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RENKEI April 2016 – March 2017 Annual Report



Strategic Collaboration between the UK and Japan in Academia and Beyond

About RENKEI

RENKEI (Japan-UK Research and Education Network for Knowledge Economy Initiatives) is an international platform for UK-Japan collaboration in higher education, run by the following Japanese and UK member universities, with the British Council as the secretariat.

UK members

University of Bristol, University of Leeds, University of Liverpool, Newcastle University, University of Southampton, UCL (University College London)

Japan members

Kyoto University, Kyushu University, Nagoya University, Osaka University, Ritsumeikan University, Tohoku University

RENKEI was launched on 13th March 2012 to meet the challenges of living in a complex, rapidly changing and globalized twenty-first century. Collaboration across sectors is becoming ever more important as the result of economic and societal changes. Through RENKEI projects, member universities in both Japan and the UK are committed to exploring how they can develop fresh and innovative engagement with third-party organisations such as industries, governments and social enterprises to create new levels of professionalism and ambitious strategies that will help define the world of tomorrow.

The UK and Japan have a long history of partnership, and share common interests and concerns in the twenty-first century. The two economically powerful countries are among the world's foremost producers of cutting-edge research. As such, enormous potential exists for the UK and Japan to learn from each other. They face similar demographic, political, social and industrial challenges, and thus are ideal partners in meeting these demands with innovative solutions.

As well as sharing several commonalities, the UK and Japan have various differences which give rise to a range of opportunities. They offer mutual geographical advantages since they are located in contrasting regions of the world, and they have varying areas of relative strength both within academia and beyond. RENKEI is an exciting opportunity to bring these very positive, complementary factors together in a unique form of constructive collaboration.

As this innovative form of knowledge transfer and research collaboration develops, it will result in shared values, agendas and action points among the participating individuals, institutions and organizations. RENKEI programmes and projects will also lead to closer consultation with potential stakeholders, especially the British and Japanese governments. The long-term benefits of RENKEI will be a sustainable dialogue and strategic relationship that transcends academic disciplines, industrial/public sectors and national boundaries.



RENKEI Projects between April 2013 and March 2016

Since its launch in 2013, RENKEI has been actively delivering projects to tackle some of the global challenges we face in society. More than 200 students and researchers have participated in the projects, gained new knowledge and skills, and built new networks through intercultural and interdisciplinary collaboration.

April 2013 – March 2014

- RENKEI Researcher Development School
Hosted by: University of Bristol, University of Newcastle, and Kyoto University

April 2014 – March 2015

- Japan-UK Joint Workshop on Aerospace Engineering
Hosted by: Nagoya University, University of Southampton, and University of Bristol
- Understanding Global Challenges through Collaborative Research and Fora
Hosted by: Tohoku University and University of Southampton

April 2015 – March 2016

- Renaissance Entrepreneurship: Shaping the future of demographic change - Intercultural workshop at UCL
Hosted by: University College London (UCL) and Osaka University
- Living with an Ageing Society: Interdisciplinary workshop in Osaka
Hosted by: Osaka University and University of Liverpool
- Aerospace Engineering Workshop: Engaging with Industry
Hosted by: University of Southampton, University of Bristol and Nagoya University

RENKEI has seen three new projects delivered in 2016-2017, building on these past achievements, and this report provides a brief summary of the overview and outcomes of those projects. For a full picture of RENKEI and its impact, please visit the RENKEI website at www.britishcouncil.or.jp/renkei

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Living with an Ageing Society: Interdisciplinary workshop in Liverpool

How could we use cross-disciplinary approaches that could contribute and combine to provide solutions to the challenges of an ageing society and provoke discussion to create new questions and ideas to research?

Leading universities University of Liverpool / Osaka University

Challenge

After the first workshop in Osaka, we needed to change the make-up of the teams and, in some cases, refine the projects. In Osaka, there had been some difficulties regarding the two different styles of academic argument that the two cultures practiced, and a brief description of each was offered to the participants. It was also clear that expectations of the workshop differed, with Japanese colleagues more comfortable concentrating on formal academic lectures and the answering of individual questions. This resulted in participants being very well briefed, with a widespread knowledge of ageing issues, but allowed less time for the teams to fully explore the ideas that they were forming. A further challenge was to continue to explore the dynamics of the teams and their ability to transcend cultural, disciplinary and language barriers. Discussions between colleagues in Osaka and, subsequently, by email and Skype, allowed the aims and objectives of the Liverpool workshop to be shared and targeted toward those perceived difficulties. Indeed, it was agreed in Osaka that a greater emphasis on professional development would stretch and equip the participants better for their careers and their projects. This aspect of the workshop was the most successful in terms of networks, friendships and collaborations.



Purpose

To give colleagues from Japan and the UK who are researching the ageing society opportunities to collaborate and socialise, learn from each other and develop skills and behaviours to benefit their research, their research careers and their overall employability.



Challenge

Purpose

Living with an Ageing Society: Interdisciplinary workshop in Liverpool

How could we use cross-disciplinary approaches that could contribute and combine to provide solutions to the challenges of an ageing society and provoke discussion to create new questions and ideas to research?

Leading universities University of Liverpool / Osaka University

Overview

Activities took place under three main themes: 'Provocations', which took the form of lectures, site visits and workshops on specific ageing-related research matters; 'Interventions', which focused on personal and professional development activities in order to give the participants useful tools and the opportunity for reflection on their skills and attributes; and 'Collaborations', where the main project work was conducted by the teams themselves, with expert guidance on hand from the tutor team if needed.

There were six formal lectures overall, ranging from Dr Masayuki Nakamichi's Grandmother Hypothesis, based on observation of a Japanese monkey cohort, to Dr Kate Bennett's Ethical Issues session looking at intercultural research ethics. These provocations also included the stimulus of site visits, most notably to the Reeve Court Retirement Village, St Helens. The collaborative theme involved the participants forming teams, working on their projects and eventually delivering presentations to a group of experts drawn from the University of Liverpool and the ageing service community. However, collaborations also encompassed the social aspects of the workshop, including a formal evening dinner with the Vice Chancellor, Professor Janet Beer; the screening of David Lynch's *The Straight Story*; and a visit to 'The Story of Glass', the museum of the St Helens Glass Industry.



Outcome

The projects produced a set of interesting presentations exploring ideas around servicing the ageing population and discovering new research questions. The projects included the following:

- Intergenerational relationships through food
- Promoting social participation through ageing volunteers helping tourists at the forthcoming Tokyo Olympics
- A 'Smart Toilet' designed for use in public spaces
- Ways to make it easier for older members of society to find useful and rewarding work to help prolong their lives
- 'Death Education', a project that explored ways in which people could prepare for the end of their life in a sensitive but enlightened manner

Networks, friendships and collaborations were the main outcomes that emerged from the collaborations and the overall experience.



Overview

Outcome



Alireza Abouhossein
Postdoctoral Fellow in Mechanical and Biomechanical Engineering
University of Leeds

Globalization has introduced new social and cultural conditions requiring a cross-disciplinary engagement which was truly achieved in both RENKEI workshops, in Liverpool and in Osaka. This workshop was a once-in-a-lifetime opportunity for me to meet and interact with various people from different backgrounds in the field in which I conduct research.

One of the most attractive sessions was the one on group games that we played in Liverpool to become more familiar with one another and to learn to achieve a shared goal as a group. Of course, the other sessions, including those on ethical issues and evaluation of the project impact, were also quite thought-provoking and interesting. When developing new ideas, it is our duty as researchers to consider various aspects of the project, including its impact on society and the environment, as well as the ethics involved.

As a professional researcher, I have always had a flexible mindset in order to be able to understand the nature of many difficult questions in the field of mobility. However, the workshop provided me with a deeper understanding of how many more aspects may be involved in an elderly mobility project, thanks to the perspectives of other researchers from different backgrounds whose help was necessary to achieve our goals in the project.

The opportunities to work with researchers from different backgrounds, including public health, architecture and civil engineering, to develop a functional, mechatronic-based WC as part of a larger project named "Future Cities" was quite rewarding, as we learned how to embrace multiple perspectives and how to find common ground in order to achieve a common goal of increasing the mobility of the elderly. Each of us in the group was required to convey various considerations to the audience, including the technical and financial aspects of the project, along with ethical issues and its impact on the mobility of elderly members of society. In my opinion, we succeeded in doing so. I give two thumbs up to such a workshop without hesitation. Perhaps it would have been an even greater opportunity if those involved in any of the projects could have applied for a larger amount of funding to implement projects which appeared viable to the experts who were there on the final day to observe and rank the projects.



Chen Sanmei
Postdoctoral Fellow in Physical Activity Epidemiology
Kyushu University

The RENKEI interdisciplinary workshop "Living with an Ageing Society" was fantastic, well-designed and informed, and lived up to my expectations. It helped me gain various perspectives on ageing. It gave me a better understanding of the challenges we are facing and of the importance of initiative and creativity in developing practical approaches to dealing with the accompanying issues and promoting a healthy and active ageing society.

There were a lot of interesting activities and insightful lectures and discussions over the course of the programme. Of these, the most thought-provoking part was the teamwork on the final project. Given our different cultural and disciplinary backgrounds, the whole process of working on the final project offered us many chances to learn about each other and about how to work as a team in a very interesting and relaxing way, through indoor and outdoor activities.

As a healthcare provider, I used to overly focus on health promotion and maintenance. At the workshop, however, I came to understand that providing a better life for the elderly requires us to deliver interdisciplinary solutions that meet the needs and aspirations of our ageing communities.

The workshop activities stimulated me to interdisciplinary learning and thinking. I acquired many novel ideas and opinions from this programme. I also shared the outcome of the workshop with my colleagues and others. I believe that more and more people can benefit from interdisciplinary learning, as I have done, by thinking more about how to perform research from a cross-disciplinary standpoint and how to deliver better dedicated services for older people in the community, as well as how to bridge the gap between research and practice.

Altogether, I am really grateful to this RENKEI programme for giving me such a significant and wonderful experience.



Rie Ogasawara
3rd year Doctoral student in Human Sciences
Osaka University

Being part of the RENKEI programme was a great and truly unique experience for me. This programme allowed me to connect with researchers not only from other disciplines but also from various cultural backgrounds.

The teamwork activities were among the most interesting parts of this programme. It is also true that the teamwork activities created the greatest headache for me. The process of reaching a consensus as a team was fun, as well as a struggle. There was a misunderstanding among the team members, due in part to linguistic and cultural gaps, but it was a good experience and provided practice in how to discuss and negotiate in order to reach mutual understanding.

During the sessions, I strongly felt that the generally-held view of, and social expectations towards, the future ageing society and elderly care were very different between East and West. Unlike in biomedicine or engineering, there is no concrete answer when designing solutions for the future ageing society. Research and development in biomedicine or engineering is less influenced by cultural or social differences, but when we discuss "designing solutions for the future ageing society", we have to deal with these differences as the first step. Every researcher has their own ideas which seem "better" in the light of their own experiences and background. It is not simple or straightforward to be understood by others who do not share a similar background. There is no denying that there are language barriers, cultural differences and social differences between participants from Japan and the UK. I wish that we could have had more deep discussions about this throughout the programme.

Most of all, I am glad to have had the opportunity to meet and make friends with researchers from the UK and Japan who have similar research interests. These networks which I gained through the RENKEI programme will certainly become an asset in my life. I would recommend the RENKEI programme to all my friends and colleagues. I hope that I will be able to participate in future RENKEI programmes, too.



Giovanni Sala
PhD Candidate in Cognitive Psychology
University of Liverpool

I took part in the RENKEI Ageing workshop to learn the most recent insights provided by the research into ageing, and my expectations were met. I had the opportunity to study the issues related to ageing from a multidisciplinary perspective. Thus, I could explore the phenomenon of ageing far beyond my field of expertise (i.e. cognition). Evolutionary, social, and emotional aspects of ageing were also taken into consideration.

In my opinion, the most interesting session of the workshop was the one on the SONIC study. This longitudinal study of several cohorts of old people represented the best example of how ageing is not a mono-dimensional construct. Rather, ageing is affected by the interaction of many variables with each other. Moreover, it is important to distinguish between ageing and healthy ageing. While the former is just the common trajectory of everyone's life, the latter is a fundamental goal in order to live a happier and more satisfactory old age. In brief, simplistic descriptions and explanations cannot account for this important part of life.

Beyond expanding my knowledge of the phenomenon of ageing, the RENKEI workshop has helped me to understand how research into ageing must be carried out. Assuming the complexity of ageing, the experimenter has to implement advanced and multivariate research methods to examine the nuances of the topic.

In summary, the workshop has made my understanding of ageing more robust and detailed. Likewise, my awareness of the importance of the research in the field has significantly increased. Understanding healthy ageing and its correlates is one of the most important enterprises of the new millennium, with huge societal and economic implications.



Richard Hinchcliffe
Head of PGR Development
University of Liverpool

The ageing population is a problem that besets many developed nations as they struggle with the demographics of younger generations becoming a minority as overall wealth, hygiene and nutrition and healthcare standards enable the average age of death to continue to rise. Japan and the UK are two countries where this situation requires long term planning, new solutions, research and new ways of thinking in order to mitigate the problems posed for society and the individual by an ageing society.

Overall, the balance of the programme between the three main themes of provocation, collaboration and interventions was about right. Early career researchers are often engaged in discovering their self-direction, and many young doctoral researchers take time to realise that research is not just about pushing the boundaries in their discrete subject area, but is also about how they direct themselves. While it was very important for the workshop to have clear aims and objectives within the RENKEI programme, participants sometimes lost sight of these objectives and demanded more formal instruction. Getting that balance right was often difficult from an organiser's perspective.

The projects were interesting and innovative: they engaged the teams, who produced enthusiastic presentations stimulating the judges and the audience. The projects could be the basis for further collaborations if the team members wanted to pursue their studies. For many individuals, the teamwork contributed to their research and their personal learning. In particular, the most valued aspect of the workshop was the personal connections, friendships and contacts that the participants made, inter- and cross-culturally, which will spur many of them to continue their work together or simply to support each other on a personal level through the rigours of their research experience.

The main experience, as outlined above, was social and collaborative. It is up to each individual to decide how best to exploit the experience for their overall career aim. I am sure it is something they will never forget.

Intercultural workshop at Osaka University: Renaissance Entrepreneurship

Shaping the future of demographic change

How should we tackle the social issues that arise in the course of demographic change?

Leading universities **Osaka University / University College London (UCL)**

Challenge

Japan is the most rapidly ageing country in the world, which means that it is the most advanced case study in an international society whose demographic structure is changing. Some social issues have already become apparent, while there are other areas in which it remains unclear what issues will arise in the future. This situation is both characteristic of and the most problematic aspect of societies undergoing demographic change. The participants in this workshop were asked to discover for themselves the social issues that will arise as the world undergoes ever greater demographic change, think of solutions, and put these into practice.



Purpose

The aim of this workshop was for the participants to cross the boundaries between countries, cultures, and academic fields, contributing their knowledge and ideas in an environment with diverse values, and to be prompted by stimuli from the actual situations in which the issues are arising, coming up with creative solutions to the social issues caused by demographic change and putting these ideas into practice. This project also aims to construct an environment which produces future leaders who can understand and utilize the latest ideas from the humanities and the sciences in order to bring about systemic reform for a better society and can act as hubs for intellectual exchange.



Challenge

Purpose

Intercultural workshop at Osaka University: Renaissance Entrepreneurship

Shaping the future of demographic change

How should we tackle the social issues that arise in the course of demographic change?

Leading universities **Osaka University / University College London (UCL)**



Overview

Dawn Reeves of “facilitate this!” in the UK was invited to act as facilitator of a two-week workshop. The first week was used to share the direction of the RENKEI workshop with all the participants, focusing on ice-breakers, team building, and social visits. The second week centred on discussions within the teams and mini-lectures from various specialists in order for each team to make its project a reality. On the final day, a symposium was held at Osaka Innovation Hub (OIH) in the centre of Osaka, during which each team presented its initiative to 81 participants from industry, government, academia, and the public.



Outcome

This workshop welcomed 15 participants from the Japanese and British RENKEI member institutions. 10 of the participants had also taken part in last year’s workshop, while 5 were participating for the first time this year.

In addition to the two teams active since last year, Renaissance Home, a project to tackle the phenomenon of vacant houses and put them to use, and Gengoal, which aims to bring about language acquisition and social inclusion for isolated groups such as the elderly and foreigners through the development of an app, the new participants formed the COMSHIKA team, which aimed to solve the regional issues faced by Shikanoshima, an island in Fukuoka Prefecture. Each of the three teams worked on their projects through the workshop.

The workshop participants came from six different national backgrounds, giving the workshop true linguistic and cultural diversity.

Each of the three teams is continuing with activities to make its project a reality, and there are firm expectations that they will each produce concrete results to tackle the social issues on which they are working.



Overview

Outcome



Paco Giudice

2nd year PhD student
in Mathematics
University of Southampton

I joined the RENKEI workshop 2016 without a clear idea of what the programme would be about. The broad topic that was presented and discussed in the introduction became clearer day by day. Being in Japan and getting to know about the demographic changes and challenges gave me a lot of insights and knowledge. The participants and the organisers were great at maintaining an inspiring atmosphere.

I personally enjoyed the hands-on activities in Osaka City the most. We had the opportunity to tour around one of the most challenging city areas in Japan, where homelessness and poverty are the biggest issues. Luckily, we had a well-guided tour that gave us as much information as possible about the current situation and the possible solutions.

The workshop itself was an interesting opportunity to connect with Japanese people and culture. Too often, living in a Western society narrows our view about many social and personal issues. My participation in the programme opened up some new possibilities for my future plans and life in general.

Although my studies are unrelated to the subject matter of the workshop, I think I gained some group management skills that will be useful for many future career possibilities.

The whole experience was very interesting and I am sure I will treasure the memories gained in these two weeks.



Kazuki Kino

Undergraduate student
in Philosophy
University College
London

During the RENKEI programme I was able to establish strong bonds with other fellow RENKEI members, which was very helpful in forming and developing a social enterprise idea. With good teamwork, the processes of thinking, development and discussion were extremely smooth and fun to participate in.

I thought the most interesting/ thought-provoking session was the Kamagasaki visit. Although it did not have a direct impact on our final idea of a language acquisition programme, it did expand my awareness of social problems which exist in Japanese society and the dilemmas which come with it. I was especially intrigued to see how in a country where prostitution is illegal, unlike the Netherlands, for example, the red light district was clearly visible and no efforts were made to conceal or hide it. The hardships faced by the homeless and the support available for them were also very dramatic and thought-provoking.

Although I was already aware of some of the issues surrounding today's society and the inequality that these produce before participating in this programme, after doing so I became more determined to contribute to solving some of these issues. Before the programme, a part of me had given up on making any real contributions due to the sheer complexity of the task, but having engaged in visits, talks and discussions during the programme, I now believe that any small step will eventually have a significant impact.

As aforementioned, I obtained a knowledge of social problems in Japan. I also learned more about entrepreneurship, as well as different perspectives and views on social problems offered by participants from a wide variety of backgrounds. My communication, presentation and teamwork skills also improved as a result of our activities, both within and outside workshop hours. I would like to continue working on our project whilst pursuing my studies, and I hope to be able to input some of the knowledge I obtained in my approach to philosophical debates, and to use my improved communication skills to put my ideas into words effectively.



Emiko Nakano

Undergraduate student
in International
Public Policy
Osaka University

I found this programme very inspiring and thought-provoking, since there were a variety of people participating in tackling social issues. Reaching a consensus on our business plan was a long and involved process because we discussed it from various perspectives.

I thought the idea of going out for excursions, such as to the Kamagasaki area, which has problems with homelessness, and the national art museum in Nakanoshima to get artistic inspiration, was very interesting. It was also helpful in changing the mood. I learned what was really needed in an area, what had been done and how effective this had been, by listening to the views of local people. I found it important to compare different areas with similar problems to figure out what we could do.

I originally thought, based on my past experience, that it would be very difficult to come up with a business model on which we could engage in the long term. I felt that our business would work well, but in the end, we abandoned our plan after considerable analysis of costs and benefits and of existing competitors. However, I considered our plan from the viewpoint of consumers without hesitating to utilize existing hardware (we decided to use abandoned houses by collaborating with business institutions in rural areas).

I improved my ability to express my opinion concisely. It is always hard to sum up my own ideas in order to convince people. I learned how to talk to others effectively by approaching it from their viewpoint. I would like to use this experience in my future in order to write articles as a journalist and make presentations in front of an audience.



Hee Yung Woo

Undergraduate student
in Agriculture
Kyushu University

I felt that I had a very good experience as part of the RENKEI programme this year. While my major is not as closely related to social enterprise as those of some others in the programme, I felt that as students, we were struggling with very similar problems and difficulties.

The most thought-provoking session was the discussion in which we all shared one thing we wanted to change about ourselves. It was very interesting to see how the changes that each person desired were part of deeper problems correlated to emotions and worries, usually stemming from fear and/ or anxiety. This was the fundamental core of what most of the students shared. I found it comforting and became more at ease when I learned that I was not the only one struggling.

Through participating in the programme, I realized that with enough motivation and support from their surroundings, even people without professional backgrounds can start a social movement. This programme really motivated me to work on the COMSHIKA project with my colleague Natsuko here in Kyushu.

Through this programme, I learned the skills of bringing together a team, negotiating our differences through discussion and reasoning, and actually resolving the conflicting arguments. In the near future, teamwork will become a necessary skill in solving social problems, and through this experience, I hope to be able to use these skills, along with studies related to my major, to help alleviate at least a little bit of the suffering in the world.



Yasuo Kanematsu

Professor
Office for Industry
-University Co-Creation
Osaka University

Creative and sustainable solutions to social issues require collaboration between the industrial, government, academic, and civil society sectors. Furthermore, when it comes to complex and universal issues such as those caused by demographic change, the need for intellectual collaborations and emergences which transcend the boundaries between academic disciplines, nations and regions is known to all. What is extremely important to the realisation of these academic collaborations is the existence of leaders who act as hubs connecting various sectors, specialist areas, and cultures, and so this programme was designed with the aim of nurturing such leaders and forming an environment to foster their development.

Japanese and British university students and early career researchers with a wide variety of attributes came together, examining social issues and creating proposals through the two-week workshop. In particular, this year's programme focused on brushing up proposals from the standpoint of sustainability, and these were presented at a symposium which brought together many participants from each sector.

The symposium succeeded in gaining the audience's understanding about the development of young leaders and their enthusiastic support, which will continue into the future.

It is hoped that the workshop participants will continue to enjoy intellectual environments in which they cooperate with a variety of people, and that they will demonstrate their leadership in order to find solutions to social issues.

RENKEI PAX School 2016 – Enslaving the Mind –

A transdisciplinary grand challenge - how can we lay the intellectual foundations for building peace in our times?

Leading universities Ritsumeikan University / University of Liverpool (in cooperation with Kyushu University)



Challenge

Peace is not the prerogative of a few but a state of well-being whose structures must be maintained by all of us. The background to this programme is the transformative change that is happening around the world in regard to peace and security. Nation states appear to be at a loss to deal with trans-border issues such as parastatal terror, and the call for collective security has grown stronger.

Japan too is at an important crossroad, with the current government's proposed revisions to the postwar Peace Constitution tending to polarize public opinion. In the UK, too, the nation is struggling to understand what breeds "home grown terror", which operates in distant lands overseas, in search of ways for dealing with it.

Against this background, we address the theme "Enslaving the Mind" and look at how structures of peace get enmeshed into structures of war, co-opting the public in the process.



Purpose

1. To bring together early career researchers from the arts, humanities, social and natural sciences together to discuss a grand challenge that continues to plague human society.
2. To explore how engagement with societal institutions can be fostered in executing the programme.
3. To lay the foundations for reasoned advocacy and creative public engagement by early career researchers working collectively in a trans-border context.



Challenge

Purpose

RENKEI PAX School 2016

– Enslaving the Mind –

A transdisciplinary grand challenge - how can we lay the intellectual foundations for building peace in our times?

Leading universities Ritsumeikan University / University of Liverpool (in cooperation with Kyushu University)

Overview

The programme was held on 14 - 23 September 2016 at Ritsumeikan University, the home to the world's first peace museum founded by a university. Twenty-two participants of fifteen nationalities joined the research endeavour. The program consisted of three parts;

- Part 1: LESSONS FROM THE PAST
- Part 2: THEATRES OF UNCERTAINTY TODAY
- Part 3: SHAPING OUR SHARED FUTURE

Part 1 started with a visit to Ritsumeikan's Kyoto Museum for World Peace. To help the participants understand how the public gets co-opted into war or conflict, we invited a special speaker, Mr. Keiichiro Hirano, an award-winning novelist, who advocated the significance of "dividual", as oppose to "individual" and how it could affect the mindsets of the public through his lecture "What is 'I'? – Individual or 'Dividual'". Part 1 also included a field visit to Nagasaki, where the group visited Nagasaki Peace Park, Hypocentre Park, and Nagasaki Atomic Bomb Museum before visiting Nagasaki University Research Centre for Nuclear Weapons Abolition (RECNA) for lectures by Prof. Tomonaga on "The Antihumanitarian Consequence of Development and Detonation of Nuclear Weapons", and Prof. Suzuki on "Overcoming the Nuclear Dilemma: A Proposal for a Northeast Asia Nuclear Weapon-Free Zone (NEA-NWFZ)". The group also had a chance to interact with Nagasaki City Mayor Mr. Taue, as well as Mr. Yamawaki, an 82 year-old atomic bomb survivor.

Part 2 included lectures and discussions looking into the uncertain situation of the Middle East. There was a special lecture by a Palestinian award-winning writer/human rights lawyer, Mr. Raja Shehadeh, entitled "The Danger of Peace: What does Israel fear from Palestine?" which focused on the transformations of the mindset of current political actors in order for peace to be possible. Group work started from part 2, and participants formed 4 teams who conducted investigations, created a storyboard and developed these into a game and an exhibit poster on a chosen theme related to "enslaving the mind" and the issue of peace. This was intended to be each team's final presentation.

Part 3 encouraged the participants to work together on their final presentations. It also contained lectures about peace museums throughout the world and discussion on the relation of this year's programme to next year's workshop in Liverpool. The final presentations were given on the last day of the programme.



Outcome

The participants gained a deeper understanding of how the public are co-opted into the process of war and conflict through the lectures, discussion and field work in which they participated during this programme.

As a RENKEI project that emphasises the importance of public engagement in achieving positive social impact, the final outcome was created in the form of exhibits and games that mainly target primary school and junior high school students. The participants formed four groups and each group chose a topic. Each topic had a related artifact (two groups chose the same topic and used the same artifact) that were chosen by a curator of the Kyoto Museum for World Peace, and was used as part of their presentation.

Group 1: Fearless (topic: fear / artifact: a gas mask) – The exhibit shows the use of gas masks around the world in the past and the situation in Japan after World War 1 to allow visitors to understand what impact it had on people's minds. The game enables players to rethink whether or not all given information is correct, and experience how to overcome fears.

Group 2: Kazuo's Bento Box (topic: atomic bombing of Hiroshima and Nagasaki / artifact: a "bento" lunch box that belonged to a boy in Hiroshima and was damaged by the atomic bomb) – The exhibit shows the story of a fictional character, "Kazuo", who was killed in the atomic bomb attack in Hiroshima and asks visitors to think what they can do to create a peaceful future. The game is associated with the actual geography and buildings of Nagasaki City that stood when the city was hit by an atomic bomb.

Group 3: The Game of Truth (topic: censorship / artifact: a blacked-out textbook) – The exhibit shows the purpose of censorship and how it has been used all over the world, encouraging visitors to think of the effect it has on people's minds. The game has messages for peace that are covered; players need to find the truth by themselves.

Group 4: Overcoming Fear (topic: fear / artifact: a gas mask) – The exhibit tells of the forgotten tragedies in China caused by the Japanese army during the Second Sino-Japanese War and shows messages written by the participants and faculty members of the project wishing for peace. The game gives three players different roles, a government official, a police officer and a citizen, and all try to survive a situation in which there is the fear of a gas attack by working together.

Overview

Outcome



Will McGowan
PhD student in Sociology
University of Liverpool

In September 2016, I participated in the RENKEI PAX School entitled 'Enslaving the Mind' facilitated by Ritsumeikan University in Kyoto. Approaching the question of how structures of peace become enmeshed in, and co-opted by, structures of war and violence, the PAX School brought together postgraduate researchers from a range of academic disciplines, universities, and continents. The ten-day programme featured lectures, discussions and testimonies from a wide range of contributors, including academic scholars from both within and outside of the university, public figures and intellectuals, museum curators, and atomic bomb survivors. Central themes of the programme included state power/violence and personal, cultural and collective memory and memorialisation.

During the ten days, we visited the Kyoto Museum for World Peace at Ritsumeikan University and also travelled to Nagasaki, spending time in its Peace Park and Atomic Bomb Museum. It would be impossible to single out one day, lecture, or discussion as the single most thought-provoking or interesting element of the programme – the entire School programme was fascinating, diverse and challenging. Lectures from Palestinian author and activist Raja Shehadeh and Japanese novelist Keiichiro Hirano were truly inspiring. One part of the visit which really opened my eyes to the future challenges of state-corporate violence and peace research was our visit to the Research Centre for Nuclear Weapons Abolition (RECNA) at Nagasaki University and the lectures and discussions that it facilitated around nuclear weapons abolition, the potential trajectories of scientific research and activism in this area and the challenges faced therein.

I hope to maintain links with the organisations and participants involved in the PAX School in the future and look forward to seeing some of them in Liverpool in 2017!



Joana Filipa Carlos Morgado
Masters student
in International Relations
Ritsumeikan University

Overall, the PAX school programme was a very positive experience for me. I was most thrilled about being able to meet other fellow researchers, academics and professors with different backgrounds, and engage together in very meaningful and productive discussions. The guest speakers invited were also a plus, introducing our group to a variety of topics that are worth reflecting on and considering.

On the other hand, the time given to accomplish our goals through the workshop was quite limited, making it a rather tiring and stressful activity. Other than that, everything seemed to flow quite well.

In my opinion, most sessions were meant to be thought-provoking in order to stimulate a train of thought necessary to accomplish our final task. Personally, I felt that the session by Mr. Raja Shehadeh and the lecture given by an atomic bomb survivor in Nagasaki were the most meaningful lectures I have heard. These sessions urged me to think critically about human nature and why war still exists in the 21st Century. It also made me reach the conclusion that the solution has to start with small steps, which are better than no steps at all.

I think that my mindset did not change in a "mind-blowing" type of way, since it was already oriented in the direction of what I learned through this programme. Nevertheless, I was able to consolidate a more peace-focused perspective and build up arguments to share with people who have other kinds of mindsets.

In the end, one of the most important lessons I learned from this workshop was how to cooperate with others who think differently and understand that peaceful consensus is the key to any activity/job/work that I do now, or will do in the future!



Pradeep Panthi
PhD student
in International Development
Nagoya University

The single thing that inspired me to participate in the RENKEI PAX summer school was its focus on the interdisciplinary relationships between peace, arts, culture and science, which were defined as multiple dimensions of peace. My PhD research looks at major financial reforms and their impact on the inclusion of people in financial systems and on the economic development of developing countries as one aspect of social science. Consequently, I was thinking about activities aimed at world peace focusing on regional stability, growth, prosperity and the well-being of various nations through regional balance and integrity. I subsequently looked into the aim of the RENKEI programme and found it to be a great platform for the cross-boundary exchange of ideas and knowledge, which is necessary for the establishment of world peace following on from growth and development. The lectures and fieldwork of RENKEI Pax School provided an additional foundation for my research activity.

The lectures on 'The Danger of Peace with respect to Israel-Palestine Relations' and 'The Importance of Peace in the Middle East and Japan's Commitment to International Security' were outstanding as per my own subject of interest, i. e. regional growth and the stability of the world.

The opportunity to listen to the mayor of Nagasaki City and his lecture on civil participation to build peace from the last atomic bomb hypocentre was beyond my expectations. Even young school students of Nagasaki Prefecture are concerned about how to deliver the fundamental message of peace from atomic bomb survivors to future generations. In addition, the fact a Nagasaki atomic bomb survivor aged 82, who underwent more than 52 medical procedures after the bombing, stood for more than 90 minutes to give a lecture to RENKEI participants and answered young researchers with passion and interest was very painful for me. It taught me that making peace is possible only if we feel the pain of others.

As the citizen of a small country in Asia, I have decided not to consider or participate in war and will be committed in favour of a policy of non-participation of my nation in any kind of war or violence.

I humbly thank the entire team of the RENKEI Pax School, the organiser, Ritsumeikan University, and the British Council for giving young researchers and academics from various corners of the world such opportunities to interact and share our ideas.



Christopher Wheeler
PhD student in Politics
Newcastle University

My experience as a participant in the RENKEI programme was unforgettable. Over the course of two weeks, I had multiple opportunities to interact with passionate and dynamic scholars, government officials, and engaged citizens working tirelessly to promote peace at all levels of society. From these interactions, I came away with a broader appreciation of the value of the connections between the public and private sectors within society that are working to address challenging global problems. Furthermore, I now recognize my role and responsibility as an academic to create and maintain these connections, not only for the benefit of my own research, but for the benefit of my institution and peers as well.

In addition to the above points, the RENKEI programme also helped augment my existing intercultural collaboration skills beyond what I could have received at my current university within such a condensed period of time. Such skills are difficult to develop in a classroom setting or via single-day professional development workshops, but this programme offered a multicultural, intellectual, and collaborative environment where these skills could be developed and honed. Going forward, particularly given the growing cultural diversity found within academia, I am confident that these intercultural collaboration skills will be regularly put to use and allow me to engage in international collaborative research opportunities more effortlessly than many of my peers who lack similar skills and experiences.

I feel very fortunate to have had the opportunity to participate in the RENKEI programme. My sincere thanks goes out to the British Council for providing and sustaining the necessary support to make these unique opportunities available to early career researchers like myself. With regards to the wonderful faculty and staff at Ritsumeikan University who coordinated and hosted the programme in Japan, I am truly grateful and hope to someday return the hospitality. Finally, I would like to thank my peers for all their hard work and openness to sharing personal reflections about topics covered during our two weeks together. Hopefully, our experience together through the RENKEI programme is only the beginning of many more fruitful exchanges in the future.



Monte Cassim
Professor
Director, Kyoto Museum
for World Peace
Ritsumeikan University

The theme chosen for this workshop reflects the growing concern regarding human safety/security in the light of parastatal terror and response by states, the environment surrounding failed states and the co-option of minds by both governments and their opponents, as well as the impacts of the violence and violations that invariably accompany the above. Considering that these are situations we find in both developed and developing nations, the workshop encouraged participants to think about the conditions that lead societies into such situations, using the programme's inspirational lectures and the collection of the Kyoto Museum for World Peace to stimulate thought.

Viewing the destruction of peace as a subject that affects all humanity, ENSLAVING THE MIND was taken up as the theme around which transferrable skills could be imparted to participants. The three parts of the programme were structured to lead participants from awareness using lessons from the past (Part One) through analysis of a current hotspot (Part Two) to synthesis and expression of their thoughts to create an outcome that would enable public engagement (Part Three). The outcome expected from this group work was the creation of a museum display and a participatory game, using one artefact from the museum collection per group. Instruction was given in this last part regarding how museum curators develop exhibition displays and how games are developed.

There was some trepidation among the organisers as to whether, given the short time available, participants could reach the final desired outcome. These fears dissolved on the last day, when the groups made their presentations. It is now apparent that once participants understood the processes involved in creating the outcomes, viz. research around the theme selected for public engagement, creation of a strong narrative (storyboard) and expression of that narrative, either as a display or a game, the dialectic within and among groups led to a most creative result. In addition to this, the possibility of following up on this outcome through publication in academic journals (as some did with excellent reviews), linking it to the 2017 programme in Liverpool on EMANCIPATING THE MIND, also appears to have contributed to the outcome. Needless to say, the quality of the speakers invited, the nature of the places visited, systematic guidance by a diverse range of mentors and the group dynamics among participants all contributed to inspire participants. This is reflected in their evaluation of the programme.

One regret is that since the programme was delivered when the university was on vacation, the stunning outcomes could not be presented to a wider audience. However, ongoing efforts by participants to publish the results of their endeavour mitigate this somewhat. While it was difficult to engage the private corporate sector in Japan, there was much support from key public sector organizations in executing the programme. This needs further analysis in order to strengthen the programme for the future. The University of Liverpool has also been working towards engaging the private sector for the 2017 second leg of the PAX SCHOOL and indications are that they are likely to succeed. Finally, the continuity of such successful programmes within RENKEI and the organising institutions is an issue that requires consideration. At Ritsumeikan University, the programme is to be located in the Peace Education and Research Center of the University's Kyoto Museum for World Peace. Similar arrangements are being discussed at the University of Liverpool.

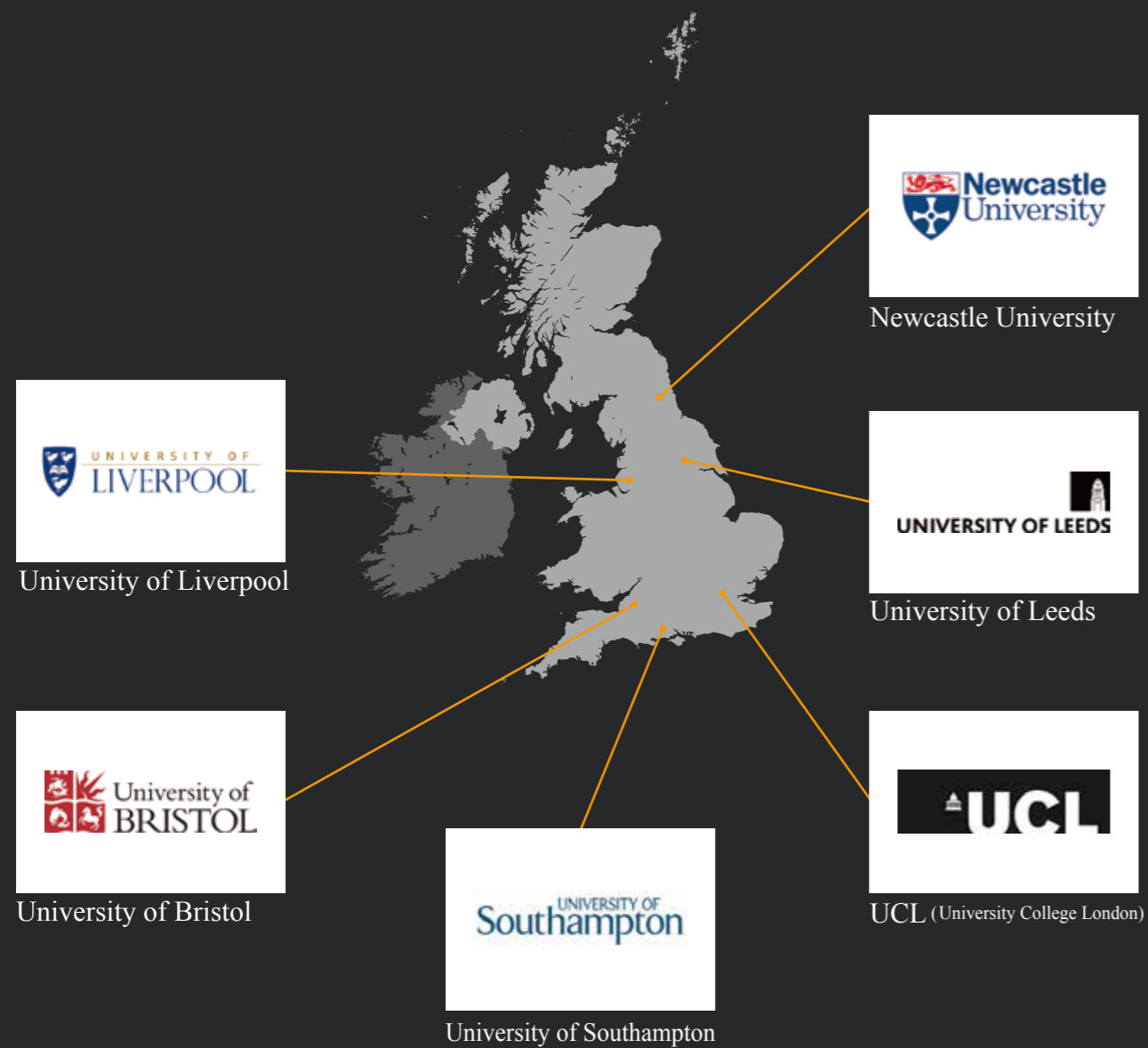
In conclusion, the organisers wish to thank all individuals and institutions involved for the financial, logistical and intellectual support extended to the programme. We apologise that the list is too long to name here but hope you will continue to walk with us into the meaningful yet uncharted territories to which RENKEI programmes aspire.

RENKEI

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RENKEI is the Japanese word for 'Collaboration', and is an acronym for Research and Education Network for Knowledge Economy Initiatives.

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