

ESD Campus Asia

In Hokkaido University

“Take the first step in acting for a sustainable and peaceful society”



Program & Abstract

Program for ESD Campus Asia Project

August 19, 2015 ~ August 28, 2015

**Hokkaido University
School of Education**

Message from the Dean of Faculty of Education
- the Objective of the Program in Hokkaido University

ESD Campus Asia Program at Hokkaido University 2015
: Take the first step in acting for a sustainable and peaceful society

Professor Toru ONAI

Dean of the Faculty of Education, Hokkaido University



2014 marked the last year of the UN Decade of Education for Sustainable Development (ESD), commenced in 2005. According to UNESCO, ESD involves integrating key sustainable development issues into teaching and learning and also requires active learning methods that motivate and empower learners to change their behavior and take action for sustainable development. We are now at a stage to summarize previous discussions and activities and take a further step forward toward the next stage.

The ESD Campus Asia Program at Hokkaido University in 2015 was designed based on this mission and aims to encourage participants from different Asian countries and universities to consider their first step in acting for a sustainable and peaceful society. The keynote lecture from Professor Kwon will provide a comprehensive discussion on the new human resource development required by current global modern society. We then provide participants with a workshop on intercultural understandings, and fieldwork in Hidaka and Nibutani in order to experience the challenges which a remote indigenous Ainu community faces and to consider how we may contribute to the improvement of the Ainu situation. Through the lecture from Professor Miyazaki, we expect you to add the perspective of peace to your examinations of future sustainable development.

It is clear that our society depends on people and their minds and therefore that education is crucial in respect to human resource development. I hope the participants in this program, whom are majoring in education, can work together to discuss the issues, and each's prospective contribution to future sustainable society, and thus gain a chance to take their first steps toward action.

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List of Participants

Map of Hokkaido University and
Hotel Information

Schedule and Assignment

List of Participants

Seoul National University

Name	Grade	Gender	Group
Su Jeong KIM	4	F	A
Hyoung Seok KIM	4	M	C
Hye In KIM	4	F	B
Dae Young YOON	4	M	D
Yui Jhoon CHA	2	M	E

Korea University

Name	Grade	Gender	Group
Mijin Bang	Junior	F	A
Seyoung, Yoon	Junior	F	B
Jinsook, Lee	Junior	F	C
Haeun, Cho	Junior	F	E
Utaek, Hong	Junior	M	D

Beijing Normal University

Name	Grade	Gender	Group
Hongyu Wen	3	F	A
Hongwei Liu	3	M	B
Di Wang	3	F	C
Mengyi Xu	3	F	D
Yifan Huang	3	F	E

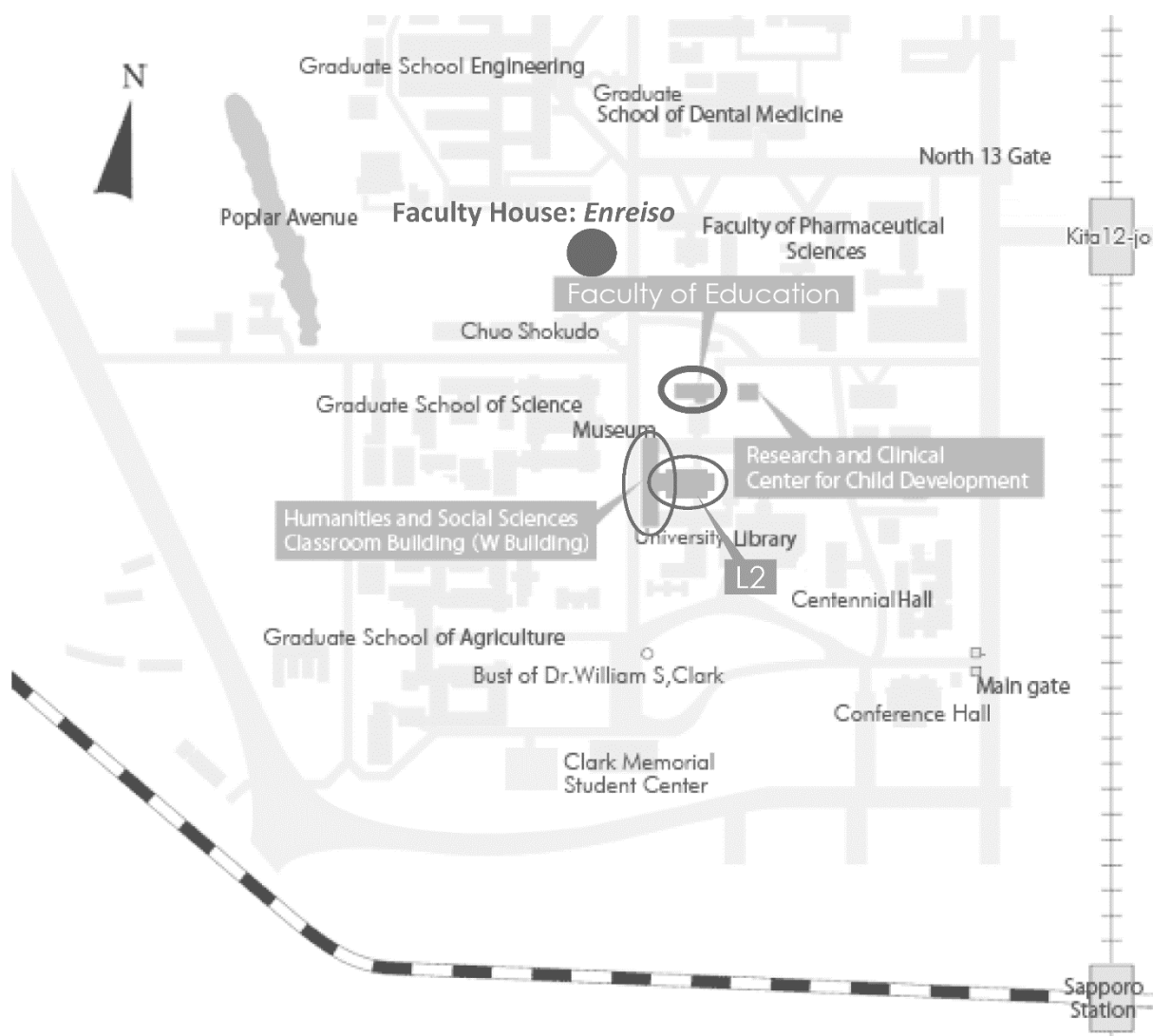
Chulalongkorn University

Name	Grade	Gender	Group
Kasem Kittisopitwong		M	A
Thanaporn Jumpeephet		F	B
Nitchada Kamlue		F	C
Peeriya Areerat		F	D
Warid Kulthongkate		M	E

Hokkaido University

Name	Grade	Gender	Group	Host university
Yu IWASE	2	F	A	Seoul National University
Miki MORITA	2	F	B	Seoul National University
Masayoshi YAMAWAKI	3	M	C	Seoul National University
Hiroaki NAKATANI	3	M	D	Seoul National University
Haruko ONUMA	2	F	A	Korea University
Rui KAKIUCHI	2	F	B	Korea University
Taichi NAKAMURA	3	M	C	Korea University
Yoshitaka KURIHASHI	3	M	D	Korea University
Madoka NAKAHATA	2	F	E	Korea University
Miha NOBUTA	2	F	A	Beijing Normal University
Kei SATO	3	M	B	Beijing Normal University
Gaku TOBITA	3	M	C	Beijing Normal University
Yuki ZENBA	3	F	D	Beijing Normal University
Motoi OBATA	2	M	E	Beijing Normal University
Julia UCHIDA	2	F	A	Chulalongkorn University
Ippei TERAMOTO	2	M	B	Chulalongkorn University
Yu HIRAKO	2	M	C	Chulalongkorn University
Katsuya ITO	2	M	E	Chulalongkorn University

Map of Hokkaido University and Hotel Information



Hotel Information

- Sapporo Clark Hotel, from 19th to 23rd August <http://www.clark-hotel.co.jp/>
- National Hidaka Youth Outdoor Learning Center, 23rd and 24th August <http://hidaka.niye.go.jp/>
- Hotel Route-Inn Sapporo Ekimae Kitaguchi, from 24th to 28th August http://www.route-inn.co.jp/search/hotel/index_hotel_id_241

Schedule and Assignment

ESD Campus Asia Program in Hokkaido University 2015

: Take the first step in acting for a sustainable and peaceful society

Program Schedule

Days	10:00~11:30	11:30~13:00	13:00~15:00	15:15~16:15	16:30~18:00
19 Wed	Arrival			Hotel Check-in	Welcome Reception
20 Thu	Orientation and Campus tour	Lunch	(13:00~13:30) Guidance	Keynote lecture and Discussion	
21 Fri	Pre-seminar for Fieldwork	Lunch	Workshop and Group work 1		
22 Sat	Free				
23 Sun	Fieldwork in Biratori				
24 Mon					
25 Tue	Free	Lunch	Reflection on Fieldwork		
26 Wed	Lecture	Lunch	Group work 2 and Preparation for presentation		
27 Thu	Preparation for presentation	Lunch	Group-based presentation and Discussions		Farewell Party
28 Fri	Departure				

Venues

- Keynote Lecture, presented by Professor Dae Bong Kwon (20th @ L2)
- Pre-seminar for Fieldwork, organized by A/Professor Takashi Ito (21st @ W410)
- Workshop organized by Ms. Nanako Iwasa (21st @ W410)
- Fieldwork in Biratori organized by A/Professor Jeff Gayman (23rd and 24th)
- Reflection on Fieldwork, organized by A/Professor Jeff Gayman (25th @ W410)
- Lecture, presented by Professor Takashi Miyazaki (26th @ W410)
- Group work 2 and preparation for presentation (26th @ W507, 508, 511, 512, 518)

Assignment

Final Group Presentation (approx. 20min. for presentation and 10 min. for discussion)
You will be making a final group presentation in your respective groups on the afternoon of Thursday, August 27th.

Your Final PPT 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 and human resource development to solve the problem/s and to improve the current conditions.
- 3) Suggest concretely how to manage the problem/s and how to contribute especially to local development.

Abstracts of Lectures, Seminar and Workshops

Dae Bong KWON, Ph.D.
Professor, Korea University



In the era of globalization, the change as meta-level may occur in three domains: technology, market, and HR. Individuals and organizations need to be equipped with different mindset and standards and are expected to make necessary changes in order to adapt to the external changes. Making changes(易), however, might not come so easy(易). Those who fail to change in a timely manner would end up being changed. As one's change occurs in combination of his or her ability and motivation, the probability and type of change vary based on how the two are mixed and balanced. It can range from not concerning (unable to change and not motivated to change) to being creative (able and motivated). Furthermore, the extended ability and motivation may change the surrounding environment and resources.

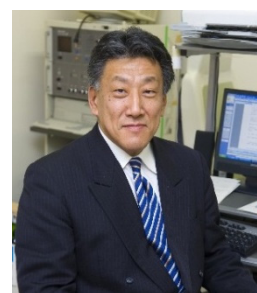
Among different resources, human resources, coined as Human Resource Development (Nadler, 1979) or Humanware (Kwon, 1992), are considered to be the important source of development. Whereas the notion of Humanware was created to shift its emphasis from hardware and software, the term HRD (Human Resource Development) was initiated in an attempt to focus more on development than training and educating. The importance of HRD practice can be discussed mainly in the philosophical, psychological, sociological, and economical perspectives. Philosophically, organizational success can be brought when employees share vision and common fate, along with job pride and value of existence. In the psychological perspective, one can address to the importance of employees' developmental needs and learning opportunities, as well as having meaning and fun. HRD can also play a pivotal role in economical perspectives in a sense that it can develop talents and enhance credits, bringing economic and non-economic benefits. Lastly, the sociological meta-changes in technology, HR, and market add more value to HRD practice.

For successful HRD practice in tune with the concurrent changes, a paradigm shift

is required. Compared to traditional linear approach that sees employees as mere workers, new non-linear approach has distinctive differences. It regards employees as high performers, setting active objectives and having reactive and proactive needs. In the same vein, the notion of global HR needs to be implemented for sustainable development. Global HR considers the roles of global knowledge worker as global player; high performer; organizational and social contributor; knowledge creator. Compared to the paradigm of general HR, that of global HR puts more value on talent, and regards learning as lifelong investment. You may make use of a variety of HRD interventions such as local and global job rotation, on-the-job training, self-directed learning, and mentoring, to name a few, which brings global HR into reality.

Professor Dae Bong Kwon, Ph.D.

Prof. Dr. Dae-Bong Kwon is a Professor and Former Dean of the Graduate School of Education and the College of Education at Korea University, Advisor and Former President of the Korean Association of Human Resource Development, and Civil Member of the Minister's Level Committee for Supporting Jeju Special Self-Governing Province Chaired by the Prime Minister. He was the 5th President (Vice Minister's Level) of the KRIVET (Korea Research Institute for Vocational Education and Training), a national think tank under the Prime Minister during 2008-2011. He received BA in education from Korea University in 1978, and MA and Ph.D. in adult and continuing education from Michigan State University in 1989.



Moderator

Professor Masao Mizuno, PhD

Professor in physical fitness sciences, Faculty of Education, Hokkaido University

Spent 26 years in Denmark as a PhD candidate, post-doctoral fellow, and associate professor at University of Copenhagen, and returned to Japan in 2006 for present position. Areas of research interest involve growth and development of children and adolescents, ageing effects on physical and mental health, and effects of physical training combining nutrition on muscle metabolism and physical performance.

Lecture : Aug. 26th, 10:00~11:30

Rethinking Peace from the view point of “Hokkaido”

Takashi MIYAZAKI

Professor, Hokkaido University

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Abstract

Hokkaido possesses a special historical feature as a domestic colony of Japan; hence, surplus population moved into this area. They were called “pioneers”, but actually they were those who had been excluded from their villages in the South. Meanwhile, the indigenous culture of Hokkaido was destroyed due to the deployment of resource exploration.

Before WWII, the economic system was established by rampant violence. It started with the plundering of land and fishing grounds from the Ainu people, and the construction of roads and railways through the use of forced labor. These laborers were called “*Tako* (meaning, octopus) Laborers”. During WWII, many young Koreans were forced to work at mining and construction sites, as well as at factories. This was the result of the appointment of the Japanese laborers as members of the Japanese Imperial army. There were numerous victims including Korean and Chinese workers.

After WWII, the Japanese government started a repatriation policy for the return of people from colonies overseas. However, because the lands that were allotted to these returnees in Hokkaido were not productive, they had to leave and settle in other places.

Thus, violence appearing in the modern society is inscribed in the history of Hokkaido. At the same time, Hokkaido has been an arena for people who are against such violence and also for those who are learning and practicing to promote peace. In this session, referring to these movements (e.g. learning movement by workers and farmers : “my pace dairy farming” movement, and learning movement by unearthing the human remains of victims of violence), we shall consider sustainable society based on the right to live in peace.

Professor Takashi Miyazaki, Ph.D.

Professor in Adult and Community Education, Hokkaido University

Research topic:

Possibility of community education as a means of community empowerment based on the development of cooperativity

Related works:

- Takashi MIYAZAKI, Logic of Development on the Field as "Sense Making Space", *Study of Adult Education* (31), 2013.
- Takashi MIYAZAKI, Logic of Community Empowerment: In relating to support practice for self independence, *Studies in Clinical Research on Human Development and Education*, 2012.

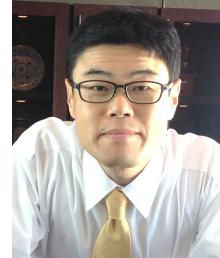
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Introduction to Ainu culture and Biratori town

Takashi ITO

Associate Professor, Hokkaido University

tito@edu.hokudai.ac.jp



Outline of the activity

Preparing for our two-day fieldwork on Sunday to Monday, we will have a pre-seminar to the study on site. Participants of the fieldwork will be expected to learn and discuss on two themes.

The first theme is the culture of the Ainu people, one of the aborigines of Hokkaido Island. For many countries and societies, treating ethnic or cultural diversity is generally an important issue.

Students from HU have already learnt about the Ainu culture through the lecture by an Ainu designer, Ms. Tamami Kaizawa. Under the support of Ms. Kaizawa, they have designed their original patterns based on the patterns of Ainu culture and painted them on their belongings.

In the pre-seminar, students from HU will show their own painted works and will share what they have thought or felt through the workshop by Ms. Kaizawa. It may be a cue for other participants to know what the Ainu culture is.

Another aim is to learn about Biratori town, the site of our fieldwork. Biratori is a rural town that is located on the southern area of Hokkaido island. It takes two hours to reach by car from Sapporo.

Biratori houses the Nibutani Ainu Culture Museum because many people who are the successors of Ainu culture live in this area. Furthermore, they hold a festival originated by Ainu people every August. And we will participate in the festival.

Furthermore, we will participate in an interview with the town mayor of Biratori. Before the interview, students from HU will show and share the overview of the town.

Associate Professor Takashi Ito

My primary research interests are in child development and language. Currently, I'm focusing on the interactional processes among teachers and students in classroom lessons.

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“Think globally, Act locally”

Nanako IWASA

Facilitator of Workshops for Intercultural Communication

PhD student, Graduate School of Education,

Hokkaido University

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Outline of the activity

This workshop introduces students to the new perspective; “Think globally, Act locally” providing those with experiential learning on intercultural communication by having them participate in a simulation game. The workshop begins with learning of the key concepts and ways for the new perspective, and then employs the simulation game to explore the students’ understanding through participation in the game and the group discussion. Then, a DVD will be screened in order to introduce the history and current issues of the Ainu people.

Nanako IWASA

Key words/ interests: Ainu people, social education, indigenous studies, Hawaiian education, intercultural communication

Link to my study: < http://133.50.164.220/?page_id=21&lang=en#u4 >

►►Fieldwork : Aug.23rd and 24th

Biratori Fieldwork Schedule

August 23rd

* During the day of August 23rd, we will be floating the river in canoes and getting wet. Please wear shorts and a t-shirt and bring a change of clothes.

8:00	Gathering at hotel in Sapporo. Bus departure.
10:00 ~15:30	Arrival at Biratori Town, Nibutani Village, Free participation in Cipsanke (Festival events until 15:30) 【Tentative flow of events】 Approx. 10:00 Prayer ceremony at En-musubi no Ishi. Kayano Shigeru Nibutani Ainu Culture Museum Approx. 11:00 Cipsanke Kamuynomi Ainu Prayer ceremony for boat safety and safe passage on water journeys, large cise, Nibutani Ainu Culture Museum Afternoon Floating down the Saru River in traditional Ainu canoes, Departure to boat launch from parking lot of Nibutani Ainu Culture Museum
15:30	Gathering in parking lot of Nibutani Ainu Culture Museum. Departure to Hidaka town for evening lodging
16:30	Arrival at National Hidaka Youth Outdoor Learning Center Orientation
17:00	Bath
18:00	Dinner
19:00~21:00	Lecture and Cultural Exchange

August 24th

7 : 30	Breakfast
9 : 00	Gathering at Entrance
10:00~11:00	Tour of the Nibutani Ainu Culture Museum
11:00~12:00	Talks by Local Ainu Elders
12:00~13:30	Lunch and Free Time
13:30~15:00	Talk by Biratori Town Mayor
15:30	Departure for Sapporo
17:30	Arrival at Hotel

[illegible]

Participation in the *Cipsanke* Ceremony and Associated Events

Organized and coordinated by Associate Professor Jeff GAYMAN

Aim of the Activity

We will be participating in fieldwork in the Ainu village of Nibutani in Biratori Town over the course of two days, August 23rd and August 24th. Fortunately, the timing of fieldwork on August 23rd has fallen exactly on the day of the village's largest festival and traditional ceremony, the *Cipsanke* Festival (Cipsanke Matsuri), providing us an excellent opportunity to experience Ainu culture firsthand in the form of traditional ceremonies, and riding down the river in Ainu traditional canoes. Regular years also normally include music events and sometimes opportunities to eat Ainu traditional food.

During the interim session at the lodging facility on the night of the 23rd, participants will have a chance to meet with and talk to local Ainu youths, and will be able to reflect on the content of the first day of fieldwork and prepare themselves for the next day. After that, on the second day of fieldwork, we will be meeting and listening to Ainu Elders and the mayor of Biratori Town, and receiving a guided tour of the Nibutani Ainu Culture Museum from a local curator. During the interim session at night, in order to further contextualize the fieldwork, Jeff Gayman will be guiding students through an introduction to the historical and contemporary realities of Indigenous peoples and small-scale societies.

Through the fieldwork, participants will have the chance to learn directly from listening to Ainu Elders and other Ainu individuals, and to experience Ainu culture firsthand. They will be expected to learn about traditional elements of Ainu culture, and about how those are expressed through the mediums of material culture (at the museum), talks by Ainu Elders (as an educational activity for visitors to Nibutani), through the adoption of a traditional Ainu activity to a tourist-oriented festival event (the Cipsanke Festival) and through the municipal support of the local town government.

[illegible]

Lecture, Talks by Ainu Youth and Cultural Exchange

Jeff GAYMAN

Associate Professor, Hokkaido University

jeffry.gayman@imc.hokudai.ac.jp

Aim of the Activity

This lecture and exchange session features two objectives which we consider to be of primary importance to young future Asian educators seeking to develop a teaching practice relevant and meaningful to the 21st century: 1) to re-examine the meaning and value of Indigenous philosophies and thought systems for us members of modern society, and 2) to become familiar with the common issues faced by Indigenous societies throughout the world, and by extension, to come to know the dilemmas faced by the Ainu, the Indigenous people of Hokkaido. This session will serve as an interim session for reflecting upon the learnings gained during the first half of fieldwork, in which the main activity was participation in the local *Cipsanke* boat launching ceremony/festival, and for preparing our minds for the latter half, which will focus on other contemporary manifestations of Ainu culture, including the support system for Ainu initiatives being put into action in Biratori Town, the site of our fieldwork.

In the first half of the session, Professor Jeff Gayman will outline the issues posed above. In the latter half, Ms. Kiyoko Tsuchiya and Mr. Taichi Kaizawa, from Nibutani, the village in Biratori Town which we will be visiting for fieldwork on 23 and 24 August, will speak to us about the problems and issues of being Ainu as seen from perspective of Ainu youth. Ms Tsuchiya and Mr. Kaizawa will also assist us in reflectively making sense of the *Cipsanke* ceremony/festival.

Indigenous peoples represent groups of people and communities who have lived in a single place for hundreds and thousands of years. Through this experience they have developed sophisticated knowledge systems intricately adapted to the particular climactic, floral, faunal, and societal particulars of their locales, as well as to the needs demanded by living therein, in a way that has proved to be environmentally friendly, holistic and sustainable. In recent years, scientists have come to pay increasing attention to these knowledge systems, which they refer to as Traditional Ecological Knowledge (TEK), while the role of Indigenous philosophies and knowledge systems has come to be re-evaluated in terms of its potential value to modern man.

Educators and other thoughtful individuals, in turn, appear to be turning to the strong bonds and sense of community visible in Indigenous and other traditional societies, as a prescription for the ills of modern-day society.

However, can we say unequivocally that this “worship” of Indigenous societies is a wholesome trend, or that it is justifiable? Is it proper for members of mainstream society to look to Indigenous communities as the antidote for the plethora of ills plaguing modern man, without any reflection upon our past conduct, characterized as it is by processes of colonization and over-development?

From Gayman’s experience working with the Ainu in Hokkaido, the answer is an unequivocal “No”. In fact, rather isn’t the opposite true that it has been the conduct of we members of mainstream society that has been at cause of the breakdown of Indigenous societies and the destruction of the natural physical environments which sustained them? We must face the fact that the actuality of many Indigenous communities is far from being ideal—just as all societies and their traditional value systems are threatened by the encroachment of pop culture and the market economy, so it is with those of Indigenous societies as well. However, the difference is that the threat to Indigenous society is propagated manifold by the struggle against low societal and educational achievement therein resulting from the abject poverty brought about as a result of histories of colonization and usurpation of lands and resources. Indigenous and minority cultures and particularly languages also face the very real danger of disappearing from the face of the globe forever. Indigenous peoples have had to fight against the temptation to submit to low self-esteem, a result of pathways to success being blocked by societal prejudice and discrimination. Even their solidarity as Indigenous communities has been threatened by governmental policies of divide-and-conquer, which turned Indigenous peoples upon one another.

What are the current problems and issues faced by Indigenous peoples and other small-scale societies as a result of these negative historical legacies? In the first half of this session, in order to prime the audience for Ms. Tsuchiya and Mr. Kaizawa’s talk, Gayman will speak to these issues by providing an overview of the history of world Indigenous peoples, along with facts and figures about the history of colonization in Hokkaido and current issues faced by the Ainu people, such as regional variances within the island.

As everyone is well aware, however, the situation of contemporary Indigenous peoples is not all one of gloom and doom, as the legacy of Taichi Kaizawa’s family demonstrates. Some Indigenous individuals and communities have, on the contrary, taken a pinch as a chance, seizing upon these challenging conditions to find pride in

their Indigenous identity. We expect that Kiyoko Tsuchiya and Taichi Kaizawa will share their experiences of both the light and the dark, and both problems and potentials of contemporary Ainu society.

Taichi KAIZAWA

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.

Kiyoko TSUCHIYA

Age 30. Currently employed at the Biratori Community Promotion Council in the creation of local job opportunities through the promotion of tourism and local product development. As a result of gaining an interest in her Ainu culture through encounters with people with whom she was working, she began the study of the Ainu language and of traditional elm-bark weaving. Recently she has also extended her hand to the creation of products embossed with Ainu designs, the creation of items such as hairpins featuring traditional Ainu materials, and original tours combining sightseeing of local tourist resources with explanations of sites appearing in the Ainu traditional oral literature.

Schedule

(19:00~21:00)

1. Reflection on the Cipsanke Festival
2. Lecture by Associate Professor Jeff Gayman
3. Talk by Kiyoko Tsuchiya and Taichi Kaizawa
4. Q&A, Free Talk/Cultural Exchange

[illegible]

Tour of the Nibutani Ainu Culture Museum and Talks by Ainu Elders and Biratori Mayor

Organized and coordinated by Associate Professor Jeff GAYMAN

Outline of the Session

The main venue of the Cipsanke festival is the grounds of the Nibutani Ainu Culture Museum, a municipal museum of Biratori Town established in 1990. The museum is internationally renowned for its hands-on experiential learning activities about Ainu culture.

During this session, we will be first taking a tour of the museum by the local curator, to find out how Ainu wisdom has manifested in material cultural objects, and learn how the Ainu people have adapted to the changing times. Then we will be meeting with local Ainu elders to listen to them speak their Ainu language, recite traditional oral literature, and share their bountiful personalities and experiences with us. Finally, we will have a chance to meet with and listen to the Mayor of Biratori as he talks with us about the economic and social issues facing a contemporary rural Hokkaido town, and how the presence of the Ainu people fits into that scenario.

Reflections on Fieldwork

Organized and coordinated by Associate Professor Jeff GAYMAN

Outline of the Activity

This session will provide participants in the ESD Campus Asia 2015 with an opportunity to collectively reflect upon and discuss the Fieldwork experience of the previous two days.

The following materials may help groups to consolidate their thoughts regarding the issues raised during Fieldwork.

- Suzuki, David and Peter Knudtson, 1992, *Wisdom of the Elders*. New York: Bantam Books.
- United Nations Declaration on the Rights of Indigenous Peoples (http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf#search='United+Nations+Declaration+on+the+Rights+of+Indigenous+Peoples')



Associate Professor Jeff Gayman, PhD.

American citizen from Alaska. Permanent resident of Japan. Married to a Japanese woman from Oita Prefecture, living and working in Japan for 25 years. Specialties: educational anthropology, education for indigenous and minority peoples, intercultural education. Has been working with the Ainu people of Hokkaido for the past 12 years. B.A., Pomona College, B.Ed, Osaka University of Education, M.A. University of Alaska, Fairbanks, PhD, Kyushu University.

Messages from
Hokkaido University Students

Messages from Hokkaido University Students

Students going to Korea University

Thank you for your coming to Japan. We are glad to see you. Our group members are Taichi Nakamura, Yoshitaka Kurihashi, Haruko Onuma, Madoka Nakahata and Rui Kakiuchi. We will go to Korea University and all of us would like to understand Korean culture and try its local food. We major in education and we are interested in the effect of education for poverty including economic gaps or problems of gender and we will discuss it with you. We think recognition of poverty is different from each country and we would like to share ideas of it. All of us hope that you can enjoy Japanese culture and have a great time.

Students going to Chulalongkorn University

Hello! We are students of the Hokkaido University Department of education. We are glad to get the opportunity to learn with splendid Thai students this time. We are studying various things now. We are interested in various social problems occurring in Japan, including bullying in the school and oppression or neglect in the family. We sometimes interview victims and people who are working in welfare institutions. To study pedagogy and psychology with their cooperation is very important for us.

We believe that development of children is unlimited. There are a lot of factors which enable sustainable development. For example, energy, population problem and so on. We are interested in sharing opinions on these factors with you from each other's point of view. We are looking forward to seeing and studying together. We want you to feel our friendliness! We think that compared to others, the Department of Education in Hokkaido University is smaller. However, we believe it is our strong point. We are the friendliest in so many departments. So, let's study together, and let's build our new interesting friendship! We are looking forward to your coming.

Students going to Seoul National University

Hello! Our group consists of two 3rd year students and two 2nd year students. We are going to visit Seoul National University in December. All of the members are really looking forward to seeing you at our university!

【Group Member】

- Hiroaki Nakatani (3rd year, M)

Hello! I'm Hiroaki Nakatani. I learn about teacher education in Hokkaido University. I don't speak English very well. But, I want to enjoy this program with you. Thank you.

- Masayoshi Yamawaki (3rd year, M)

Hello, my name is Masayoshi Yamawaki. I am from Saga Prefecture. Saga is located in the west of Japan, so it is relatively near from Korea and China. I have decided to take part in this program because of some reasons. I have little experience in going abroad, so I want to gain experience through this program. And I want to work in cosmetics makers in the future, so I want to know about that of your countries.

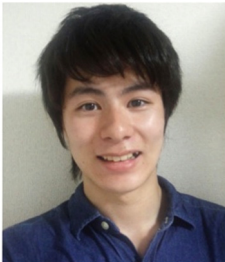
- Miki Morita (2nd year , F)

Nice to meet you! I am in the second year of Hokkaido University. So I don't have major field yet. But I want to major in developmental psychology. I am looking forward to studying with you!

- Yu Iwase (2nd year, F)

Hello, my name is Yu Iwase. I am from Chiba Prefecture. It is located next to Tokyo and has Narita International Airport. I'm interested in the relationship between education and society, so I am going to major in the sociology of education. Let's have a good time together in Hokkaido!

Students going to Beijing Normal University



Hello, my name is Motoi Obata. I'm a second year student. My hobby is playing sports, especially soccer. I'm interested in education systems. In this program, I want to study the differences between the education systems in various countries. I'm looking forward to meet you.



I'm Tobita Gaku. I learn about the welfare states and welfare systems at Hokkaido University. I want to study about child abuse and abusive parents. I'm a member of a theatrical company. I often make stage performances.



My name is Miha Nobuta. I am twenty years old. I belong to the chorus club, so I like singing and listening to music. I am interested in development psychology. I want to study about child abuse. In the ESD program, I want to improve my English and learn about cultures of other countries.



My name is Yuki Zemba, I am 21 years old. My hobbies are dancing, running and watching movies! My major is physical education. I'm working part-time at a fitness club. I want to learn about the education of other countries in English and share our cultures and thoughts!



Hi, friends. I'm Kei Sato. 3rd grade student of Hokkaido Univ. My hobbies are traveling, playing the violin, and drawing. In the pedagogical field, I'm interested in social pedagogy, but I am also interested in architecture, design and civilization. I wanna connect these different fields and solve some social problems. In this program, I wanna share and spread our/your diversified opinions. I'm looking forward to see you.