

# Global Study Program

Collaborative Learning Abroad

2017

Sustainable & Inclusive  
City Development

Chiba University, Japan

Seinäjoki University of Applied Sciences, Finland

City Development



# Topic and Research Questions

This year's Global Study Program (GSP) between Chiba University (hereafter, ChibaU) and Seinäjoki University of Applied Sciences, Finland (hereafter, SeAMK) was held at Seinäjoki campus of SeAMK from September 18 to 28, 2017. This is the 7th GSP for these two universities. The main topic of this year's GSP is "City Development: Towards a Sustainable and Inclusive City." This topic was chosen because of ongoing city hall-led development efforts around the area in front of Seinäjoki Station, called City Center.

The instructors and coordinators responsible for this year's GSP chose this topic because of its relevance to locally related issues and student appeal. It was something to which they could contribute innovative ideas. Also, it involved ordinary residents and various city actors (municipal, university, business, etc.). City development as a topic was timely because development has been ongoing near SeAMK; evidence of construction was visible in the operation of heavy equipment and cranes in City Center. Another important factor was the city's willingness to cooperate in the project.

The values of sustainability and inclusiveness were incorporated into the theme of this year's GSP because these two values matter in our global society. In 2015, the United Nations General Assembly defined 17 goals for achieving sustainable development in order to "end poverty, protect the planet and ensure prosperity for all" (United Nations 2015). The 11th goal reads as

follows: "Make Cities Inclusive, Safe, Resilient and Sustainable." Specifically underlined is the connection between inclusiveness and urban development:

By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.

These notions imply a critical perspective of the up-to-now exclusive nature of urban planning and management that have largely catered to the interests of privileged groups. Sustainable development as a concept emerged as a result of the increasing awareness of the ecological destruction that had occurred up to the 1980s and the arising social problems caused by rapid urbanization such as the poverty and deprivation observed throughout the world (Dempsey, et al. 2011). In addition, long-term urbanization has mainly focused on economic development and has tended to neglect a "people centered approach to development" (Mahadevia 2001; 242). Using the case of India, Mahadevia (2001) proposed four pillars for an inclusive approach in order to realize a sustainable city: 1) environmental sustainability 2) social equality 3) economic growth with redistribution 4) political empowerment of the disempowered (244). Although this inclusive approach was introduced



From the perspective of the global south, these four pillars inform about important values necessary for the sustainable development of cities in the global north.

Seinäjoki, the capital city of the region of Southern Ostrobothnia, Finland, approved a new city plan in 2014 in order to solve several issues: the city's increasing population, the aging buildings around the city center, the unliveliness of the city center, which encourage citizens to go shopping outside of it, and the lack of business opportunities and cultural attractions. Thus, for the GSP, we proposed the following research question: How can we ensure the development of the city center by realizing inclusive and sustainable conditions for all people involved?

For this course, 15 ChibaU students and 13 students and 1 Teaching Assistant from SeAMK participated in generating ideas to be submitted to the city of Seinäjoki. To ensure contributions from diverse disciplines and cultural backgrounds, this GSP had been

advertised to each university as a multi-disciplinary course, open to students from various fields of study.

Final proposals made by these students (See Pages 22-24) were quite interesting and surprised city hall officials in a positive way. It was a great relief for students and involved instructors to hear from Mr. Erkki Välimäki (Development Director) that some of the ideas presented in the final presentations would likely be implemented in the future. But, contributing innovative ideas to the city was only one of the goals of this year's topic of GSP, the overriding one being the acquisition of "city-development literacy" for the 21st century.

#### References:

1. Dempsey, N., Bramley, G., Power, S., & Brown, C. (2011). The social dimension of sustainable development: Defining urban social sustainability. *Sustainable development*, 19(5), 289-300.
2. Mahadevia, D. (2001). Sustainable urban development in India: an inclusive perspective. *Development in Practice*, 11(2-3), 242-259.
3. United Nations. (2015). "Transforming our world: the 2030 Agenda for Sustainable Development". United Nations – Sustainable Development knowledge platform. Retrieved December 1st, 2017. URL: <https://sustainabledevelopment.un.org/post2015/transformingourworld>

GSPとは何か。まずは、我々の活動の実際を書いておこうと思う。今回のプログラムでは、我々千葉大学の学生15人と先生方がフィンランドを訪れ、二週間余りを過ごした。GSPの最大の特徴はなんといっても協働学習 (Collaborative Learning) だろう。現地の学生とグループを組み、共通の課題に向けて議論し、成果を発表する。言語の壁はもちろんある。けれども、共に課題の解決のために汗を流す中で、それは大きな問題ではないのかもしれないと思い始める。住む国も言語も違う、交わることのなかった人々が、この活動を通して知り合い、友情を深める。私たちは同じ世界で同じ時間を生きているのだ。そう気づいた時、このプログラムの本当の良さがわかった気がした。わずかな間ではあっても、出会い、語り、共に過ごしたことは、かけがえない経験である。振り返れば、不安も、焦燥も、すべてが財産となって自分の中に残っている。世界が広がる。それがGSPなのではないかと、私は思う。(鈴木 陸 / Riku Suzuki)

# Schedule of Activities

	Day	Contents
Pre-course	23-24 May	Orientation sessions and introduction of Seinäjoki (by Esa Hiltunen)
	29 May	Introduction on cultural presentations & “City Development in Seinäjoki” (Ms. Kirsi Mattila, INTO Seinäjoki) [skype session]
	1-30 June	Risk management
	13 June	Learn Finnish language (by Esa Hiltunen & Viivi Nurimnen )
	4 Sep	“Urban Regeneration: Making Better Place” (Prof. Masayuki Suzuki) & “Urban Cities, Architecture and People” (Prof. Junichi Ito) [skype session]
	11- Sep	“Service Design” (Prof. Esa Savola), “Sustainable Development” (Prof. Jussi Kareinen) & “Inclusive City Centre by Participating Citizens” (Prof. Anu Aalto) [skype session]
	5, 6 & 11- Sep	Preparation of cultural presentations
Main Program	<b>September</b>	
	14	ChibaU students’ departure from Chiba
	15-16	Arrival of ChibaU students in Helsinki and extracurricular activities
	17	Arrival of ChibaU students in Seinäjoki and a city tour coordinated by SeAMK staff and students
	18	Students’ cultural presentations, assignment briefing by Seinäjoki city representatives(1), & visit of South Ostrobothnia Provincial Museum
	19	Workshops, Fieldwork(1), a Finnish language lesson (by Heri Simon) & assignment briefing by Seinäjoki City Representatives(2)
	20	Workshops, visits of CAVE and grandmothers’ club & fieldwork (2)
	21-22	Workshops, & preparation for midterm presentations at campsite
	23-24	Homestay
	25	Midterm presentations & workshops
	26-27	Workshops, fieldwork(3) & preparation for final presentations
	28	Final presentations & farewell party
	29	Departure of ChibaU students from Seinäjoki
	Post-course	18 Jan



# Collaborators

This program would not have happened without the following collaborators (in alphabetical order):

- Prof. Ari Hynynen (The University Consortium of Seinäjoki)
- Mr. Erkki Välimäki, Development Director (City of Seinäjoki)
- Prof. Esa Savola, Senior Lecturer of Service Design (SeAMK)
- Mr. Jari Kolehmainen, Head of University Consortium (The University Consortium of Seinäjoki)
- Ms. Kirsi Mattila (INTO Seinäjoki)
- Mr. Martti Norja, Head of City Planning (City of Seinäjoki)
- Prof. Masayuki Suzuki (ChibaU)
- Prof. Satoko Shao Kobayashi (ChibaU)

# Organizing Committee

- Jussi Kareinen (SeAMK)
- Anu Aalto (SeAMK)
- Maria Loukola (SeAMK)
- Hiroki Igarashi (ChibaU)
- Junichi Ito (ChibaU)



# Program Components

The framework of the 2017 GSP between SeAMK & ChibaU evolved from collaborative discussion among the instructors involved in this course. Figure 1 shows a visual representation of this framework, which students were asked to use for their final proposal.

To answer the primary research question, “How can we envision a fruitful development of City Center by realizing inclusive and sustainable conditions for all people involved with the site?” students were asked to generate ideas based on the following:

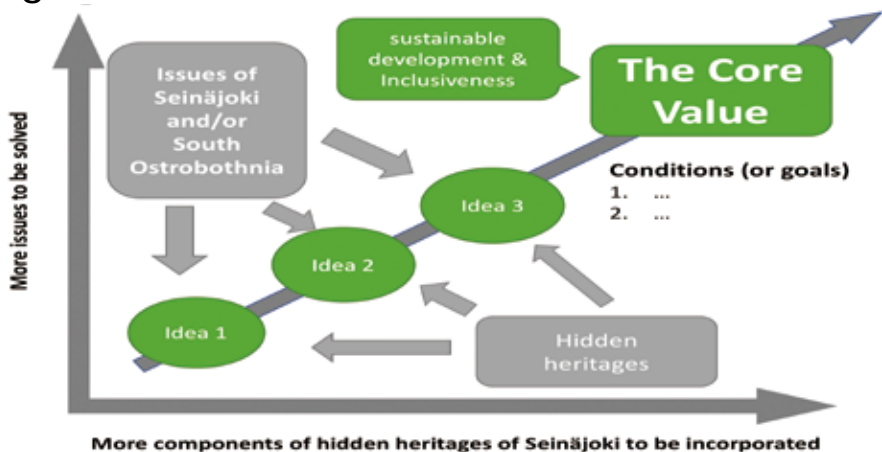
1. Propose a “core value” to be reflected in the future site of City Center by envisioning Seinäjoki 20 years from now (requested by Mr. Erkki Välimäki). This core value should incorporate the values of sustainability and inclusiveness, which were explained by Profs. Jussi Kareinen & Anu Aalto on September 6th. Prof. Jussi discussed sustainable development and its three components: economic, social and environmental. Prof. Anu specified how the state of inclusion is different from that of exclusion, segregation and integration and stressed the importance of a citizen-centered approach in envisioning the future of Seinäjoki. In addition, the core value had to incorporate a component of “civic pride.” Civic pride is, according to

Prof. Suzuki, “an attachment to the city and an engagement of those involved in city life to make it a better place.” A citizen-centered approach is likely to result in the development of a sense of local pride.

2. Use the framework inspired by Prof. Masayuki Suzuki’s September 4th lecture, entitled: “Urban Regeneration: Making a Better Place” to envision the future of Seinäjoki and its City Center.” Prof. Suzuki emphasized the importance of setting a specific goal and of backcasting to make the investigated city desirable (see Figure 2.) Thus, we requested that students come up with several ideas that should be realized, for example, 3, 5, 10 and 15 years from now in order achieve to the core value 20 years later.

3. Incorporate two components to realize the core value: 1) issues that need to be addressed and 2) hidden heritage, a concept introduced by Prof. Junichi Ito. Hidden heritages can be anything such as history, archeology, dialects, people, thought patterns, etc., which are under-appreciated by the local people and that can be brought to the foreground to heighten the sense of civic pride in citizens. For the 1st component, students investigated what kinds of issues exist in the City Center, Seinäjoki

Figure 1.



City and Southern Ostrobothnia region by interviewing local people. Based on interview outcomes, students mapped the issues along 2 axes—individual-based vs. area-based (x-axis) and hardware vs. software (y-axis) (see Figure 3.) For the 2nd component, students investigated Seinäjoki's hidden heritages and how they could be used to foster a sense of civic pride. For this purpose, students visited a local museum and interviewed local people.

Students were grouped to ensure collaboration. Twenty-eight students (15 ChibaU and 13 SeAMK students) were divided into six groups on the second day of the main program, September 18th, mainly based on their specialization. Each group was composed of students from both universities and from different majors. In this first stage, each group 1) investigated the hidden heritages of Seinäjoki, 2) defined the characteristics of a lively city center, and 3) explored possible ideas for Seinäjoki and its City Center by doing field work, finding hidden heritages and pooling ideas in discussion sessions. Then, on the 4th day of the program, September 21st, all the students were reshuffled and divided into new groups. In this second stage, students were encouraged to share what they had learned from the 1st stage and to generate new ideas. Then, students presented their tentative ideas and core values during the midterm presentations on September 25th. They received feedback from city hall officials and professors, and polished their ideas through more fieldwork and discussion and presented their final work on September 28th.

Figure 2.

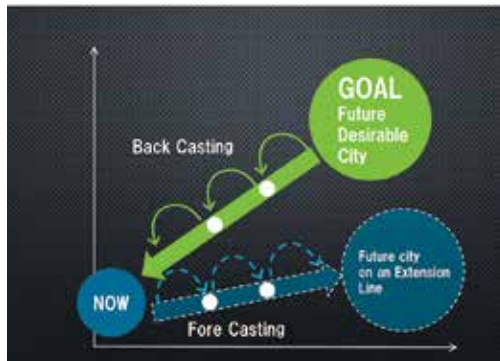


Figure 3.



GSPは事前学習、メインプログラム、事後学習を通して進められる。2週間のメインプログラムで現地でのフィールドワークや提携する大学の学生との交流を行うが、事前に前提知識を学び、事後に振り返りのワークショップなどを行うことにより、深くテーマとなる問題に取り組むことが可能になるのである。このGSPを語る上で大事なキーワードが3つある。それは1 協働、2 多様な視点、3 伝える意欲だ。少人数のグループワークを通して自分の出来ることを積極的に発見できること、多様な学部多様なバックグラウンド、多様な学年からのGSPの参加者との交流において自分の専門による視点を生かせること、そして重視されるのが英語力よりも、まずコミュニケーションへの意欲であるということ、このような点がGSPの魅力とも言えるだろう。(黒田 藍子 / Aiko Kuroda)



## Pre-course Education

# Lectures from SeAMK

**P**rior to the beginning of the intensive course we had four lectures via Skype that were provided by SeAMK and also attended by ChibaU students. Kirsi Mattila from INTO Seinäjoki introduced the new development plan for Seinäjoki city. She also presented the results of an online survey taken by Seinäjoki citizens; they wanted more specialty stores, cafes, sitting places, bars and restaurants.

**I**n September, we learnt about service design, which is supposed to be user-centred. We also saw a presentation on the Inclusive city centre and the definition of inclusiveness.

**T**he last lecture was about sustainable development, three aspects of which were introduced. 1-Environmental sustainability refers to the preservation of the diversity of nature, maintenance of the functioning of ecosystems and of natural resilience. It is also very important to reduce consumption and recycle all waste. 2-Social sustainability focuses on the needs of the people now and in the future. Some big issues that need to be addressed are: population growth, poverty, health care, food services, gender equality and education. 3-The final pillar of sustainable development is economical sustainability. This means balanced economic growth without indebtedness and over-consumption of capital resources, as well as consideration on the environment's bearing capacity and for future generations. (Heidi Lappalainen)







URBAN REGENERATION

MAKING BETTER PLACE



For Architect  
Sustainable City = Eternal issue



Pre-course Education

# Lectures from ChibaU



The pre-course education session provided by ChibaU was interesting. It gave us SeAMK students the opportunity to get an idea of what urban planning looks like and how it is practiced in Japan. The contrast to Seinäjoki is remarkable, but some of the same elements can be found. Both professor Ito and professor Suzuki gave very interesting lectures about different perspectives of city development and what should be taken into consideration when making decisions about urban area changes.

Before these lectures, I had never thought about how many things there are to consider when trying to develop a city or even some of its areas—it was both inspiring and a bit scary to realize the true impact of this kind of decision-making. To be able to see how city development in many areas of the world has become more sustainable, functional, beautiful and thoughtful gave me a lot of hope and excitement about our assignments. (Minna Sampo)

× インプログラムの前に、GSP のプログラムとして取り扱う課題に関する事前学習が行われる。例えば、その問題に関連する英語の論文を読んでミニテストを受けたり、専門の分野の先生を招いてのレクチャーを受けるなど。今回の GSP は「持続的かつ非排他的な都市開発」をテーマとするプログラムであり、事前学習では、千葉大学とセイナヨキ応用科学大学の講師にそれぞれ地方創生や都市開発、建築などをテーマにレクチャーを行ってもらった。このレクチャーをスカイプでその様子を千葉とセイナヨキの学生がリアルタイムで共有することにより、質疑応答を通して、問題についてより理解を深めることが可能となった。さらに、セイナヨキで実際に発表され、実行されている都市計画のプランについて検討することで、現地でのフィールドワークにスムーズに入ることができた。(黒田 藍子 / Aiko Kuroda)



Pre-course / Main Program: Sep 15-17  
**Visit of Helsinki**



**A**fter arriving in Finland, we stayed Helsinki first. Helsinki is the capital city of Finland, it has many lovely buildings, a lot of beautiful nature and impressive sights. This was my first time in Europe and I was very excited. I visited a market located in a port, wonderful churches, a famous chocolate store, and I enjoyed cycling in Helsinki with my friends. There were many rental bicycles in the city, which helped to facilitate our exploration. Although I enjoyed touring the city, I heard that some of the group had gone to the other island by ferry. I think that I would have liked going there as well.

**W**e were in Helsinki for two days and were able to visit many places to sightsee, experience Finnish culture and do a field research. During that time, we were assigned one task, to “find an example of liveliness in the city center”. What makes a city vibrant? I think it’s the energy of the people congregating in a certain place (e.g. the market place near the port) and sharing a common experience. This task allowed us to view the city from a different perspective and prepared us to start thinking in a more productive way for the continuation of the program. (Ran Akitaya)



## Pre-course / Main Program: Sep 17 Arrival & City Tour



During one of the pre-course education sessions, while we were talking about the arrival date of the ChibaU students, we were told that SeAMK staff would be giving them a tour of Seinäjoki. Many of us asked if we could also join the tour and the teachers agreed to it. SeAMK staff organized the tour, but we were acting as assistant tour guides. First, we checked out the hotel where the students would be staying and then started the actual tour. We located the closest stores, the construction site in the middle of Seinäjoki, Frami Campus and the Aalto center.

In my opinion, it was important for the host country's students to go along on the tour. We were able to put names to everyone's faces and could start to get to know everyone from the get go. Also, one important aspect of the course was to get an overall image of Seinäjoki, so we could start to imagine how to develop it into a greater city. (Oskari Hirvikoski)

成田空港での集合は夕方 18 時。最終目的地ヘルシンキまではトルコのイスタンブールを経由して丸一日。道中の空港では、単語テストが実施され、これから本格的に始まる GSP への期待感と単語テストの緊張感が漂っていた。機内ではこれから2週間過ごすメンバーと親睦を深め、眠らない空港イスタンブールでは昼夜問わない賑わいに圧倒された。ヘルシンキ、ヴァンター空港に到着後、滞在地までの経路は各自に任せられ、未開の地で目的地に辿り着く能力が試された。交通システムに戸惑いながらもガイドブックや地図を活用しユーロホステルを目指した。ヘルシンキでは、日本とは全くスケールの異なる街並みや雰囲気にも初めて触れ、公共交通機関を活用し、世界遺産のスオメリナ島や港市場、木の教会などを訪れた。そしてヘルシンキからセイナヨキへ向かう鉄道では、文化発表のグループごとに座り、発表に向けた最終調整が行われた。いよいよ異文化間協働学習が始まる。(山野井 匠 / Takumi Yamanoi)



Main Program: Sep 18

## Cultural Presentations



On the first day of our GSP course, SeAMK and ChibaU students gave presentations on their respective cultures. Inspiration for these presentations came from Facebook, where everyone had the chance to ask about something that they wanted to learn regarding culture in Japan or in Finland. This way we had a lot of subjects to choose from. People divided into groups and worked on presentations. On September 18, we all had such a fun time listening to all the presentations. We Finns learned about Japanese food, sports, free time and even housing and building methods in Japan. It was different than what many of us expected. We can say that we learned a lot about Japan and Chiba prefecture.

SeAMK students gave presentations about saunas, Moomins, nature, and the aurora borealis. Some of the material was maybe a bit shocking but everyone survived. We also had the chance to ask questions and I think that afterwards everyone was more chilled and started to communicate more easily with each other. The presentations took away the hesitation and gave us many things to talk about. I think everyone learned many new things and I could see that everyone had listened to every presentation really well. I think that everyone also learned something new about their respective home country, at least I did. These presentations are an important part of GSP and they helped do away with any hesitation at the beginning. (Katriina Latva)



Main Program: Sep 18-19

Assignment Briefing @ SeAMK by Seinäjoki City Representatives



We met a couple of Seinäjoki city representatives on September 18th and 19th. Mr. Erkki Välimäki, a Development Director of the City of Seinäjoki, came to encourage us to think about innovative ideas for the ongoing city development. Then, Ms. Jenniina Palmu, a Sales Manager from Seinäjoki Congress Center and Mr. Sami Mäntymaa from City Hall came to visit us. Because time was so tight, we had to divide into two teams. Some of us went to listen to Mr. Sami Mäntymaa, who spoke about building and construction plans in Seinäjoki. The rest of us listened to Ms. Jenniina Palmu, who spoke about different kinds of events that the city hopes to organize in Seinäjoki. Although the meetings were quite short, we got many good and useful ideas during that visit because all teams shared what they learned afterward. (Essi Ilola)

文化紹介ではフィンランドの学生に向けて日本の文化を紹介した。観光のような非日常の文化ではなく、私たちの実際の生活に根付く文化を紹介できるようグループごとに準備をした。グループは学部学年の違うメンバーで構成され、それぞれの文化に対する考えや価値観を共有しながらディスカッションすることができた。フィンランドの学生の理解度を想像し構成を考え、英語での表現を工夫する中で、聴衆を意識したプレゼンテーションの大切さを学ぶことができた。また、自分と異なる背景を持ち学年も違う学生と本気で議論でき、とても貴重な経験であり成長の糧になったと感じている。相手学生のプレゼンテーションでは、気候政治から価値観までなんにもか違う国の文化について聴き、純粋に異国の文化をその国でその国の人から教えてもらえることが楽しく、イメージとの比較や日本との比較ができとても興味深かった。(市川 奈津美 / Natsumi Ichikawa)



Main Program: Sep 18 19&21

## South Ostrobothnia Provincial Museum



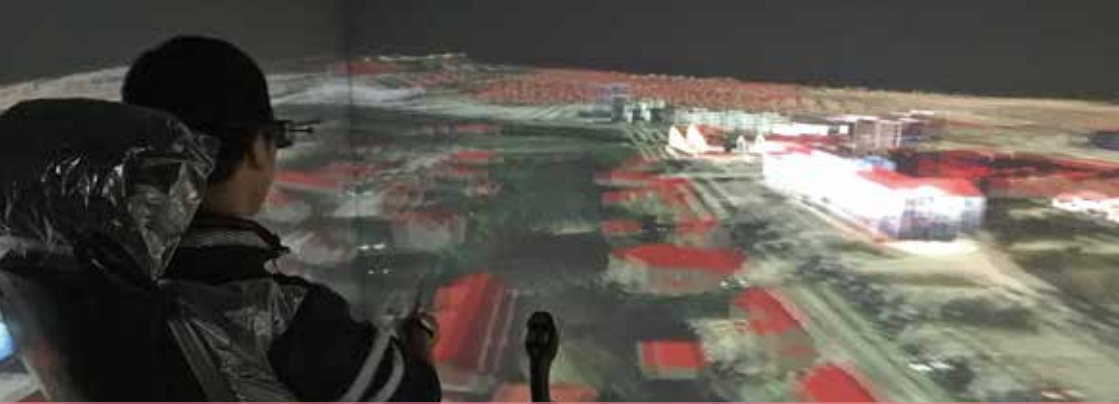
**S**outh Ostrobothnia provincial museum (Etelä-Pohjanmaan maakuntamuseo): the history of the Törnävä area was familiar to me, but I enjoyed the museum tour just the same. I had been in the museum about five times before and still wanted to go there. The downstairs exhibition was good, and we saw the exhibition on the Törnävä area history.

**F**or the Finnish students, the presentation of the old food packages was the most interesting part. We thought back to when we had seen those packages before and whose families used to buy that type of food. Also, it was nice to discuss how the packages look now. I was thinking that I someday if I have the chance to design some these packages I would like them to look old fashioned, especially through use of colour, maybe.

**I**n order to appreciate the exhibition upstairs, I tried to explain some of the pictures to the ChibaU students. I hope the museum will someday put more English signs up. It was nice to see old pictures.

**T**raditional houses (Liinamaa farm): the main house, "kaksfooninkinen" (two-storied) was the best part of the tour. It truly displayed how Finnish houses looked like in the old days. I thought that was fun and also a bit confusing because there were so many everyday things that had been familiar to me in my childhood, and I'm only 25 years old. For example, fabrics, carpets and tapestries, but also chairs, the cabin table and the churn were really familiar. (Sini Savela)





Main Program: Sep 20

## CAVE & Grandmothers' Club



There was a room with the CAVE machine from which we could see the whole city of Seinäjoki. Some of us could try sitting on the chair in the box-like room and look around the city using a controller. The rest of us stood by the chair and observed the view together. I felt a bit dizzy, because the images were reflected on the walls and the floor of the room. It seemed to be a really useful technology to see the progression of the city's development.

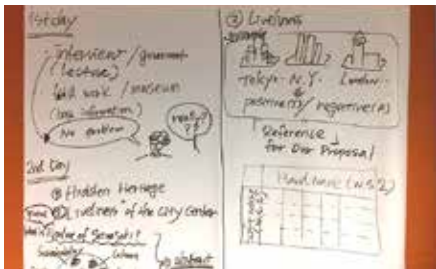


Visiting the grandmothers' club meeting was a really heart-warming experience. One difficult point was translating though. A Finnish student and myself were the only people who could speak Finnish, and that was the grandmas' only usable language. Nonetheless, we succeeded in having a lively conversation with them. A happy surprise at end was that they sang a Finnish song for us which had exactly the same melody as the Japanese song "Hotaru no hikari". I felt a cultural connection through this experience. (Kana Tachizawa)

博物館では、セーナヨキの成り立ちについて学んだ。実際に残された農家を見学し、当時の人がどのような生活をしてきたかがわかった。写真や展示品からセーナヨキの特徴や産業を知ること、南オストロボニア地方でどのように発展してきたかがわかった。CAVEでは、VR技術を使用した市の中心部の3Dmapを体験した。セーナヨキ応用科学大学の持つ技術力の高さに驚いた。VRで市の全体像を現在と開発予定案を比較して上空から見ることで、市内の商業エリアや住宅地などの位置関係を捉えることが出来た。在宅で暮らす高齢者の方々のコミュニティであるGrandmothers' Clubでは、手作りのお菓子をご馳走になったり、歌を唄っていただいたりした。日本の都市では少なくなったが自治体などで地域に住む高齢者が集まることで、孤立を防ぎ、普通の生活に張り合いを持たらしていると感じた。これらの経験は、住民の特徴やコミュニティを活かした都市開発構想への足がかりとなった。(小田桐 映舞 / Emu Odagiri)



## Main Program: Sep 18-21 Fieldwork & Workshops @ SeAMK



When our workshop began we couldn't discuss any city problems without understanding the current situation first. During this week, we thought about the problems not only in the classroom but also outside, in the field. On several occasions, we left SeAMK and interviewed some people in Seinäjoki.

First of all, we looked for hidden heritages in Seinäjoki. Hidden heritages mean the heritages that have existed for a long time but have been ignored or forgotten by the citizens. Also, we talked about "the core value" for the city's development. And then, we thought about the "liveliness" of the city center. After some group-work and brainstorming, we went out and asked people in the city what how they thought about the hidden heritages and how to revitalize the city center.

On the next day, we summarized the answers obtained and came up with some new questions based on the results. We went back out to the streets to get more information. We listened to the voices of citizens and considered how to meet their demands. These exercises were important because they helped to make our plan more meaningful. But we faced a problem. By focusing only on immediate purposes, the city would get nowhere in the future. We had to also think about long-term goals and show a clear vision. We noticed that balancing current needs with a future reality would be challenging.

I had had few opportunities of interviewing people walking on the street; it was a precious experience for me. (Riku Suzuki)





Main Program: Sep 21-22

## Prep for the Midterm @ Campsite



During our first week in SeAMK we visited a campsite near a beautiful lake for two days. We had previously been working in classrooms, so it was refreshing to work in a warm cozy cottage with coffee. In our new groups, we brainstormed new ideas. On the first day, we did not have much time but each group managed to come up with a few new ideas and brushed up their presentations. After dinner, it was time to have fun. Some of us tried the traditional Finnish sauna and swam in the lake. The lake nearby was very beautiful during the sun set. After trying the sauna, we had sausages and marshmallows by the campfire and enjoyed a relaxing time. On the next morning, it was our last chance to prepare for the midterm presentations. We showed our presentations to other classmates and teachers and shared our opinions. (Ayu Mochizuki)



**各**自プレゼンの大枠、方向性が固まってきたとき、グループの再編が行われた。当初は、プレゼンが振り出しに戻ってしまったと思ったが、最初のグループでどの班も違うトピックについて調べていたためグループのメインアイデアを多方面から論じることが可能になった。多方面からの視点を取り入れるためにまずは自分が前のグループでどんなことを調べていたのかをグループの皆にわかりやすく具体的に英語で伝える必要があり相手の意見も加味しながら全員の納得のいくプレゼンの核となる主題を決定した。主題が決まっても私の班は問題が山積みであった。プレゼンの中間発表までの時間がわずかしかなく詳細なパート分けが十分にできなかったのである。しかし私たちはデジタルの申し子であるためインターネットを通じてアイデア出しからパート分け、フィードバックまでも完璧にこなした。これにより中間発表には余裕を持って望め、チームワークの重要性と現代っ子ならではの特徴を生かすことができた。(金井 永吉 / Eikichi Kanai)



Main Program: Sep 23-24

## Homestay



I was fortunate to be able to host a ChibaU student at my house. Emu was a very kind, polite and fun guest to have over. We had a lot in common and enjoyed each other's company very much. On Friday evening when Emu arrived, she, myself and another SeAMK student, Kana, had a Finnish sauna. We relaxed on the terrace and enjoyed the final warm days of summer. We had lots of laughs about being in the sauna with a *chicken* ("Kana" means "chicken" in Finnish) and an *ostrich* ("Emu" means "ostrich" in Finnish).



Saturday morning, a group of SeAMK students and ChibaU students took the train to Tampere. We ate traditional Tampere sausage, Mustamakkara, and we went to the Moomin museum. When we returned we had a birthday party for Emu. I had invited all the Japanese and Finnish students to my house for a barbecue and birthday cake. There were 13 of us altogether. It was lovely being able to spend free time with the students from ChibaU and SeAMK, as we had all been strangers to one another prior to the beginning of GSP.



Sunday was a relaxing day. In the evening I cooked traditional Finnish food, reindeer and mashed potatoes with lingonberry jam. Some of the people who had come back from their homestay early were able to join us. It was sad when the weekend was over, but I was happy to have made new friends. We had many gatherings with GSP and SeAMK students, and still have a very active Messenger group with the participants of GSP. (Eiina Mai Pilvet)



Main Program: Sep 25

## Midterm Presentations



On Monday, September 25th, we had midterm presentations where we presented the ideas we had come up with the week before to other student, teachers, and a few people from the city hall.

Giving the midterm presentation was nerve-racking because we had come up with our idea later than others and it wasn't something we really had time to practice. In the end our presentation went smoothly but the feedback we got was little confusing and I felt like we were back at the starting point again. Later that day, we discussed our work more at length with the teachers and they gave us more specific criticism and some points to think about so that we could move forward.

Now looking back at that time, even though it was a very stressful and frustrating day, in the end it was what steered our group and our presentation in the right direction and helped us find a topic to focus on. (Viivi Nurminen)

**ホ**ームステイは、同じグループの Katarina の家にお世話になることになった。1泊2日のホームステイで初めての酪農を体験し、Bori という地域の市場を見て回り、鹿肉のラザニアを食べたり、フィンランドの伝統のパンを作ってみたりと、Katarina の好意で、今まで経験したことのないような経験をすることができた。

**中**間発表。ホームステイが終わった次の日に行われた中間発表は、中間発表にも関わらずセイナヨキの偉い方そして千葉大学から鈴木雅之先生もいらして、張り詰めた空気の中で行われた。すべての班が、どうすればセイナヨキが持続可能で非排他的な社会になるか話し合った結果をそれぞれの観点で発表し、発表後には先生やセイナヨキ側のフィードバックがあり、それぞれの班の課題となる点が伝えられた。中間発表の準備過程や、中間発表、そしてフィードバックを通じて改めて国、文化、言語が違うとまた違った視点を知ることができるとうことを実感し、総じて言語の壁を乗り越えて得たものは大きかったと思った。(齊藤 あすか / Asuka Saito)



## Main Program: Sep 26-27

# Fieldwork



After everybody returned to school from their homestay weekend, we started doing some more research on our respective subjects by going out again to interview citizens. We wanted to learn about the ups and downs of living in Seinäjoki.

Our group went to Torikeskus, a big shopping mall in the center of the city, where we interviewed old and young individuals. Most people complained about bad public transportation inside the city and its limits. People also mentioned that the lack of parking as well as its high cost was a problematic issue. Some citizens suggested that the city of Seinäjoki should have more activities for both younger and older (retired) people who live alone and would benefit from opportunities and places where they could socialize. Also brought up was the fact that many young people have a difficulty finding new friends in the city even if they start at a new school. Some of them drop out of school, are unable to find jobs and don't have a proper safety network around them. Furthermore, it was brought to our attention that it is hard for disabled people to move around the city.

The information gathered from the interviews provided us with a lot to think about for our presentations and for what should be reported to the city council. (Arttu Hautamäki)



Main Program: Sep 26-27

## Prep for Final Presentations



After midterm presentations were held, the groups came away with solid outlines for their presentations. Additional field surveys provided more information and made it easier to form ideas for the final product.

On the preparation day for final presentations, due to the time limit imposed, groups needed to decide exactly what they wanted to convey to the audience. For this reason, they needed to discuss what ideas to present and how to present them.

Since slideshows were required as support material, groups created them based on their plans and decided how they would present their ideas and who would present which idea. After things were finalized and it was decided what each student would present, they started practicing their presentations and refining their slideshows. (Aleksi Mäenpää)

**最**終プレゼンに向けての市民の調査は非常に難しかった。街中を歩いている住民が少なくアンケートをとれる人は少なかったが、市民の多くは協力的であった。グループの提案にそったアンケートを行い、プレゼンに活かせるように質問を工夫した。特に多くの市民の方々は英語が得意でなく、現地の学生を通じた現地語でのやりとりが多くアンケートは困難を極めた。また、英語で質問を行う際も英語表現では存在しているが、現地語には存在していない概念などがあり、説明が非常に大変であった。その場合は現地語での補足や英語による繰り返しの説明を行うことにより伝えることが出来た。

**最**終プレゼンへの準備では、専門知識のある学生の意見を基に個人の提案などを集め議論した。他都市に**取**る既存の内容を現地の状況に合わせて新たな提案に関して議論した。その際住民のアンケートの意見や教授方の専門的な意見を基に議論を行いより良いものへ改良した。(松村 佳孝 / Yoshitaka Matsumura)



Main Program: Sep 28

## Final Presentations



On the morning of the final presentation nervous excitement filled the air; all teams were practicing their presentations, trying to get the timing right. Still, jokes and laughter could be heard coming from the teams, which helped to lighten the mood.

Every team had different ideas and points of view, so there was a lot to take in. Everyone offered their best effort, invited guests asked us some questions afterwards, and took several pictures of our slides that they found interesting.

And then it was over. We took group pictures and gave our final speeches. It was sad when reality hit us, and we realized that soon half of us would be leaving and most of us would never see each other again. But we were still left with a feeling of happiness because we had met awesome people and we had the opportunity to take part in this program that gave us new friends and experiences to last a lifetime. (Sami Katajamäki)

セイナヨキで行われた最終プレゼンテーションには市役所の方などセイナヨキの開発に直接的に関わる人々が集まってくださった。それぞれの班がセイナヨキらしさとは何なのかを考え、市民の誇りとなるような市の開発例を提案した。我々のグループではアクセスのしやすさという観点からプレゼンテーションを行った。その中で、アプリを利用した情報発信の方法や市内の回遊性を高めるための道路の工夫などを提案した。後日、我々の提案内容が地元新聞に掲載された。これはフィールドワークなどを通して得た市民目線の意見が提案に反映されていたことを意味しているのではないと思う。我々のアイデアが市内に反映される日を心待ちにしている。(中川 桂汰 / Keita Nakagawa)

# Final Proposals

## 1. City Center Full of People

Our core value for the development of Seinäjoki's city center is "city center full of people". To accomplish this, we thought that the city center should invite visitors and entrepreneurs. This would lead to liveliness and that liveliness would attract more visitors and entrepreneurs, thus creating a self-sustaining cycle.

We thought about factors that could stimulate the economy and came up with three proposals. First, the city could build a new sauna and entrepreneurs could organize regular events at the sauna, perhaps on a weekly basis. The target clientele would be residents and visitors of all ages. Our ideas for sauna events are, for instance, lectures on the history of the sauna and of Finland, collaborative events with sports organizations – Seinäjoki is famous for its sporting events – and various other activities, which could be led by residents or SeAMK students. Through the new sauna service, both visitors and residents would be able to interact with each other and experience the South-Ostrobothnia spirit of friendliness and a sense of belonging to a tight-knit community.

Second, the city could make international signs for the sauna and Seinäjoki itself. These kinds of signs are helpful for people from different countries and they can promote inclusiveness and friendliness. Pictograms would be better suited for international visitors than English signs.

Third, the city could create more advertisements that would inform visitors about what is happening in Seinäjoki and about the city's attractions, including the sauna. These advertisements would not only be aimed at visitors and entrepreneurs but also at local people. Above, we mentioned an economic cycle and we believe the sauna and its surrounding events could be the ideal trigger to run this cycle. (Rie Uesugi)



## 2. City Center with Nature & Colorful Art

Our group suggested that there be more nature and art in the city center because there seems to be a lack of these elements in Seinäjoki.

Seinäjoki is surrounded by nature and the hometown of Alvar Aalto, a famous architect. Through our own observation, walking around the city, and through questionnaires answered by residents, we discovered that what seems to be most lacking are color and nature (even though they abound on the outskirts.)

To solve these problems, our first idea was to make the city more colourful by adding walls in front of the station, which artists and residents could paint and periodically repaint and which would also serve to strengthen the sense of community. Additionally, the colour blue could be used in several places, such as the bus station. Blue is the color that represents Seinäjoki.

Furthermore, ice-sculpting competitions at regular intervals. This could attract many people even during the cold winter months. It's a beautiful art form and with the use of spotlights it can also be colourful.

Another idea was to bring back more nature to the city center. We proposed that trees or plants line the roads and be grown on and atop buildings. Seinäjoki can be very cold and there can be a lot of snow. Few trees keep their leaves during winter. So we thought that berries plants could be a viable alternative given that they grow in the nearby forest and are a familiar sight to residents. Of course anyone would be welcome to pick the fruit and there could be organized berry-picking events, which could also serve to strengthen the sense of community.

In conclusion, simply by reintroducing more nature and adding more colour would be a great start to develop a city for everyone to enjoy. (Yoshitaka Matsumura)



# Final Proposals (Cont')

## 3. Compact Seinäjoki

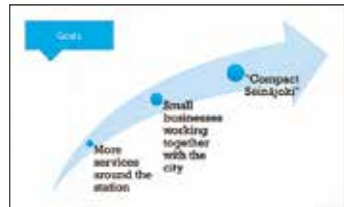
The theme of our final presentation is "Compact Seinäjoki." Compact is the core value. We thought about the word compact, which means small and closely packed together. We thought promoting a number of small things would attract more people to Seinäjoki. We also thought involving small businesses would be important. As well, we thought maintaining the identity of the city was important. There are three key characteristics of the identity of Seinäjoki: nature, quietness, and peacefulness.

To keep the relationship between identity and development, we focused on the railway station. It is important to realize the full potential of the station by renovating the station and improving services. To do so effectively, working with the city management and the business community is necessary. What do we mean by improving the services at the railway station? We thought offering more services at the station would be important, for example, cafés, ATMs, bike rentals and sightseeing tour options. In addition to sightseeing tours, which would let visitors know about Seinäjoki and its unique natural attractions: the forests, lakes and rivers in the area, displays in museums and libraries and museums are

recommended. To make Seinäjoki more accessible, a bike rental service as in Helsinki would be good. We thought it is logical for the rental place to be located near the railway station.

Moreover, involvement of everyone is important, even visitors. We took the idea of Jussi tiles, which are found in Asahikawa, in Hokkaido. Visitors can purchase Jussi tiles and write down their names and place the tiles at designated places in the station, so everyone can see them. This may encourage return visits to Seinäjoki.

In conclusion, we propose to develop Compact Seinäjoki by concentrating on developing the railway station; that means renovating the station and offering more services: restaurants, shops, bike rental and tour guide services. (Natsumi, Eikichi & Taku)



## 4. Accessibility for Everyone

Our group's core value is "Accessibility for Everyone." Our definition of "accessibility" has three aspects: 1) emotional accessibility, 2) physical accessibility, and 3) accessibility to information. Our core value was created because of the following findings: According to the survey results, there are few interesting places in Seinäjoki and not much to do for activities, other than shopping. This lack is deeply felt by the residents and not everyone enjoys shopping. There are steps everywhere on the road or at the entrance of shops. ATMs are placed too high up for wheelchair users to reach, etc. Many residents are not well informed about the city, its development and events that are being held. Without this knowledge, they cannot be active participants in city life.

Based on the findings above, we proposed the followings. 1) Create spaces where anyone can feel welcome: 1.a.) Aalto center: focus on the local economy; hold a farmer's market and art exhibitions in the square. Set-up sitting areas and hold free concerts, 1.b.) shopping center: commercial liveliness, and 1.c.) Cozy cafés as meet up places and landmarks. 2) Connect places through a unified design street: 2.a.) create a unified

design street to encourage people to visit and explore other areas, 2.b.) visitors could easily find out where to go, and could enjoy traditional street patterns and street trees, 3.c.) make use of universal design for streets and shops to increase accessibility. 3) Encourage people to visit attractions through the AR technology application: 3.a) a smartphone application, named "Seinäjoki Go!": this application encourages people to visit attractive or unique sights in Seinäjoki city. An Alvar Aalto character pops out on your screen when visitors get to certain points using AR technology, and tells them about events or shops that are nearby. Considering these aspects above can help the city's development and make it into a place that promotes sustainability and where everyone can feel involved. (Reiko Hatada)





## 5. “My” City Centre

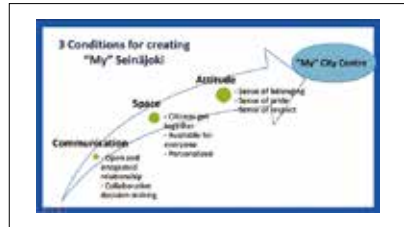
**O**ur core value is “My City Centre”. We think creating a personal attachment to the city centre for everyone is necessary for sustainable city development. Currently, a lot of people feel dissatisfaction because of its colorless scenery and lack of attractive shops such as cafés and boutiques. Moreover, most citizens don’t have information about city development. Thus, we considered that there are 3 critical issues to be dealt with.mnb,

**F**irst of all, we want to stress that lack of communication is the most fundamental and important issue to deal with. Communication should be open and encouraged between citizens and city officials. Collaborative decision-making should be the favoured approach. We came up with the idea of using an App, Seinäjoki App. This doesn’t cost much money and would help city officials collect feedback from citizens and provide information about events and local businesses to encourage citizen participation.

**S**econd, attractive public spaces should be provided to encourage the citizens’ interest in the city centre. For example, “lakeuden puisto” should be more “park”, not just “field”, in order to be more attractive to all, from children to elderly people. Eleven interviewees answered

that “lakeuden puisto” should be a “park”; no one wanted a convention centre.

**F**inally, city officials should explore ideas for projects involving citizen participation, which would most likely result in a positive change in citizens’ attitude toward the city. For example, we proposed “My Bench” design: local manufacturing businesses would make park benches, which would be repainted by members of the community on a seasonal basis. A collaborative event like this would enhance the sense of belonging to the city. In conclusion, city development should be planned, carried out and evaluated not only by officials but also by citizens through collaborative means. Inclusiveness is the key to sustainable city development. (Yuya Ishizuka)



## 6. Science & Art

**O**ur final proposal included mostly suggestions to make the city more attractive through art and science in a sustainable fashion. Our primary goal through the course was to add beauty, color and overall attractiveness to the city center with means that cultivate the hidden heritage of Seinäjoki area and that avoid stress to the environment. This way we could attract both tourists and companies to the area and the city would be able to collect more taxes and continue to develop and grow in a sustainable way.

**O**ur 30-year plan is to improve the employment rate, increase city revenue and encourage international tourism. This would be made possible by attracting top professionals to move here and work here in science-related startup-companies. These companies would receive a lot of support from SeAMK, which could maybe relaunch the entrepreneurial BBA, which in turn could strengthen the entrepreneurial side of Seinäjoki.

**O**ur proposition contains a various mix. For one thing, we suggested creating projection mapping events. For example at Lakeuden Risti church old photos from citizens could be used. Another art-related idea was to create different forms of seasonal art, for example

drawings with a paint that is only visible when it rains, or snow-sculpture art in the wintertime. These forms of art would be distinctive from usual statues and city lights, so they would add a unique touch to the city center and they are fairly ecological choices.

**F**or the science part, we thought about a “cave-café” that would have projector walls so that the ambiance of the place could be easily changed to respond to the wishes of the customers. We also pitched an idea about science-focused playschool for little children to get more people interested in science starting from early childhood. Scientific attractions over industries would more likely contribute to sustainable development, since pollution would be significantly lower. This is an important consideration in an area that is surrounded by fields that feed a lot of people in Finland. (Minna Sampo)



# Participants

Learning through GSP helped myself and others understand and better utilize different aspects of our personalities. Working as a group, we came to know one another in a deeper way. Achieving our goal collaboratively gave us a sense of accomplishment. (Aiko Kuroda)

This course was a very interesting and inspiring collaborative experience. Together we were able to obtain good results. I can't be more grateful for the new friends and connections that were made during these two weeks. (Aleksi Mäenpää)

The GSP course was fun, useful, informative, but also quite hard. The amount of work was difficult considering other life obligations. The course would have been more pleasant, if it had been a 3-credit course. (Anna Toiva)

This year's GSP was challenging and it was yet again very joyful to meet new Japanese people—we made lovely memories together for years to come! :) (Arttu Hautamäki)

In this GSP, I learned many new things and met many wonderful people in Finland. It is hard to summarize my sentiment, but one thing I can say is that I'll never forget these experiences and people. (Asuka Saito)

GSP was a rewarding experience for me. It would have been difficult to think deeply about the development of Seinäjoki by myself, but with SeAMK students and my wonderful friends from ChibaU, this task was made easier. (Ayu Mochizuki)

Finland is such a wonderful country. I had never done fieldwork before. But I soon realized it's the best way to learn about issues and find solutions. I think I'll be a better person because of GSP. Kiitos (Eikichi Kanai)

I enjoyed GSP. Working with people of different cultures and disciplines was particularly interesting. I loved all the people and the professors were very supportive. I highly recommend it. (Elina Mai Pilvet)

Through this program, I understood that it is possible to reach beyond language and cultural barriers and national borders if we aim for the same goals and really care for others. No words can fully express the good that is derived from GSP. (Emu Odagiri)

Before GSP, I taught the Chiba University students some basic facts about Seinäjoki as well as the basics of Finnish. It was great to meet the students again in Finland and show them the city in person. (Esa Hiltunen)

This experience was magnificent! I made lots of new friends and our international co-operation worked very well. Now, I can display my new skills when somebody wants to know something about Seinäjoki's history :) (Essi Ilola)

My experience in GPS was great. It was a hard work and I had to go beyond my comfort zone, which was a good and instructive thing. I highly recommend GPS to everybody! (Heidi Lappalainen)

A lot of things happened that I didn't expect. Those things were sometimes enjoyable and sometimes difficult, but I experienced positive effects in both cases. I wasn't thinking to join GSP next year, but now I will participate. (Kana Tachibana)

I loved the whole experience! I met so many new friends, laughed a lot and had so much fun, but we also worked hard on our project. I loved working with an international group and was able to greatly improve my group work skills. (Katariina Latva)

This program was much harder than I expected. During these two weeks, I was faced with different difficulties every day. However, these experiences made me stronger. I think this program was a good opportunity for personal growth. (Keita Nakagawa)

GSP provided an interesting peek into the Japanese way of studying and overall into a culture very different from ours. It was also an enlightening experience regarding urban city planning. (Minna Sampo)

I enjoyed this GSP program very much because I experienced many things; homestay, fieldwork, camping, and communication with Finnish people. It was an unforgettable 15 days! (Natsumi Ichikawa)

Hard work, but afterwards it felt good. I like challenges so this program was good for me. Also, I got to know a lot of wonderful people through this course! (Oskari Hirvikoski)

My stay in Finland is one of the most precious memories in my life. It was tough, but we were able to finish this program because we helped each other. I'm happy I was able to meet such wonderful friends. (Ran Akitaya)

Tackling new experiences and tasks everyday was exciting. Thinking about development of an unfamiliar city, with people whose language and culture is different from mine was so hard. However, both SeAMK and ChibaU students were helpful and enjoyable to work with. I feel so lucky that I could work with these members. (Reiko Hatada)

Assignments and presentations were hard, but it was really fun and interesting to interact with teachers and students. I'm glad that I took part in GSP and, as a result, I decided to study and work on myself more. (Rie Uesugi)

Tension, relief, dismay, unity, impatience, achievement; how can I put GSP into words? The only thing I can say is that people who have not joined GSP cannot understand its great value. (Riku Suzuki)

It was a good and fun experience that gave new perspective to my home city. The approach for working on a project was different than the usual Finnish way, it was an interesting work style. (Sami Tapani Katajamäki)

It was nice to participate in this program and I'm glad that I was able to meet all the other students. It was also really intense two weeks, maybe some breaks should be included in the future. (Sini Savela)

Through class discussion, I became more interested in city development and Finnish culture. As a result, I want to use what I learned through GSP for my major at Chiba University. (Taku Miike)

I tried to figure out how I could contribute to the group work. And I also challenged myself to have a positive attitude in group work. I was really excited to be with people of different backgrounds and discuss together! kiitos! (Takumi Yamanoi)

I really enjoyed GSP and the challenges, lessons and successes it gave me. But the best thing about this programme was meeting and spending time with wonderful people. (Viivi Nurminen)

It was a difficult but valuable experience for me in terms of thinking in a completely different way with other students. I also could learn about how locals think about their town, and daily life in Finland! (Yoshitaka Matsumura)

GSP was a more fulfilling and productive program than I first expected it to be. I realized that each of the participants has a different background, even among Japanese. Working in a group, with such a diversity of people, gave me a sense of accomplishment. (Yuya Ishizuka)

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