

OGGs Partner Universities





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|--|----------------------------|--|--|
|  | Kasetsart University |  | Indian Institute of Technology Hyderabad |
|  | Institut Teknologi Bandung |  | Indian Institute of Technology Bombay |
|  | SIIT, Thammasat University |  | Indian Institute of Technology Madras |
|  | Institut Pertanian Bogor |  | University of Helsinki |
|  | Chulalongkorn University |  | Sofia University "St. Kliment Ohridski" |
|  | Mahidol University |  | University of Alaska Fairbanks |
|  | Universitas Gadjah Mada |  | Royal Institute of Technology |

*We have paused institutional exchange with Russian universities for the time being.

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|---|--------------------------------|---|---------------------------|---|--------------------------|---|-----------------------------|---|----------------------------------|
|  | Far Eastern Federal University |  | Sakhalin State University |  | Irkutsk State University |  | Pacific National University |  | North-Eastern Federal University |
|---|--------------------------------|---|---------------------------|---|--------------------------|---|-----------------------------|---|----------------------------------|

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-  STSI stsi@eng.hokudai.ac.jp

WEB <https://oggs.oia.hokudai.ac.jp/en/>



Check How to Apply!



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Social Media

-  OGGs - One program for Global Goals
-  @OggsFor
-  @oggsprogram



Program Guide **2024**

CONTENTS



Life Changing Experience



Today, as globalization accelerates, there are many issues that cannot be solved by one country or measure alone, such as climate change and understanding diversity. To achieve the sustainable society envisioned by the Sustainable Development Goals (SDGs), in other words, to make the earth a better place for everyone, we believe it is important how we can work together and collaborate with people from diverse countries, regions, and organizations with different values and cultural backgrounds.



One program for Global Goals (abbreviated as OGGs) is an international program for graduate students established to develop human resources who can contribute to the realization of a sustainable society. The program is characterized by its interdisciplinary nature, bringing together faculty members from different disciplines and students with diverse interests to tackle global challenges such as the SDGs.

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MESSAGE



Junji YAMAGUCHI

OGGs Program Director
 Head of Institute for the Advancement of Higher Education
 Executive Vice President

Human resource development programs that contribute to the realization of a sustainable society

This program was established by Integrating three projects (PARE, RJE3, and STSI) of Hokkaido University, which were selected by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) as part of the Inter-University Exchange Project. The three predecessor programs, PARE (Thailand and Indonesia), RJE3 (Russia), and STSI (India), have developed human resources to solve issues unique to each region, and the fusion of the three programs is expected to have an educational effect that will enable participating students to become familiar with the characteristics of each region while also expanding their perspective to comparisons and relationships among the regions. Hokkaido University has set four strategic goals in the Hokkaido University Global Vision 2040. Accordingly, the OGGs Program was established as an “Interdisciplinary Graduate Education Program” with two of three strategic goals in mind: “promoting appealing international collaborative learning environments” and “Making practical contributions in area of sustainability”. I would like to pay tribute to the efforts of the faculty and staff of the partner universities and our university who are involved in this program, and I have great expectations for the future professionals that will be produced through this program to become bridges between Hokkaido and other parts of the world.



Aya TAKAHASHI

OGGs Program Manager
 Executive Vice President

A program that allows you to experience creating from diversity

One program for Global Goals (OGGs) is a program for graduate students with the aim of developing human resources who will contribute to the realization of a sustainable society.

As the slogan of the SDGs states “leave no one behind,” there is a renewed awareness of the importance of understanding others who are different from oneself. Also, it has been confirmed that diversity can lead to innovative new proposals.

All courses in the OGGs are conducted in English together with students from overseas partner universities, in an environment where students can experience diversity.

In this program you will work and interact in groups with the participants from partner universities and who have different cultural and social backgrounds and areas of specialization. You would gain new friendships, new perspectives, and new ways of thinking, which will have an impact on your own field of specialised research.

Thus, we are convinced that your participation in the OGGs Program will be an added value to help you in your future research and employment.





Work on the local issues Three Courses



Countries **Thailand, Indonesia**

This course is conducted in collaboration with Hokkaido University and partner universities in Indonesia and Thailand to develop frontier human resources who can solve various problems related to “populations”, “activities”, “resources”, and “environments” and can play leading roles in the development of Asia.

The merit of PARE Course



Prof. Takashi INOUE

The connection with ASEAN countries will become more and more important in the future, as their populations and economies continue a remarkable growth. In the PARE fieldwork, students will conduct river water quality surveys to understand the chain of human activities and the environment in the region, identify issues, and develop solutions. During the 2-week program, students can work in groups with other students of different nationalities and specialties and make friendships with other students as well as network with faculty members, which would be very useful in your future.

Faculty Members

 Research Faculty of Agriculture Prof. Takashi INOUE	 Research Faculty of Agriculture Prof. Yo TOMA	 Research Faculty of Agriculture Lecturer. Hajime MATSUSHIMA	 Research Faculty of Agriculture Assist. Prof. Maria stefanie DWIYANTI	 Faculty of Engineering Prof. Tsubasa OTAKE
 Faculty of Engineering Assist. Prof. Ryo TAKEDA	 Faculty of Engineering Assist. Prof. Takahiko ARIMA	 Faculty of Env. Earth Science Assoc. Prof. Junjiro NEGISHI	 Faculty of Fisheries Science Assoc. Prof. John Richard BOWER	 Faculty of Fisheries Science Assoc. Prof. Toshio KAWAI



Countries **Northern Region**

In the northern region, where the significant environmental changes such as vegetation change and loss of ice coverage are going on, the northern indigenous peoples maintain cultural diversity. The course aims to develop regional specialists with a multidisciplinary and comprehensive perspective that can be obtained by connecting the various research fields practiced in the NJE3.

The merit of NJE3 Course



Prof. Tsuyoshi SETOGUCHI

For those studying and researching in Hokkaido, it would be highly practical to study and consider the characteristics and challenges of the northern cold regions. The northern region includes the Arctic region, which is most vulnerable to the effects of climate change, and various indigenous peoples who have faced difficulties in maintaining their own culture. You can find unique architectural designs developed in snowy and cold climates. You can explore your own ideas in a program led by a team of teachers who have practised field research. Study about the northern region while you are in Hokkaido University.

Faculty Members

 Faculty of Engineering Prof. Tsuyoshi SETOGUCHI	 Faculty of Engineering Prof. Taro MORI	 Center for Ainu & Indigenous Studies Prof. Hirofumi KATO	 Arctic Research Center Prof. Yasushi FUKAMACHI	 Slavic-Enrasian Research Center Prof. Manabu SENGOKU
 Faculty of Engineering Assist. Prof. Norihiro WATANABE	 Faculty of Humanities and Human Science Assoc. Prof. Kenta SUGAI	 Center for Ainu & Indigenous Studies Assoc. Prof. Itsuji TANGIKU	 Arctic Research Center Assoc. Prof. Teppei YASUNARI	 Slavic-Enrasian Research Center Assoc. Prof. Daisuke ADACHI
			 Research Faculty of Agriculture Lecturer. Hideyuki SAITO	



Countries **India**

This course jointly implement by Hokkaido University and three of India's top universities to foster professionals with the ability to maximize results in endeavors that address various issues related to transportation system and infrastructure development in India.

The merit of STSI Course



Prof. Yutaka TABE

In the STSI course, students will travel to India independently to conduct a project in a laboratory at the Indian Institute of Technology, allowing you to acquire research skills, teamwork skills, and communication skills. Students will take classes to learn about Indian culture and society prior to their travel to India, and will be supported by a student who will take care of them as a buddy in the host laboratory. The experience at the Indian Institute of Technology, which has produced many of the world's elite, will be useful for your future career and research activities.

Faculty Members

 Faculty of Engineering Prof. Yutaka TABE	 Faculty of Engineering Prof. Osamu FUJITA	 Faculty of Engineering Prof. Taichiro OKAZAKI	 Faculty of Engineering Prof. Tatsuya ISHIKAWA	 Faculty of Engineering Assoc. Prof. Kosuke TAKAHASHI
 Faculty of Public Policy Prof. Takashi MATSUMOTO	 Faculty of Information Science and Technology Prof. Takeo OHGANE	 Faculty of Env. Earth Science Prof. Katsuaki KONISHI	 Research Institute for Electronic Science Prof. Nobuyuki TAMAOKI	 Research Institute for Electronic Science Prof. Biju Vasudevan PILLAI

What is the OGGs Program?

The OGGs program is an interdisciplinary

international program,

in which you will consider

what to do to realize a sustainable society.

Hokkaido University, which aims to contribute to solving the world's problems, fosters human resources who can collaborate and cooperate with people from diverse countries, regions, and organizations in order to realize a sustainable society. Specifically, through the OGGs program, students will acquire the ability to understand people from different societies, cultures, values, and environments, and ability to cooperate and solve problems with people together for a better future.



The OGGs program consists of two phases: **Basic Program** and **Advanced Program**.

Develop transferable skills.

Basic Program

You will take intensive courses including lectures and seminars involving group work with students from overseas partner universities and learn about issues and diversity in various parts of the world. International experience courses offer both those that involve dispatching overseas and domestic field study, so it is possible to complete the program by taking courses in Japan only.



Understand the unique issues of host region and deepen your own expertise.

Advanced Program

You will take specialized courses at your host university in the mid-to-long study abroad period and deepen their research under the guidance of your host supervisor.



What is Transferable Skills?

While graduate research requires a high level of expertise, you need to work with people in different specialty in the real life. Abilities that can be transferred to various jobs and tasks, such as the ability to communicate clearly to non-specialists, are called transferable skills. OGGs program have set seven skills.

7 skills acquirable from the OGGs Program



Skills 1 Ability to identify and solve problems

Skills 2 Ability and motivation to study intelligence and general education

Skills 3 Ability to use English and a non-native language fluently

Skills 4 Communication skills

Skills 5 Ability to contribute to organizations and teams

Skills 6 Ability to understand multiple cultures and to integrate and develop different fields

Skills 7 Ability to make full use of digital technology

OGGs Common Rubric Assessment Level for Seven Competencies

OGGs 3 evaluation abilities	Seven abilities	Level 0 Problematic and directed behavior	Level 1 General behavior	Level 2 Proactive behavior	Level 3 Creative behavior
Problem identification and solution	1 Ability to identify and solve problems	Low interest in the subject issues and lack of motivation to find them on your own in class participation.	High interest in the subject issues and lack of motivation to find them on your own in class participation.	Able to recognize and organize issues related to the class using your intelligence, general education, and expertise.	Recognize and organize issues related to the class and be able to present ways of guiding solutions to those issues.
	2 Ability and motivation to study intelligence and general education	Lack of willingness and ability to improve yourself.	Willingness and ability to improve yourself.	Willingness and ability to go beyond specialization to acquire knowledge and skills in a wide range of fields.	Flexibility to learn new ways of thinking and to solve problems without sticking to conventions or your own opinions.
International communication skills	3 Ability to use English and a non-native language fluently	Inability to understand the opinions of others expressed in a language other than your native tongue.	Can approximately understand the opinions of others expressed in a non-native language.	Able to express their opinions in a language other than your native language.	No difficulty communicating in languages other than native language.
	4 Communication skills	Lack of positive attitude to express your opinions.	Able to express their opinions through language and actions.	Can explain the significance of your opinions in a way that others can understand.	Can contribute to the coordination and convergence of opinions.
Mutual understanding and collaboration	5 Ability to contribute to organizations and teams	Remain on the sidelines of the team.	Can contribute to the activities of the team.	Leadership skills to unite the opinions of constituents and guide them to successful outcomes.	Leadership skills to bring out the best in each member and improve the team's capabilities.
	6 Ability to understand multiple cultures and to integrate and develop different fields	Lack of interest in real problems that you do not face.	Be interested in the opinions of people from different cultural backgrounds than your own.	Able to see issues raised by people from different cultural backgrounds as your own problems.	Listen to the opinions of those who have different cultural backgrounds from your own, and develop imagination and understanding of other's backgrounds.
	7 Ability to make full use of digital technology	Lack of interest in digital literacy.	Basic information and data were collected.	Analyzed information and data collected and presented the results of the analysis in an easy-to-understand manner.	Able to use the information and data obtained to deepen thinking, identify and solve problems.

Open Badge

According to the skills acquired and programs completed, students will be awarded the "open badge". This is a digital certificate of international standard. In addition, the open badge helps students demonstrate the skills they have acquired, as it can be displayed on their resumes or e-mails during job searches.

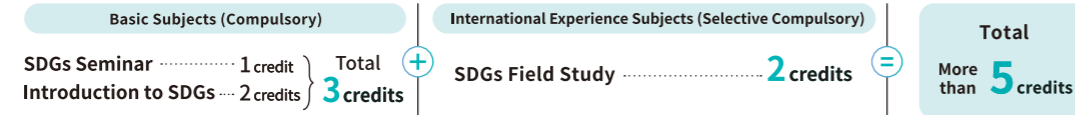
Basic Program

Eligibility

- Students must be enrolled in the graduate school of Hokkaido University from the time of application for each course until its completion. Or students who are in their fourth year of undergraduate who plans to advance to graduate school.
- Students who are interested in the issues of the OGGs program and are willing to contribute to solving those issues in the future.
- Outstanding academic performance, with a grade point average (GPA) of 2.30/3.00 or higher in the previous year at the time of selection.
- Applicants must have sufficient English proficiency to participate in the program.
 (1) English Proficiency Test Level 2 (2) TOEIC: 550 (3) TOEFL (ITP/PBT/IBT/CBT): 500/61/173 (4) IELTS: 5
 *If you do not have any of the above certificates, a letter of recommendation from your academic advisor regarding your English proficiency is required.

Completion Requirements

Students must acquire **at least 5 credits** in “Basic Subjects (3 credits in total)” and “International Experience Subjects (2 credits each)” designated by each OGGs course.



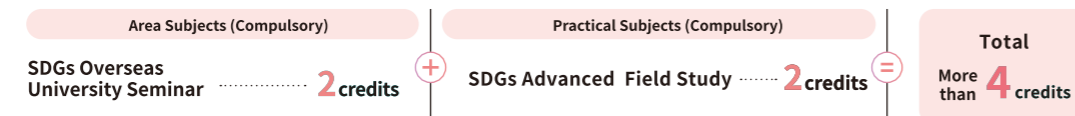
Advanced Program

Eligibility

Students who have completed the OGGs Basic Program
 STSI course applicants may substitute “SDGs Field Study: Short-term Independent Research Experience on STSI in India” with credits earned from “SDGs Advanced Field Study: Long-term Independent Research Experience on STSI”.

Completion Requirements

Student must acquire **4 credits** in “Area Subjects” and “SDGs Advanced Field Study”.

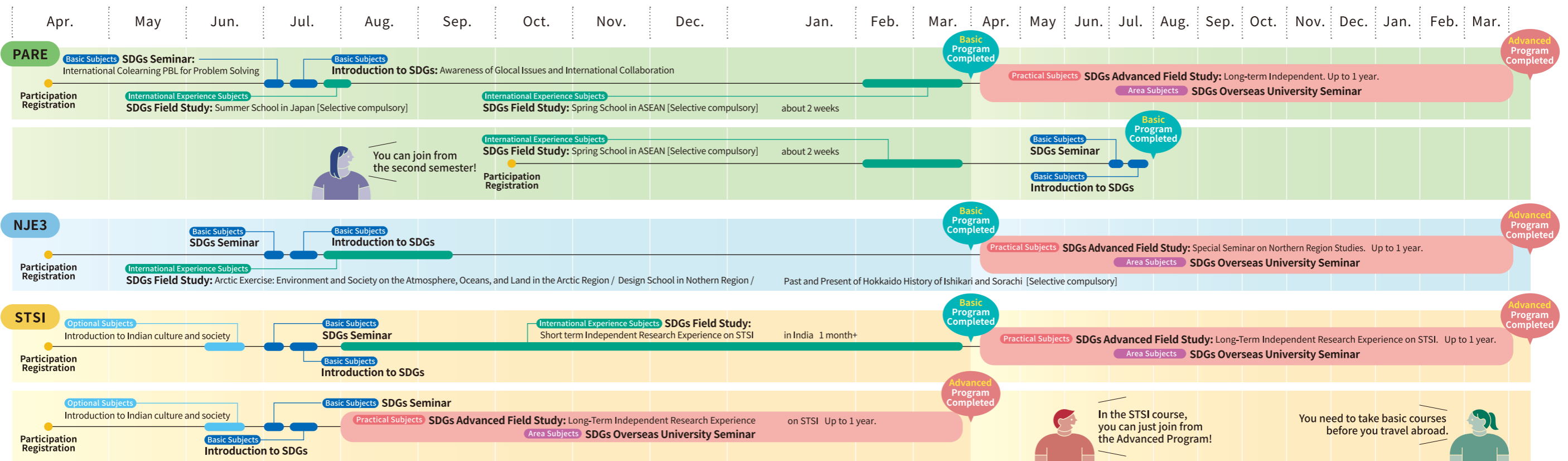


Division	Course	Course Period	Subject name	credit	Completion Requirements
Basic Program					
Introductory Subjects		2024/8/6-8/9	Introductory to International SDGs	1	3 Credits
Basic Subjects	OGGs Common	2024/7/1-7/5	SDGs Seminar: International Colearning PBL for Problem Solving (Object Theater) SDGs Seminar: International Colearning PBL for Problem Solving (Presentation) *Select one out of Object theater or Presentation	1	
		2024/7/8-7/19	Introduction to SDGs: Awareness of Glocal Issues and International Collaboration ~Perspectives from Japan, South East Asia, Northern Region, and India~	2	
International Experience Subjects	PARE	2024/7/22-8/2	SDGs Field Study: Summer School in Japan (PARE)	2	2 Credits Selective compulsory
		2025/2-3	SDGs Field Study: Spring School in ASEAN (PARE)	2	
	NJE3	2024/7/22-7/26	SDGs Field Study: Design School in Northern Region (NJE3)	2	
		2024/9/4-9/11	SDGs Field Study: Past and Present of Hokkaido -History of Ishikari and Sorachi- (NJE3)	2	
		AY2024 (every other year)	SDGs Field Study: Arctic Exercise: Environment and Society on the Atmosphere, Oceans, and Land in the Arctic Region (NJE3)	2	
		AY2025 (every other year)	SDGs Field Study: History, Language and Art in Northern Region (NJE3)	2	
		AY2025 (every other year)	SDGs Field Study: Regional Design in North (NJE3)	2	
STSI	2024/8-2025/3	SDGs Field Study: Short-term Independent Research Experience on STSI in India (STSI)	2		
Optional Subjects	STSI	2024/6/10-6/21	Introduction to Indian culture and society	1	
Total number of required credits				5 Credits	

Advanced Program					
Area Subjects	OGGs Common	Year Round	SDGs Overseas University Seminar	2	2 Credits
Practical Subjects	PARE	Year Round	SDGs Advanced Field Study: Independent Research Experience on PARE	2	
	NJE3	Year Round	SDGs Advanced Field Study: Special Seminar on Northern Region Studies	2	2 Credits
	STSI	Year Round	SDGs Advanced Field Study: Long-term Independent Research Experience on STSI	2	
Total number of required credits				4 Credits	

🇯🇵 : In Japan 🌐 : Overseas

OGGs Program Completion Model



Question!

Q. Is it possible to take courses across academic years?

FAQ

A. Yes, it is possible. In principle, students can get a certificate of completion by completing the required courses while enrolled at Hokkaido University. However, please confirm in advance that you cannot be dispatched overseas during the period when the certificate of completion is being issued.

Question!

Q. I am a second year master's student and will finish in March, can I still participate in the Spring School?

FAQ

A. Participation in courses dispatched abroad immediately prior to completion (after February for students graduating in March) is not permitted, as credits cannot be approved.

OGGs Programs Subject Outline

2024



Introductory Subject

Introductory to International SDGs

1 credit

This course focuses on the Sustainable Development Goals (SDGs), international goals for a sustainable and better world by 2030, as stated in the 2030 Agenda for Sustainable Development, which was unanimously adopted by member states at the UN Summit in September 2015. Development Goals (SDGs), international goals for a sustainable and better world by 2030, as stated in the 2030 Agenda for Sustainable Development. The SDGs cover a wide range of global issues, from the environment, resources, energy, health and hygiene to education, labor, industry, human rights, and fairness, which need to be solved by the cooperation of the entire global community. The course will also cover ESG investment, energy issues, and environmental ethics, as well as the relationship between these issues and the social goals that global society aspires to. The participants will also discuss ESG investment, energy issues, and environmental ethics, and discuss how they relate to each other and to the vision of society that the global community aspires to.



Basic Subject

Basic Program

OGGs Common SDGs Seminar: International Colearning PBL for Problem Solving

1 credit

The program aims to develop the ability of students to identify and set specific issues and to consider solutions by themselves through PBL based on SDG topics that aim to solve various problems faced by an increasingly diverse and complex international society. In addition, international students from all over the world are expected to participate in the PBL and work together to develop their international collaboration skills.

*Select one out of Object theater or Presentation.

You can watch introduction videos of the classes.

Object Theater

In this course, we invite Mr. Noriyuki Sawa, a world-renowned Puppetry Artist, Theatre Director living in the Czech Republic, to explore the expression of global issues in a non-verbal form through the creation of object theater, in which objects are made to perform in a theatrical manner.

Presentation

In this course, students will present global issues and proposed solutions using imitation papers and PowerPoint presentations. Students will work in groups to create presentations that focus on language expression.



OGGs Common Introduction to SDGs: Awareness of Glocal Issues and International Collaboration ~Perspectives from Japan, South-East Asia, Northern Region, and India~

2 credits

Based on the characteristics of the OGGs Program, an educational program implemented in collaboration with partner universities in three regions, students will recognize the unique challenges in each region and understand the existence of common global challenges. In addition, they will learn about the current status and future direction of efforts to solve these issues. Lectures will provide an opportunity for students to think about how to solve global issues through international collaboration toward the realization of the SDGs and global sustainability.



Experiences



Participated in SDGs Seminar: International Colearning PBL for Problem Solving (Object Theater)

Haruhisa NAGAKI, 4th year, School of Engineering (at the time of participation)

In July, I took a PBL class on object theater. I decided to take this class because I am planning to study abroad in India for a month in the following spring, and I feel that my own opinions and positive attitude will be required during study abroad. In the class, we expressed the theme we decided as a team through a wordless play. Since we could not use words in the play, we had a hard time to make a common understanding in the process of making the play, and I experienced many situations of "What is the next move?" Each time, the team talked about it and created the play. In this class, I learned about the attitude of expression and how to be a team player more than language. It was a very good class with teachers who were both cheerful and serious.



Participated in SDGs Seminar: International Colearning PBL for Problem Solving (Presentation)

Zarina BIKMULLINA, Master's course 2nd year, Graduate School of Environmental Science (at the time of participation)

The PBL course provided us with a great opportunity to work with students from different countries and of different backgrounds. I particularly like the idea of a joint class for all programs in the framework of OGGs. We made a presentation on a narrow topic, so it helped us to focus on a particular problem. The OGGs staffs were so kind to help us organize the speech of a remote participant, and instructors maintained the activity perfectly. It was a good chance to practice public speaking skills, and all of us had a notable progress in speaking.



Question!

FAQ



Q. Can I take a course if I have several lectures and the time overlaps with other classes?

A. As a rule, students must attend all the classes, but on-demand and other methods may be available upon prior request depends on the courses.

International Experience Subjects in Hokkaido Basic Program

PARE **SDGs Field Study: Summer School in Japan** 2 credits

In addition to classroom lectures at the university, field research is conducted in the Hokkaido region (mainly water quality surveys). Students form groups with colleagues from different countries, universities, and fields and work together on PARE-related themes. The course structure includes lectures, fieldwork, group discussions, presentations, and report submissions.

*Population growth among the poor promotes urbanization, degrades fossil, metal, water, land, and marine resources, contributes to environmental and food problems, deteriorates sanitation and nutrition, reduces survival rates, increases fertility rates, and generates new population growth. We call this the Populations-Activities-Resources-Environments (PARE) negative cycle.



NJE3 **SDGs Field Study: Design School in Northern Region** 2 credits

In this practical training, participants will learn about regional development and built environment design directly related to the challenges of cold regions in the northern region through joint classes with the participation of faculty members from partner universities. This year, Professor Ivo MARTINAC, an expert in energy conservation and building equipment from the Royal Institute of Technology (KTH) in Sweden, will be invited to give a lecture, and study tours and workshops will be held.



NJE3 **SDGs Field Study: Past and Present of Hokkaido -History of Ishikari and Sorachi-** 2 credits

Sapporo and its suburbs have preserved many traces of aboriginal life, and museums and archives have been established throughout the city and its suburbs to preserve historical artifacts and historical documents. Visitors will learn about the history of the aborigines in the central Hokkaido region centering on Sapporo, the immigration, settlement, and pioneering of Japanese people, and the footsteps of economic development before and after World War II through direct observation of historical materials (objects and documents). With the cooperation of each museum and archive, English-language guidebooks will be provided, and the guided tour on the day of the tour will be conducted basically in English.



Experiences

Participated in SDGs Field Study: Design School in Northern Region

Yuki OKUDA, Master's course 1st year Graduate School of Agriculture (at the time of participation)

I learned about how the challenges of Hokkaido and other cold regions affect regional development and built environment design. As I am not an architecture major, much of the content seemed difficult. However, I found interesting perspectives and ideas that I had not paid attention to before, such as the background of spatial design and the placement of floor heating and ventilation systems. In addition, through interactions with students from other faculties and international students during group work and fieldwork, I was able to hear various opinions from different cultures and perspectives. I think this was a very meaningful experience for me in broadening my perspective and acquiring a multifaceted way of thinking.



Question!

FAQ

Q. Should students register for courses on their own by submitting the registration form to Academic Affairs during the course registration period?

A. After the student receive the result of the selection process, the OGGs Central Office will register all courses for the participating students together.

International Experience Subjects going abroad Basic Program

PARE **SDGs Field Study: Spring School in ASEAN** 2 credits

The purpose of this practical training is to gather and present opinions through group discussions on specific cases obtained through lectures and practical training on the status of efforts to improve the PARE* linkage in the field. Through these activities, the four skills of field research, diversity acceptance, pioneering, and problem-solving will be cultivated, and it is expected to have the effect of promoting and leading the international development of PARE for its positive application.

*Population growth among the poor promotes urbanization, degrades fossil, metal, water, land, and marine resources, contributes to environmental and food problems, deteriorates sanitation and nutrition, reduces survival rates, increases fertility rates, and generates new population growth. We call this the Populations-Activities-Resources-Environments (PARE) negative cycle.



NJE3 **SDGs Field Study: Arctic Exercise: Environment and Society on the Atmosphere, Oceans, and Land in the Arctic Region** 2 credits *offered every other year: offered in 2024

This Field Study, in collaboration with the International Arctic Research Center (IARC) at the University of Alaska Fairbanks (UAF), will consist of a summer stay in Alaska, lectures and fieldwork in English, fieldwork in Fairbanks and the surrounding area, and group work on a mini research project. The goals of the course are as follows

- ◎Students will deepen their understanding of the Arctic environment, including the atmosphere, oceans, land surfaces, and ecosystems, as well as the lifestyles and societies of the arctic region and ethnic minorities.
- ◎Students will form groups and work together with members from different fields and cultural backgrounds to discover and solve problems.

*This course is scheduled to be offered every other year after the 2024 academic year



STSI **SDGs Field Study: Short-term Independent Research Experience on STSI in India** 2 credits

In this field study, students enter the host laboratory of the Indian Institute of Technology (IIT) independently and conduct research and survey activities to solve problems by setting specific themes. The purpose of this internship is for students with limited research experience to acquire international teamwork research skills by participating as a member in a teamwork research project. Through discussions in English with the supervisor and leader students, students will develop a foundation of international research skills.



STSI **Introduction to Indian culture and society** 1 credit

In this class, students will learn the basics of Indian culture and society with the goal of a long-term stay in India. Also, students will learn the basics of Hindi, which is useful for daily life and academic life in India. In addition, students will gain an understanding of the diverse culture of India, which will be useful in promoting exchange between Japan and India.

*This lecture is an optional, but is strongly recommended as pre-deployment education for students enrolled in the STSI course.



Experiences

Participated in SDGs Field Study: Spring School in ASEAN

Tatsuya KINOSHITA, 4th year, School of Economics and Business (at the time of participation)

My major is development economics, and I decided to participate because I was interested in the relationship between rivers, the industries in the watershed, and the lives of the residents. Another reason was that I wanted to experience collecting data on my own. Through the Spring School, I was able to acquire cross-disciplinary knowledge, cross-cultural understanding, and group work skills rather than specialization in a particular field. I believe that the experience of discussing common themes with members from different backgrounds and majors and going through trial and error will be a provision for my future research. In research activities, there are no barriers between "undergraduate and graduate students" or "humanities and sciences". I believe that this is a good opportunity to connect your field of interest with the project theme and think about how you can contribute to it.



Question!

FAQ

Q. Is it possible to stop by other countries for sightseeing before the program?

A. Basically, it is not possible to do so while participating in the field study of the Basic Program. However, arriving a few days in advance or staying overnight at a transit point in order to purchase airline tickets at a lower price is not a problem. Please contact the OGGs Central Office for the details.

Area Subject Advanced Program

In the Advanced Program, students will conduct research activities at one of the OGGs partner universities for three months to one year after completed the Basic Program.

OGGs Common SDGs Overseas Seminar 2 credits

In the Advanced Program, students study abroad for an extended period to acquire specialized knowledge in their field of expertise by taking courses offered at the host university, and to conduct research on a specific topic in the host laboratory. This course is intended to certify the specialized courses taken in the host university as a requirement for completion of this program.



Practical Subjects Advanced Program

PARE **SDGs Advanced Field Study: Independent Research Experience on PARE** 2 credits

Students will set specific research themes related to PARE* facing Indonesia and Thailand and improve their practical and applied field research skills through research guidance at partner universities and internships at research institutions and private companies.



*Population growth among the poor promotes urbanization, degrades fossil, metal, water, land, and marine resources, contributes to environmental and food problems, deteriorates sanitation and nutrition, reduces survival rates, increases fertility rates, and generates new population growth. We call this the Populations-Activities-Resources-Environments (PARE) negative cycle.

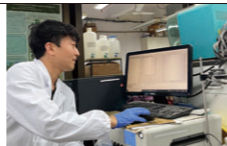
NJE3 **SDGs Advanced Field Study: Special Seminar on Northern Region Studies** 2 credits

The purpose of this program is to cultivate a comprehensive and multifaceted perspective to examine a diverse set of issues facing the northern regions by utilizing various educational methods such as fieldwork, internship, and thesis guidance. Students who have completed the basic program will participate in a long-term study abroad program as a developmental program, where they will receive internship and thesis and research guidance from faculty members of the host university.



STSI **SDGs Advanced Field Study: Long-term Independent Research Experience on STSI** 2 credits

Students will set a specific theme and conduct research and survey activities to solve the problem. The purpose of this training is for students with a certain level of research experience to participate as leaders in a teamwork research project and improve their international teamwork research skills through lectures and field study on the current status of STSI construction efforts in the field.



Experiences

Participated in SDGs Advanced Field Study : Long-term Independent Research Experience on STSI

Chinami FUKUI, Master's course 1st year, Graduate School of Engineering (at the time of participation)

My four months in India were very productive. My research dealt with transportation problems in India. By seeing the local traffic problems, I realized that an approach that understands local characteristics is necessary. I also had the opportunity to experience Indian culture by visiting a friend's house and participating in Diwali ceremonies and a wedding of an acquaintance in a sari. In particular, I was able to make connections with people who specialize in the same field of research, which was an asset for me, and we had a lot of fun talking when we met again after a long time at the international conference. I was not very good at English before I went to India, but now my fear of speaking English has decreased and I am able to make friends from overseas in Japan as well. "Even if I am afraid, once I try, it will be all right!" It was an experience that made me think so.



Question!

Q. Can I apply for the Advanced Program without completing the Basic Program?

FAQ

A. STSI students can participate in the Advance program without completing the Basic program. However, taking the Basic subjects is required.



OGGs Basic Program Schedule 2024

TIME (JST) 1... 8:45 - 10:15 2... 10:30 - 12:00 3... 13:00 - 14:30 4... 14:45 - 16:15 5... 16:30 - 18:00

	6/10	6/11	6/12	6/13	6/14
1					
2					
3					
4					
5	Introduction to Indian culture and society			Introduction to Indian culture and society	
	6/17	6/18	6/19	6/20	6/21
1					
2					
3					
4					
5	Introduction to Indian culture and society			Introduction to Indian culture and society	
	6/24	6/25	6/26	6/27	6/28
	7/1	7/2	7/3	7/4	7/5
1					
2					
3					
4	SDGs Seminar: International Colearning PBL for Problem Solving		SDGs Seminar: International Colearning PBL for Problem Solving		SDGs Seminar: International Colearning PBL for Problem Solving
5					
	7/8	7/9	7/10	7/11	7/12
1					
2					
3					
4	Introduction to SDGs: Awareness of Glocal Issues and International Collaboration-Perspectives from Japan, South-East Asia, Northern Region, and India				
5					
	7/15	7/16	7/17	7/18	7/19
1					
2					
3	Holiday				
4					
5	Introduction to SDGs: Awareness of Glocal Issues and International Collaboration-Perspectives from Japan, South-East Asia, Northern Region, and India				
	7/22	7/23	7/24	7/25	7/26
SDGs Field study: Summer School in Japan					
SDGs Field study: Design School in Northern Region					
	7/29	7/30	7/31	8/1	8/2
SDGs Field study: Summer School in Japan					
	8/5	8/6	8/7	8/8	8/9
1					
2					
3					
4		Introductory to International SDGs	Introductory to International SDGs	Introductory to International SDGs	Introductory to International SDGs
5					
	8/12	8/13	8/14	8/15	8/16
1					
2					
3					
4					
5	Holiday			SDGs Field Study: Arctic Exercise: Environment and Society on the Atmosphere, Oceans, and Land in the Arctic Region	
	8/19	8/20	8/21	8/22	8/23
SDGs Field Study: Arctic Exercise: Environment and Society on the Atmosphere, Oceans, and Land in the Arctic Region					
	8/26	8/27	8/28	8/29	8/30
SDGs Field Study: Arctic Exercise: Environment and Society on the Atmosphere, Oceans, and Land in the Arctic Region					
	9/2	9/3	9/4	9/5	9/6
SDGs Field Study: Past and Present of Hokkaido - History of Ishikari and Sorachi -					
	9/9	9/10	9/11	9/12	9/13
SDGs Field Study: Past and Present of Hokkaido - History of Ishikari and Sorachi -					

※There is a possibility that the class schedule will be changed.

OGGs Program Application and Eligibility


Flow of the Program

- Step 1 Attend the OGGs Student Orientation** Student Orientations are held in April and October.
- Step 2 Submit the application documents** Submit the following documents to the OGGs Central Office through Google Form. Instructions will be provided at the orientation.
*If we receive a large number of applications, we will screen the applicants based on English proficiency and grades.


Documents to be submitted

 - OGGs Program Application form
 - Preferable Laboratory List (STSI course and Advanced program participants only)
 - Photocopy of Student Card
 - Official Academic Transcript from the previous year
If not, please submit your most recent or undergraduate transcripts.
 - Certification of English Proficiency test (TOEIC, TOEFL, IELTS, etc.)
 - Photocopy of Passport (overseas dispatch only)
 - Household Criteria Eligibility Form (applicable person only)
 - STSI additional document (Curriculum Vitae)


How to Apply


- Step 3 Notification of Admission** Course registration is done by the OGGs office.
- Step 4 Participate in pre-departure orientation**
- Step 5 Join Gakkensai and Futaikaigaku (Insurance) before going abroad.**

Details of Gakkensai
<http://www.jees.or.jp/gakkensai/>



Details of Futaikaigaku
<http://www.jees.or.jp/gakkensai/opt-kaigaku.htm>


- Step 6 Participate in the courses** *Step 5 is only for students dispatched overseas.

Eligibility

- 1** Students must be enrolled in the graduate school of Hokkaido University from the time of application for each course until its completion. Or 4th year undergraduate students who plan to be enrolled in the graduate school of Hokkaido University.
- 2** Students who are interested in the issues of the OGGs program and are willing to contribute to solving those issues in the future.

Outstanding academic performance, with a grade point average (GPA) of 2.30/3.00 or higher in the previous year at the time of selection.
- 3** Reference: JASSO Scholarship Eligibility Requirements
The GPA of the previous year at the time of selection at the applicant's home institution must be 2.30 (on a 3.00 scale).
*If there are no grades for the previous year, grades for the previous semester at the time of selection will be used as the basis for calculation.
*If the grades cannot be expressed in terms of a grade evaluation coefficient, a separate form shall be used to specify the reasons why the applicant's grades are particularly excellent and equivalent to a grade evaluation coefficient of 2.30 or higher.
- 4** Applicants must have sufficient English proficiency to participate in the program.

1 English Proficiency Test Level 2 **2** TOEIC: 550 **3** TOEFL (ITP/PBT/iBT/CBT): 500/61/173 **4** IELTS: 5

*If you do not have any of the above certificates, a letter of recommendation from your academic advisor regarding your English proficiency is required.
- 5** Students who can complete the program while enrolled. The basic courses are only offered in the first semester, so students who plan to graduate in March cannot apply in October.

OGGs Program Student Support

Financial Support

Scholarships such as JASSO are available to students who meet the following qualifications and conditions. If you understand the support and conditions listed below and meet the qualifications, there are no special procedures required.

Living Expense Support

PARE/NJE3/STSI: 60,000 - 80,000 yen per month *Depends on the dispatch location.

Eligibility

- Applicants must be enrolled at Hokkaido University for the entire period of participation in the OGGs Program.
- The applicant must have an excellent academic record and, in principle, a GPA of 2.30/3.00 or higher in the previous year at the time of selection.
- The applicant must not be able to participate in the program at his/her own expense due to financial reasons.
- The student must be able to obtain the necessary visa to participate in the program in the country/region where the host university or other institution is located.
- Those who will return to their home universities or other institutions to continue their studies or obtain a degree from their home universities or other institutions after the completion of the dispatch program.
- If the student receives a scholarship from another organization, the monthly amount of the scholarship from the other organization must not exceed the amount of the scholarship provided by this program.
*When receiving a scholarship from an organization, etc., the organization providing the scholarship may not allow you to receive the scholarship together with a scholarship from this program, so please check with the organization concerned.
- Participate in all the program and receive credit.
- Participate in Final Presentation sessions, etc. held by the OGGs after completion of the program.

Travel Expenses Support

Amount

- Basic Program: 1/3 of the flight tickets up to 100,000yen
 - Advanced Program: Round-trip tickets up to 350,000 yen
- *Depending on the project's budget and application status for the fiscal year, the support may not be available.

VISA Assistance

OGGs Central Office will assist you in obtaining a letter of invitation from partner university, a letter of recommendation in English, and a letter of guarantee in English, which are necessary to obtain a visa. Students are responsible for their own expenses (transportation, etc.) to obtain. Please check the website of the embassy or consulate of your country for the required documents.



If you have any questions, please contact the OGGs Central Office.

FAQ

Q. Is it necessary to purchase traveler's insurance before studying abroad?

A. Yes, it is required. For Hokkaido University's study abroad program, traveler's insurance enrollment procedures from ① to ③ are required. The start and end dates of traveler's insurance are basically from the time they leave their homes until they return home.
① Enrollment in Gakkensai ② Futaikaigaku (Gakkensai supplemental overseas study insurance) ③ J-TAS