Local People's Perspectives in Social Development ; An Analysis of the Contents of a Collaborative Leaning Class

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Abstract

The purpose of this paper is to examine the impact of the class "Local People's Perspectives in Social Development" on students who attended it. The inaugural class was taught in English in the 2018 fall semester as a collaborative subject belonging to "University-wide Liberal Arts Courses".

In the class, students were given the opportunity not only to acquire specialized knowledge, but also to think deeply about global social issues thanks to direct communication with lecturers familiar with the field of social development at the grassroots level.

The importance of social development has emerged since it has become recognized that large-scale development aimed at increasing countries' GNP under the ideal of modernization had led to serious social issues and itself become a cause of poverty in developing countries. In the class, students learned the role of non-governmental organizations at the grassroots level in promoting social development from several case studies. Also, while the rapid development and spread of science and technology have brought convenience to people living in developed countries, they have not necessarily been conducive to human well-being. Rather, extracting natural resources from developing countries for the purpose of achieving economic development in the process of globalization has led to the exhaustion of natural resources and caused pollution that threatens the Earth's fragile ecosystems.

The class also provided students with the opportunity to think about the role of democracy, and what we should do to break the silence in this critical situation. Through the lectures, the students seriously considered the role of democracy for people around the world and the role that they should play in creating a peaceful society without nuclear weapons or war. In addition, the coordinator and student assistant were instrumental in encouraging and prompting students to get involved in the debate, so the students were able to participate in discussions on serious social issues from all around the world.

This paper finds that the collaborative lectures have functioned as a collaborative learning class focused on social development, local social issues, global social inequalities and peace building at the grassroots level. Furthermore, the close cooperation of six guest lecturers, the student assistant, and the coordinators not only stimulated students' participation and raised their awareness, but also caused a positive synergistic effect in terms of learning in the entire class.

Ⅰ．Introduction

The authors initiated a class entitled, "Local People's Perspectives in Social Development" in the fall semester of 2018. It followed the "Local People's Perspectives in International Cultural and Social Problems", which was taught in the spring semester as part of the University-wide Liberal Arts Courses.[1]

Globalization not only stimulates high economic growth, but also often causes serious local social issues, environmental destruction, as well as global social inequalities. Furthermore, unfortunately, the development of new technologies used in conflict and war is increasing, and so is devastation in conflict zones that causes harm to local people, especially the most vulnerable.

In the class, students learned the definition of social development, the role of civil society, and how an emphasis on economic growth has brought about various social issues and become a cause of poverty. The class also provided students with the opportunity to deepen their understanding of the social structure behind conflict and war, not only from global perspectives but also from local, grassroots level perspectives. In addition, sustainable approaches to peace building and advancing human well-being were considered. Furthermore, the class provided students with an opportunity to think about the role of democracy and what we should do to break the silence concerning the critical situation the world is in.

At the beginning of the class, the authors were concerned that the students might hesitate to come to terms with some of the serious global social issues we have to face. However, the authors noticed that the students actively participated in the lectures and effectively used the discussion opportunities that were presented to them. The results of a class evaluation survey held at the end of the term showed a high degree of satisfaction with the class among the students.

The main objective of this paper is to analyze the impact of the class on the students through an examination of the purpose and contents of the class, the concept of social development, and of concrete examples. It also examines the hypothesis that the collaborative learning class of the coordinators, the student assistant and the six guest lecturers had a synergistic, positive effect on the students.

Ⅱ．Class Outline

This section introduces the purpose and contents of the class. The official title is, 'Local People's Perspectives in Social Development', and the purpose and objectives are below, as per the online syllabus.

1．Course Objectives

The lecture series will analyse the developmental issues as carried out with a previous

emphasis on economic growth model. Also, you will learn about the importance of social development and the ideals and activities of International non-governmental organizations (NGOs), and other unique and community-based approaches as a medium for promoting social development.

2. Course Contents

Economic growth-oriented assistance and development as led by developed countries and international organizations has caused numerous social and environmental issues on a global scale. A continuing worldwide gap between the rich and poor and environmental destruction affect us all. While the development model has its place, society needs to adopt measures to move away from current economic growth focused paradigm and move toward a people-centered approach and promote well-being, as recognized by NGOs, the United Nations and other community-based approaches. Comprehending developmental issues and the importance of social development as carried out with a previous emphasis on economic growth, and understanding of the ideals and activities of International NGOs as a medium for promoting social development are both important factors in understanding social development.

3. Course Schedule

Table 1 outlines the course schedule. The authors informed the purpose and the content of each class to the relevant lecturer beforehand, via email. They also requested the lecturer make slides in simple English since it was important that the students could follow the contents. All the lecturers used slides in their presentations, which not only made the material easier to understand, but also motivated the students.

Each lecture maintained the structure as outlined in the introduction to the class. The authors held a discussion session on the content of each lecture beforehand and collaborated before and after each lecture as follows: (1) Before the lecture → The authors held a brief meeting to discuss regarding the contents and time allotment with the guest lecturer; (2) The beginning of the lecture → The authors briefly introduced the lecturer to the students and outlined the contents with slides; (3) Following the lecture → The lecturer and the authors read the students' comment papers and analyzed and discussed the contents. The authors also prepared feedback to give students in the next lecture; (4) The beginning of the subsequent lecture → The authors reviewed students' comments and questions from the previous lecture; (5) The end of the subsequent lecture →The authors introduced comments to the previous lecture with slides, and invited discussion.

The students were also required to write a report (only a pen and paper were allowed) in the

final class, with the subject: What was the best thing (topics or theme), or what impressed you most in this class? ① Write the theme or title (1-2 lines) . ② Write an outline (about 5 lines) . ③ Write your thoughts."

The authors analyze the content of each in the next section based on this classification.

Table 1: Class Schedule

	Name	Title	Classification
1.	Suzuki and Ritchie	Introduction to the class and lecture Does foreign aid really work in favour of poor people in Bangladesh? What is social development?	1 and 2 1 and 2
2.	Masaru Yamazaki	The role of NGOs and civil society in promoting social development.	1 and 2
3.	Masaru Yamazaki	Community development to achieve well-being for all people.	1 and 2
4.	Upalat Korwatanasakul	The role of education in social and community development: education and social issues in Thailand.	2
5.	Futoshi Sato	Let's reexamine "prosperity" and "our viewpoints".	1 and 2
6.	Ritchie Zane	The role of Social Development: The Student Volunteer Army its role in the recovery following the Christchurch Earthquakes of 2010 and 2011 in New Zealand.	1 and 2
7.	Nagl Robert Hans	Cultural diversity, wealth, and poverty in the United States through the eyes of an Austrian immigrant.	1
8.	Ghamra Rifai	Syria what happened and why it happened: The once beautiful ancient cities of my homeland	3
9.	Dani Nehushtai	Is it good to die for the country ?	3
10.	Ghamra Rifai	Syria what happened and why it happened: from the eyes of a Syrian citizen.	3 and 4
11.	Dani Nehushtai	My ideas regarding the possibility of creating a peaceful society in the world.	3 and 4
12.	Nagl Robert Hans	Hope of wealth and happiness: Observed dreams and realities living corporate life in the United States for thirty years, and continuing in Japan.	1
13.	Futoshi Sato	Sustainable development changes.	1 ～ 4
14.	Suzuki and Ritchie	Final report.	

Note: The content of each lecture is classified as follows:
    1. How has past emphasis on economic growth led to social issues and caused poverty?
    2. Defining social development and the role of civil society.
    3. The social structure behind conflict and war, and sustainable approaches to peacebuilding and advancing human well-being.
    4. The role of democracy and what we should do to break the silence concerning the critical situation the world is in.

III．What is social development?

1．How has past emphasis on economic growth led to many social issues and caused poverty?

As social development was an important concept in the class, it was defined in the very first

lecture, In addition, the first lecture was one of the most important, and students were expected to attend as instructed in the course syllabus.

（1）Introduces to the class and individual lectures.

In the first lecture, Suzuki introduced Ritchie as the co-coordinator and Chang as the student assistant to the class. Next, Suzuki outlined the basic guidelines of the course. Suzuki then presented a brief outline of her research:

"I have visited Bangladesh twelve times between 1997 and 2012. I have been receiving Grant in Aid from the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) since 1999. My specialty is social development, and I have undertaken many different types of research in Bangladesh. My study there started with an analysis of foreign aid from a critical perspective. After that, I proceeded to do research on social development and the role of civil society at the grassroots level, from endogenous development perspectives. Furthermore, through many home visits in rural Bangladesh, I learned about the concrete situation in which poor people who were forced to immigrate under debt in order to access new opportunities for work and find themselves in difficult situations. I have also carried out research in the United Arab Emirates (UAE) three times since 2010, and have visited in the United States of America eleven times since 2009. I also studied as a visiting scholar at Columbia University in New York City during my sabbatical year from April 2017 to March 2018."

（2）Does foreign aid really work in favour of poor people in Bangladesh?

The class gave students an opportunity to think about the following:

① Where is Bangladesh located?[2] ② Does foreign aid work? ③ If it does, how effective is it? ④ What is its impact on poor people living in rural communities ?

An enormous amount of foreign aid for large-scale development has been provided to Bangladesh since its independence in 1971, contributing to the economic development of the country. Despite this, Bangladesh still faces numerous serious social issues, which have been outlined in some previous studies, including the Suzuki's own research since 1997.

The situation in Daka,[3] the capital of Bangladesh, has worsened over the years. Large-scale development conducted by using foreign aid is one of the causes; its negative impact mainly stems from the fact that it has centered on the expansion of the road network and construction of buildings. Despite such infrastructure projects, a lack of employment opportunities is still evident, and even when poor people do gain access to work opportunities, they often end up toiling in hazardous working conditions, for low wages. Indeed, many poor workers who came from rural Bangladesh have been forced to reside in inferior housing - they often have no power to choice

but to live in shabby houses inside slums, on narrow vacant, and lots or sidewalks that are dangerously close to roads.

Compulsory evictions from slum settlements, the existence of street children and child labourers (especially child domestic servants) are some of the most serious social issues in large cities in Bangladesh. Many poor people who lived in slums faced the problem of eviction because of the push for economic development and modernization. Also worth noting is that slum dwellers, street children and child domestic servants typically come from poor rural areas. That is, behind these social issues in cities, the problem of poverty in rural areas still lurks (Suzuki, 2016).

These social issues are closely related to the development in rural areas which is funded by foreign aid, which is one of the underlying causes of poverty. For example, Kumilla[4] is a typical area in which foreign aid has been concentrated since before independence, with the United States Agency for International Development (USAID) and Japan's official development assistance (ODA) taking the lead in its development. Concretely, as part of its Green Revolution initiative, during the East Pakistan era in the 1960s, the USAID implemented the so-called "Commila Model" intended for introducing modern farming methods, and conducted a rural construction programme intended for the improvement of infrastructure, with the goal of modernizing rural areas. This project provided high-yield varieties (HYVs) Boro rice that were adapted for planting during the dry season only, along with agricultural pesticides, chemical fertilizers and irrigation equipment that were expected to expand modern agricultural production. The model gradually spread throughout the province, a consequence was that traditional methods of agricultural production declined and the communities' lifestyles at the local level gradually came to be affected.[5]

Following independence, the Road Expansion Project to connect the capital Daka and the commercial port of Chittagon was implemented as part of the Asian Highway Network Project funded by the Asian Development Bank. In conjunction with this project, the Meghna Bridge and Meghna Gumti Bridge were also built to connect Daka with the Daudkandi district in Kumilla, which was selected as the main area for the Model Rural Development Project (MRDP). Both of these infrastructure improvements as well as the MRDP were funded through Japan's ODA. These large-scale development projects have had various impacts on the living conditions of the poor.[6]

Following the main lecture, Suzuki asked students, "What do you think about the Road Expansion Project?"

The project was carried out as part of a modernization and economic development drive, but placed huge pressure on the poor, especially the most vulnerable slum dwellers who lived close to a national highway, with many of them forcibly removed from their living spaces under compulsory eviction orders. That put them in an even more difficult situation, as they now have to

use their meager wages to pay rent, which puts extra pressure on their tight family budgets and often causes them to fall into debt.

Due to this, some of the children had to drop out from elementary school or junior high school. They told Suzuki in a small voice, hesitatingly in Bengali: "There are no children who do not want to go to school". Among them, an adolescent girl had to give up her study at a junior high school, because she had to start working at a jute factory due to her family's financial woes. Then one day, on a dim, early morning after finishing work, she fell and fractured her arm on the side of a road that was in poor shape due to construction work of the road expansion project. Her father then had to borrow money in order to cover the high cost of medical treatment for her in a local hospital. This is just one example of the realities that slum dwellers who have been affected by the road expansion project have to face due to the push for economic development.

The project, it may be said, has deprived them of their human rights and well-being. The poorest, those who used to live in slums, have lost their very small but very important living spaces, as well as their precious communities, which were absolutely necessary for their existence. In addition, the project has led to serious traffic jams, severe environmental pollution, health hazards and other social issues. To sum up: the conventional method that lays emphasis on economic growth has brought about many social issues in Kumilla.

2. The concept of Social Development

According to sen (2007), the previous idea of development in the 1930s or 1940s had been dominated by economic growth theory that aimed at increasing gross national product (GNP) in developing countries.

"It was dominated by the basic vision that poor countries are just low-income countries, and the focus was simply on transcending the problem of underdevelopment through economic growth, increasing GNP, and so on. That proved to be a not very good way of thinking about development, which has to be concerned with advancing human well-being and human freedom (Sen, 2007, p.3)". For that reason, Sen and Mahbub considered alternative theories to replace the economic growth method that focuses on increasing GNP (Ibid., pp.3-5).

The Human Development Report, which has been published annually by the United Nations Development Program (UNDP) since 1990, draws substantially on the human development approach based on Sen's work on capabilities (Ibid., p.4) . According to Sen, "Human development, as an approach, is concerned with what I take to be the basic development idea: namely, advancing the richness of human life, rather than the richness of the economy in which human beings live, which is only a part of it" (Ibid.).

In addition, "three foundations for human development are to live a long, healthy and creative

life, to be knowledgeable, and to have access to the resources needed for a decent standard of living. Once the basics of human development are achieved, they open up opportunities for progress in other aspects of life".[7]

Serious social issues faced by the poor arise not only from income poverty, but also from a lack of access to opportunities to acquire literacy, education, primary health care, safe water, nutrition, decent work, and being unable to participate in social activities. In addition, it has been found that the poor are often entangled in human poverty and forced to live in squalid living conditions that are very difficult to break away from, which creates a vicious circle. In short, they are deprived of their fundamental human rights and have very limited access to opportunities to advance their human well-being.

In order to support the advancement of poor people's well-being, human development approach aims not only to simply increase GNP or gross domestic product (GDP), but also to extend access capacity and human-centered development for poor people.

An agreement that the development model focused on economic growth should be reviewed was achieved at the United Nations World Social Development Summit held in Copenhagen, Denmark in 1995, where a consensus was reached on the importance of advancing "social development as human well-being" (Nishikawa, 1995: 1998).

As previously mentioned, economic growth can cause various social issues such as poverty, unemployment, and the deepening of social divisions. Such negative outcomes are rooted in the previous development ideals that have prioritized economic growth.

The concept of social development recognizes that it is necessary to focus on human-centered social development rather than on economic growth, and human development focusing on human well-being and human freedom is a first priority.

3. The role that local non-governmental organizations (NGOs) in Bangladesh play in promoting social development

Many local NGOs are working with poor people due to serious social conditions in Bangladesh. Among them, BRAC (Building Resources Across Community) has analyzed the causes of poverty and has been working toward implementing adequate approaches for assisting poor people at the grassroots level. "Women and girls have been the central analytical lens of BRAC's main approach, recognizing both their vulnerabilities but also their thirst for change."[8]

According to Suzuki's research, BRAC's programme officers who are staff members initiated talks at the grassroots level with poor women who were excluded from the foreign-aid-funded rural development project which was being conducted based on the assumption that a trickle-down effect would ensue. They realized that these poor women would be able to not only

become key persons in their families and communities, but would also be able to promote social development at the grassroots level if they could gain access to social opportunities and adequate support. The programme officers gradually urged women to form a village organization.

At the core of BRAC's idea and activities for promoting social development at the grassroots level in rural areas are village organizations ("samity" in Bengali), each of which is made up of between 20 to 30 female members.[9] Traditionally, mutual support among poor women has been remarkable, and this support has been maintaining the formation of village organizations. Through these organizations, Bangladeshi women in rural areas are now able to access the opportunities to acquire basic literacy and access social support, primary health care, and education for children (especially for girls). They can also attend brief courses on raising poultry or cattle within income generation programmes, access microfinance programmes, as well as legal assistance programmes. By doing so, women gradually raise their social awareness, become empowered, and advance human well-being not only for themselves but also for their family members.[10] Some among the women have become key persons in promoting social development and have been working with poor women at the grassroots level in rural villages to improve the primary health and nutrition of infants.

BRAC's unique and holistic approach to prioritizing empowerment of the poorest women, advancing human well-being and promoting social development is fundamentally different from modernization methods that are based on foreign aid and assume the existence of the trickle-down effect. In rural villages, poor women's mutual support and mutual understanding, their participation in village organization activities, and the programme officers' appropriate approach at the grassroots level to the issues women are facing all have a synergistic effect. This study found some case studies that prove the endogenous development theory to be valid through the Suzuki's research in Daudkandi district of Kumilla.

4. The role of NGOs and civil society in promote social development

Over two classes, Yamazaki introduced "The role of NGOs and civil society in promote social development" and, "Community development to achieve well-being for all people" through not only previous studies but also his ideals, and through his wealth of activities in Cambodia and Luanda, the capital of Angola, in Africa. A summary of his lecture is as follows.[11]

What is the goal of social development? It is not easy to answer this simple question since it requires to deal with a diversity of the people's perspectives. Since someone's political and economic behaviors based on their perspectives may affect others' life, social norms and regulations should be respected to maintain a sustainable society. However, norms and regulations are not always functioning fairly to all members of society as we have observed

marginalized people all over the world. Therefore, discussing the ideal norms and regulations for society is not enough to achieve the goal of social development. Neither political system nor economic system does not achieve the coexisting society since they consist of the norms and regulations. What is more, each person needs to expand its capacity to allow people's perspectives to coexist in society, and public sphere was advocated by philosophers and social scientists as an alternative system. Since then, NGOs and other civil societies have been expanding public sphere under the pressures from the existing political and economic system. If the society aims to be inclusive, expanding public sphere shall be an essential role of social development. We will also discuss the concept of 'Structure Violence' (Galtung, 1969) to raise the issues of poverty.

(1) The role of NGOs and civil society in promoting social development[12]

①Structure of our society

We will discuss the structure of our society from three main viewpoints, such as State (redistribution), Market (exchange), and the Public sphere (sharing) to understand the role of NGOs and civil society.

②How does poverty begin, and it is sustained?

Reviewing the data, which shows how widening the gap between the rich and the poor, we will analyze the cause of poverty. We will also discuss how we contribute to the poverty in a globalized world.

③Does economic development contribute to poverty reduction?

Income generation is considered as a solution to poverty reduction. However, does it really contribute to the poverty reduction or eradication? We will watch a documentary video (about 7 mins)[13] which talks about the situation of Indian farmers and discuss the impacts of economic development on economically deprived people.

④What is the importance of social development?

Based on the discussions above, we will consider the difference between equality and equity in our society. We will also discuss the utilitarian approach and the altruist approach in social development to define the role of social development.

⑤What is the role of NGOs?

Finally, we will again discuss the role and its possibility of NGOs in social development to

achieve a fair and safe society. We will learn that NGO is not just a service provider, but an important actor to lead the civil society for positive social changes.

(2) Community development to achieve well-being for all people [14]

① What is sustainable development?

In the beginning, we will review the meaning of development, and then we will discuss the importance of the process and the result of development. Based on the discussion, we will consider how to achieve sustainable development and learn about the essential factors for sustainable development, such as social factors, environmental factors, and cultural factors.

② Approach for community development

We will discuss the approaches of community development to achieve the goal of social development. I will explain three approaches for community development, such as the Charity approach, Technical Support Approach, and Social Development Approach, using the actual cases of NGO projects.

③ Natural resources and sustainable society

Degradation of natural resources is one of the factors of the conflicts. Proper distribution and management of natural resources are significant for a sustainable society. We will review the concept of the Tragedy of the Commons, and discuss individual and collective rights to resources.

④ Participation of the local people

The difficulty of decision making is one of the challenges of community development. Participation is not only to claim their own rights but to accept another person's rights. Therefore, good participation requires mutual communication. We will learn how to promote fair and effective communication through action and reflection.

⑤ From 'Moral Act' to 'Beautiful Act'

Finally, we will discuss how to achieve our well-being for all people who have different worldviews and values. Since each person has their own worldview and value, there is not a perfect answer in social development. It is essential to follow the rules or public morals, but whose reality is accounted for the rules or morality? Inspired by Naess (1987), we will discuss the possibility of taking a 'Beautiful Act' by realization and expansion of self to achieve our well-being for all people.

5．Examine of social development

In this section, the authors summarize the content of each lecturer according to their talks and slides.

(1) Let's reexamine "prosperity" and "our viewpoints" (October 31), and Sustainable development changes (January 16)

Lecturer: Futoshi, Sato

The lecture first focused on why economic development causes pollution and environmental degradation. He explained: The purpose of economic development is obviously to increase GDP, which means investing more money into products and services to buy and sell. In addition, in order to produce more products, we must depend on fossil fuels (oil, coal, natural gas) etc., in addition to limited earth resources as natural resources.

There is only one precious earth, and our society faces the serious environmental issues of more emissions of material waste and carbon dioxide caused by huge economic development that places priority on modernization. It is not only very different from a sustainable life, but it has also it has led to serious social issues. Also, if we measure our lives according to GDP only, childcare and elderly care by family members at home, volunteer work, and community work et cetera, may have left behind. For this reason, alternative indexes to measure levels of human well-being are necessary. He introduced the Human Development Index and the Ecological Footprint. He emphasized that we only have one earth, and we need to protect it.

Following the main lecture, students were proposed with a question,[15] How can we achieve higher Human Development Index with lower Ecological Footprint? He also gave an assignment to students to prepare for the next lecture on January 16: Please prepare to explain one of the following topics.

1) Choose a social problem that you are interested in: Why do you think it is a problem?

2) Think of an activity that you want to promote: Why do you want to promote it?

The main procedure of the workshop was as follows[16]: ① Make a group of 4 persons; ② Share you own interest and its background or reasons in the group; ③ Make list of issues／activities in the group; ④ Share the list to the whole class; ⑤ Make groups according to the issue; ⑥ Share your current concerns and activities.

（2）**Cultural diversity, wealth and poverty in the United States through the eyes of an Austrian immigrant (November 14), and The Hopes of wealth and happiness: Observed dreams and realities living corporate life in the United States for thirty years, and continuing in Japan. (January 9)** [17]

Lecturer: Nagr, Robert Hans

Nagr was born in Vienna, Austria, the capital of music. He was fascinated by the United States very early in his life, mainly because of the country's good image that was portrayed or manipulated by the media and film. In those days, he believed that he would have better job opportunities and a better life in general when living in the United States. However, after immigrating there, he immediately encountered the harsh realities of discrimination against immigrants, minorities, poor and vulnerable people; it was a very different situation than he expected. Then he recognized the importance of education and knowledge. Hans decided to attend university and study towards obtaining a master's degree in the United States. Many people also listened to his music performances when he played the piano or the organ at church. He discovered that music does not only speak many languages, but it also gives spontaneous power towards overcoming many kinds of complex hardships.

Nagr gained experience working for major companies in the United States. At the start of his life as an employee, it seemed he had finally realized his long-awaited dream. He could possess his own house and could gain access to credit and insurance. However, gradually, he had to face the serious social and economic issues created by leadership of large corporations through many times political maneuvering. They, many times, took control of wealth, employment opportunities, length of employment, while at the same time critically influencing individual and family destinies. He was disappointed by serious issues caused by social inequalities, wealth gap and critical living conditions of poor people who could not easily escape poverty and discrimination in the United States. Serious social issues also arose because of minimal restrictions on gun sales and usage. Finally, Hans gave up living in the United States and decided to move to Japan. This lecture also introduced major communication technology inventions since the 1980s and examined the positive and negative impacts of these on people in the United States.

（3）**The Role of Education in Social and Community Development: Education and Social Issues in Thailand (October 17)** [18]

Lecturer: Upalat Korwatanasakul

The lecture focused on the role of education in promoting social development. The lecturer first introduced several definitions of education and explained both positive effects and negative aspects of education. One of the interesting issues that the lecturer pointed out is that education

may deprive children of their childhood. For example, in Japan, even elementary school students are expected to spend time at a cram school (a supplementary school held after school or on weekends), rather than learning from playing or activities outside the classroom. This issue mainly comes from parents' expectations regarding entrance examinations at any levels of education.

After that, the lecturer presented a detailed explanation of social issues in Thailand based on indicators of sustainable development. The lecturer emphasized the importance of freedom of speech, access to equitable learning opportunities, and acquiring literacy and knowledge and also examined the issue of indigenous people and minorities and social inequality in Thailand.

At the end of the lecture, the lecturer showed examples of work carried out by local NGOs and international organizations to achieve the Sustainable Development Goals (SDGs). The introduced examples were mainly based on community-based learning approach where education and community are utilized to help promoting sustainable social development at individual and community levels. Therefore, the students were given the opportunity to consider how education may help solve these social issues at the grassroots level in Thailand.

（4） The task of Social Development: The Student Volunteer Army and the recovery following the Christchurch Earthquakes of 2010 and 2011 in New Zealand (November 7) [19]

Lecturer: Zane Ritchie

Ritchie started with a brief introduction to New Zealand, and emphasized that the country is prone to natural disasters, and in particular earthquakes, due to its geographic location. He discussed how New Zealand has disaster contingency plans in place, with regular earthquake drills carried out in schools, strong building codes, and how there is general awareness of the importance of disaster preparedness among the general population. However, in 2010 and 2011 when twin earthquakes devastated the second largest city of Christchurch, emergency services and Civil Defence were overwhelmed by the sheer scale of the disaster.

In particular, the second quake on February 11, 2011 devastated the central city and eastern suburbs, leaving many communities unable to cope, as their lifelines were severed. In this context, a student at the University of Canterbury, Sam Johnson, took it upon himself to organize fellow students to create a grassroots response group using the social media platform, Facebook. The Student Volunteer Army organized thousands of students and sent them out into the community to clear the rubble and silt from liquefaction, to distribute relief supplies (including food parcels sent from all over the country) and generally contribute in any way they could to help out those most in need.

The Student Volunteer Army played a vital role with the relief effort and was recognized by,

and worked with the authorities. Ritchie argued that the Student Volunteer Army was a success in the New Zealand context due to people having a strong sense of taking the initiative and getting involved in their communities, the timing of the disaster (the second quake occurred at the beginning of the school semester), the central location of the University, and support from the authorities.

Ⅳ． The social structure behind conflict and war, and sustainable approaches to peacebuilding and advancing human well-being

This section introduces four lectures about the social structure behind conflict and war, from not only global perspectives but also from people's perspectives at the grassroots level.

1. Is it good to die for the country? (December 5) and My ideas regarding the possibility of creating a peaceful society in the world (December 19)

Lecturer: Dani Nehushtai

Dani Nehushtai is a woodcraft artist based in Saitama prefecture, and the author of "Is It Good to die for the Country?" He has been held up to 500 public lectures since 2008, and has taken part in various social activities with colleagues, schools, town halls and organizations all over Japan.

The first class started with him telling the students about the holocaust, with a focus on Auschwitz which was connected to some of his relatives. Following, he explained the history of Palestine and Israel, the Middle East wars, and the expansion of the Israeli occupation and attacks on Palestine. In particular, he analyzed how Israel has deprived the Palestinians of their land since 1948, only three years after the end of World War Ⅱ. He also examined the social structure behind the occupation and the involvement of major powers. He used maps to illustrate how Palestine's land was divided between Gaza and the West Bank, and how under unilateral occupation, it was further suppressed and reduced. He also mentioned that Israel seized the Golan Heights, which is a very important area, from Syria during the Six-Day (Middle East) war, and how it has became a zone of military occupation since 1967.

In addition, he referred to his own book, "Is it good to die for the country?" He also touched upon education in Israel, and provided students the opportunity to think about how education makes influences to children. In Israel, many people join the army without any doubts at eighteen years old, and he examined how this phenomenon is involved in the schooling students receive, particularly at the primary level. Education is one of the most important issues related to joining the army in Israel.

The second class focused on the present situation regarding not only Israeli-Palestinian issues,

but also current affairs in Japan. According to his analysis, Japan has some things in common with Israel. For example, seventy-five years ago during World War II, Japanese elementary school children were taught that they had to admire the success of the Japanese military. Some educated, young Japanese boys were also sent to war and died. Following, he mentioned the preparation for future war in Japan and the expansion of military budget. He also emphasized that continued military industrial expansion will be lead endless conflicts, war and huge devastation. Finally, he mentioned the very critical situation regarding the use of nuclear power plants and the Fukushima disaster in Japan.

2. Syria what happened and why it happened: from the eyes of a Syrian citizen (November 21); and Syria what happened and why it happened: The once beautiful ancient cities of my homeland (December 12)

Lecturer: Ghamra, Rifai

In the first lecture, Ghamra explained the location of Syria and how it has long glorious history as an ancient land for thousands of years. It introduced the different ethnicities, religions, traditional culture, official language and how Syria is a multilingual society and has cultural diversity. It also discussed family structure, access to equitable learning opportunities, the literacy rate, and women's position in society.

She then introduced the picturesque scenery and the lifestyles of Syrians before the conflict, with photo slides and her memories. People's lifestyles that blended into tradition were beautiful in the pictures. Obviously, it also attracted many local people and tourists before the conflict. Syria's traditional culture and religion had important implications for Syrian society, including not only eating habits, traditional costumes, but also family ties and their holidays, hospitality, diversity, acceptance, and generosity. They spent precious time with family members, relatives and friends. Syria also accepted many Palestinian refugees before the conflict. However, many Syrians have had to leave the area as refugees or many lost their lives after 2011.

The second lecture focused on the Syrian Revolution after 2011, armament of the revolution and a series of international community failures. The lecturer explained the political atmosphere in Syria regarding elections, governance, freedom of speech and the media, and calls for change. However, a nightmare of the massacre in Homs city where grew up, caused much local people's confusion and anguish.

During the conflict, people suffered immensely and there were arrests, the use of weapons of mass destruction, and chemical weapons. A series of international interventions failed to find any sustainable approaches to peace building and was not able to quell the chaos. The situation in Syria is precarious and she explained about it through the eyes of a Syrian citizen.

While she was studying a doctoral course in Japan, she became interested in humanitarian assistance, and she then decided to support children who suffered from war. She then became an NGO staff member and postponed her studies as an engineering PhD student.

Ⅴ．Introduction to a coordinator and a student assistant

This section introduces a brief introduction to a coordinator and a student assistant.

1．Coordinator

Zane Ritchie performed the role of co-coordinator for this class.[20] He presently devotes himself to research projects in community development and social issues and has been living in Japan for twenty-five years. One of his research projects involves working at the grassroots level within with local people and communities in Christchurch, New Zealand, following the massive earthquakes there in 2010 and 2011. The indigenous Maori, the elderly and those from the people in low-income brackets were particularly hard hit, as many of them lived on the heavily damaged eastern side of the city. Also, many communities have yet to fully recover, even nine years on since the twin disasters.[21] Ritchie has also been accompanying students from Josai University to the University of Canterbury in Christchurch since March 2018 for a short-term program to learn about Maori culture and social development. There they carry out hands-on activities with the Maori community and study the state of the city, and study the state of the post-quake city rebuild.[22] Another project that he undertakes is in a slum school in Nairobi, Kenya, where most children lack access to even a basic education. From the perspective of endogenous development at the grassroots level, he works to improve the educational environment for children, with few resources. And in August this year, Ritchie accompanied nine students to Nairobi as part of a project to improve children's educational opportunities through the development of a computer lab. There the students donated computers to the school to increase the number of computers. Through this initiative, the pupils are able to access digital textbooks through a network of computers with the aim to improve their digital literacy.

2．Student assistant

Chongwoo Chang is a student in the Department of Community Development, College of Community and Human Services,[23] and originally he took several of Ritchie's courses when Ritchie was a lecturer at Rikkyo University in 2014. The following year that, he chose Suzuki's Field Study (full-year seminar) offered for sophomore students in the Department of Community Development. Chang was a very motivated student who participated positively in the seminar and he became a key person in his eyes of his peers. He has received a scholarship as an award

based on his good grades, and everything was looking to be going smoothly in June of 2015. However, right then, he informed Suzuki that he would have to return to Korea for military duty from that September. It seemed very sudden for everybody as just a month later, the class planned to visit the Hiroshima Peace Museum, the Peace Park and the Atomic Bomb Dome and other areas related to the atomic bombings of August 1945. There the class got thinking about creating a peaceful society without war or nuclear weapons in Hiroshima, which is a special place for us. At the same time, the difficult history between Korea and Japan also came up. Students were reluctant that he had to leave Japan and they knew that he also felt that way. In Hiroshima, where everyone considers peace building, there were complex feelings and sadness among the seminar students. After the fall semester of 2015, we were thinking about what we could do to pray for his security, every single week.

The class visited Korea with seminar members the following year, as promised in Hiroshima. They had the opportunity to visit Seodaemun Prison History Hall, Patriot Ahn Jung-geun Memorial Hall, and Han-gang Promenade that have rebuilt by local people at the grassroots level. There they held discussions with him about the history between Korea and Japan.

He finished his army duty in 2017 and returned to the Suzuki's Field Study in the spring semester of 2018. Addition, he once again received a scholarship in April 2018. Besides, we could revisit the Hiroshima Peace Museum again this summer with seminar members. After this experience, he highly desired to work as a Student Assistant in this course. We are so thankful for the fact that he has come back safely and chosen to work together with us. In addition, the authors were proud that they could work with him and discuss issues with him in this special course.

Ⅵ．The result of the class evaluation 2018

In this section, the authors analyze the results of the class evaluation 2018 for, 'Local People's Perspectives in Social Development' (Refer to Table 2 in the Appendix).

In Section I~V: According to the total results of the class evaluation 2018 (see Appendix I), the average of students' attendance in this course was 97.58 percent, which was due to the priority placed on attendance and participation. Among the total results, it was found that there were only two instances of scores below 4.0 in section I of the Students' Participation: Students' preparation (3.64) and Progressive learning (3.94). Students spent an average of just 0.92 hours per week preparing for classes, which was lower than expected, even though adequate preparation was an important expectation and one of the requirements. There are several issues that should be addressed in the future. For example, the amount of preparation expected of the students should be clearly stated in the syllabus.

In Section II: The Procedure of This Course section was highly evaluated. The highest score was: The instructor was well prepared for the lessons (4.63), followed by; Made effective use of slides or visual aids etc. (4.61); The lessons were kept reasonably quiet (4.73); and The aim of each lesson was clear (4.55).

In Section III: Through This Course I Learned/Acquired the Following, the highest score was: Acquired new concepts and new ways of thinking (4.55), followed by; The connection between the topic of this course and modern society (4.39); Basic academic knowledge related to the field taught in this course (4.21); and A positive attitude towards doing my own research and analysis (4.09).

In Section Ⅳ: The score of the General Evaluation section were also very high: I was Satisfied with the course (4.61); I improved academically interesting and challenging (4.58); The objectives were clear (4.58); and The lessons were easy to understand (4.15).

In Section Ⅴ: The questions given by Liberal Arts also received high ratings. The size of classroom (4.79), The number of students(4.72), The classroom and facilities (4.66), This class made me feel the difference between high school and university learning (4.94), and I felt this class better prepared me for studying at university level (4.67).

The authors also analyzed that in cooperation with the offices of University-wide Liberal Arts to have led to such evaluations. In addition, the office of the educational section in Niiza Campus also provided the best facilities for the course.

Below, the authors introduce and analyze some of the students' comments on the classes (see Appendix II).

"We could understand the current situation overseas (mainly the guest lecturers' home region / country) through slide preparations, materials, and lectures by multiple guest speakers".

"It was very attractive to learn English and learn about social development. I also learned many social issues I did not know before the class. The interest in social issues increased through the topics taught by the lecturers", were some of the responses. Also, participation in the workshops was very popular. In addition, there is no doubt that students thought it was especially a valuable opportunity to be able to learn from several of the lecturers who focused on the issues of Syria, Palestine, and Israel, which the Japanese media tend not to pay much attention to. However, it was pointed out that it was difficult to solve these serious social problems and the solutions were not clear.

One of the students' thought actively responded thoughtfully: "I think that I have really gained important power because there are few such classes. There was a lot of time to come to terms with my thoughts and I was stimulated a lot." Also: "For the first time, I learned in English and was able to reconsider the fun of university learning."

At Niiza Campus, this was the first time to initiate a class, that introduced views on social issues that was taught by multiple lecturers, which seems to have attracted students' interest.

VII. Conclusion

First, the class placed an emphasis on the concept of social development, which is, needless to say, a prerequisite for understanding social development. It also provided students with the opportunity to learn how the importance of social development came to be advocated due to the perception that large-scale development under modernization leads to serious social issues and causes poverty in developing countries. According to comment papers from students, at the beginning of the class, some of the students, although a very small number, were confused about the difference between the concepts of 'social development' and 'economic development', so the authors reviewed the contents and made supplementary explanations to clarify the difference.

Yamazaki's lectures contributed greatly to this, as he offered an analysis of previous research as well as his own extensive experience on social development. The students were able to deepen their knowledge of the concept of social development, the causes of poverty, and the role of civil society and NGOs in promoting social development. Yamazaki introduced concrete examples he became familiar with through his rich experience of almost twenty years of research in Cambodia, which showed us how economic development advocated under the modernization had deprived Cambodians of their well-being, endogenous development, and life in forests with abundant resources. The students also learned about global structural social issues, such as global social inequalities, and the concepts of equality and equity.

Furthermore, students attending the class also learned about local social issues directly from lecturers who possess first-hand grassroots level knowledge about such issues. That raised the students' awareness, so they became more interested in learning about social development, the critical global situation, peacebuilding, and sustainable society.

Although time was set aside for discussion following each lecture, at first, the students were quite hesitant to express themselves, especially in English. Therefore, Ritchie, who has taught at the tertiary level in Japan for fifteen years and is a native speaker of English, played an important role in encouraging them to get involved in the discussion. He has a good understanding of Japanese students, and he paid careful attention to their needs and encouraged them to take part in discussions by putting them into groups to have them answer questions or to discuss on topics that had been posed by the lecturers.

Chang also played another vital role. It helped that he was of a similar age to the students and that he knew several of them personally, which created a more relaxing atmosphere. When the students were sometimes reluctant to offer their opinions, he would take the lead in discussion

and answering questions to bridge the gap with the lecturer. He also created a comfort zone to make the students feel at ease so that they would slowly get involved, rather than having them jump into the deep-end which would only encourage resistance and silence.

As the semester wore on, the students gradually became more willing to actively take part in discussions, questions and workshops and these sessions came to play an important role in the class. Among them, Sato's workshop was particularly popular, since it germinated interesting responses from among the students and got them thinking deeply about alternative ways of measuring economic growth. The discussion also livened up when students began to share their opinions and ideas.

Humans continue to extract natural resources from the earth. Especially, multinational companies continue to exploit the earth's resources, seeking to maximize profits by increasing production in a world where globalization has spread. And, although convenient goods, plastics and other cheap commodities may bring convenience to our lives, this causes pollution that threatens the earth's fragile ecosystems. We also have to consider that these commodities come from the sweat of labours relatively cheap wages in developing countries. What we can do to improve the environment, which all life depends on? Why is it important to think about ecological processes, our use of community resources, reducing plastic and other waste, and living in an environmentally friendly way? Students were excited to be in this class because they came to realize that it is possible to change the world from small activities, beginning at the grassroots level.

Nagl's lecture also covered the gap between ideals and reality that he had felt in the beginning, the background to contemporary migration, harsh realities faced by vulnerable people, and some of the complex social issues in the United States. The lecture also focused on the recent technological advances that are becoming increasingly prominent, such as information technologies and artificial intelligence. However, will advances in modern technology bring about human well-being or freedom?

The authors referred to some concrete examples. Unfortunately, shortly after the sales of the latest tablet model began in March 2011, one of the local people's favorite bookstores went bankrupt.[24] There was a cafeteria inside of it, where we browsed books or talked to each other over a cup of coffee. The bankruptcy was not only due to the sales of the hardware, but also the spread of electronic books, and a surge of online book shopping. Such new technologies are convenient for users and yield great profits to large companies, but it may be said that because of them the locals have lost their precious community.

In addition, through universalizing the lecturer's material and adding data and topics about not only global inequality but also Japanese issues, the class became livelier. For example, Larmer

mentioned in The New York Times Magazine (October 17, 2018), "In Japan, the ultimate hope was that women would no longer be faced with the cruel choice between remaining single (to pursue a career among men), or having a family (and giving up a career). Yet most of the work is part-time and relatively low paid". Actually, Japan's Global Gender Gap score's ranking was 80th out of 151 countries in 2006, and fell to 125th out of 145 countries in 2018. Also, the lowest ranks in 2018 were Political empowerment (125th) and Economic participation and opportunity (117th).[25] Students have a great interest in Japanese working women's issues and they cordially welcomed these topics since they were able to discuss how they could change serious issues caused by the social structure in Japan.

Following that, from Upalat, the students had the opportunity to learn about certain crises, the role of education in NGOs' activities, and the promotion of social development in Thailand, based on local people's endogenous perspectives at the grassroots level. Also, in the handout, he quoted Nelson Mandela's[26] words that "education is the most powerful weapon which you can use to change the world". Next, during Dani's lecture, the students also considered these words in connection with education in Israel. Although this was not expected before the beginning of the classes, the authors found a certain connection between these two lectures.

There is a world out there that is usually only made known to us through information on the internet, news, radio or television inside of Japan. What is worse, it has become difficult to distinguish whether the information is true or false, which is a negative aspects of having too much information available due to recent advances in information technology.

Also, unfortunately, it is always very difficult to accurately grasp the present state of affairs, the peripheral circumstances, what is actually happening in conflict zones, and what is behind a conflict or a war. To have an opportunity to learn about zones of intensive conflict and the local people's perspectives from persons coming from Syria and Israel is very rare in Japan. For that reason, Dani and Ghamra's lectures were nothing less than extraordinary. The four lectures by the two of them provided students with a precious opportunity to learn about the gravity of the situation in the above-mentioned conflict zones and factors behind conflict and war in general, as well as about how international interventions have failed. We are sometimes left speechless upon hearing how severe and critical the circumstances faced by the locals are.

Certainly, there are still no visible prospects for the solution of conflicts between nations. International interventions can, in fact, cause various social problems and exacerbate the confusion on the ground. The authors also discussed these issues with Ghamra and Dani. Although the positions of the two countries they come from contain mutually incompatible elements and international organizations and international interventions have not been able to work out a peaceful solution to their border disputes, the authors and the two lecturers, one from

Syria and the other from Israel, all met here at Rikkyo in Japan, and we, believe, became friends. Thus, to put it succinctly, the first step to peace building and finding solutions is at our feet. The solution might be found by transcending nations and national borders, in places where people can connect at the grassroots level.

In other words, what is needed when aiming for peace building is talks and collaboration at the grassroots level. Humans desire to live in a world free of discrimination, weapons and war. We do not wish to just be alive - we would like to live in this world as humans. We would like to spend our lives in peace. Our voices are not weapons! And, we never desire war! We need to recognize the importance of peace. Fighting does not solve anything. Violence is not the solution.

Dani's lecture analyzed not only the territorial expansion and occupation by Israel and its attacks on Palestine, but also, the expansion of nuclear power and military spending, as well the war preparations and devastation in Japan, which was a very important point in his special lecture. Finally, at this very moment Palestinians continue to suffer and the Japanese people may think that they have nothing to do with either the Palestinians or Israelis. However, according to his lecture, Japan and Israel have something in common.

He emphasized that it was necessary to figure out whether the information they were receiving was correct or not, and to use using their hearts and brains to think. Also, it is very important that we express our opinions and speak out against the often strong power of the state. We have to break the silence, state our opinions, and continue with our efforts to achieve a world free of wars and nuclear weapons.

Acknowledgement

Additional note

Appendix I

Table 2: Class Evaluation 2018: Local People's Perspectives in Social Development

Questions	Score
Ⅰ　My Participation in This Course:	
1.　My attendance in this course was:	97.58
2.　I actively participated in the lessons.	4.30
3.　I was well prepared for the lessons.	3.64
4.　This course motivated me to learn many other related issues.	3.94
5.　The syllabus was helpful for understanding this course.	4.09
6.　Outside of the lessons, I spent an average of…per week studying for this course.	0.92
Ⅱ　The Procedure of This Course:	
1.　The instructor's way of speaking was easy to understand.	4.12
2.　The amount of work in each lesson was appropriate.	4.30
3.　The aim of each lesson was clear.	4.55
4.　The content of each lesson was clear.	4.42
5.　The lessons were kept reasonably quiet.	4.73
6.　The textbooks, worksheets, and reference books were useful.	4.36
7.　The instructor used the blackboard effectively.	4.22
8.　The instructor made effective use of visual aids (video, PowerPoint, etc.).	4.61
9.　The instructor was well prepared for the lessons.	4.63
Ⅲ　Through This Course I Learned/Acquired the Following:	
1.　New Concepts and new ways of thinking	4.55
2.　Basic academic knowledge related to the field taught in this course	4.21
3.　A positive attitude towards doing my own research and analysis	4.09
4.　The connection between the topic of this course and modern society	4.39
Ⅳ　General Evaluation:	
1.　The lessons were easy to understand.	4.15
2.　The objectives of this course were clear.	4.58
3.　The lessons were academically interesting and challenging.	4.58
4.　I was satisfied with this course.	4.61
Ⅴ　Questions given by the office of the University-wide Liberal Arts	
1.　The size of classroom was good.	4.79
2.　The number of students in this class was appropriate.	4.72
3.　The classroom and facilities were adequate.	4.66
4.　This class made me feel the difference between high school and university learning.	4.94
5.　I felt this class better prepared me for studying at university level.	4.67

Appendix Ⅱ

Students' comments on the Class Evaluation 2018: Local People's Perspectives in Social Development

1. What specific aspects of the course did you find good, and why?

スライドの準備があったこと、映像資料が豊富だったのがとても良かったです。

毎回違うゲストスピーカーがいらっしゃるのも新せんでした。

The lessons were really interesting and I learned a lot of new things. And my way of thinking and peint of new changed too.

先生が気さくで質問しやすかった、ほんとうにもっとききたいとおもってきょうみをもてた！

英語で行われることによって他の授業より緊張感があったと思う。

色々な海外の方のお話を伺うことができた。

大学の授業として始めて英語で行う科目を学び、大学の学問のおもしろさに改めて考えることが出来た。

たくさんのゲストスピーカーの授業を受け（ら）れる点。

英語でうけるのは貴重なのでよかった。

今現在起きている色々な問題にふれあい、またそこから他の分野にも興味が持てとてもよかったと思いました。

ゲストの方や先生と話すことによって他の授業より先生との距離が深まり理解が深まった。

Noteによる授業で英語を鍛えることができた。

英語も学べるし、社会開発についても学べる点はとても魅力的であったと思う。又、自分の知らなかったことも色々学ぶことができた。

教員の準備がとても周到で、授業の内容が明確だった。また、ゲストスピーカーに対する感謝の姿勢など人として見習いたいと思う点があった。

ワークショップがあったりして、周りの人と意見を交わせたのが何より刺激的だった。立教の授業はこういう体系をとっている授業が少ないので、本当に大切な力をつけられたと思う。自分の考えと向きあう時間もふえたし、相手に刺激されることも沢山あった。1人でこの授業をとって本当によかった。

授業のやり方がさまざまで楽しかった。

様々なゲストスピーカーに出会えた。明るかった。（雰囲気）

2. Is there anything that can be done to improve this course?

少し教室が寒かったです。

解決策（solution）を生み出すことが出来なかった。

プレゼンの一貫性がないこともあり、つかみにくかった。

I think more teamwork and more questions that make people participate, even make us participate because I know people are shy and they don't really want to answer even when they know the answer.

Notes

（1）See Suzuki and Ritchie (March 2019).

(2) A brief explanation of the relationship between the country or region and neighboring countries was also added, according to each theme.

(3) "Daka" is the original Bengali spelling for the capital of Bangladesh, while "Dhaka" is the English spelling. In this paper, the authors use "Daka" to reflect the local people's perspectives.

(4) "Kumilla" is the original Bengali spelling for this prefecture of Bangladesh, which is why the authors use it in this paper. In US English, it is "Comilla". The Comilla Model was developed and managed by USAID, and is something very different from the grassroots level endogenous development in Bangladesh.

(5) See Suzuki (2016, Introduction and Chapter 1, pp. 1-68) for details concerning the Comilla Model, and the impact it has had on the living conditions of the poor in Kumllla. Also, refer to Khan (1968: 1969a: 1969b).

(6) For more details regarding the MRDP and the impact, the program has had on the living conditions of not just the poor, but also a few people with vested interest in the Daudkandi district, Kumllla prefecture, see Suzuki (2016, Introduction and Chapter 2, pp. 1-40 and pp. 69-115).

(7) United Nations Development Program, Human Development Reports (http://hdr.undp.org/en/humandev/)＜ retrieved: February 10, 2020＞.

(8) BRAC, Healthy Newborn Network (https://www.healthynewbornnetwork.org/partner/brac/)＜retrieved: January 23, 2020＞.

(9) Suzuki's research at village organizations in rural Bangladesh.

(10) This conclusion was drawn based on Suzuki's research at the branch office and village organizations, especially many interviews with women and staff members in Daudkandi district, as well as on her research at the central office in Daka. For details, see Suzuki (2016) and Suzuki and Sato (2011).

(11) This section was written by Yamazaki, himself. In addition, the materials that he created for the lecture are posted as they are. Also, refer to Galtung (1969), Naess (1987) and Geddes (1915).

(12) Ibid.

(13) Refer to Democracy Now (2011).

(14) Op.cit., a footnote 12.

(15) Refer to Slides created by Futoshi Sato.

(16) Ibid.

(17) Summarized by Suzuki and Hans.

(18) Summarized by Suzuki and Upalat.

(19) Summarized by Ritchie.

(20) Ritchie was also coordinator of the spring semester, 2018. See Suzuki and Ritchie (2018) for more information his unique teaching style.

(21) Ritchie has been to Christchurch six times between 2014 and 2019 to conduct research on the aftermath of the quakes; this includes a month at the University of Canterbury in August 2016, through Grant in Aid from the Institute of College and Human Services in Rikkyo University.

(22) Ritchie has been to Nairobi, Kenya four times between 2015 and 2019 for research on a slum school located the Nairobi suburb of Korogocho to work on the computer laboratory project.

(23) Chang has also worked as a student assistant in the spring semester of 2018.

(24) Coincidentally, Suzuki visited Boston in March 2011 and noticed a long line inside these bookstores. It had become necessary to sell books at significantly discounted prices, before shutting up shop. On the other hand, displays of the latest tablet models were noticeable in well-funded bookstores. At the big store, I doubted the clerk's views on that matter, "Paper books will not be necessary in the future". Recently, new technological development has accompanied conflict over materials, and it is known that this deprives poor people of their natural resources and their human rights, devastates their communities and causes many kinds of social issues.

(25) Refer to World Economic Forum (2018) p.139. The ranking of Educational attainment was 65th in 2018. Even Health and survival's rank faded out 1st of 2006 to 40th of 2018 (Ibid.).

(26) Mandela was influenced by Mahatma Gandhi's idea of non-violence. He joined the African National Congress that initially pursuing nonviolence. However, when he became the president of the congress, and later, while fighting the apartheid system in South Africa, he started thinking that violent action was needed. Refer to Ajgonkar (1995) and Boehmer (2008). Also, Suzuki visited Mani Bhavan Gandhi Sangrahalaya (Mahatma Gandhi Museum) in Mumbai, India in March 2019.

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