





OGGs Partner Universities

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

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

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





CONTACT



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-  STSI stsi@eng.hokudai.ac.jp

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



Check How to Apply!



Social Media



OGGs - One program for Global Goals

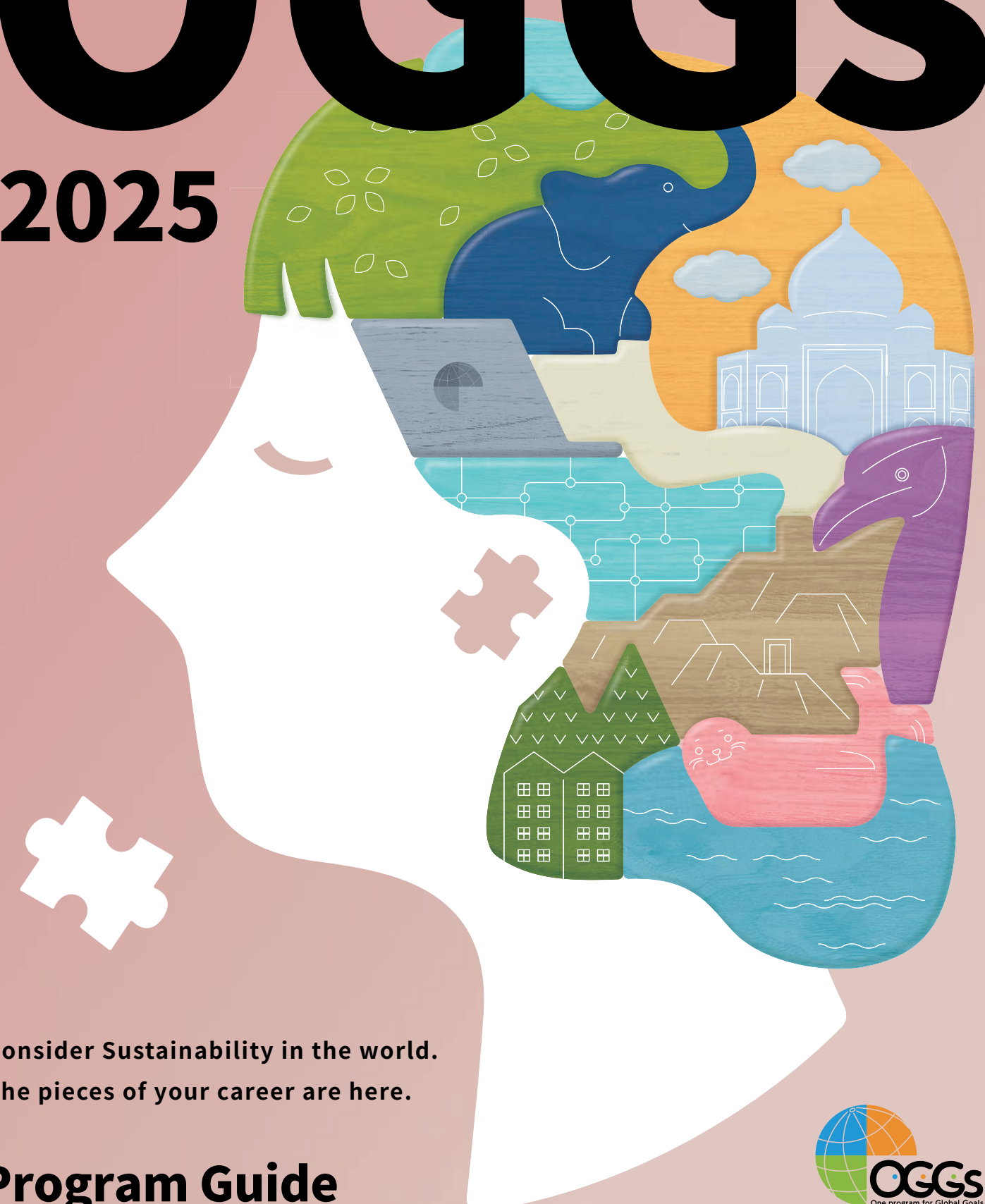


@oggsprogram



OGGs

2025



Consider Sustainability in the world.
The pieces of your career are here.

Program Guide

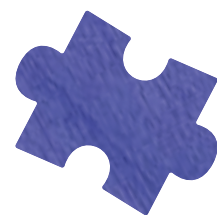


CONTENTS



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.

What is OGGs Program?

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 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.



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



*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 has set seven skills.

7 skills acquirable from OGGs Program



Skill 1 Ability to identify and solve problems

Skill 2 Ability and motivation to study intelligence and general education

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

Skill 4 Communication skills

Skill 5 Ability to contribute to organizations and teams

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

Skill 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.
	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.
Mutual understanding and collaboration	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.

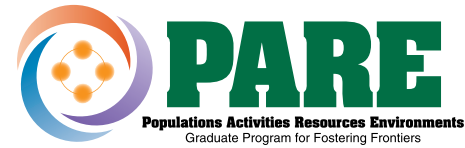
Open Badge

According to the completion of the program, 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.





Work on the local issues Three Courses

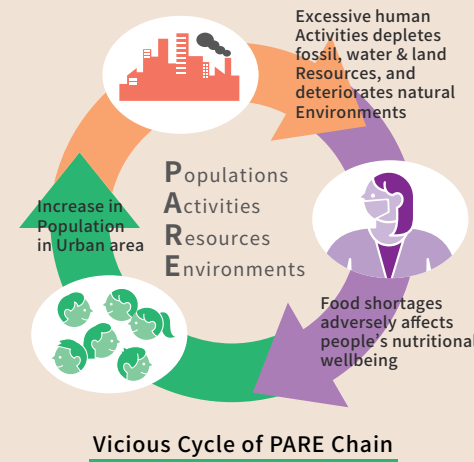


Countries Thailand, Indonesia

AY2025 :
Spring School
will be held
@ Indonesia!

The objective of PARE course is to foster individuals with four specific characteristics that are essential for global leaders who will be active in resolving challenges related to PARE (Population-Activities-Resources-Environments) in Asia, and able to contribute to the sustainability of resources in Asia. For implementation, Hokkaido University formed the PARE consortium with 6 partner universities in Indonesia and Thailand.

The merit of PARE Course from a faculty member
The connection with ASEAN countries will become more and more important in the future, as their populations and economies continue a remarkable growth. In 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.



Country India

This course jointly implemented by Hokkaido University and three 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 from a faculty member
In 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.



Countries Bulgaria, Finland, Sweden, Alaska (U.S.A)

AY2025 :
Field study
@Bulgaria,
Finland
& Sweden

In NJE3 course, students will study key issues such as "Environmental Assessment," "Cultural Diversity," "Soil and Production," "Local Resource Development," and "Disaster Prevention Management" for the northern region, where global issues such as climate change, historical and cultural diversity are concentrated. This course aims to develop regional specialists with a multidisciplinary and comprehensive perspective that can be obtained by connecting the various research fields practiced in NJE3 course.

The merit of NJE3 Course from a faculty member
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 practiced field research. Study about the northern region while you are in Hokkaido University.



Faculty of the students who participated in OGGs (2022-2024)

Graduate Schools

Environmental Science

Agriculture

Life Science

Education

Engineering

Economics and Business

Infectious Diseases

Global Food Resources

Humanities and Human Sciences

Undergraduate Schools

Economics and Business

Engineering

Agriculture

*Only 4th year undergraduate students who plan to be enrolled in the graduate school of Hokkaido University

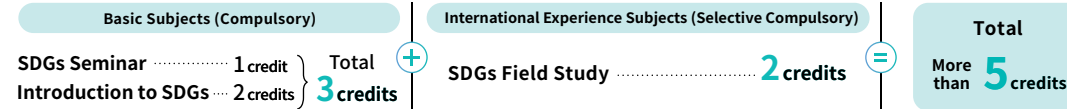
Basic Program

Eligibility

- 1 Full time graduate school of Hokkaido University from the time of application for each course through 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 OGGs program and are willing to contribute to solving those issues in the future.
- 3 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.
- 4 Applicants must have sufficient English proficiency to participate in the program.
(1) English Proficiency Test Level 2 (2) TOEIC: 550 (3) TOEFL(ITP/IBT) :500-61 (4) IELTS:5.0
- 5 Students who can complete the program while enrolled.

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.



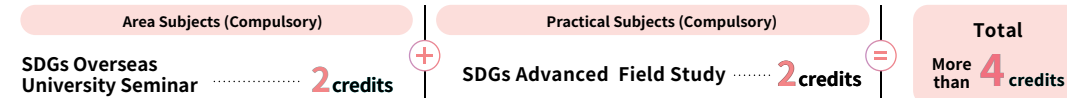
Advanced Program

Eligibility

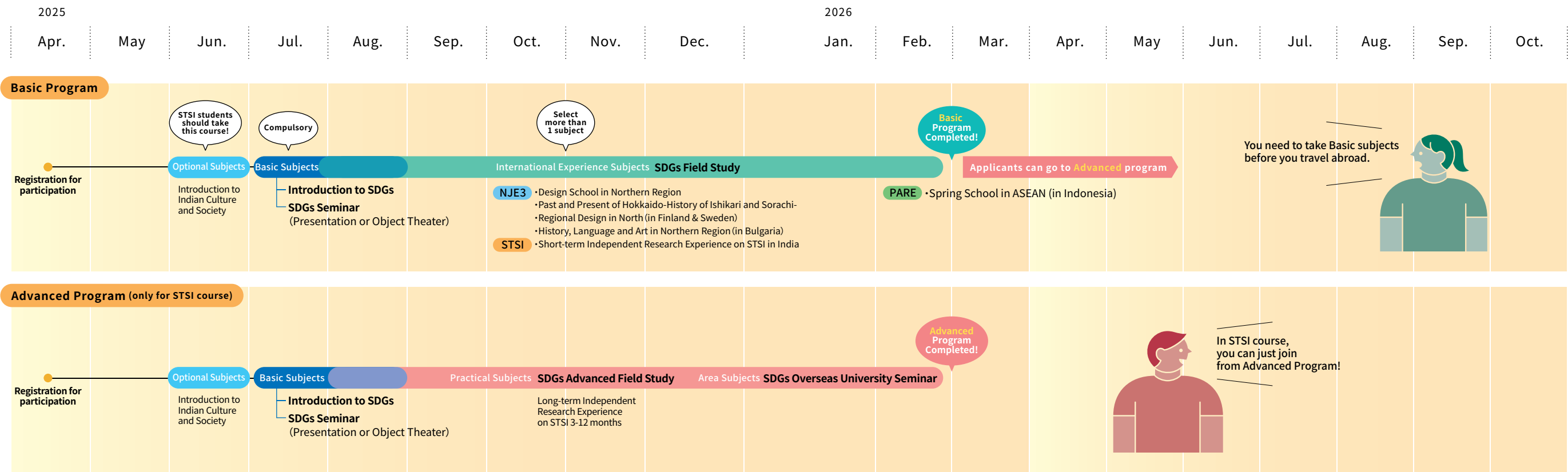
Students who have completed OGGs Basic Program
STSI course applicants may substitute "SDGs Field Study: Short-term Independent Experience on STSI in India" with credits earned from "SDGs Advanced Field Study: Long-term Independent Research Experience on STSI".

Completion Requirements

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



OGGs Program Completion Model



※A period of dispatched abroad is tentative. It can be changed. :In Japan :Overseas

For more details of Basic Program Schedule, please go to page 171

Division	Course	Course Period	Subject name	credit	Completion Requirements
Basic Program					
Introductory Subjects	Common	8/5-8/8	Introductory to International SDGs	1	(Recommended)
		7/7-7/17	Introduction to SDGs: Awareness of Glocal Issues and International Collaboration	2	
Basic Subjects	Common	6/30-7/4	SDGs Seminar: International Colearning PBL for Problem Solving (Presentation)	1	3 Credits
		8/25-8/29	SDGs Seminar: International Colearning PBL for Problem Solving (Object Theater)		
International Experience Subjects	PARE	2026/2	SDGs Field Study: Spring School in ASEAN (PARE) ※Field Study in Indonesia	2	2 Credits (Selective compulsory)
		7/22-7/25	SDGs Field Study: Design School in Northern Region(NJE3)	2	
	9/3-9/10	SDGs Field Study: Past and Present of Hokkaido -History of Ishikari and Sorachi- (NJE3)	2		
	NJE3	Common Lecture:9/16-9/19 Dispatched abroad:9/21-9/28(※)	SDGs Field Study: Regional Design in North (NJE3) ※Field Study in Finland & Sweden	2	
		Common Lecture:9/16-9/19 Dispatched abroad:11/18-11/25(※)	SDGs Field Study: History, Language and Art in Northern Region (NJE3) ※Field Study in Bulgaria	2	
STSI	Year Round 1-2 months set by yourself	SDGs Field Study: Short-term Independent Research Experience on STSI in India (STSI)	2		
Optional Subjects	STSI	6/9-6/20	Introduction to Indian culture and society	1	
Total number of required credits				5 Credits	
Advanced Program					
Area Subjects	Common	Year Round 3-12 months set by yourself	SDGs Overseas University Seminar	2	2 Credits
			SDGs Advanced Field Study: Independent Research Experience on PARE (PARE)	2	2 Credits
Practical Subjects	NJE3	Year Round 3-12 months set by yourself	SDGs Advanced Field Study: Independent Research Experience on Northern Region Studies (NJE3)	2	
			SDGs Advanced Field Study: Independent Research Experience on STSI (STSI)	2	
Total number of required credits				4 Credits	

Question!

FAQ

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

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!

FAQ

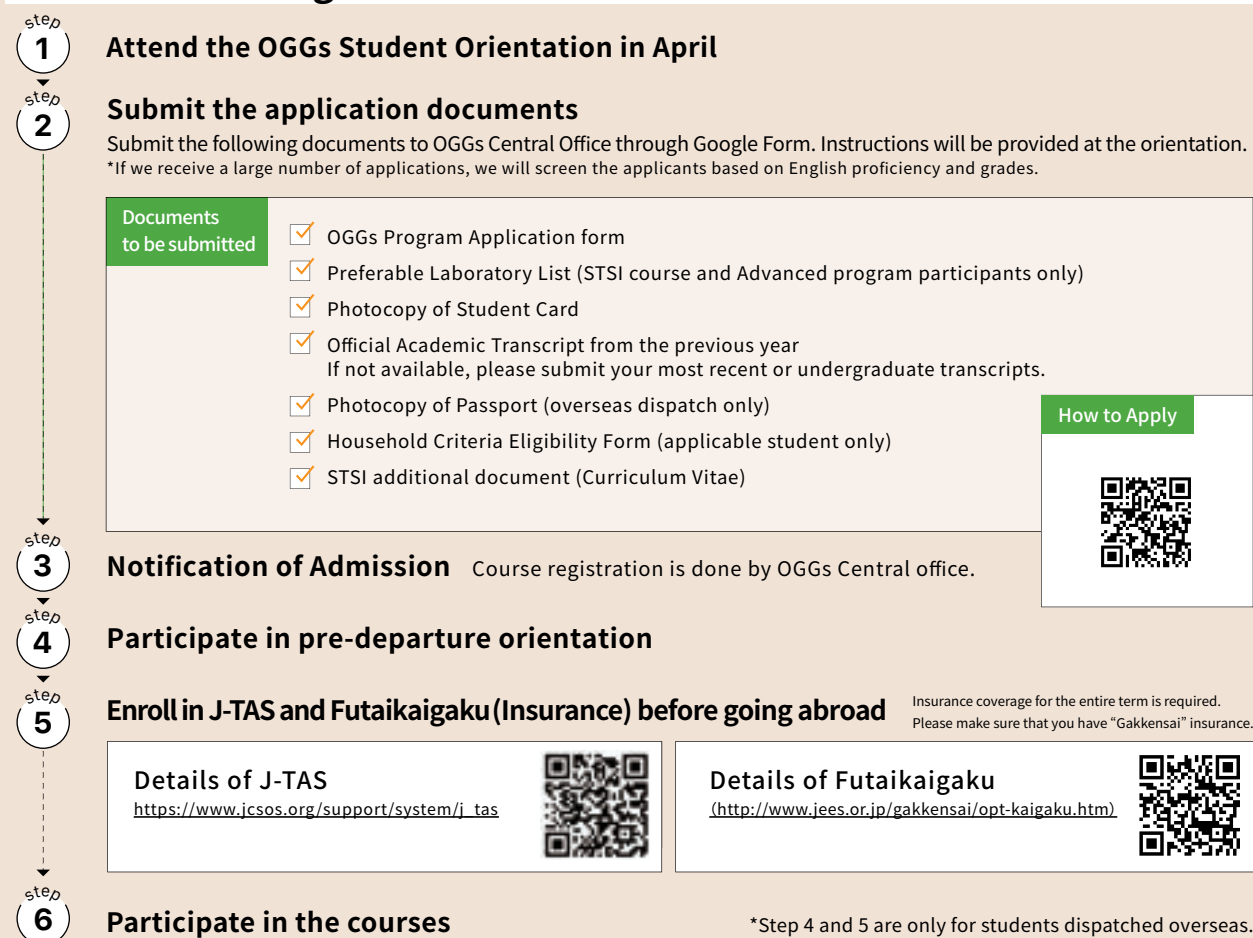
Q. Can I apply for the Advanced Program without completing the Basic Program?

A. PARE and NJE3 students require completion of the Basic program to apply for Advanced program. STSI students can participate in Advanced program without completing Basic program. However, taking the Basic subjects is required.

OGGs Program Application and Eligibility

OGGs Program Student Support

Flow of the Program



Eligibility

- Full time graduate school of Hokkaido University from the time of application for each course through its completion. Or 4th year undergraduate students who plan to be enrolled in the graduate school of Hokkaido University.
- Students who are interested in the issues of 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.
 - English Proficiency Test Level 2
 - TOEIC: 550
 - TOEFL(ITP/iBT) :500-61
 - IELTS:5.0
- Students who can complete the program while enrolled.

※③Conversion Chart of GPA in previous year:

	(Conversion chart)				
	—	Excellent	Good	Average	Fail
4-level rating (pattern 1)	—	Excellent	Good	Average	Fail
4-level rating (pattern 2)	—	A	B	C	F
4-level rating (pattern 3)	—	100-80	79-70	69-60	59-
5-level rating (pattern 4)	100-90	89-80	79-70	69-60	59-
5-level rating (pattern 5)	S	A	B	C	F
5-level rating (pattern 6)	A	B	C	D	F
Grade Points	3	3	2	1	0

(GPA Formula) $\frac{[(\text{No. of GP3 Credits}) \times 3] + [(\text{No. of GP2 Credits}) \times 2] + [(\text{No. of GP1 Credits}) \times 1] + [(\text{No. of GP0 Credits}) \times 0]}{\text{Total Number of Registered Credits}}$

Financial Support

Scholarships such as JASSO scholarships 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: 80,000 - 110,000 yen per month *Depends on the dispatch location.

Eligibility

- Applicants must be enrolled at Hokkaido University for the entire period of participation in 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. Please check with the organization concerned.
- Participate in all the program and receive credits.
- Participate in Final Presentation sessions, etc. held by OGGs after completion of the program.

Travel Expenses Support

Please ask OGGs Central Office for details.

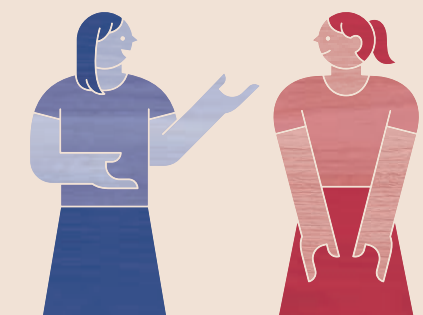
VISA Assistance

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.

<Notice>

- Visas are issued by foreign governments, so OGGs Central Office will not be able to respond to inquiries regarding any visa issuance. The issuance of visa procedure is your own responsibility.
- Procedures could be changed without any notices. Please check the official website of your destination country or region by yourself.
- Please be aware that procedures for foreign nationals are different from those of Japanese nationals, and often take longer. so please be careful.

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



Question!

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, travel insurance enrollment procedures from ① to ③ are required. The start and end dates of travel 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



OGGs Program Subject Outline 2025

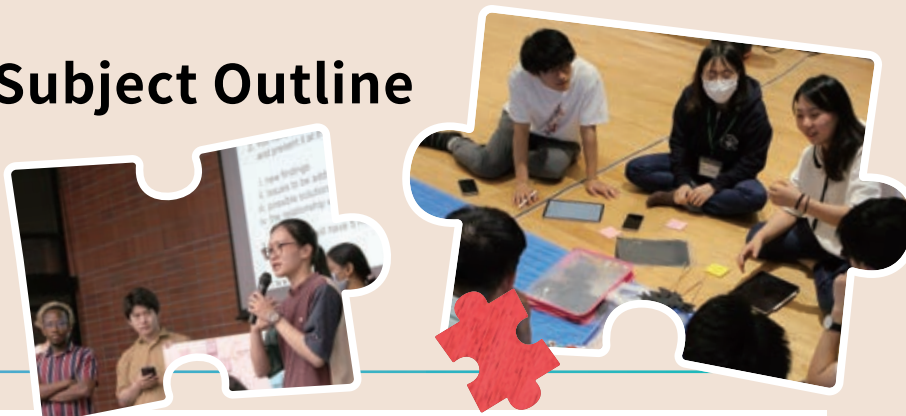
Introductory Subject

Introductory to International SDGs 2025/8/5-8/8

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.

*Undergraduate students can participate in this course.



Basic Subjects Basic Program

OGGs Common Introduction to SDGs: Awareness of Glocal Issues and International Collaboration 2 credits

2025/7/7-7/17

Based on the characteristics of 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. All classes are taught in English and are interdisciplinary international courses with students from OGGs partner universities. There are also many opportunities for group discussions.

- Course Goals**
- Acquire basic knowledge of global issues.
 - Acquire Cross-cultural understanding.
 - Cultivate the ability to contribute to the SDGs.



Experiences

Participated in Introduction to SDGs: Awareness of Glocal Issues and International Collaboration

TASMARA Jasmine, Master's course 2nd year, Graduate School of Agriculture and Biosystem Engineering, IPB University Indonesia (at the time of participation)

This program offered a unique opportunity to connect with peers from diverse cultural and academic backgrounds, fostering an environment of collaboration and mutual learning. The course emphasized the importance of addressing local issues through a global lens. One of the highlights of the program was the interactive workshops. These sessions helped me better understand the Sustainable Development Goals (SDGs) and their relevance to real-world scenarios. As someone passionate about SDGs-focused initiatives, I found these activities highly motivating and aligned with my professional goals.

This course not only enhanced my knowledge of glocal issues but also strengthened my cross-cultural communication skills and boosted my confidence in international collaboration. I highly recommend this program to students looking to expand their horizons and make a tangible difference in their communities.



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 SDGs 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.

*Selective compulsory



Presentation 2025/6/30-7/4

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

You can watch introduction videos of the classes.



Object Theater 2025/8/25-8/29

In this course, we invite Mr. Noriyuki Sawa, a world-renowned Puppetry Artist, Theater 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 (objects) are made to perform in a theatrical manner.

You can watch introduction videos of the classes.



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 at Hokkaido Basic Program

NJE⁵ SDGs Field study: Design School in Northern Region 2025/7/22-7/25 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 KTH Royal Institute of Technology in Sweden, will be invited to give a lecture, and study tours and workshops will be held.



NJE⁵ SDGs Field Study: Past and Present of Hokkaido-History of Ishikari and Sorachi- 2025/9/3-9/10 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 guide-books 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.



Experiences

Participated in SDGs Field study: Past and Present of Hokkaido -History of Ishikari and Sorachi- Taisuke TAGO (Taewoo YOON), Doctoral Program 1st year, Graduate School of Education (at the time of participation)

Through participating in the course in September, I have learned about Hokkaido history, included Ainu, and its history difference between Hokkaido and Honshu. I have learned a lot of new things maybe because especially I got an education overseas, and through the conversation with various backgrounds students in English, I could understand Hokkaido history with a different perspective. My research in Hokudai is mainly about university and university tuition. In my opinion, university is not only for some people who are limited to ages, attend classes and get a diploma, but also it is deeply related to the local history with being related to and affected by their society and politics. Hokudai previously known as Sapporo Agricultural College, and Hokkaido is the best example to show the relation. It was an important experience for me to learn Hokkaido History in this program.

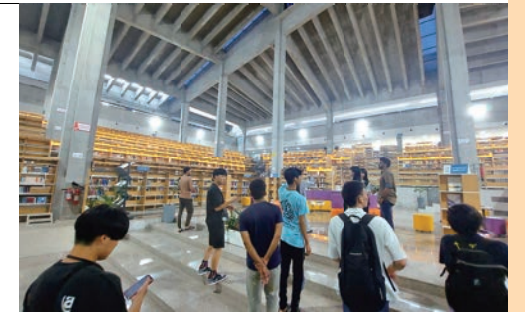


International Experience Subjects going abroad @India Basic Program

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

Year Round 1-2 months set by yourself

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.



Option Subject @Hokkaido Basic Program

STSI Introduction to Indian culture and society 2025/6/9-6/20 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.



Practical Subjects @India Advanced Program

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

Year Round 3-12 months set by yourself

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.



International Experience Subjects going abroad @Finland, Sweden (Common Lecture @Hokkaido University) Basic Program

NJE⁵ SDGs Field study: Regional Design in North

2 credits

Common Lecture: 9/16-9/19 Dispatched abroad: 9/21-9/28 (*)

Regional Design in the Northern Regions aims to acquire an overview of urban architectural design and cold region technology in cold regions of Hokkaido and northern countries. You will gain knowledge effectively of Northern Europe architectural culture through practical training which will be conducted at Helsinki University and Aalto University, partner universities in Finland, and visit to modern architecture, art galleries and museums in Helsinki and Stockholm cities. Beforehand, common lectures will be held with OGGs-NJE3 another international experience course, "SDGs Field Study: History, Language and Art in Northern Region", at Hokkaido University (2025/9/16-9/19). In this common lecture, professors with various specialties will provide a fusion of humanities and sciences as a basic knowledge before visiting the sites.



Schedule (Tentative)

*The schedule could be changed.

2025/9/21	Arrival at Helsinki, Orientation
9/22	Joint program with Helsinki University (Hyytiälä Forest Station, etc.) (Tampere)
9/23	Joint program with Helsinki University (Tampere)
9/24	Joint program with Aalto University, VTT Excursion in Helsinki city (Studio Aalto, Amos Rex, Design Museum Helsinki, etc.)
9/25	After an excursion in Helsinki, move to Stockholm
9/26	Joint program with KTH Royal Institute of Technology
9/27	Excursion in Stockholm city
9/28	After an excursion in Stockholm city, Departure



Experiences

Participated in SDGs Field study: Regional Design in North

Koitaro MATSUSHITA, 4th year, School of Engineering (at the time of participation)

I joined this program as I am interested in the relationship between Climate and activities of the land and Design of architecture or city, and would like to learn about Northern Europe which has similar climatic conditions as Hokkaido. Through the lectures in humanities and architectural fields, field trip and discussion, I have deeply understood Northern Europe's history and culture. I have realized the importance of design in harmony with the environment and culture, which takes advantage of local characteristics. Especially, I was impressed by Helsinki Central Library "Oodi". Its indoor spaces work as a "Living room" for the citizens. I feel a culture and ingenuity of Indoor spaces against severe cold and snow in winter or outdoor spaces making the most of a short summer or summer houses, will be useful considering architecture and cities in Hokkaido. I believe these experiences have broadened my perspective and gave a new perspective for my research and design activities in graduate school.



International Experience Subjects going abroad @Bulgaria (Common Lecture @Hokkaido University) Basic Program

NJE⁵ SDGs Field Study: History, Language and Art in Northern Region

2 credits

Common Lecture: 9/16-9/19 Dispatched abroad: 11/18-11/25 (*)

In this program, students will learn about language, culture and history in northern region (mainly Bulgaria and Slavic languages area) through practical training at Sofia University in Bulgaria. Not only visiting local museums, art galleries, and architectural monuments, or taking the common lectures from both Japanese and Bulgarian professors, but also there will be many interdisciplinary opportunities to study with students from Sofia University. Through these practices, students can develop their international and interdisciplinary perspectives in their academic studies and deepen their research of specialization. Beforehand, common lectures will be held with OGGs-NJE3 another international experience course, "SDGs Field study: Regional Design in North", at Hokkaido University (2025/9/16-9/19). In this common lecture, professors with various specialties will provide a fusion of humanities and sciences as a basic knowledge before visiting the sites."



Schedule (Tentative)

*The schedule could be changed.

2025/ 11/17	Arrival
11/18	Courtesy call to the Embassy of Japan in Bulgaria (Briefing) Visit to a museum affiliated Sofia University and a central library
11/19	Common lectures at Sofia University ① Excursion in Sofia city (Alexander Nevsky Cathedral, St. Sofia Church, Ruins of Serdica, Central Hari Market, etc.)
11/20	Common lectures at Sofia University ② Visit to museums in Sofia city ① (National Art Museum, National Regional Ethnographic Museum) Watch performance at the National Opera Theater
11/21	Visiting and participating in Japanese language department classes and club activities Presentation by both Japanese and Bulgarian students
11/22	Visit to National Museum of History, World Cultural Heritage "Boyana church"
11/23	Excursion: Plovdiv (The Bishop's Basilica Museum/Ancient Roman Theater/Roman Stadium in center/Regional Ethnographic Museum /The Old town, etc.)
11/24	Excursion: Visit to World Heritage "Rila Monastery"
11/25	Visit to museums in Sofia city ② (National Archaeology Museum, National Museum of Natural History) Summary
11/26	Departure



Experiences

Participated in SDGs Field Study: History, Language and Art in Northern Region

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

During the field study, I had the opportunity to visit University of Helsinki in Finland and Sofia University in Bulgaria. It was very lucky for me to have the chance to visit two countries with completely different cultures, one in Northern Europe and one in East Europe at one time. I had first-hand insight into Europe's regional diversity, including climate, streetscape, people and culture. Moreover, the classes I attended and the excursions to local museums, world heritage sites provided valuable experiences that I could never have had in Japan. In addition, many meet-ups were set up for us to have conversations with students from different backgrounds. Discussions with students from Finland, Bulgaria and China enabled me to experience their local cultures with all my senses. These encounters and interactions remain unforgettable for me!!



International Experience Subjects going abroad @Indonesia Basic Program

In AY2025, this class will be held at Gadjah Mada University in Indonesia.

SDGs Field study: Spring School in ASEAN 2026/2 2credits

In a two-week intensive lecture-style, interdisciplinary practical training part (lectures, fieldworks) and seminar part (group discussions, presentations). The language of instruction will be English, and lectures will be given by professors from Hokkaido University and partner universities.

The goal of this course is to provide students with the ability to understand and evaluate the actual situation of various problems (sanitary and nutritional conditions, environmental issues, fossil energy, metals, water, land, and marine resources use) in ASEAN, and to propose solutions. In lectures, students will learn about the current situation in the field, survey methods, resource management, field survey and sample acquisition methods, and sample analysis methods, while in practical training, students will acquire, analyze, and interpret samples.

Through group work with multinational members, students can acquire the ability to debate in English with students from different countries, cultures and fields of specialization, as well as the ability to organize and summarize different opinions.



Reference : Spring School in ASEAN in 2024 (in Thailand)

2025/2/9	Arrival
2/10	Video presentation and opening events Cultural activities Campus tour + Ice breaking activities Country presentations
2/11	[Lecture 1~3] Concept of sustainability and Goals of SDGs Explanation of field work
2/12	Sample collection ③ (Downstream) Phra Chulachomklao (Naval Base) Sample collection ② (Midstream) Thammasat University Thaprachan Campus
2/13	[Lecture 4~6]
2/14	Sample collection ① (Upstream) Wat Niwet Thammapravat Ratchaworawihan (Ayutthaya) Cultural trip @ Ayutthaya - Wat Chaiwatthanarama, Wat Mahathat
2/15	[Lecture 7~9]
2/16	Free Day
2/17	Mid-term presentations
2/18	[Lecture 10~12]
2/19	[Lecture 13~15]
2/20	Prepare final presentations
2/21	Final presentations Best presentation award Group photo + Farewell
2/22	Departure



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.



OGGs Basic Program Schedule 2025

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

	6/9	6/10	6/11	6/12	6/13
1					
2					
3					
4					
5	Intro-India			Intro-India	
	6/16	6/17	6/18	6/19	6/20
1					
2					
3					
4					
5	Intro-India			Intro-India	
	6/23	6/24	6/25	6/26	6/27
	6/30	7/1	7/2	7/3	7/4
1					
2					
3					
4	SDGs Seminar (PBL: Presentation)		SDGs Seminar (PBL: Presentation)		SDGs Seminar (PBL: Presentation)
5					
	7/7	7/8	7/9	7/10	7/11
1					
2					
3					
4					
5	Intro-SDGs (Glocal)				
	7/14	7/15	7/16	7/17	7/18
1					
2					
3					
4					
5	Intro-SDGs (Glocal)				
	7/21	7/22	7/23	7/24	7/25
1					
2					
3					
4					
5	HOLIDAY	Field study: Design School in Northern Region (NJE3)			
	7/28	7/29	7/30	7/31	8/1
	8/4	8/5	8/6	8/7	8/8
1					
2					
3					
4					
5	Introductory SDGs				
	8/11	8/12	8/13	8/14	8/15
	8/18	8/19	8/20	8/21	8/22
	8/25	8/26	8/27	8/28	8/29
1					
2					
3					
4	SDGs Seminar (PBL: Object Theatre)	(Each group work (as needed))	SDGs Seminar (PBL: Object Theatre)	(Each group work (as needed))	SDGs Seminar (PBL: Object Theatre)
5					
	9/1	9/2	9/3	9/4	9/5
			Field study: Past and Present of Hokkaido - History of Ishikari and Sorachi- (NJE3)		
	9/8	9/9	9/10	9/11	9/12
	Field study: Past and Present of Hokkaido - History of Ishikari and Sorachi- (NJE3)				
	9/15	9/16	9/17	9/18	9/19
1					
2					
3					
4	HOLIDAY	Joint Lecture SDGs Internship/Field study: Regional Design in North(NJE3) SDGs Internship/Field study: History, Language and Art in Northan Region(NJE3)			
5					

Question!

FAQ

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

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.

