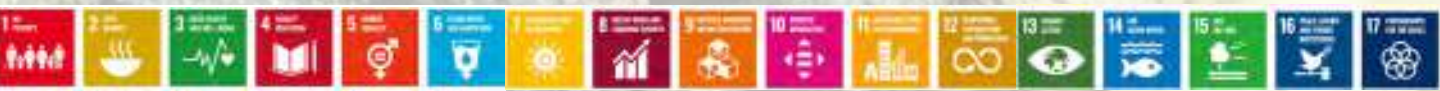


# アフリカの潜在力と日本の 科学技術融合によるSDGs 貢献人材育成プログラム



## 受講生募集

上記プログラムによる講義を開講します



アフリカ6大学と宇都宮大学の国際共同による  
ウェブ講義を開講します。

- ガーナ大学 (ガーナ)
- アディスアベバ大学 (エチオピア)
- ジョモ・ケニヤッタ農工大学 (ケニア)
- メル科学技術大学 (ケニア)
- ダルエスサラーム大学 (タンザニア)
- ネルソンマンデラアフリカ科学技術大学院大学 (タンザニア)
- 宇都宮大学 (日本)

# 講義の目的

コロナウイルス（COVID-19）のパンデミックは世界中に広がり、高等教育、特に海外留学は大きな影響を受けています。こういった状況の中で、2030年に向けて国連が推進するSDGs（持続可能な開発目標）を達成するために、国際協力やそれを支える人材が必要とされています。

そこで本プログラムは、SDGs達成に必須の社会構造に基づいた持続可能な開発を実現するために、地域社会の可能性を理解し、アフリカと日本の共同活動に貢献できる人材の育成を目的としています。そこで、コロナ後の時代を見越して、アフリカの6大学と日本の宇都宮大学が共同でアフリカ、SDGs、科学に関連するウェブ講義を開講します。このような広範囲な国際連携講義は画期的な試みです。

この講義は6月1日(水)から7月15日(金)の期間にC-learningを用いて開講され、16回の講義が含まれます。うち13回はオンデマンド講義です。単位は2単位です。






またこの講義はアフリカの大学と宇都宮大学の相互留学の基礎となり、コロナ禍の状況次第ですが、本講義を受講した地域創生科学研究科修士課程の学生の中から年間3～6名が、旅費と滞在費の支援を受けてアフリカに留学が可能です。

本プログラムでは、この必修集中講義に続き、「UU-A国際連続シンポジウム」と「UU-A学生サミット2023」を開催予定です。ぜひご参加ください。以下、本講義の講師と講義のタイトルを紹介します。



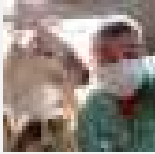

# 講師および講義タイトル

SDGs	Title and outline of the lecture	Lecturer	Photo	University	E-mail address
		<p><b>Prof. Shinso Yokota</b> Team Leader of UU-A, Professor of Agriculture</p>			yokotas@cc.utsunomiya-u.ac.jp
	<p><b>June 1. Introduction and C-learning tutorial</b></p> <p><b>June. Meet your lecturers</b></p> <p><b>July 15. Reflection and wrap-up</b></p>	<p><b>Dr. Shunsuke Kurihara</b> Associate Professor of International Studies</p>		Utsunomiya University (Japan)	shunsuke@cc.utsunomiya-u.ac.jp
		<p><b>Prof. Hiroyuki Yumoto</b> Professor, Center for International Exchange</p>			yumoto@cc.utsunomiya-u.ac.jp
SDG 1, 2, 3, 9, 13, 15	<p><b>Beekeeping and its value added products</b></p> <p>Honeybees are kept for their products and service. Primarily honeybees produce honey, beeswax, royal jelly, bee propolis, bee venom, bee pollen and brood. Honeybees are efficient pollinators. Pollination leads to formation of seeds and fruits which is important for life continuity, food security and biodiversity. Some primary products produced honey and royal jelly are used in their raw state. Importantly, Additionally, primary products are used as ingredients to manufacture other products their addition of which enhances their value and quality. All products are used in medicine, cosmetics and food industry.</p>	<p><b>Dr. Mkabwa LK Manoko</b> Department of Crop Sciences and Beekeeping Technology, College of Agricultural Sciences and Food Technology (CoAF)</p>		University of Dar es Salaam (Tanzania)	mlkmanoko@gmail.com
SDG 1, 2, 3	<p><b>Contribution of agricultural sector in addressing poverty and food insecurity in Africa</b></p> <p>The majority of the world's poor live in South Asia, East Asia and Africa with approximately 25% of the below \$1.9/day poor in sub Saharan Africa. While both the extent and severity of poverty and food insecurity have been decreasing in South and East Asia, they have both been increasing in Africa. The United Nations endorsed the Second International Conference on Nutrition (ICN2) Framework for Action and declared 2016 to 2025 a Decade of Action on Nutrition to reduce hunger and malnutrition and meet the SDGs. The Decade of Action aims to provide an umbrella for a wide group of actors to work together to make progress toward SDGs 1 and 2 to end poverty, hunger and malnutrition in all its forms. While agriculture is an important sector in addressing poverty and food insecurity, low productivity and climate change have reduced its potential. This lecture discusses the opportunities and challenges for agriculture in to deliver SDGs 1, 2 and 13 on ending poverty, food security and adaptation to climate change in Africa.</p>	<p><b>Dr. Robert Mbeche</b> Senior Lecturer Department of Agricultural and Resource Economics</p>		Jomo Kenyatta University of Agriculture and Technology (Kenya)	rmbeche@jkuat.ac.ke
SDG 2	<p><b>Ecological Pests Management</b></p> <p>Pest management in Agriculture is a critical issue that compromises crops yield and overall food security. Pest management practices need to critically observe ecosystems functioning and human health and wellbeing. Ecological pest management is one that ensures safety, enhances ecosystem services necessary for natural pest regulation and sustainable food production. This lecture gives an overview of ecological pest management, ecosystem services and their roles in pest management and examples of sustainable pest management approaches. Specifically the lecture will cover biodiversity and its contribution to pest management, conservation biological control, botanical pesticides and its potentials in sustainable pest management.</p>	<p><b>Dr Angela Gerald Mkindi</b> Agro ecology</p>		Nelson Mandela African Institution of Science and Technology (Tanzania)	angela.mkindi@nm-aist.ac.tz

# 講師および講義タイトル (続)

SDG 2, 3 (1, 15, 17)	<p><b>Potentials of African indigenous knowledge and resources for SDGs: A solution for hunger and improved health?</b></p> <p>The lecture indicates the importance of African indigenous knowledge and resources as a realistic and essential way to solve SDGs especially related to hunger and health. The lecture introduces a case study from Tanzania, and how edible wild plants can contribute to improved nutrition and health of the rural people. It also invites students to look around in their own environment how the local resources can be utilized to achieve SDGs.</p>	<p><b>Prof. Kumiko Sakamoto</b> Subleader of UU-A, Professor of International Studies</p>		Utsunomiya University (Japan)	ksaka@cc.utsunomiya-u.ac.jp
SDG 2, 3, 4	<p><b>Nutrition and sustainable food supply</b></p> <p>Obesity and non-communicable diseases are worldwide issue. The double burden of overnutrition and malnutrition are observed both within a family and many nations. On the other hand, we are facing to meet the increasing demand of food supply. The lecture starts with the history of food and nutrition and learn about some traditional foods, referring African, South American, and Japanese foods. Students are supposed to think how to achieve a healthy diet and sustainable food supply.</p>	<p><b>Dr. Yuko Caballero</b> Assistant Professor of Cooperative Faculty of Education</p>		Utsunomiya University (Japan)	yukocaballero@cc.utsunomiya-u.ac.jp
SDG 3, 5	<p><b>Gender, Health and Cultures in Africa</b></p> <p>Gender, Health and Cultures in Africa interrogates, analyses, and appreciates how both biology and socio-cultural factors create differential pathways for experiencing health and illness for males and females in African societies. The course also examines the influence of gender relations, masculinities and femininities on expressions, interpretation and general experiences of health and illness, and their peculiarities in African societies. The course further demonstrates how such constructions correspond or disagree with biological facts of health and disease. The course involves the conduct of a gender appraisal of specific policies, practices and responses to health and illness in African societies, identifying gaps and opportunities for intervention.</p>	<p><b>Dr. Deborah Atobrah</b> Director, Center for Gender Studies and Advocacy</p>		University of Ghana (Ghana)	datobrah@ug.edu.gh
SDG 4	<p><b>Education in Ethiopia and implications to meeting the SGD goal 4</b></p> <p>SDG is a global goal while educational policies and practices are country based. All the countries that pledged to the declared sustainable goals are not in the same level to ensure the SDGs are met. Ethiopia is a developing nation that strives to ensure quality education and meet the SDGs, though, the efforts that have been undertaken and the current reform initiatives seek to be explored. This activity would indicate the implications of the ongoing education system and reform initiatives to meet the SDG-4 in general and the targets under it in particular</p>	<p><b>Dr. Kassa Michael</b> Associate Professor of Mathematics Education</p>		Addis Ababa University (Ethiopia)	ftkassa2010@yahoo.com raskassamichael@gmail.com
SDG 6	<p><b>Status and Level of implementation of the 6th Sustainable Development Goal (SDG) in Kenya: In reference to Sanitation</b></p> <p>More than half of the population in low income countries significantly suffer from several preventable diseases related to poor sanitation and unsafe water. Children and inhabitants of under-privileged communities are the most affected groups with far reaching consequences of poor sanitation. Kenya like many Africa counties missed sanitation MDG targets by 2015 and even with formulation of SDGs, that universally shared mission is likely to be missed. In Kenya, one out of 3 persons do not have improved sanitation and open defecation is largely practiced in several rural areas. The 6th SDG aims at ensuring availability and sustainable management of safe water and sanitation for all. Unfortunately lack of concerted efforts in the implementation of improved practices on sanitation as evidenced in some rural areas of Kenya may lead to missed targets of SDG objective 6. The discussion will look at the status and simple approaches that can be adapted for adequate implementation of Sanitation in Kenya to exclude pathogens that cause various diseases from the vulnerable communities and environments.</p>	<p><b>Prof. Eric M. Muchiri</b> Associate Professor of Public Health</p>		Meru University of Science and Technology (Kenya)	emuchiri@must.ac.ke ericmmuchiri@gmail.com
SDG 9, 11	<p><b>Seismic damage of bridges subjected to strong ground motions</b></p> <p>Recent earthquakes reveal the significant cost of damage after the events; for example, the Japanese government estimated that the amount of damage after the 2011 Tohoku Earthquake and the 2016 Kumamoto Earthquake was 16.9 trillion yen (160 billion US dollars) and 4.6 trillion yen (44 billion US dollars), respectively. This lecture explores the seismic damage of some of the bridges in Japan subjected to strong ground motions. This also presents the restoration and reconstruction of these bridges, as well as the lessons learned and possible changes in future bridge engineering practice.</p>	<p><b>Dr. Shuichi Fujikura</b> Associate Professor of Regional Design</p>		Utsunomiya University (Japan)	shuichi.fujikura@cc.utsunomiya-u.ac.jp

# 講師および講義タイトル (続)

SDG 9	<p><b>Optics and Light : Application for industry</b></p> <p>Sunlight is essential for life-sustaining on earth. Today in the 21st century, optical technology has become an integral part of our lives. It is also one of the important basic technologies that support major Japanese industries. Its applications point out automated driving, virtual reality (VR), augmented reality(AR), display, 3D printer, robot vision, astronomy, environmental sensing, bio-medical imaging and nanotechnology. This lecture starts what light is then introduces how useful optics for industrial products with demonstrations.</p>	<p><b>Prof. Yukitoshi Otani</b> Professor of Engineering</p>		<p>Utsunomiya University (Japan)</p>	<p>otani@cc.utsunomiya-u.ac.jp</p>
SDG 10, 17	<p><b>Seeking Conceptual Universals – Viewing Japanese Figurative and "Untranslatable" Expressions from African Perspectives</b></p> <p>This on-demand class is for us English-speaking participants an experiment to rethink and examine how much our languages would be helpful to share concepts. We have not a few expressions which seem impossible to translate into another language because of cultural embeddedness. However, we would eventually like to believe that we understand each other based on common humanity. The lecturer, as well as Japanese participants, will bring those Japanese expressions and try to make them make sense. It will be successful if it could be understandable at least, and if it promotes mutual curiosity and understanding among all the participants.</p>	<p><b>Prof. Kazuhiko Yoshida</b> Professor of International Studies</p>		<p>Utsunomiya University (Japan)</p>	<p>ysd@cc.utsunomiya-u.ac.jp</p>
SDG 12, 15	<p><b>Behavior and Management of Farm Animals</b></p> <p>Farm animals, such as cattle, buffalos, sheep, goats, pigs and chickens provide us the various kinds of products. They are the valuable agricultural resources, but they are mammals (or birds) like us, and they have the similar central nervous systems and endocrine systems with us, so that there might be some similarities in feeling and emotions among farm animals and us. This lecture introduces the behavioral features of some farm animals, and the effects of management condition on them. In particular, this lecture introduces the behavioral features during the road transportation in goats, and these uses for the markers for stress.</p>	<p><b>Dr. Masato Aoyama</b> Associate Professor of Agriculture</p>		<p>Utsunomiya University (Japan)</p>	<p>aoyamam@cc.utsunomiya-u.ac.jp</p>
SDG 12, 15	<p><b>The limits of consumer practice to achieve SDGs: Contradictions for chicken meat in Japan</b></p> <p>Despite scientific and technological advances, people are encountering ever greater challenges in figuring out what they should eat. In this lecture, I identify three contradictions that emerge for chicken meat in Japan. Widely held notions of chicken meat in Japan portray imported chicken as bad and domestic chicken as good. This presentation unpacks how Japanese consumers perceive chicken meat and how these popular perceptions diverge from ideas of ethical food prevalent in the global North. Ideas such as ethical consumption are gaining greater recognition, but an overemphasis on consumer practice hazards exacerbating other intractable problems.</p>	<p><b>Dr. Benjamin Schragger</b> Assistant Professor of Agriculture</p>		<p>Utsunomiya University (Japan)</p>	<p>benjamin@cc.utsunomiya-u.ac.jp</p>



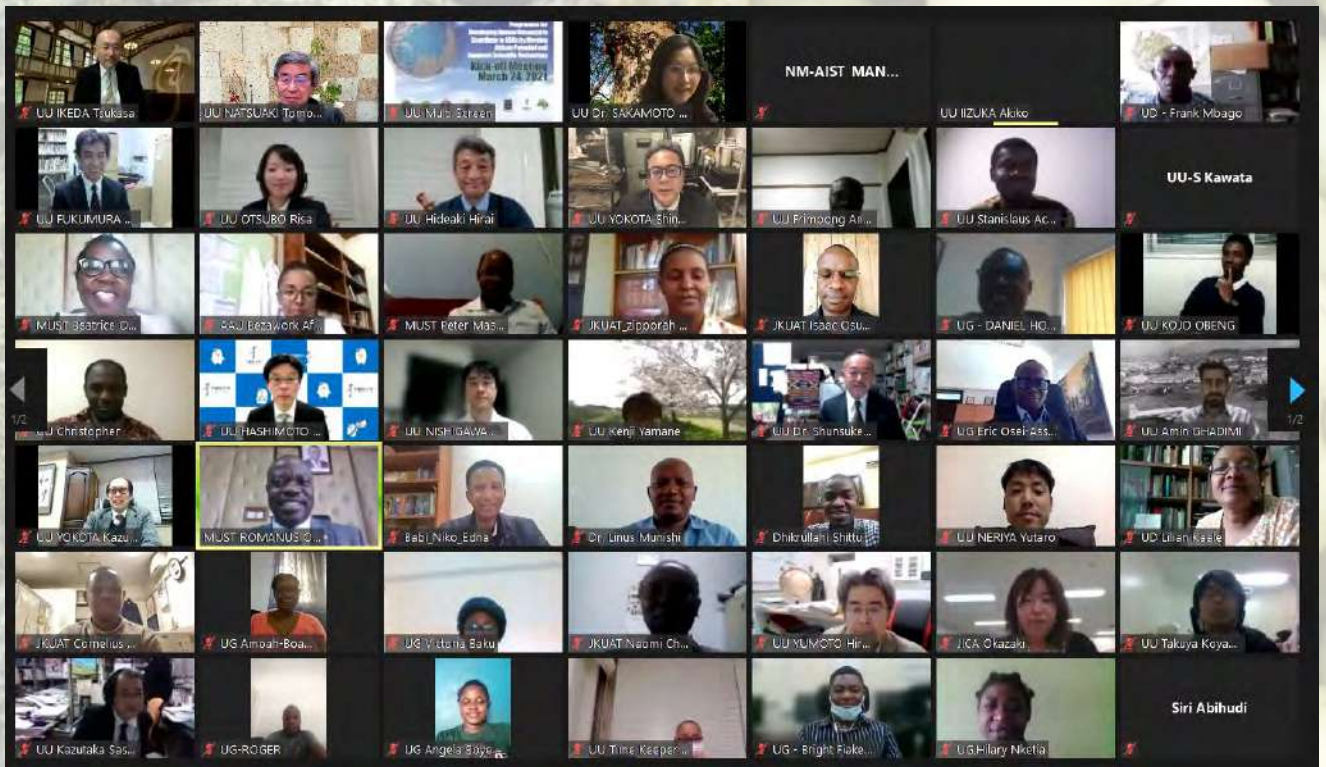
# 講義の詳細

- 本講義は16回：この講義は16回からなり、前のページのように、アフリカ6大学の教員が6回、宇大教員が7回の計13回のオンデマンド講義です。開講期間中はいつでも講義資料にアクセスできます。
- 1回目（6月1日(水)）、中間（6月下旬）、16回目（7月15日(金)）の3回はリアルタイムで開講します。  
本講義は、新しいデジタル時代における前例のない国際共同講義です。なお、リアルタイム講義の開講時間は追って連絡します。
- 開講期間：6月1日(水)～7月15日(金)
- C-learningを使用します。
- 講義の言語：英語
- 単位：2単位（地域創生科学研究科選択必修「地域創生リテラシー」の「実践力」の「Global Management」として付与）
- 登録先：C-learning 講義コード B100017  
「Global Management」
- 締切：4月30日（土）
- 講義資料等：6月1日(水)～7月15日(金)の開講期間中は講義資料に自由にアクセスできます。
- 問合せ先：留学生・国際交流センター事務室  
TEL: 028-649-5100

E-mail: [tenkai@miya.jm.utsunomiya-u.ac.jp](mailto:tenkai@miya.jm.utsunomiya-u.ac.jp)

アフリカ留学：コロナ禍の状況次第ですが、本講義を受講した地域創生科学研究科修士課程の学生の中から年間3～6名が、旅費と滞在費の支援を受けてアフリカに留学が可能です

# Come and join us!



問合せ先

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