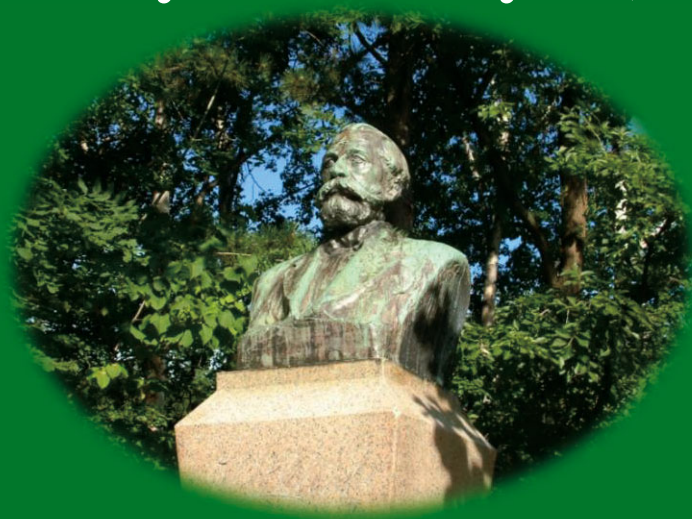


ESD Campus Asia – Pacific In Hokkaido University Hokkaido Summer Institute 2017

Program & Abstract

SI : July 18 ~ July 21, 2017

ESD: July 19 ~ July 28, 2017



**Hokkaido University
Faculty of Education**

Message from the Dean of the Faculty of Education

- the Objective of the Programs in Hokkaido University

Summer Institute and ESD Campus Asia-Pacific Program at Hokkaido University 2017

Professor Toru ONAI

Dean of the Faculty of Education, Hokkaido University



From July 18th to July 21st of this year, the Faculty of Education will hold the Hokkaido University School of Education Summer Institute (SI). Following this, the ESD Campus Asia-Pacific Program will be held from July 20th to July 27th.

The lectures of the SI of this year are intended to cover the latest international theoretical trends in Social Pedagogy in European countries and the U.S.A., and the development process of Social Pedagogy in these countries. Especially, the lectures will focus on the theory of support practice for “self-independence” of the people under an exclusive society. The related symposium, titled “Development of new educational thought in East Asia: in relation to Social Pedagogy”, will be held as the final event of the SI.

The SI program, which is mainly for graduate students of Hokkaido University and other universities from around the world, will enroll graduate students from Hokkaido University, The University of Tokyo, Seoul National University, Korea University, Beijing Normal University, Renmin University of China, University of Eastern Finland, and University of Helsinki.

This year, for the SI, we have invited the two internationally renowned researchers, Professor Juha Hämäläinen (University of Eastern Finland, Finland) and Professor Daniel Schugurensky (Arizona State University, USA), as lecturers. Meanwhile, as presenters for the symposium, we have invited Takahiko Tanaka (Japanese Association of Clinical Research on Human Development and Education, Japan) and Associate Professor Lee Jeongyun (The University of Tokyo, Japan). In addition, Professor Takashi Miyazaki, our faculty member, will join the symposium as a presenter.

Meanwhile, the ESD Campus Asia-Pacific Program has been designed for

undergraduate students. This program started in 2011 as the ESD Campus Asia Program between Hokkaido University and Korea University. After that, Seoul National University, Beijing Normal University and Chulalongkorn University joined. Last year the name was changed to the ESD Campus Asia-Pacific program because of the newly added participation of Sakhalin State University. This program has been designed according to the mission of Education for Sustainable Development proposed by UNESCO, and aims to encourage participants from different countries and universities to consider their first steps in acting for a sustainable and peaceful society.

The keynote lecture from Professor Juha Hämäläinen and Professor Daniel Schugurensky will provide a discussion on the possibility of reconciliation in a decoupled society as well as the contemporary significance of Social Pedagogy. We then provide participants with lectures, group works, and fieldwork in Biratori arranged by our colleague, Associate Professor Jeff Gayman, in order to have students experience the challenges which a remote Indigenous Ainu community faces and to consider how we may contribute to the improvement of the Ainu situation.

In holding these events, six members of the International Exchange Committee of our organization, Chairperson Professor Masao Mizuno, Professor Keiko Ikeda, Associate Professor Jeff Gayman, Associate Professor Maiko Aoki, Associate Professor Takashi Ito, Specially Appointed Assistant Professor Tyrel Eskelson and Professor Takashi Miyazaki have conceived, organized and executed all programs and Research Fellows Sho Tanaka, Miki Iizuka and Junko Yodono have assisted them. Without all their efforts, these programs could not have been held.

We would like to thank all invited lecturers, presenters, members of the International Exchange Committee, and supporting staff.

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ESD Campus Asia-Pacific

in Hokkaido University

“Dialogue with Local Knowledge”



Program & Abstract

Program for ESD Campus Asia-Pacific Project

July 19, 2017 ~ July 28, 2017

**Hokkaido University
School of Education**

Map of Hokkaido University and Hotel Information



Hotel Information

- **Sapporo Clark Hotel**, from 19th to 22nd, and 24th to 28th July
<http://www.clark-hotel.co.jp/>
- **Biratori Onsen Fureai Hall**, from 22nd to 23rd July
<http://www.town.biratori.hokkaido.jp/kankou/stay/>
- **National Hidaka Youth Outdoor Learning Center**, 23rd and 24th July
<http://hidaka.niye.go.jp/>

Contents of the Program

ESD Campus Asia-Pacific Program at Hokkaido University 2017: Dialogue with Local Knowledge

Program Schedule

ESD Campus Asia-Pacific Program at Hokkaido University 2017 *Dialogue with Local Knowledge*

Schedule

Schedule		10	11	12	13	14	15	16	17	18	19
19	Wed	Arrival and Hotel Check-in									
20	Thu	Welcome Reception Guidance (*Dai-Kaigishitsu)	Campus Tour	Lunch	14:00-16:30 Keynote Lecture and Discussion (Clark Memorial Student Center, Lecture hall)						
21	Fri	10:00-11:30 Reflection on Keynote Lecture (Facilitator: AP Gayman) (Dai-Kaigishitsu)		Lunch	13:30-17:00 Preliminary Lecture and Groupwork for Fieldwork (Facilitator: AP Gayman) (Dai-Kaigishitsu)						
22	Sat	Fieldwork in Biratori Town (Detailed schedule is on p.12)									
23	Sun										
24	Mon										
25	Tue	Free									
26	Wed	10:00-11:30 Reflection on Fieldwork (Facilitator: AP Gayman) (Dai-Kaigishitsu)		Lunch	Preparation for Presentation						
27	Thu	Preparation for Presentation		Lunch	Group-based Presentation and Discussions (Dai-Kaigishitsu)						Closing Ceremony (Faculty House Trillium)
28	Fri	Departure									

*Dai-Kaigishitsu: a large conference room on the 3rd floor of Faculty of Education building

Venue

- Keynote Lecture by Professor Prof. Juha Hämläinen and Prof. Daniel Schugurensky (@Clark Memorial Student Center, Lecture hall)
- Reflection on keynote lecture (@ Dai-Kaigishitsu: Large Conference Room)
- Preliminary lecture and groupwork for fieldwork (@ Dai-Kaigishitsu)
- Reflection on fieldwork (@ Dai-Kaigishitsu)
- Preparation and Final Presentation (@ Dai-Kaigishitsu)



<<Fieldwork : 22nd~24th>>

Biratori Fieldwork Schedule

Organized and coordinated by Associate Professor Jeff GAYMAN

July 22nd

7 : 30	Gathering at hotel in Sapporo. Bus departure.
9 : 45	Arrival at Biratori Town, Nibutani Village
10:00~12:00	Exchange Session with the staff of environmental assessment office (Venue TBA)
13:00 ~14:45	Nibutani Ainu Cultural Museum tour
15:00 ~17:00	Presentations and Cultural Exchange (Biratori Onsen, Fureai Hall)
17:00~	Dinner and Bath

July 23rd

7:30	Breakfast
8:30	Departure to Morning Venue
9:00~11:30	Ainu Traditional Cuisine Cooking (Biratori Town Fureai Center)
11:30~12:30	Lunch
13:00~15:00	Talk by the Mayor of Biratori Town (Historical Museum of Saru River)
15:00~17:00	Walking on historical road
17:00	Departure to National Hidaka Youth Learning Center
18:00~	Dinner and Bath

July 24th

7:00	Breakfast
8:30	Gathering at Entrance Departure to Biratori
10:00~11:30	Lecture by Kayano Shiro at the Kayano Shigeru Nibutani Cultural Museum
11:30~12:30	Lunch
13:00~15:00	Reflection on Fieldwork Experiences
15:00	Departure for Sapporo
17:00	Arrival at Hotel

Fieldwork Overview, Tasks, and Assignment

**Exchange Session with Environmental Assessment Office Staff,
Museum Tour, Cultural Exchange with Youth, Workshop on Ainu
Traditional Cuisine, Lecture by the Mayor of Biratori Town,
Walking Historical Route, Tour of the Kayano Shigeru Nibutani
Ainu Cultural Museum and Lecture by the Museum Director,
Reflection on Fieldwork**

Associate Professor Jeff Gayman

The three fields covered by UNESCO's framework on Sustainable Development are the Environment, Society, and Economy. During this year's Summer Program of the ESD Campus Asia-Pacific in Hokkaido, we will take part in a two-night/three day Fieldwork in Biratori, a rural municipality of Hokkaido located approximately two hours by car from Sapporo, and inhabited by a high number of Ainu Indigenous people. There, we will engage in a two-way, interactive, hands-on series of learning sessions with local Ainu cultural activists and leaders, which will provide us insights into the sub-facets of UNESCO's three categories.

Biratori is famous in Japan as the town with the highest concentration of Ainu population (20% of the total town population, 80% of the village of Nibutani). Indeed, the village of Nibutani where we will be doing our fieldwork houses not just one but three museums, as well as being the headquarters of the Project for Preserving Ainu Cultural Environment. However, at the same time it also shares many of the problems faced by rural municipalities in Hokkaido and Japan, and likewise of other regions in East Asia as well, of a decreasing population due to outmigration and a shrinking elderly population. It additionally provides an optimal opportunity to consider the history of modernization via the lens of analysis of modernization's impacts on local Indigenous populations (shifting demographic configurations, forced migration, disruptions of locally-based social and political organizations as a result of assimilatory education in national language and mainstream culture, changes in local physical environments caused by unbridled development, etc).

During the fieldwork, participants will have the chance to meet, exchange opinions with, and have discussions with 1) Ainu youth involved in developing hands-on Indigenous lifestyle camp programs for outsiders, 2) Cultural bearers and researchers of

traditional culture who are specialists in Ainu edible and medicinal plants/the Ainu cuisine prepared from them, 3) The son of former Ainu Parliamentarian Kayano Shigeru (deceased), who is now the Director of the Kayano Shigeru Nibutani Cultural Museum, 4) the Mayor of Biratori Town, and 5) Employees of the Project for Preserving Ainu Cultural Environment (environmental assessment office). These sessions will provide participants with ample opportunities to examine the prospects for creating a sustainable society from the varied perspectives of Indigenous minorities/members of mainstream society, young and old, everyday citizens and members of government.

These activities will take place according to the schedule on page 10.

Biratori presents an excellent case study of a community which is attempting to combine development of local resources (agricultural products), sightseeing (Indigenous cultural tourism), and environmental protection (Cultural environment impact assessment, designation as a National Important Cultural Landscape) through collaboration between local Indigenous Ainu residents, mainstream Wajin residents and the town government (cultural activity funding, Project for Preserving Ainu Cultural Environment) as well as attracting support for outsiders (immigration subsidies, tourism). Especially, the fieldwork will give participants an opportunity to interact with Ainu cultural activists who are passionate about achieving sustainability of Ainu society through maintenance of intra-Ainu diversity. The hands-on interactive sessions of the fieldwork will provide participants with concrete case studies in which to contextualize the United Nations Sustainable Development Goals, and simultaneously to reflect on what elements are necessary for a transformative and impactful curriculum of Education for Sustainable Development.

Before the fieldwork, participants will have ample opportunities to contextualize the activities and goals of the fieldwork within the framework of sustainability (especially cultural facets of the category of Social sustainability), and after the fieldwork, to give shape to their new understandings through the creation of a new curriculum for ESD.

In order to increase the quality of the interactions and dialog during the fieldwork, participants will be asked to form groups to give presentations on 1) the themes of modernity, development, and the formation of the nation-state and their influences on the sustainability of local cultures and values in their home countries, as well as 2) to prepare questions for our local Ainu and Wajin guides from Biratori about the state of these issues in Hokkaido.

Finally, at the end of the program, students will be required to give final group presentations on the following theme:

< Final Group Presentation >

You will be making a final group presentation in your respective groups on the afternoon of Thursday, July 27th.

Your Final Powerpoint Group Presentation should include the following:

- 1) Select one topic from amongst the various global issues which modern capitalized society faces; understand the background to the problem/s as well as its/their actual conditions.
- 2) Consider the contribution of education to solve the problem/s and to improve the current conditions.
- 3) Suggest a concrete curriculum/educational program for how to manage the problem/s and how to contribute especially to local development.

Profile of lecturers of fieldwork

Kaizawa Taichi

Mr. Kaizawa was born in 1971 in the Nibutani area in the town of Biratori, Hokkaido. After graduating from a local junior high school, he went to a high school in Tomakomai, an industrial city in Southwestern Hokkaido. Here he was discriminated because of being Ainu. He went on to study at Rakuno Gakuen University in Ebetsu, which is a town next to



Sapporo. More than half of the students at Rakuno Gakuen were from outside of Hokkaido, and Mr. Kaizawa recognized that the culture of Ainu was seen as no more than a kind of performance. After graduation, Mr. Kaizawa began working at Hokkaido Ainu Culture Research Center, where he pursued research on Ainu culture. He left the Center in 2011 and went back to his hometown, Nibutani. Since then, he has been growing rice as a farmer and also been working as a researcher at Biratori Office of Northern Cross Co., where he has worked on promoting Ainu culture and vitalizing the local community. His research on Ainu culture particularly focuses on the use of plants, and he also works as a designer of Ainu arts.

Kaizawa Miwako



Kaizawa Miwako was born 1948 in Mt Aso, Kumamoto Prefecture. Moved to Tokyo after graduation from high school, and then to Nibutani in 1970 upon marriage to Kaizawa

Koichi. While fulfilling her household duties and tasks on the family farm, Miwako came to possess a keen interest in the Ainu culture and came to learn Ainu women's handcrafts, the Ainu language, and the Ainu food culture from family members, relatives and neighbors. She has researched and written the books *Itese* (on Ainu mat weaving) and *Medicinal Plants of Biratori Town*, which she compiled from wisdom of Ainu Elders gleaned first-hand through interviews.

Monbetu Atsushi

Currently residing in Biratori

34 years old, father of three children.

Danced Ainu traditional dance from childhood until becoming an adult.

Having grown up in the mountains with a strong sense that my people are a hunting culture led me after becoming an adult to accompany hunters in their activities and to obtain a gun of my own. I'm bent on becoming a real Ainu hunter ! Currently have resigned from my job working at a company and am making my living only by hunting.



I plan to continue my work of teaching the next generation about the Ainu hunting culture, sense of gratitude, and prayer. I still have a long way to go before I'm able to make a significant contribution, but that's my goal.

Kayano Shiro

Director, Kayano Shigeru Nibutani Ainu Cultural Museum.

Curator.

Chief Secretary, Biratori Ainu Language Community Classroom.

Director, FM Pipaushi Radio Station (local Ainu broadcasting mini-FM).

Editor, Biratori Ainu Language Community Classroom Newsletter.

Central Member, Ainu Times Newsletter (written in Ainu language).

Former company worker in Tokyo, former secretary to Member of the Japanese Diet, Parliamentarian Kayano Shigeru.

Head Representative, The Ainu Party.



Exchange Session with Environmental Assessment Office Staff

◆The Project for Preserving Ainu Cultural Environment◆

From a point of view of Ainu culture, we conduct an environmental assessment of river maintenance work in the Saru river basin. We examine the process of conservation and implement measures. Currently, we are working on research and conservation tasks associated with the Biratori dam construction (Hokkaido Regional Development Bureau). With an emphasis on "proactive participation of local residents, including the Ainu people, and cooperation with experts", we are implementing the project.

The photograph (right) shows the 17th review meeting on Biratori dam and local cultural conservation measures. We annually report our survey information to members of the Biratori Ainu Association, local entities concerned, and experts; then discuss the way conservation measures should be.

◆Overview of the project

In the Biratori dam construction site and its surroundings, the Nukabira river basin, and Shiunkotsu area in the Saru river basin, we have conducted researches into the history, culture, environment and resources that the Ainu people have long cultivated. We review the ways Ainu culture and environmental resources are to be conserved in the future.

●Research Areas

* Nibutani area = vegetation of useful woody plants and nursery tree
 * Shiunkotsu area = implementation of proving test in a field on a sandbank in a river ("Kawasubata"), vegetation survey of the Saru river mining areas, and survey of Ainu place names

The aerial photograph (above) shows the planned construction site of the Biratori dam

Currently, we discuss and experiment measures to reduce the impact caused by the dam construction and its operation while working on researches in several fields by using the three methods. (Please see the reverse side)

●Examples of conservation measures using three methods (we're currently considering implementing specific measures)

Record & Documentation

We organise data and keep records of our survey

- <Publish survey results in an annual report>
- <Construct database on a PC>
- <Perform monitoring>
- <Conduct field survey>
- <Collect information>

As a sign of memory, we set up information boards and signs on traditional Ainu places to explain history and legend associated to them

Model Areas

We set model areas and suitable sites for conservation of useful plants for Ainu culture

Test sites for traditional farming methods ("Kawasubata" in Japanese)

Example of a river name sign in Ainu language

Demonstrate a fish habitat conservation experiment by incorporating the natural method

Implementation

- Conduct Kamuy-nomi (a prayer to God) and rituals by collaborators in the sites
- Transplant useful plants and conduct cultivation experiment in conservation model areas
- Collect seeds, raise seedlings, and graft
- Utilize useful plants for traditional Ainu foods and crafts
- Make traditional fishing gears and reproduce traditional fishing methods
- Implement a proving test in a field on a sandbank in a river ("Kawasubata")
- Use harvests for the food culture
- Print materials to introduce the Ainu place names in the Nukabira river basin
- Implement Ainu culture experience programs

Contact information: The Ainu Culture Conservation Office
 61-1 Nibutani, Biratori Town, Saru District, Hokkaido, Japan 055-0101
 Tel: +81- 1457-4-6011 Fax: +81-1457-4-6012

◆Attempts in Each Field◆

We aim to minimize the impact caused by the maintenance work in the Saru river basin (currently, the construction of Biratori dam and the river channel excavation) on the Ainu culture and environment in this region. Our goal is to revitalize, inherit, and develop the Ainu tradition and culture.

1 - Survey on the conservation of spiritual culture and conservation measure



Implementation of a ritual event with a local collaborator



Field survey on conservation targets

2 - Survey on the living environment of organism

1 Survey on the conservation of plants



Field survey on useful plants in planned construction sites



Implementation tests by accepting a tour in a conservation model area

3 Survey on the conservation of animals



Inhabitation research using an infrared camera



A deer taken by a camera in a conservation model area

2 Survey on the conservation of fish



Empirical studies on conservation of habitat by a national tree floating method



Reproduction of a traditional fishing method (salmon fishing using a torch)

3- Survey on the conservation of life and culture



Cooking experiments using the harvest



Implementation test in a field on a sandbank of a river

4- Survey on the conservation of culture landscape



Discussion for a better structured booklet and pamphlet



Creation of a booklet and a pamphlet

5- Survey on the spread of measures about local Ainu culture



Implementation of creating Ainu culture experience program



Publicity and awareness-raising activities

6- Monitoring surveys and implantation test of useful plants



Implementation test (cultivation of seedlings in a nursery field)



Transplanting and monitoring in a conservation model area

7- Survey in the Saru River channel excavation



Interviewing with local people for local Ainu place name etc.



Field survey in cooperation with experts

8- Coordinate and arrangement for the Project for Preserving Ainu Cultural Environment



Proceeding with this project in cooperation with local people and Hokkaido regional development bureau (the national government)

Workshop on Ainu Traditional Cuisine

Organized by Kaizawa Miwako

All Ainu food items were traditionally made from all-natural ingredients obtained from close by through the activities of hunting, fishing and gathering combined with limited cultivation. Due to the long and severe winters of Hokkaido, much traditional Ainu food was prepared for preservation by being par-boiled before being hung to dry.

Research performed on the Ainu diet by Otani University in Obihiro indicates that in terms of nutrient and caloric value, Ainu food is extremely healthy. Particularly, the vitamin level of many foodstuffs increases significantly via the process of being dried in the sun, thus making them even more nutritious than freshly-picked vegetables and potherbs.

Menu

Foods which we will be preparing together:

Venison soup 鹿汁 Flavored with dried mountain herbs

Dumplings シト

Other Items to be served:

Rice cooked with millet イナキビご飯

Bean paste prepared by simmering and flavored with locally obtainable mountain spices コサヨ

Saint's garlic pickled in soy sauce キトピロ醤油漬け

Other seasonal vegetables 季節の野菜

**Theme of the Fieldwork: Experiencing and Reconsidering the
Diversity of Ainu Culture and Hokkaido Culture (Cultural Exchange with
Ainu Youth, Walking the Historical Route)**

Organized by Taichi Kaizawa

Assistants: Atsushi Monbetsu, Miwako Kaizawa

In the present day, it has become possible via any number of means to travel speedily from one place on the globe to another. Moreover, even without travelling physically, technology has become commonplace the use of which via it is possible to converse face-to-face with a person halfway across the globe via the Internet, giving rise to a concrete daily feeling that the world has become a smaller place.

As a consequence, on the one hand it has become possible to learn easily about many places throughout the world. On the other, a sense occurs that it is no longer necessary to physically visit a place in which one is interested in order to know it, and consequently we can witness a phenomenon of people believing that they have a sense for a place without ever having actually experienced its temperature, atmosphere, or mood.

Hokkaido is the one rare place within the country of Japan in which Indigenous Ainu people and ethnic Wajin Japanese, two “ethnic groups” with completely different backgrounds, live side-by-side with one another. As a result, many studies comparing the Ainu culture with the Japanese culture have been conducted there.

Such a methodology has provided us one way of understanding Hokkaido in detail. Such studies, while supplying us with an understanding of the difference between the two cultures, have however remained mute on the point of regional variations within Ainu culture itself.

In this fieldwork, we will be focusing our attention onto the issue of internal diversity within Ainu culture. Why has regional variation occurred?

Imagining that we have travelled back in time to the Ainu *kotan* (villages) of the past, we will reconsider the issue of regional variation/diversity by experiencing the distance between *kotan* on foot. In this way, it should be possible to gain a new perspective on regional variations / diversity within Ainu culture. Ideally this new perspective will provide us with hints as well into the diversity of our current world.

Kayano Shigeru Nibutani Ainu Cultural Museum

Lecture by Museum Director Kayano Shiro

The Kayano Shigeru Nibutani Ainu Cultural Museum houses items collected over five decades by the Ainu cultural icon, cultural revitalization movement leader and former member of the Japanese Diet, Mr. Kayano Shigeru. Some of these cultural materials formed the original collection housed at the Nibutani Ainu Cultural Museum, currently funded and run by the Municipality of Biratori.

Visiting this museum will give us an opportunity to one, further our understanding of how the Ainu values learned about on the first day of fieldwork manifest through a number of material items from the Ainu culture and society; two, gain a sense for how the literary, filmatic, cultural and political activities of one Indigenous leader influenced larger Ainu society; and three, deepen our understanding of these same themes by a free talk and question-and-answer session with Mr. Kayano Shiro, Shigeru's son and the current Director of the Museum.



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**Organized by the Committee
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at Faculty of Education,
Hokkaido University**



Specially Appointed
Assistant Professor
Tyrel Eskelson
Faculty of Education
Hokkaido University

