transfer to JIU Togane Campus		
9:30-11:30	Session 1 “Looking Ahead After 100 Years of Diplomatic Relations: Societal Challenges in Canada and Japan” Professor Angel Figueroa	Classroom: G3-112	
11:30-12:30	Lunch Break		
12:30-14:30	Session 2 “Gender In/Equality and Political Participation” Professor Tricia Fermin	Classroom: G3-112	
14:30 - 17:00	Group work	Classrooms in Bldg. G3	
Feb 24 (Fri) – Day 4			
9:00-10:30	Site Visit: Local Farmer’s Market Strawberry Picking	Harvest Village Togane <i>(Minori no Sato)</i>	
11:00-13:00	Session 3 “Literature and Environment” Professor Koichi Haga	Classroom: G3-112	
14:00-16:00	Session 4 “Cultural Aspects of Volunteering” Professor Brett Collins	Classroom: G3-112	
16:00-17:00	Group work	Group Rooms, Library	
Feb 25 (Sat) – Day 5			
10:00-16:00	Transfer to Tokyo from Hotel to Josai International University Tokyo Kioicho Campus by bus - Tokyo Tour - Check-in at Hotel Le Port Kojimachi	Asakusa, Imperial Palace	.
Feb 26 (Sun) – Day 6			
All Day	- Group work - Briefing for Day 7 + Voting for MVP Award (Result to be announced on the following day.)	JIU Tokyo Kioicho Campus Classrooms in Building 3	

Feb 27 (Mon) – Day 7			
8:45	Enter Embassy	Embassy of Canada	
9:00-10:30	Group work		E.H. Norman Library (B2)
10:30-11:00	Move to the Oscar Peterson Theatre		Oscar Peterson Theatre
11:00-11:30	Special Lecture by Counsellor, Government of Canada		
11:30-12:30	Group work Lunch		E.H. Norman Library
13:00-16:00	Group Presentations		Oscar Peterson Theatre
16:00-17:30	Closing Ceremony		Oscar Peterson Theatre
17:35-19:00	Reception		4F South
Feb 28 (Tue) – Day 8			
9:00-	Field trip	Meiji Jingu Shrine, Harajuku Tokyo	
Mar 1 (Wed) – Day 9			
	Departure from Tokyo		
Mar 8 (Wed)			
	Final report deadline	To be submitted via MANABA	

Participants: 24 in Total (12 from Japan, 12 from Canada)

NAKAMURA, Ayano
Tsuda University

VISWESWARAN, Ahdithya Rajan
University of Alberta

TOMOMATSU, Ena
Ritsumeikan University

FILLION, Anthony
Laval University

FUJIOKA, Luiggi Issao
Josai International University

MATRAVOLGYI, Caleb
University of Regina

KIYOHARA, Mari
Seinan Gakuin University

MCLEAN, Chiara
University of Waterloo

YAMASHITA, Mikuru
Tsuda University

SARNEY, Ella
Queen's University

HIROOKA, Momona
Kwansei Gakuin University

KUMOR, Liam
York University

ANDO, Richard
Josai International University

MCCARVILL, Luke
University of Prince Edward Island

TAKAHASHI, Rino
Kwansei Gakuin University

HUANG, Margaret
University of Alberta

KATO, Saki
Hosei University

HASSAN DOUALEH, Mowahib
Concordia University

HAYASHI, Shuto
Ritsumeikan University

AULAKH, Puneet
University of British Columbia

WAN, Suet Yi
J.F. Oberlin University

MILLS, Victoria
Queen's University

MIURA, Suzuna
Seinan Gakuin University

HADDAD, Youssef
University of Montreal

Organizing Committee:

Academic Lead:

ICHIYAMA, Maria Shiguemi
Dean, Faculty of International Humanities, Josai International University

Program Coordinators:

SHINOZAKI, Kayo
Deputy Director, International Affairs Division, Josai International University

HIROSE, Tomoko
Coordinator, International Affairs Division, Josai International University

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

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

2. DETAILS OF THE FORUM

2-1. Theme & Issues / Questions

Theme:

“Canada and Japan: Towards 100 Years of Diplomatic Relations”

For this final Forum, we will be looking back at the history of relations between Canada and Japan, as well as looking forward to how the two countries can strengthen relations in the future. We have four academic sessions that will look at specific key themes such as societal changes, gender issues, aspects of volunteering and community involvement, and the environment. Each session will be composed of a lecture and a workshop where students will actively discuss and share ideas on these four broad themes.

Issues/Questions:

- In what ways can Japan and Canada further develop their relations over the next 100 years?
 - For Session 1:
 - How do recent policy statements by the governments of Canada and Japan compare?
 - What are some opportunities and challenges regarding sustainability for Japan and Canada in the future?
 - How do Canada and Japan compare in terms of awareness of sustainable development? What are some examples of the promotion of SDGs in each country?
 - What are some main points of interest for you regarding Japan-Canada relations?
 - For Session 2:
 - What does “political participation” and “political representation” mean?
 - What kinds of activities do people in your country engage in to influence government and public policies? Make sure to cite specific examples.
 - What are the challenges that hinder women and minorities’ political participation and representation in decision-making and governance? Give examples from your own country.
 - What can be done to help advance women’s political participation and representation, and in the long run achieve gender equality?
 - For Session 3:
 - Have you experienced a strong earthquake in your life? How did you react to it and why?
 - How do you think Japanese perceptions of earthquakes have changed throughout time?
 - For Session 4:
 - Outline common choices for students to make when they volunteer.
 - What specifically did you do as a volunteer?
 - How did the activity change your attitude towards others? Were your general feelings positive or negative in relation to your experience?
- Will you continue such service in the future?

2-2. Pre-Assignments

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

2-3. Lectures

Lecture summaries:

SESSION 1

- ❖ Date: Feb 23 (Thu) 9:30-11:30
- ❖ Venue: Classroom G112, Building G3, Josai International University,
Chiba Togane Campus
- ❖ Title: Looking Ahead After 100 Years of Diplomatic Relations:
Societal Challenges in Canada and Japan
- ❖ Lecturer: FIGUEROA, Angel: Assistant Professor, Center for Language Education,
Josai International University

Profile:

Angel Figueroa holds an MA in Applied Linguistics from the University of New England and has more than twenty years of teaching experience in Japan. His duties at Josai International University involve mostly English skills-based instruction to undergraduates at the Center for Language Education. Research interests include Content and Language Integrated Learning with a focus on sociology. His most recent project involved a series of lectures about population studies for the Asia Summer Program in July 2022. Recent publications include *Testing and Business English Skills 2020: English Expeditions* by O'Neill, B., Pals, T., Figueroa, A., & Shawback, M. (Seibido, 2020).

❖ Session Overview:

The first session of this year's Forum has three objectives: first, to allow for self-introductions and raising cultural awareness; second, to offer a brief historical overview of Japan-Canada relations; and third, to compare issues which both nations need to address in the near future, with a focus on policies related to economic relations, climate change, and shifting population demographics. Both lecture-style instruction and student workshopping are involved. An important takeaway from this session is the promotion of discussion and collaboration between representatives of both countries. Note that students must complete the required readings assigned beforehand.

SESSION 2

- ❖ Date: Feb 23 (Thu) 12:30-2:30
- ❖ Venue: G112, Building G3, Josai International University, Chiba Togane Campus
- ❖ Title: Gender In/Equality and Political Participation
- ❖ Lecturer: FERMIN, Tricia: Assistant Professor, Center for Language Education,
Josai international University

About the lecturer:

Tricia Fermin is an assistant professor in the Center for Language Education at Josai International University and the Graduate School of Humanities. She earned her Ph.D. in Human Sciences (Sociology) from Osaka University. Her research focuses on gender and sexual politics in Japan and Southeast Asia, cultural studies, and the sociology of education. Her most recent publications include "Using Intersectionality in Reframing School Sexual Harassment: A Case Study on a Student-Led Harassment of an Assistant Language Teacher in a Japanese Middle School (in Japanese)" in Kazue Muta (ed.), *Feminizumu, jendaa kenkyu no chousen: arutanatibu na shakai no ke-su* (2022); and "BL Coupling in a Different Light: Filipino Fans Envisioning an Alternative Model of Intimacy" in James Welker (ed.), *Queer Transfigurations: Boys Love Media in Asia* (University of Hawai'i Press, 2022).

❖ Session Overview:

Political engagement is a crucial element in healthy democratic systems, particularly as a means of attaining and preserving equality. This session looks into how the social construction and performance of gender either promote or limit political engagement and, consequently, the rights and opportunities given to certain groups of people in a society. Comparing cases from Canada and Japan, students will examine and discuss the ways women and minorities are marginalized in the political arena, as well as reflect on what can be done to better advocate equality among genders.

SESSION 3

- ❖ Date: Feb 24 (Fri) 11:00-1:00
- ❖ Venue: G112, Building G3, Josai International University, Chiba Togane Campus
- ❖ Title: Literature and Environment
- ❖ Lecturer: HAGA, Koichi:
Professor, Graduate School of Humanities, Josai International University

Background:

Koichi Haga is Professor of Japanese and Comparative Literature and also serves as Dean of the Graduate Program of Human Sciences at Josai International University in Japan. He earned his Ph.D. in 2008 (UCLA, East Asian Languages and Cultures). His recent publications include “The Peaceful Use of Nuclear Power and Post 311 Novels” (Mushroom Clouds: Ecocritical Approaches to Militarization and the Environment in East Asia, Routledge, 2021), “Climate Change’s Slow Violence and the Range of Narrative in Contemporary Literature” (Gendai shisō, 2020) and “The Earth Writes: The Great Earthquake and The Novel in Post-3.11 Japan” (Lexington Books, 2019). He is currently working on literatures of climate change in relation to the issues of the Anthropocene.

❖ Session Overview:

In this lecture I shall provide an overview of the relationship between natural disasters, particularly earthquakes, and disaster literature in Japan. Then, we will examine some of the important literary works that depicted the Great East Japan Disaster. I am also planning to conduct group work, through which we will deepen our understanding of the value and function of literary creation in response to a changing environment.

SESSION 4

- ❖ Date: Feb 24 (Fri) 2:00-4:00
- ❖ Venue: G112, Building G3, Josai International University, Chiba Togane Campus
- ❖ Title: Cultural Aspects of Volunteering
- ❖ Lecturer: COLLINS, Brett, Associate Professor, Center for Language Education, Josai International University

Profile:

Brett Collins is an Associate Professor in the Center for Language Education at Josai International University. He has a PhD in Education, with specialties in psycholinguistics and aural assessment. Prior research areas include language aptitude, learner psychology, aural processing, and elicited imitation testing. He teaches courses in the Center and in the Graduate School of Humanities.

❖ Session Overview:

This session will help students understand culturally specific volunteer activities related to Canada and Japan. Students from both countries will share their knowledge and experience of volunteering and community involvement, and how service to others can help shape academic careers. Students will share types of activities (e.g., social actions, such as food bank work) specific to their country. Students will discuss how to identify social issues and possible solutions through volunteering. We hope that this exchange will further motivate students to continue their communitive involvement throughout their lives.

2-4. Final Group Presentations

Participants worked together with their own group members and prepared presentations both prior to and during the Forum. Each group was required to give a 15-minute presentation, followed by 5-minute QA session. Groups 1-3 were asked to make a proposal for Canada, while Groups 4-6 for Japan. Presentations were evaluated by the panel of judges below:

Panel of Judges:

Mr. Steven Lapointe, Embassy of Canada

Dr. Diana Khor, Hose University

Dr. Aya Fujiwara, University of Alberta

Prof. Maria Shiguemi Ichiyama, Josai International University

Schedule:

8:45	Arrival at the Embassy	
9:00-10:30	Group Work	
10:30-11:00	Move to the Oscar Peterson Theatre	
11:00-11:30	Special Lecture by Mr. Matt Fraser: Counsellor/Public Affairs at Embassy	
11:30-12:30	Group Work & Lunch	
Presentations: Oscar Peterson Theatre		
13:00-13:10	Opening Remarks	MC: Mr. Tim Woolstencroft (Josai International University), introduction of the judges
13:10-13:30	Presentation and QA	The House of JACAC "Canada and Japan: Working together to address societal changes"
13:31-13:51		Ex Aequo "Feminist frameworks: How Canada and Japan can advance gender equality at home and internationally"
13:52-14:12		Maple Sakura "Environmental sustainability through indigenous and cross-cultural lenses"
14:12-14:20	Intermission	
14:20-14:40	Presentation and QA	Go 5 "How urban planning affects quality of life: A Japanese-Canadian perspective"
14:41-15:11		Red and White

		“Combating loneliness in modern day Japan and Canada”
15:11-15:31		Gateau au Chocolat “How Japan and Canada can cooperate toward a sustainable transportation sector”
15:32-15:55	Judges' Evaluation / Break	
Closing Ceremony: Embassy		
16:00	Start Closing Ceremony	
16:05	Opening Remarks	President of Josai International University, Dr. Kenji Sugibayashi
16:10	Announcement of Winners	Prof. Maria Shiguemi Ichiyama, Academic Lead
16:20	Presentation by Winning Group	Winning Group
16:41	Presentation of Awards	Her Imperial Highness Ambassador
16:50	Speech	Ambassador
17:00	Speech	Her Imperial Highness
17:15	Closing Remarks	MC
17:25	Award Winning Group Meeting with HIH	
Reception: Embassy 4F South		
17:35	Reception	
17:40	Speech	President of University of Alberta
17:45	Announcement of Leadership Awards	
17:50	Award Acceptance Speeches	Award Presenters – Dr. Winkler Photo Sessions
18:00	A Toast	President of Josai International University Dr. Kenji Sugibayashi
18:30	Photo Sessions	
18:50	Presentation of Certificates of Completion	
19:00	Closing Remarks	Professor Angel Figueroa

Student Presentations:

The House of JACAC (Group 3)

“Canada and Japan: Working together to address societal changes”
 YAMASHITA, Mikuru | SARNEY, Ella | MCLEAN, Chiara | FUJIOKA, Luiggi Issao

Presentation Summary:

Our presentation will focus on the essential nature of Japan-Canada relations while addressing societal challenges such as environmental impacts and the significant presence of climate change, the necessity for excessive energy production, and the corresponding difficult balance of sustainability and economic growth. We will propose and describe strategies in which Japan and Canada can move towards economic and environmental prosperity, and methods of confronting societal challenges. These include the following: establishing and maintaining a bilateral trade relationship which is mutually beneficial, involvement as CPTTP (Comprehensive and Progressive Agreement for Trans Pacific Partnership) members, as well as utilizing international relationships and combined influence to promote international collaboration. In our presentation, we hope to communicate the importance of energy and an ecologically healthy environment to move towards a safe and prosperous society for the future generations of each country, and how each country can utilize its unique strengths to work together to achieve this goal.



Impacts and Factors of Societal Challenges
 Japan & Canada

Biodiversity	Significant loss due to excessive export production	Negatively affecting own - other countries' biodiversity
Waste Management	Effective in reducing CO2 emissions	Poor strategy: limited room for landfill, incineration of waste
Impact of climate change	Severe impact on economy	Impact on livelihood - potential land usage (rising sea levels)



Canada's Energy Needs

Importance of Oil Sands

- The oil sands are a strategic resource that contributes to economic opportunity and energy security for Canada, North America and the global market.
- The oil sands comprise 167.2 billion barrels of crude oil, 97 percent of Canada's 172.5 billion barrels of proven oil reserves.

Environmental Impact

- Tar sands extraction emits up to three times more global warming pollution than produce the same quantity of conventional crude.
- Depletes freshwater resources and creates giant ponds of toxic waste.



Alberta Oil Sands (Financial Times, 2022)

Japan's Energy Needs

Importance of Oil

- Japan relies heavily on oil as it's a significant energy source for the nation.
- Around 40 % of Japan's total energy supply relies on oil, which is extremely important for the stability of Japan.

Environmental Impact

- In March 2011, an earthquake and tsunami hit Japan and damaged a nuclear power plant in Fukushima.
- As a result, Japan has become dependent on imported oil and fossils fuels which has only negatively impacted the environment.



A map of Japan's oil infrastructure 2022 (Japan Security Oil Policy, 2023)

Sustainability's Role in Economic and Environmental Prosperity

Why consider sustainability?

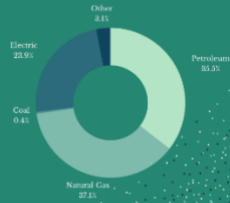
- Supports profit and economic prosperity
- ↑ Consumption = ↑ Challenge
- Climate change, business and sustainability



Sustainability: "meeting the needs of the present without compromising the ability of future generations to meet theirs"


How can Canada and Japan address this problem?

- Canada is a resource-rich country with a unique energy mix.
- The Net Zero Challenge is a voluntary initiative that encourages companies to develop and implement credible and effective plans to bring their factories and operations to net zero emissions by 2050.



How can Canada and Japan address this problem?

- In Japan, hydrogen contributes to energy policy as a new energy source.
- Since hydrogen does not emit CO2 when used, it can reduce environmental impact. Hydrogen produced from renewable energy can be expected to further reduce CO2.
- In its immature market, large-scale and stable procurement by consumers is essential to stabilize the business expensive.



Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP)

- A free trade agreement that reduces trade barriers and facilitates trade between nations.
- Canada and 10 countries in the Asia-Pacific region: Australia, Brunei, Chile, Japan, Malaysia, Mexico, New Zealand, Peru, Singapore and Vietnam.



A map of the CPTPP members (Export Development Canada, 2019)

500 million people = 13.5 % of the global GDP

Policy Proposal

- Canada and Japan to leverage it's role as members of the Comprehensive and Progressive Agreement for the Transpacific Agreement (CPTPP).
- Follow the CPTPP guidelines, in creating a consistent, transparent and fair environment to do business.
- Focus on the CPTPP Environmental Chapter that enhances environmental protection and helps address environmental challenges.


CPTPP Provide International Leadership

- CPTPP trade agreement represent a total of 13.5 percent of the global GDP.
- In 2021, China's global trade GDP was at 18 percent and the United States was at 22 percent.
- CPTPP is neither dominated by the United States, China or Europe.
- Japan and Canada membership can influence other nations in the region on the importance of protecting the environment.
- CPTPP would be an opportunity to also partner with European nations and as well as the Association of South East Asian Nations (ASEAN).

Canada and Japan Bilateral Relationship - Auto Industry-

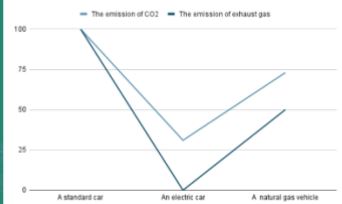
Japan much benefits from the auto industry. The export value of it ranks first in Japan. Even in the Covid-19, the industry have supports the national economy.

Canada has the capacity to be a leader in all five segments of the electronic vehicle battery supply chain.



Battery operated vehicles

100% electrified new passenger car sales by 2035



The graph shows that electric cars have significantly lower emissions of both CO2 and exhaust gas compared to standard cars and natural gas vehicles.



Ex Aequo (Group 1)

“Feminist frameworks: How Canada and Japan can advance gender equality at home and internationally”

VISWESWARAN, Ahdithya Rajan | HASSAN DOUALEH, Mowahib | WAN, SUET YI | HIROOKA, Momona

Presentation Summary:

Our presentation focused on two important policies aimed at advancing gender equality in Canada and Japan: Feminist domestic policy and feminist foreign policy. We began by providing a brief background on each policy and highlighting the key goals and objectives.

Next, we explored the effectiveness of these policies in addressing the various challenges and barriers facing women in both countries.

In the final portion of our presentation, we turned our attention to potential solutions for promoting greater gender equality in both countries. For example, we highlighted the importance of empowering women to occupy roles in all areas, as well as operationalizing goals by setting targets. We also suggested specific strategies for leveraging international cooperation to advance gender equality, such as the World Assembly for Women and women-led delegations.

Overall, our presentation emphasized the urgent need to prioritize gender equality in both domestic and foreign policy and highlighted some of the key steps that Canada and Japan can take to make meaningful progress. We hope that our presentation will inspire further discussion and action on this critical issue.

Feminist Frameworks: How Canada & Japan advance gender equality at home and internationally

Momona Hirooka, Suet Yi Wan, Mowahib Hassan, Ahdithya Visweswaran

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 - * Gender-Based Analysis + in Canada
- 03 Foreign Policy
 - * Womenomics in Japan
 - * Feminist Foreign Policy in Canada
- 04 Solutions
 - * Improving gender equality
 - * Future collaborations between countries

01 Introduction

The world needs feminist leadership now more than ever.

The Global Gender Gap Index 2022 rankings

#25 Canada 0.772 (+0.000)

#116 Japan 0.650 (-0.006)

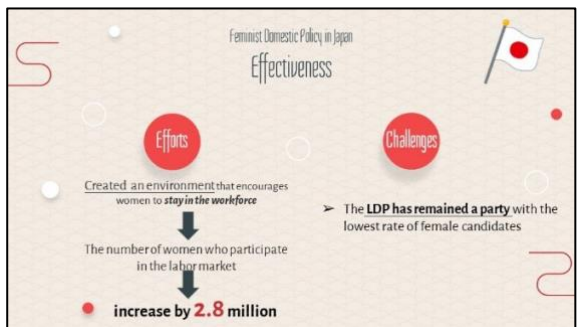
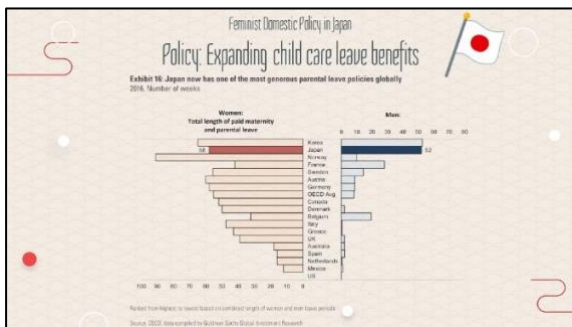
02 Domestic Policy

How effective are Canada & Japan's domestic policies in advancing gender equality and women's empowerment?

Feminist Domestic Policy in Japan

Abe's "Womenomics" Strategy

- Establishing new targets for the participation and advancement of women in the workforce.
- Encouraging the private sector to promote more women and provide data on the advancement of women.
- Increasing the availability of daycare and after-school care.
- Recruiting and promoting women in government.
- Reviewing the tax and social security system.
- Allow foreign housekeepers in special economic zones.
- Expanding child care leave benefits.



Feminist Domestic Policy in Canada

Gender-Based Analysis (GBA+) Framework in Canada

"A tool used to support the development of responsive and inclusive initiatives, including legislation, policies, programs and services"

2018: Managed by WAGE Canada since

2005 & 2011: Introduction of GBA and GBA+

2021: 87% of federal organizations had integrated GBA+

Reviewing the tax and social security system.

Goal: Promote gender equality and prevent discrimination by analyzing impacts of policies and programs on different groups

Gained popularity internally and externally (awareness week, trainings etc.)

(Women and Gender Equality Canada, 2023)

True or False?

Phone helplines in Canada experienced a 200% increase in calls during the COVID-19 pandemic

Feminist Domestic Policy in Canada

Case of COVID-19 Pandemic and Women

- Statistical evidence
 - 1 in 10 women in Canada were very or extremely concerned about the possibility of violence in the home early in the COVID-19 pandemic
 - \$50M in funding to support organizations providing supports and services to those experiencing gender-based violence.
 - Seeks to rectify the vulnerability of Canadian women during the COVID-19 pandemic (increased GBV, service providers, unemployment levels, etc.)

GBA+ CEIS

Feminist Domestic Policy in Canada

Effectiveness

- Efforts
 - Institutionalization of gender mainstreaming
- Challenges
 - Limited focus on implementation

03

Foreign Policy

How effective are Canada & Japan's current foreign policies in advancing gender equality and women's empowerment?

Feminist Foreign Policy (FFP) in Canada

Context

- Formalized in 2017 through *Strong, Secure, Engaged: Canada's Defense Policy* (Chapnick, 2016)
- First to implement a *Feminist International Assistance Policy (FIAP)*
- Further reinforced through *Gender Equality: A Foundation for Peace*

Current Policies

- Feminist International Assistance Policy (FIAP)
- Trade & Diversification Strategy → **Canada's Inclusive Approach to Trade**

Canada's FFP

Feminist Foreign Policy in Canada

Effectiveness

- Lacks an all-of-government approach
- Lacks an intersectional approach
- Lofly & Ambitious

"Feminist" Foreign Policy (FFP) in Japan

Context

- Based on the 2030 agenda for Sustainable Development of the UN which adopted in 2015
- Women Shine Policy stated by Shinzo Abe at the UN in 2013
- No formalized feminist foreign policy unlike Canada

Current Policies

- Overseas Development Assistance (ODA)
- Preventing Sexual Violence Initiative (PSVI)
- World Assembly for Women (WAW)

Japan's FFP

Feminist Foreign Policy in Japan

True or False?

Japan invested 3 billion dollars (¥409 455 000 000,00) in gender equality initiatives around the globe

Feminist Foreign Policy in Japan

DAC members' aid performance (2014-2018 total, top 5 countries and EU)

Countries	2014	2015	2016	2017	2018	Total
EU	2,948	6,977	9,778	10,690	10,420	40,813
Japan	3,779	7,221	6,284	5,999	11,151	33,839
Germany	5,943	5,666	6,281	6,897	7,522	32,310
US	5,802	5,513	6,582	5,737	5,622	28,896
UK	2,232	2,126	3,098	3,047	3,047	13,541
Sweden	2,395	1,502	1,794	2,215	2,917	10,827
Others	11,244	10,559	10,348	11,732	12,460	56,344
Total	33,744	39,205	44,109	46,367	53,143	216,568

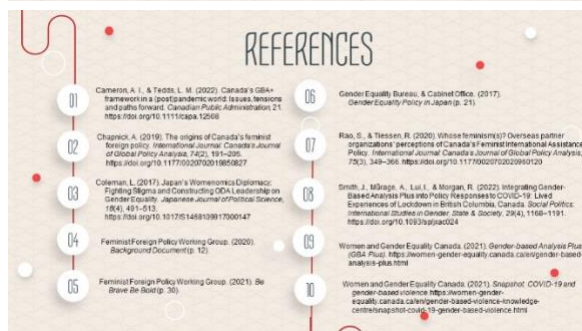
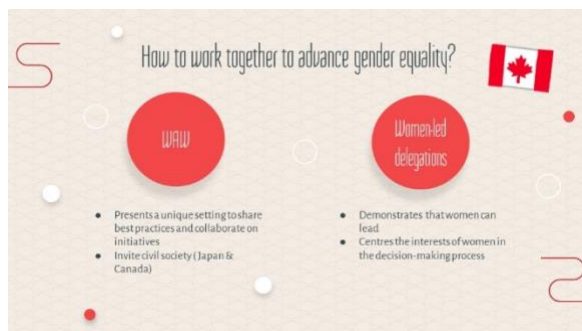
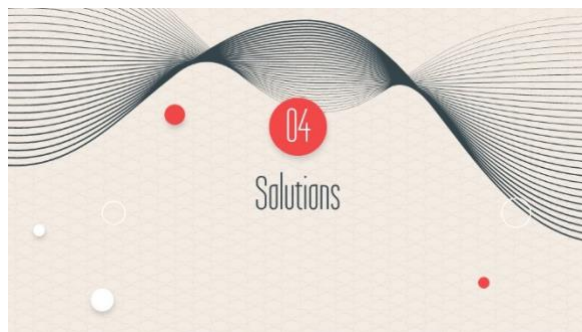
Feminist Foreign Policy in Japan

WAW! 2022 (World Assembly for Women)

Feminist Foreign Policy in Japan

Effectiveness

- Being recognized as "women-friendly" (Motoyama, 2022)
- "Status" "PR strategy" (Motoyama, 2022)
- Stereotypes
- Not enough investment in domestic initiatives
- Doing research on current status of gender equality in recipient countries.



Maple Sakura (Group 2)

“Environmental sustainability through indigenous and cross-cultural lenses”

MILLS, Victoria | AULAKH, Puneet | KATO, Saki | MIURA, Suzuna

Presentation Summary:

This presentation will explore how to further diplomatic relations between Canada and Japan as we look at Indigenous and societal values’ contribution to environmental sustainability. We seek to analyze the overlapping sustainability ideals of both nations, the role of Canadian Indigenous Peoples in environmental leadership, the historical values of the Ainu People of Japan and Japanese societal values as they relate to the environment. Proceeding, we will propose four recommendations that will examine how both nations can share their respective population’s expertise, leadership, ideals and practices to achieve more sustainable futures. To integrate both Indigenous communities’ and Japanese societal values into these processes, we will speak to next-generation conservation leadership, reconciliation, formal bilateral communications and policy and framework development.



Maple Sakura

Four circular portraits of individuals are arranged horizontally. Below each portrait is their name and affiliation.

- Victoria Mills**
Queen's University
Canada
- Suzuna Miura**
Senri Gakuin University
Japan
- Puneet Kaur**
University of British Columbia
Canada
- Saki Kato**
Hosei University
Japan

Table of Contents

Japan-Canada Academic Consortium Student Forum 2023

- Canadian Indigenous Environmental Stewardship
 - Importance
 - Contextualized example
 - Current effort
- Japanese Environmentalism
 - Societal values
 - Ainu peoples
- Future Directives and Recommendations
 - Japanese-Canadian diplomatic relations

A central illustration of a globe with red crabs and birds around it.

Japanese and Canadian Sustainability Ideals

Two men in suits are seated at a table, facing each other. Behind them are the Japanese and Canadian flags.

- Adoption of the United Nations Sustainable Development Goals
- Sustainable sourcing of critical minerals
- Less reliance on fossil fuels, achieving carbon neutrality
- Navigating an ageing population
- More effective urban planning
- Mitigating waste and managing accordingly
- Economic growth
- ...more

Indigenous Environmental Stewardship

- Immemorial time as caretakers of water, resources, land and its inhabitants
- Uncontested knowledge, experience
- Holistic perspective on nature-human interactions
 - Broader than that of Western ideologies on climate change
- Deeply rooted in Indigenous laws, knowledge sharing, teachings, practices, history and spirituality

Indigenous Sustainable Values

From the Syilx People

A map of the Okanagan Nation territory in British Columbia, Canada.

- Okanagan Nation
- 'Without land knowledge, we are endangered as a life form on that land and we in turn endanger other life forms there'
- Live by nature laws of "tmow" - that which gives us life - it is the Nsyilxen word that most closely translates as "ecology."
- First law: love and respect Mother Earth.
- Second law: Share nature with the other inhabitants.
- Syilx's oral history (capiḱw)

Indigenous Environmental Leadership

- Critical to achievement of domestic, international goals
- Examined with intersectionality in mind
- Distinctions based approach
- Nation-to-Nation, Inuit-to-Crown, government-to-government
- Federal government initiatives
 - Guardian Program
 - Natural Climate Solutions Fund
 - \$800 million CAD allocation for Indigenous led conservation
 - Project Finance for Permanence
 - Árramát Project

A map showing the Árramát Project area in British Columbia, Canada.

SCALING UP INTERNATIONAL INDIGENOUS-LED CONSERVATION

- Need for international collaboration for Indigenous led initiatives, especially in East Asia.
- A precedent is set by University of Alberta's "The Árramát Project", that involves more than 150 Indigenous governments, organizations, scholars, and other allies.
- Such initiatives on a policy level needed
- Japanese values and Indigenous values can play a huge role

JAPANESE ETHICS AND VALUES OF SUSTAINABILITY

Kyosei

(kyo (共 'co') and sei (生 'living')) a Buddhist philosophical and ethical concept about sustaining society and environment.

Sotoyama

The literal translation of the term being 'village and mountain' and refers to a sustainable way of living, through stewardship of the secondary forest areas in the hills behind farmhouses.

Mottainai (もったいない)

What a waste!

Culture of mottainai led to sustainable practices like multipurpose and reusable cloth of furoshiki

Ninomiya

(Founder of Hōtoku movement for agricultural rehabilitation) 'Humans were not to dominate nature but that they were to be a part of nature.'


An illustration of a woman in traditional Japanese clothing, possibly related to the furoshiki practice mentioned in the text.

INDIGENOUS PEOPLES OF JAPAN; THE AINU


A map of Japan with Hokkaido highlighted in blue, indicating the Ainu region.

- The Ainu people are the indigenous people of the northern part of the Japanese archipelago, particularly in Hokkaido.
- 'Everything in the forest has life, and everything that humans think is important is a god. All these gods are watching your actions, so you should act in a way that you are not ashamed to be seen by anyone'. An Ainu story.
- The Ainu are a spiritual culture close to nature, as they also use nature as a calendar:
 - 'When the oulo nuts turn black, the trout will come up,' or
 - 'When the red azalea blooms, the roots of the ubayuri will be harvested,' etc.

RECONCILIATION WITH AINU PEOPLE



- When the bill is compared to the UN Declaration of the Rights of Indigenous People
- Absence of discussion regarding collective rights, environment rights



- Historically, Ainu people have suffered from assimilation policies of Japanese government.
- It wasn't until April 2019, they were legally recognized as an indigenous people of Japan by the Japanese government (アイヌ民族)

Next Generation Conservation Leadership

Establishment of Formal Bilateral Communications

Future Directives

Reconciliation

Policy and Framework Development

Thank You

We are grateful for your attention and look forward to your questions. We would like to extend our deepest gratitude to the organizers of the JACAC 2023, the professors, our colleagues, and all those who have helped us get to this day.

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Go ゴ 5 (Group 5)

“How urban planning affects quality of life: A Japanese-Canadian perspective”

NAKAMURA, Ayano | HUANG, Margaret | MCCARVILL, Luke | HAYASHI, Shuto

Presentation Summary:

How Urban Planning Affects Quality of Life Japan-Canada Academic Consortium

While there is a significant geographical and cultural divide between Canada and Japan, the two countries and its citizens enjoy a high calibre of diplomatic, economic, social, and intellectual exchange. This document serves to summarize the presentation created by a team of two Canadian and two Japanese undergraduate students about a topic of their selection: urban planning, particularly as it relates to the quality of life in the two countries.

Through this exchange program, the Japan-Canada Academic Consortium (JACAC) Forum, the team has identified car-centric urban planning as being a problem that exists in both countries and can be solved through the implementation of human-centred urban design to improve the quality of life in Canada and Japan.

The presentation begins with providing motivation for the analysis and discussion through the demonstration of images of beautiful, walkable cities in Japan and Canada next to less attractive, car-centric regions in the two countries. It then continues by describing how the three pillars of sustainability, namely: environmental, social, and economic, are all affected by urban planning.

Then, examples from Canadian and Japanese cities are used to demonstrate the positive and negative effects that different urban designs have on society. These include the proposed infrastructural designs in Kobe City, common vehicles in North America, and statistics about population density as it relates to carbon emissions.

Finally, the presentation concludes with a discussion of common criticisms of the proposed urban planning (such as the fact that Canada is not population dense), proposals for the future, and a motivational conclusion.

How Urban Planning Affects Quality of Life: A Japanese-Canadian Perspective

Team Go 5
Ayano Nakamura, Luke McCarvill, Margaret Huang, Shuto Hayashi

Outline

1. Introduction & Motivation
2. Pillars of Sustainability
3. Environmental Impacts
4. Social Impacts
5. Economic Impacts
6. Addressing Common Criticisms
7. Proposals & Conclusions

Shibuya Crossing, Tokyo

Where would you rather be?

Why?

Why:

1 and A are designed for **people**; 2 and B are designed for **cars**

Our Vision

To motivate **human-centred** urban planning and reduce **car dependence**

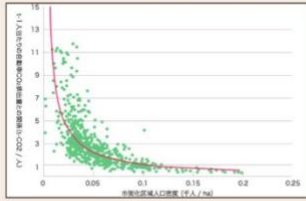
Pillars of Sustainability

Environmental impacts of human-centred urban planning

Japanese Example



Relationship Between CO₂ Emissions and Population Density



Vertical Axis:
The emission from cars per person

Horizontal Axis:
The population density

Example 1

@ Mitsuke City in Nigata Prefecture



The rate of using public transportation increased by **65%**

Example 2

@Toyama City in Toyama Prefecture



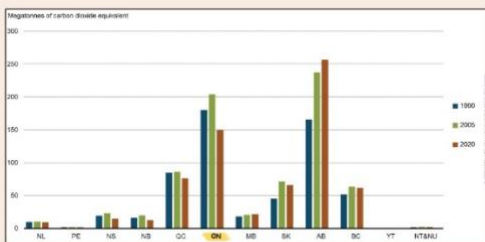
- Increase of public transportation and accelerating of bicycle use
- Efficient usage of electricity and increase of renewable energy

2. Canadian Example



Ontario, Canada

The most common vehicle in North America

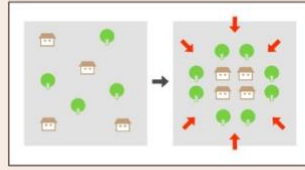


Social impacts of human-centred urban planning

1. Japanese Example



What is the concept of a compact city ?



Urban model:

- ❖ **Dense habitation**
- ❖ **Mixed-use zoning** (homes, shops, and services)
- ❖ **Accessible transportation** (walking, bicycling, & public transport)

Example 1

@ Mitsuke City in Nigata Prefecture



Benefits

- **Increase in interaction** of residents
- **Positive effect on health**

Example 2

@ Kobe City in Hyogo Prefecture



2. Canadian Example



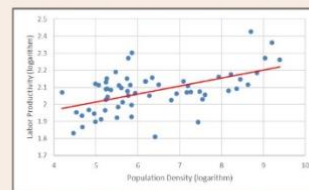
As driving goes up...



Social connection goes down

Economic impacts of human-centred urban planning

Japanese Example



The more towns get **density**, the more towns get **productivity**

Osaka, Japan

Planned to rejuvenate peripheral area of stations for child-rearing generation

- Make nursery schools offering shuttle service
- Improvement of the living environment



- ❖ About 1,300 female workers aged 25 to 44 years started to live in the town
- ❖ Created **10 billion JPY (100 million CAD)** as economic impact

Common criticisms

of reducing car-centric design in favour of human-centric design

#1

“Canada is **too large** and its **population density** is too low! This would be *impossible* in North America”

Response to #1

People live in cities

Not abolishing cars, but *making it possible* for people who don't want to drive to be able to live

#2

“But, I like driving!”

Response to #2

Reducing car infrastructure is **better** for drivers

The goal is to make public/active transportation more accessible, frequent, and **desirable**

#3

“It is too **cold** and **snowy** to walk or bicycle!”
(in certain regions and times of year)

Response to #3

Example: Oulu, Finland

In Oulu, 22% of **all** trips are by bicycle

Almost **zero** correlation between winter temperatures and cycling

Proposal

to reduce car-centric design in favour of human-centric design

Key Proposals

- ❖ Make towns more compact
- ❖ Improve public and active transportation
- ❖ Incorporate mixed-use zoning instead of pure residential
- ❖ Reduce parking, number of lanes, and lane width
- ❖ Add more essential community facilities to residential areas

Is it possible?

Is it possible?

Yes, *if*

And only if - Our politicians take action



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Red and White (Group 6)

"Combating loneliness in modern day Japan and Canada"

KIYOHARA, Mari | IMATRAVOLGYI, Caleb | KUMOR, Liam | TAKAHASHI, Rino

Presentation Summary:

Our presentation deals with the shared problem of loneliness in Japan and Canada, and suggests possible solutions to provide each country ways to decrease the amount of people who feel lonely.

We begin our presentation by talking about how loneliness is a human issue that has been common in the past, is common in the present, and will stay common in the future if actions are not taken to decrease it. We next show an OECD figure, and then proceed to define loneliness and talk about Erikson's "life stages". After this, we briefly overview the history of loneliness in Japan and Canada before moving on to what loneliness looks like in the present.

After this, we talk about how if the problem of loneliness remains the way it is, then various problems will either continue or arise in the future. Finally, we move on to presenting multiple solutions to decreasing loneliness in humans from various life stages including youths, working-age adults, and the elderly.

Combating Loneliness in Modern Day Japan and Canada

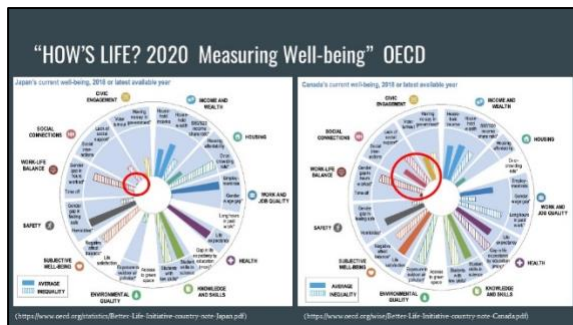
GROUP 6
Caleb Matravolgyi, Liam Kumor, Rino Takahashi, Mari Kiyohara

Outline

Introduction

- Past**
 - The history of loneliness
 - Definition of loneliness
- Present**
 - Issues regarding loneliness
- Future**
 - Predictions
 - Japan in 2050

Solutions



Definition of loneliness

Loneliness: The unwelcome feeling of a gap between the social connections we want and the ones we have.

It can be:

- social or emotional
- transient, situational or chronic

The life stage of adolescence (青年期)

- socialization and internal conflicts
- the search for self
- an defined status
- increase decision making
- the search for self

Childhood **Adolescence** Adulthood

(Erikson, 1959)
<https://acthryouth.net/adolescence/identity.cfm>

PAST

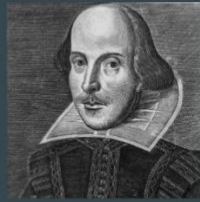
-The History of Loneliness-

History of loneliness

"Like to a lonely dragon, that his fen / Makes fear'd and talk'd of more than seen"

- Coriolanus

- Loneliness is not just a modern problem.
- Aristotle described loneliness as a **natural human emotion** that could be caused by a lack of friends or social connection.



English playwright, William Shakespeare (1564-1616)

History of loneliness

- Loneliness is not a new problem
- Like many of Ozu Yasujiro's films **Tokyo Story** (1953), is about intergenerational conflict, and the sadness that inevitably comes with change
- The older generation starts to feel lonely as their kids grow up



- Starting in the 1970s Salarymen have had an unhealthy work life balance
 - men worked long hours → **Karoshi**(過労死)
 - family was separated

PRESENT -Issues Regarding Loneliness-

PRESENT issues in the world 🌐

- **Technology (Artificial Intelligence, Social Media)**: replacing real activities to Virtual Reality · video games, more interactions on social media and less in-person
- **Depopulation**: people leaving rural area and moving into city
- **NEET**: an acronym for "Not in Education, Employment, or Training".
 - no social interaction
- **High suicide rates**: comes from strong loneliness, disconnected to society
 - Japan is one of the highest suicide rate in the world in a developed nation
- **COVID 19**: increased automation limiting social interactions (ex. cash register, virtual therapy, zoom meetings), wearing masks · lockdown · social distancing (less opportunities to speak in-person)

PRESENT issues in JAPAN JP

- **Kodokushi** (孤独死): person whose corpse has gone unnoticed for a long period of time due to the person's solitary lifestyle (<https://www.jst.com/en/j/2015/kodokushi/>)
- **Futoko** (不登校): refusal to attend school

→ The number of elementary and junior high school students in Japan who refused to go to school for a total of at least 30 days in 2021 jumped **24.9%** from the previous year (The total went up for the ninth straight year)

PRESENT issues in CANADA CA

- **Incel** (Involuntarily Celibate)
- Webster's dictionary definition: "a person (usually a man) who regards himself or herself as being involuntarily celibate and typically expresses extreme resentment and hostility toward those who are sexually active."



Percentage of NEETs among 15- to 24-year-olds

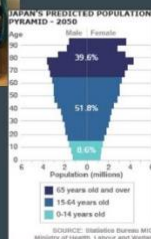
Future -Predictions Regarding Loneliness-

FUTURE (Japan and Canada)

- The problems of the present will worsen if not addressed.
- As technology advances more of our time will be spent in **artificial worlds**
 - AI relationships, increasing suicides
 - More conformity, less creativity - internet replaces other activities.
- We asked **Chat GPT** about our increasing reliance on Artificial Intelligence (AI): "As an AI language model, I don't have personal opinions or beliefs, but I can provide an objective perspective on the increasing reliance of humans on AI."
 - The AI views itself as objective, but even an AI can have a bias

FUTURE (Japan and Canada - 2050)

- Increased **automation**
 - McDonald's automated teller, Government institutions (Service Ontario)
- Outsourcing human interaction
 - AI relationships
 - Akihiko Kondo is married to fictional character Hatsune Miku
- Increasing risk of **suicide**
- In Japan: **pensions** (年金) may have to be cut
- Japanese population



126 million → 107 million by 2050

Solutions

- **Right to disconnect**
- The Province of Ontario passed Bill 27, Working for Workers Act in 2021. It seeks to give workers the ability to limit their hours
- Getting young people involved will benefit them and the economy of their respective countries



Solutions

- Adopt a **social and emotional learning program (SEL)** into schools to develop youths' abilities in handling social and emotional challenges
 - Better to build a child than to fix an adult
- To have schools limit students' cellular phone usage during operating hours (Like Japan) in order to lower mental health problems in relation to technology



Solutions

- Governments to consider the allocation of funds to businesses for **community-building staff functions**
- Incentivize citizens to move to rural communities
 - similar to Nutrition North Canada
 - build a sense of community



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THANK YOU FOR LISTENING

Gâteau au Chocolat (Group 4)

“How Japan and Canada can cooperate toward a sustainable transportation sector”

FILLION, Anthony | HADDAD, Youssef | ANDO, Richard | TOMOMATSU, Ena

Presentation Summary:

Our presentation is based on the theme of the environment, more precisely on transportation. Our goal is to answer the following question: How can Canada and Japan cooperate towards a sustainable transport sector? Our work has several elements of answers and tries to address many sub-questions. This work is essentially based on a comparison of numerous data that we have gathered and processed. Beyond the simple comparison we try to explain and see how to improve the initial situation. Thus, we want to show that it is possible that a bilateral cooperation between Ottawa and Tokyo emerges on this subject and that Canada and Japan could greatly benefit from it. We also discuss the role of large private companies and governments in this cooperation. This presentation also serves as an introduction to understand the different advantages that Japan and Canada enjoy and the problems they face. We want to demonstrate that the fight against climate change is a common cause that unites our two countries.

Beyond the promises made at the various conventions or the numbers, we want to present a guide to understand the weaknesses and strengths of each. We will rely on concrete and original examples to prove our different arguments. We have used rich and varied sources. Our sources are mainly in English but there are also sources in Japanese and French. We have mainly used governmental and institutional sources but also newspaper articles.

How can Japan and Canada cooperate towards a sustainable transportation sector?

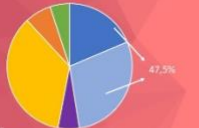
Anthony Fillon
Youssef Haddad
Richard Ando
Ena Tomomatsu

Outline

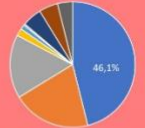
- The Situation of Each Country
- Japan's Achievements about Investing on Foreign Transportation
- Canada and Japan's plans for a sustainable transportation sector
- How we can cooperate

Comparison of Emissions from the Transport Sector

Transport sector greenhouse gas emissions, Canada, 2018 (CO2 equivalent)



Transport sector greenhouse gas emissions, Japan, 2018 (CO2)



Environment and Climate Change Canada (ECCC) Canadian Environmental Assessment Report, Greenhouse Gas Emissions, www.canada.ca/en/environment-and-climate-change/topics/emissions-reports/canadian-environmental-assessment-report.html

Association for Promoting Personal Mobility and Ecological Transportation, Transport and Environment in Japan, 2019, <http://www.premobility.jp/>

Our Vision

- Reduce personal use of vehicle
 - Increase public transportation efficiency and convenience
 - Push active transportation policies and infrastructures
- Make transportation greener
- Develop means of achieving shared goals

The 50 Busiest Stations in the World

- | | | |
|---------------------------------|-----------------------------|-------------------------------|
| 1 Shinjuku (Tokyo, Japan) | 18 Fukuoka (Fukuoka, Japan) | 35 Tokyo (Tokyo, Japan) |
| 2 Shibuya (Tokyo, Japan) | 19 Osaka (Osaka, Japan) | 36 Saitama (Saitama, Japan) |
| 3 Nishi-Shinjuku (Tokyo, Japan) | 20 Nagoya (Nagoya, Japan) | 37 Yokohama (Yokohama, Japan) |
| 4 Shinjuku (Tokyo, Japan) | 21 Chiba (Chiba, Japan) | 38 Kyoto (Kyoto, Japan) |
| 5 Yokohama (Yokohama, Japan) | 22 Osaka (Osaka, Japan) | 39 Fukuoka (Fukuoka, Japan) |
| 6 Nishi-Shinjuku (Tokyo, Japan) | 23 Osaka (Osaka, Japan) | 40 Nagoya (Nagoya, Japan) |
| 7 Shinjuku (Tokyo, Japan) | 24 Osaka (Osaka, Japan) | 41 Osaka (Osaka, Japan) |
| 8 Shinjuku (Tokyo, Japan) | 25 Osaka (Osaka, Japan) | 42 Osaka (Osaka, Japan) |
| 9 Shinjuku (Tokyo, Japan) | 26 Osaka (Osaka, Japan) | 43 Osaka (Osaka, Japan) |
| 10 Shinjuku (Tokyo, Japan) | 27 Osaka (Osaka, Japan) | 44 Osaka (Osaka, Japan) |
| 11 Shinjuku (Tokyo, Japan) | 28 Osaka (Osaka, Japan) | 45 Osaka (Osaka, Japan) |
| 12 Shinjuku (Tokyo, Japan) | 29 Osaka (Osaka, Japan) | 46 Osaka (Osaka, Japan) |
| 13 Shinjuku (Tokyo, Japan) | 30 Osaka (Osaka, Japan) | 47 Osaka (Osaka, Japan) |
| 14 Shinjuku (Tokyo, Japan) | 31 Osaka (Osaka, Japan) | 48 Osaka (Osaka, Japan) |
| 15 Shinjuku (Tokyo, Japan) | 32 Osaka (Osaka, Japan) | 49 Osaka (Osaka, Japan) |
| 16 Shinjuku (Tokyo, Japan) | 33 Osaka (Osaka, Japan) | 50 Osaka (Osaka, Japan) |

How did Public Transportation Become Common in Japan?

- In 1872, Japan tried to build a railway from Yokohama to Tokyo taking fund from the British
- After that, Japan expanded the railways and showed improvement in useful transportation until these days.



What Are Canada's Plans for a Sustainable Transportation Sector?

- Planned targets of zero-emissions cars sold
 - 2026 : 20%
 - 2030 : 60%
 - 2035 : 100%
- Public transit funding
 - Rural
 - Zero emission
 - Active transportation

Comparison between two similar cities

- Osaka Home to 2.6 million people
- Toronto Home to 3 million people

702.68 million passengers per year



<https://www.wagon.com/en/2019/08/08/osaka-subway-map/>

141 million passengers per year



<http://www.toronto.ca/transportation/transportation-services/subway/>

What Are Japan's Plans for a Sustainable Transportation Sector?

- Planned targets of zero-emissions cars sold
 - 2035 : 100%

Canada as Part of the Electric Vehicle Supply Chain

- Canada is rich in natural resources
 - Cobalt
 - Lithium
- Expertise in the electricity industry
- Manufacturing

Japan Overseas Infrastructure Investment Corporation for Transport & Urban Development (JOIN)

- Founded in 2014
- Provides Japanese expertise in various transportation sectors
- Offers investments in hosts countries
- Values sustainability

Japan Overseas Infrastructure Investment Corporation for Transport & Urban Development (JOIN)



Japan Overseas Infrastructure Investment Corporation for Transport & Urban Development (JOIN)



Solutions proposed by Japan

The carbon footprint of a new car:

6 tonnes CO₂e: Citroen C1, basic spec

17 tonnes CO₂e: Ford Mondeo, medium spec

35 tonnes CO₂e: Land Rover Discovery, top of the range



Car per 1000 inhabitants

• Canada :
560 cars per 1000

• Japan :
656 per 1000

Canadians cars are amongs the most polluting in the world

80% of Canadians live in urban areas



How can cooperation can take form ?

- Links that already exists :

-Japan Bank for International Cooperation and the Toronto new subway line

-Alstom cooperation with J-Trec for tramways and tram-trains

-The Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP)

How can cooperation take form ?

- Technology exchange and trade

- Enjoy each other experiences and expertise
- Invest in Research and Development
- Make easy investments in the transport sector

- Create opportunities

- Governments for both country should support public transport by creating economic opportunity (Canada can support its provinces and municipalities by creating an agreement)
- Extend the CPTPP agreement and focus on constructing sustainable jobs and powerful transportation industry

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2-5. Field Trips

Participants experienced two field trips:

They first visited the Asakusa area to see the famous Kaminari-mon Gate, Nakamise shopping street and Senso-ji Temple and the Imperial Palace, Tokyo, on February 25th, on their way to the Tokyo Kioicho Campus from Chiba Togane Campus.

On the next day, the day of the final presentations, they visited the Tokyo Harakuju area and also visited the Meiji Jingu Shrine.

2-6. Cultural Activities

Students also participated in cultural activities. One such activity involved a traditional dish-making experience called "Matsuri-zushi" at the main campus of Josai International University located in Chiba Prefecture. A further activity was strawberry picking near the university at a roadside station which showcases local and regional specialties.

2-7. Final Report

At the end of the Forum, participants wrote a final reflection paper addressing the following questions:

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

2-8. Feedback and Comments from the Participating Students

“My experience throughout the program was overwhelmingly positive. The program itself was well-designed and offered a variety of learning and opportunities for interactions.”

“The most impressive aspect of this program is the opportunity that I have had to develop deep ties with my Japanese counterparts. I was under the impression that there could possibly be a division

amongst Japanese and Canadian students mainly because of language or cultural barriers but I learned very quickly that it was a wrong assumption.”

“The forum made me more open minded and willing to try for opportunities in the field that I felt were unattainable prior to this.”

“Participating in JACAC Student Forum 2023 has been a remarkably eye-opening experience.”

“My interactions and experiences have truly broadened my outlook on societal issues, both at home and abroad, by providing me with a global lens and new perspectives to seek solutions. I am confident that my experiences at JACAC, paired with a master’s in international relations, will allow me to address issues that both Canada and Japan face by looking to not only one another, but by equally towards other global leaders.”

“The most impressive part of JACAC was the chance to collaborate in teams with Japanese students to propose original policy solutions to contemporary issues. This collaboration allowed me to form not only strong working relationships, but also strong friendships with my Japanese counterparts. Moreover, the opportunity to present our findings at the Embassy of Canada was truly unique; in an age where young people are regularly excluded from policy processes due to their age, presenting to Ambassador MacKay and Her Imperial Highness Princess Takamado made me feel like I was contributing something meaningful to the international policy landscape.”

“This program has influenced my career outlook because I am now more interested than ever in working in the foreign affairs field and working with others to increase and sustain Japan-Canada relations on a larger scale.”

“From a more personal angle, I felt that I made many genuine friends throughout the forum, both Canadian students and Japanese students, which is something that I would never guessed was possible in the short time we spent together. All the students were easy to talk to, and I am thankful I got to meet everyone.”

“After entering the university, although it has passed two years, I did not have opportunities to interact with new people especially foreigners because of the pandemic. I joined the JACAC forum last year, but it was done online, and by actually experiencing both online and face-to-face, it felt like I was participating in a totally different forum. Especially discussing with other participants and doing group works together, it was much easier to communicate which led to better understanding. Unfortunately, this was the last time of the forum, but many experiences and the knowledge that I obtained from the forum are definitely valuable in my student days.”

“This JACAC forum not just made me learn new things, but also made me motivated to try new things and keep improving my [communication] skills. I think that the past nine days were very valuable and memorable and I hope this experience will lead to my future career. Making friends overseas is not an easy thing, but this forum provided me with opportunities for that, and I really thank all the people who have contributed to this forum.”

“It was the first time in my life to study and spend such a long time with foreign students. Honestly, it was a bit challenging for me, but the students from both Japan and Canada were always kind to me. They helped me a lot, especially in the class. Outside, I tried to support the students from Canada to make them comfortable. Some of them had trouble with the language and system in Japan, so I helped them as much as I could. I was glad that they appreciated it. All in all, this program was my first time to experience an all-English program, and I am glad to have met such wonderful friends.”

“I was really impressed with how well-though this whole experience was. From the moment we left the airplane, Josai International University took charge and guided the participants through a week of well-planned activities, transportation, and lectures. The staff was very friendly and helpful. It actually made me wish I went to Josai International University!”

“The Forum has changed my motivation and study in many ways as it has made me realize my passion for studying East Asian Affairs. I would like to learn more about Japan and other neighbouring countries in the Asia Pacific and maybe even study there to immerse myself even more into their culture.”

“This program had a deeper influence on my career outlooks than expected. Despite having an interest in diplomacy and international cooperation, JACAC confirmed to me an area of study that I was considering for my graduate studies.”

“This program gave me opportunities to learn Canadian society in not surface level but profound level as well. Throughout this forum, I had lots of chance to talk with Canadian students even outside of classroom. I learned a lot about Canadian society for example, minorities, multiculturalism, education, school, geological and linguistic diversity in Canada. It was precious opportunity for me and most impressive experience for me to learn these topics and heard ideas about social issues in Canada from local students.”

3. SURVEY ON THE FORUM

3-1. Survey Overview

An online survey was conducted by the organizing committee to obtain student evaluations of the Forum and to contribute to improving future conferences. An overview of the survey follows:

- Title:** JACAC Student Forum 2023 Participants Survey
- Objective:** To obtain student evaluations of the Forum and improve the quality of the future conferences.
- Respondents:** 20 (out of total of 24)
- Period:** April 20 (Thu) – 28 (Fri), 2023

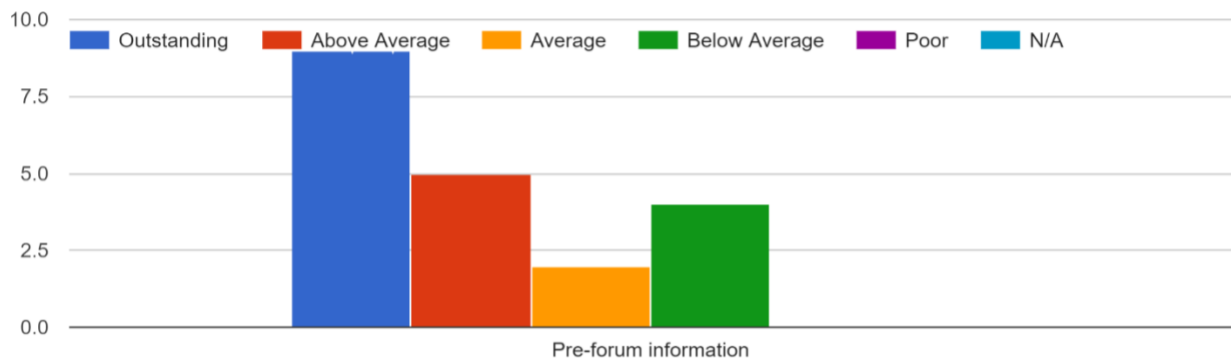
The survey was conducted through Google Forms, an online data collection tool.

3-2. Survey Results

The survey results are summarized below, in tables and graphs for each question as appropriate.

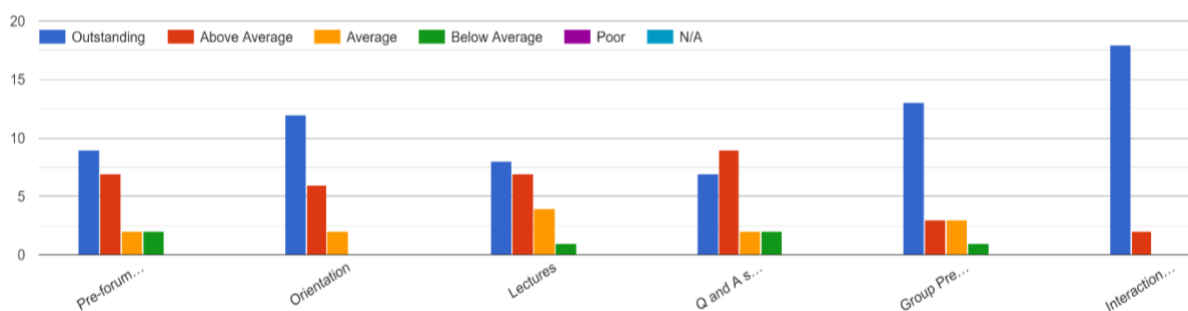
➤ **How do you rate the following arrangements made by the organizers:**

Student Ratings of Arrangements							
Responses	Outstanding	Above Average	Average	Below Average	Poor	N/A	Total Respondents
Pre-departure Information	9 (45%)	5 (25%)	2 (10%)	4 (20%)	0 (0%)	0 (0%)	20 (100%)



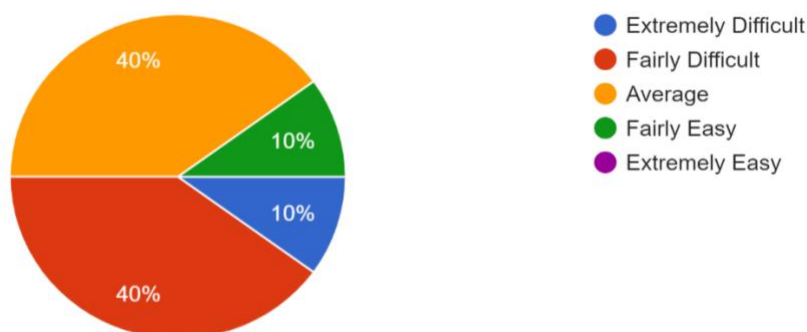
➤ Please rate the following aspects of the JACAC Student Forum program:

Student Ratings of Educational Activities							
Responses	Outstanding	Above Average	Average	Below Average	Poor	N/A	Total Respondents
Pre-forum Group Assignment and Discussions	9 (45%)	7 (35%)	2 (10%)	2 (10%)	0 (0%)	0 (0%)	20 (100%)
Orientation	12 (60%)	6 (30%)	2 (10%)	0 (0%)	0 (0%)	0 (0%)	20 (100%)
Lectures	8 (40%)	7 (35%)	4 (20%)	1 (5%)	0 (0%)	0 (0%)	20 (100%)
Q&A session with Lecturers	7 (35%)	9 (45%)	2 (10%)	2 (10%)	0 (0%)	0 (0%)	20 (100%)
Group Presentations	13 (65%)	3 (15%)	3 (15%)	1 (5%)	0 (0%)	0 (0%)	20 (100%)
Interaction/Communication with other students	18 (90%)	2 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	20 (100%)

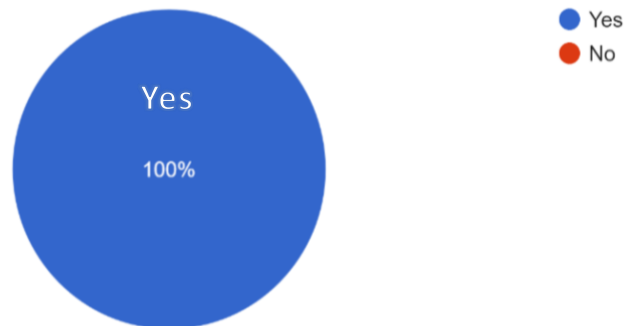


➤ Please rate the difficulty of conducting the student presentations:

Student Ratings of Presentation Difficulty				
Extremely Easy	Fairly Easy	Average	Fairly Difficult	Extremely Difficult
0	2	8	8	2
0%	10%	40%	40%	10%



- **For Japanese students, did your interest in Canada increase? For Canadian students, did your interest in Japan increase?**



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

- *Connecting with the Japanese students and learning more about Japanese culture was my favorite part of the program. Visiting various temples and shrines was very fun and educational, and, of course, meeting Princess Takamado was a once in a life time experience.*
- *Meeting other Japanese and Canadian students.*
- *I liked the classes in the first half about Canadian and Japanese culture and diplomacy.*
- *Getting along with the other participants.*
- *I loved visiting Japan, learning about the culture and meeting wonderful people from diverse backgrounds. I also loved the group work time and presentations.*
- *I liked this program because I could learn more about the relationships between Japan and Canada deeply.*
- *Meeting the other students and doing all sorts of activities together.*
- *The people were amazing. I made so much friends!*

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

- *I loved every part of the forum but if I have to choose I think I liked least was the fact that the forum was too short. I would've liked it if it was longer.*
- *Pre-forum information.*
- *I normally do not use Facebook, so using Facebook and messenger was a little bit useful, because I am not used to using these.*
- *A couple of the lectures were a bit dry*
- *Presentations.*

- *One of the weaknesses was the Pre-forum information. For example, I only brought a suit because I wanted to cover all bases, but I was not told to bring a suit. It would have been easier to prepare if I had known the schedule ahead of time.*
- *Not having enough group work time to work on presentation.*
- *I would say maybe it was too short.*
- *They are friendly and kind, and also they can respect each other so it was a nice experience to meet them.*
- *It was prior to the trip, I felt like I did know much about important details of JACAC up until we left (maybe hosting an online information session before departure).*

Please include any additional comments:

- *Although out of class, we have time to go out for dinner or shopping which was a great opportunity to get our relationship better.*
- *This forum was an amazing experience and I loved every part of it.*
- *I am happy to have been a part of the JACAC Student Forum! I made lots of memories that I will forever cherish!*
- *It was the first time to enter the embassy and made a presentation in English in front of a lot of professors. Though I got nervous very much, I could feel fulfillment, and also I felt proud of myself as a student of the JACAC.*
- *It was a very good opportunity to communicate with the Canadian students, so as Japanese students from different universities.*
- *The event at the Embassy was amazing.*
- *Preparation time for the presentation was short. And I believe it is unrealistic for the students to prepare in advance without proper guidance.*
- *Thank you. It was a great experience. Not only did I learn about diplomacy but I was also able to work on my communication skills.*
- *We hope to have a reunion.*
- *I'm happy to be one of the members of this forum.*

3-3. Survey Summary

The 14th JACAC Student Forum was able to achieve a highly positive outcome, with 100% of participating students showing interest in Japan and Canada. Furthermore, over 90% of students responded that the interaction and communication with other students from both countries during the forum was an extremely positive and rewarding experience for them.

Prior to the start of this forum, there was interaction on Facebook, and the exchange activities among students went very smoothly. There were ample opportunities for classroom discussions, making sushi, and engaging in cultural activities together in the local area, which contributed to a high level of satisfaction.

Regarding the final presentations, 65% of the students rated them as outstanding. There were some students, though, who mentioned that they would have preferred to have had more time in the schedule to discuss the contents of their presentations and to prepare for their presentations in their allocated groups. With the complex nature of the presentation topics and the very high standards that the students set for themselves, this was only to be expected.

Overall, the results show a high level of satisfaction, making it an extremely successful conclusion to the forum.

PHOTOGRAPHS



Lectures



Cultural Activities



Field Trips



Presentations



Participants of the 14th Annual JACAC Student Forum
with Her Imperial Highness Princess Takamado

ACKNOWLEDGEMENTS

The gathering of students and faculty members at the Japan-Canada Academic Consortium Student Forum would not have been possible without the important contributions of the following organizations.

Prince Takamado Japan Canada Memorial Fund
Embassy of Canada in Tokyo
Josai International University
University of Alberta
Canadian & Japanese Consortium Member Universities