

Flexibility, Endurability, and Peace

TAOYAKA Newsletter

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TAOYAKA



TAOYAKA Students visiting Fukutomi Town, Central Part of Hiroshima Prefecture-April, 2015

Message from Academic Mentor

Changing Our Way

*Dr. Kaneko: Professor and Academic Mentor:
Social Implementation Course Leader*

For the last two years since the TAOYAKA program was launched in October 2013, we have been tied up with the daily operation of this very challenging program. Now, it is good to recall once again the expectations and appreciations that our proposed program has committed. The biggest novelty of the TAOYAKA program is to seek community driven solutions for the extremely difficult problems that disadvantaged areas are facing, through innovations of high technology development and deployment. Eventually, the real synergy of the teamwork among professionals in humanities, social sciences, sciences and technology, which otherwise might never have



Kaneko Shinji
Social Implementation Course Leader

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been achieved, has to be demonstrated in the field.

To ensure effective communications for co-working within a team with different experts from extremely different academic backgrounds, we need to find some approaches and take proactive actions. Although this is still a rather crude idea in my mind, I am proposing to develop a set of instruments, i.e., a technology roadmap, storylines of science fiction, and innovation plans. The technology roadmap describes current achievements and future perspectives on particular advanced science and technology being developed in Hiroshima University in simple language for nonprofessionals. Thus the technology roadmap is an instrument prepared by experts in

advanced science and high-tech engineering for communicating with others. With the technology roadmap, humanities scientists visit and stay in disadvantaged areas and prepare storylines of science fiction. The storylines of science fiction describe possible positive and negative impacts of future technology on the different phases of development in society. With the technology roadmap and the storylines of science fiction, social scientists prepare an innovation plan for proposing business models and supporting policy for adopting the technology as a solution to a particular issue and society in an appropriate manner. Since the innovation plan may not be realistic, the plan goes to the experts in advanced science and high-tech engineering for

considering possible modifications and adjustments in the technology roadmap. While repeating this cycle of exchanging three instruments among the different experts, the innovation plan is expected to be improved step by step.

Once the plan becomes matured, we may even run an open innovation contest with real entrepreneurs that can possibly attract real investors and donors for verifying our proposed innovation plan as realistic and competitive. I know this is not easy and seems ridiculous, nevertheless what we need to challenge is largely changes in our approach, since the TAOYAKA program itself is an innovative PhD program.

Introduction of New Students: Welcome to Taoyaka!!



The 3rd opening ceremony of TAOYAKA program was held on April 3, 2015. We welcomed the eight students from diverse educational, professional and cultural backgrounds to the TAOYAKA Program.



Cultural Creation Course

Su Guandong (Graduate School of Letters, Humane Studies)



My name is SU GUANDONG and I am from Yunnan Province, CHINA, which is in the south west of China. I graduated from Capital Normal University, Beijing.

My present research mainly focuses on the Geographical Information System (GIS), which is my major. It is a system designed to capture, store, manipulate, analyze, manage,

and present all types of geographical data. As a science student, the development of this field always draws my attention, and I feel especially fascinated by the Culture Creation Course. I will learn different skills and come up with new ideas overall, while trying to figure out the key issues we should solve. I chose TAOYAKA Program, which I think can develop my skills at geography as well as regional development and culture etc. A GIS can be thought of as a system - it digitally makes and “manipulates” spatial areas that may be jurisdictional, purpose, or application-oriented. I would try my best to study in order to realize multicultural coexistence according to GIS analysis and recognize issues related to cohabitation and coexistence of

diverse people and regions.

As the saying goes, “Travelling 1000 miles is as important as reading 1000 books,” which could tell us the importance of personal experiences. So I chose to go to Hiroshima University and joined TAOYAKA Program to continue my studies. TAOYAKA Program has provided us with a perfect platform and plentiful resources to become leaders. It has also provided us with a lot of support as we also enjoyed cooperation with each other and communication with students from different disciplines and different backgrounds. To find, to seek, to strive but not to yield, let’s try to do our best.

Imran Md. Masood (Graduate School for International Development and Cooperation, Division of Educational Development and Cultural and Regional Studies)

Masood Imran is my name. I am from Bangladesh and a student of the Cultural Creation Course under the supervision of Professor Masahiko Togawa. I graduated from the Department of Archaeology, Jahangirnagar University, Bangladesh. I was awarded Gold Medals by the university for securing the highest marks. I earned extensive field experiences in surveying and excavation during my graduation time period. I believe that my academic results testify to my motivation to do further study in cultural heritage management so that I can succeed in the proposed field, as I love to read.

My job experience is the other key evidence of my motivation to do a PhD in my proposed field. As a faculty member of the Department of Archaeology, I conducted courses at both the graduate and undergraduate levels, and as a part time teacher in *Pathshala* South Asian Media Academy, Dhaka, Bangladesh, conducting a “Creative Writing” course at an undergraduate level. In addition to teaching, I have been actively involved with much interdisciplinary research combining the fields of cultural heritage (tangible and intangible), management policy, public archeology, systematic archaeological



ethnographic surveying and gender archaeology in Bangladesh. Moreover, recently, I am trying to identify how interpretations of archaeological records of locations

in third world countries, like Bangladesh, could be used to subjugate the people and their perceptions. I presented papers at international and national seminars. I have twelve (12) research publications and three (3) books to

my credit along with many unpublished works.

In this age of globalization, the international system is changing rapidly. In this fast-changing scenario, more research in cultural

creation courses may serve as a great help towards the survival and well-being of developing countries like Bangladesh. It is my long-range goal to establish myself as a renowned scholar and teacher in my country.

Maharjan Shree Kumar (Graduate School for International Development and Cooperation, Division of Educational Development and Cultural and Regional Studies)



Mr. Shree Kumar Maharjan, from Nepal, has joined Hiroshima University as a Taoyaka Cultural Course student in International Development and Cooperation (IDEC) from April 2015. Prior to joining Taoyaka Program, he worked in Asia Indigenous Peoples Pact (AIPP), a regional indigenous peoples' organization based in Chiang Mai, Thailand as Section

Head of the Thematic Programmes Section, in which he was responsible for supervising 3 major programmes - Environment, Human Rights and Indigenous women – being implemented within the section. He worked in the AIPP for 4 years from 2011. He belongs to the Newar Ethnic tribe in Nepal. He also has work experiences in Nepal from local to national levels, after completion of his Masters in Science (Agriculture), specializing in Conservation Ecology from the Institute of Agriculture and Animal Science (IAAS), Rampur-Chitwan Nepal.

His schooling was in Jana Sewa Higher Secondary School, a government school in Panga, Kirtipur Nepal. The I Sc., B.Sc. and M. Sc. In Agriculture was accomplished at the same institute under Tribhuvan University, in Nepal.

He has been enthusiastically following up indigenous peoples' issues, concerns relating to lands, territories and resources, climate change, biodiversity, and sustainable development, among others. He has also published some popular and journal articles especially focusing on agriculture, climate change, community based approaches, indigenous peoples' issues and concerns including a training manual on Free, Prior and Informed Consent for indigenous peoples in REDD+.

In the Taoyaka program (Doctoral Program), he is planning to carry out research on climate change coping and adaptation in the Agriculture sector in Nepal and Bangladesh, since both of these countries are highly vulnerable and least developed.

Technical Creation Course

Michiaki Inoue

(Graduate School of Engineering, System Cybernetics)

I studied the C programming language in the faculty of engineering at Hiroshima University. I have made some programs such as binary search tree programs, production schedule programs, and shortest route solution programs. In my graduate studies, I studied high-speed vision in the robotics laboratory of Hiroshima University. High-speed vision can do real-time processing rates of 1000 frames/s or faster. I constructed a system, which consisted of high-speed vision and mirrors. It can take a clear photo from a moving vehicle. I want to use it to create a system that can inspect the condition of roads and tunnel walls. I also joined the Jazz circle and held concerts sometimes.

I learned of a lot of things from it.

I want to acquire communication knowledge with local people in a local environment through TAOYAKA program, to check whether this system can be used. And then, I want to experience a lot of things in many locations in different countries. In my research, I constructed a system which has the ability to inspect walls and roads from a moving vehicle. I want to use this system to inspect the condition of roads and tunnel walls and challenge the issues of infrastructure in disadvantaged areas. Recently, in many developing countries, a huge number of roads and tunnels are being built quickly, and the original condition of these



roads and tunnels might not be so good. This system would be a great support.

In TAOYAKA program, there are many students majoring in different fields. They often help me with different views through discussion, and I can get some new ideas from these opportunities. *So, let's talk and work together for innovation!*

Kazuma Takeda (Graduate School of Engineering, System Cybernetics)



I have been studying robotics and kinematics since I was an undergraduate in engineering. Particularly, my research topic is 4-legs walking robot. It should be

able to move with high-speed and high-effectiveness, so it will be able to become a new method of transportation and search more efficiently and safely for many people in regional areas. However, for utilizing the robot, visits and observations in these areas of introduction are necessary, because it is not until I understand and consider the situation of each area (e.g. environments, factor of accidents, and so on) that I can be able to design the robots that reflect these factors. So, through On-site course rotation and some programs in TAOYAKA LP, I would like to learn the way to collect the requisite information. Finally, I would like to design and make a robot that can be well

adapted to the situation of each area.

Moreover, nowadays, it is necessary to have not only technique but also cooperation between the techniques of experts. For example, comprehension of other research fields and communication with people who have different countries, languages and cultures. In addition, if I want to work on the global stage, I need to be equipped for internationality. So, I aim to improve my English communication ability. TAOYAKA LP has people who study various fields and have various nationalities. Therefore, there are many opportunities to consider and show our own opinion.

Thus, I think that this program is a good environment for gaining the international communication ability, training in the skill of thoughtful consideration and learning how to express opinions.

Social Implementation Course

Henriquez Million Adriana Maria (Graduate School for International Development and Cooperation, Division of Development Science)

My name is Adriana María Henriquez Millon, I come from Costa Rica. I worked as an English teacher for nine years back in my country, offering my students a second language which allowed them to communicate with people from different countries and also use the language as a tool for direct access to scientific, technological and humanistic knowledge, because English has become a universal language. I did my master's in Technical Education in the Instituto Tecnológico de Costa Rica, obtaining my master's degree in 2011. I do consider that Technical Education should be reinforced and the Ministry of Public Education should adopt new models into the Costa Rican Curriculum to enhance and include technology and language learning into this approach, to enrich this field of education and the vocational training as well.

My main goal is to become a Social Implementation Innovator as a development educator and a change agent, also being a leader and coworker for others, not only for educational institutions and NGO's in rural places and settlements that are considered as marginal or disadvantaged areas, in which they urgently need support to improve their quality of life, in terms of the accessibility they do not have to the most basic services nowadays. For that purpose and considering their main needs, it will be necessary to provide leadership and collaborative work, starting with education, because it is one of the most immediate ways to help and contribute directly to grow peace and stability, also to bond the cultural characteristics of those areas with science and technology to create new ecological tools to facilitate and enhance their conditions.



The essential skills as a leader I will work to share with others embracing actions to achieve peace, using education as a tool for communicating and building a better world, involving different skills, strategies, techniques and activities in order to help people to achieve the goal of peace and also work together to have a sustainable and a decent place to live in their communities.

Nair Siddharth (Graduate School for International Development and Cooperation, Division of Development Science)



I am very keen to make the best use of the range of opportunities afforded by the TAOYAKA program to embark on research that spans both academia and real-world decision making processes.

The linkages between technologies, communities, policy-makers and the average citizen is one that is

bridged by interconnected systems that all these diverse participants are an inherent part of. As we know, mankind has continually attempted to make sense of the dynamics and changing patterns of these larger systems, frequently unsuccessfully so. The recent decade has seen ICT tools and technologies that extend our range of abilities and help cope

or even manage the inherently ever-changing nature of these coupled human-natural systems. When it comes to the local or micro scale, we need the vital input provided by these technologies to help local knowledge-based communities and related participatory-action groups to engage and interact with the other participants in the system, and hence make collective decisions for a sustainable pathway to their future. Urgent issues such as health and medicine are a focus here,

which are of relevance globally to both developed and developing nations alike.

Having had an inherently interdisciplinary educational and work background that culminated in issues related to ICT for development, my research now attempts to integrate these two streams of Health and ICT, by looking at how knowledge-based communities in underserved regions can best make use of emerging digital tools and

interventions to collectively make informed decisions for their health. The breadth of research projects and the diverse backgrounds and interests of fellow researchers at Hiroshima University makes it an apt place for such an interdisciplinary exploration that attempts to tackle and address this key challenge faced by both urban and rural inhabitants today, irrespective of geographical location or level of economic or social development.

Vu Ha Thu (Graduate School for International Development and Cooperation, Division of Development Science)



Konnichiwa, my name is Vu Ha Thu, and I am from Vietnam.

Because I am passionate for economics, I chose Vietnam Banking Academy for my undergraduate course. After a 4 – year period, I got an excellent Bachelor’s Degree in Banking and Finance and was one of the few students who received an award for excellent academic achievement from the Dean of Banking Academy.

After graduation, I worked at Ocean Commercial Joint Stock Bank (OJB) as an individual customer officer. This position at a young and dynamic financial institution bestowed valuable practical experience about personal

financial issues as well as banking processes on me. I worked at OJB for about 6 months, before moving to Thai Nguyen University of Agriculture and Forestry with a position as a lecture assistant in Agricultural Economics and Rural Development Faculty. This derived from my passion for research in applied economics.

Regarding my research interest, I’m studying microfinance for rural and mountainous regions. In Vietnam, thanks to a renovation in mid-1980s, the country has gained major economic achievements. However, the poverty rate in some remote areas remains very high. Hostile geographical characteristics such as high mountain ranges prevent economic development; thus, local people have been enduring miserable living condition. Some state banks and other financial institutions have been providing financial services to the poor, i.e. microfinance, for the sake of better rural livelihoods. Nonetheless, the contribution of these programs to households’ wealth stays ambiguous.

Thus, I’m obsessed with microfinance research in order to assess current efforts and to recommend better policies.

TAOYAKA Program of Hiroshima University characterizes itself by its interdisciplinary principles. Multifaceted thinking is so crucial for a person to achieve success in modern society. More interestingly, with regional development being the main interest, the program offers on site courses to disadvantaged areas in Japan as well as South Asian countries including Bangladesh, where are witnessed numerous successful stories about microfinance. Hence, when I read information about applications for TAOYAKA program, I knew for sure that I must never miss such a wonderful opportunity. Luckily, I am now a participant in TAOYAKA.

With limited working experience and modest English proficiency, I understand tremendous challenges are standing ahead, but I just can’t wait to work with talented students from all around the world.

Onsite Course Rotation

Nagasaki: Onsite Visit, November 21-22, 2014

By **Qingyi Gu,**

Special-Appointment Associate Professor, Graduate School of Engineering



Summary:

In Nagasaki On-site Visiting, we focus on Structural Health Monitoring (SHM). Our Taoyaka students learned about the people training program “Michimori project”, as well as several SHM technologies. We encouraged our students to introduce Michimori project and new SHM technologies in disadvantaged regions to create a safe and peaceful society by considering the cost and difficulty of maintenance.

Aims of the visit:

The process of implementing a damage detection and characterization strategy for engineering structures is referred to as Structural Health Monitoring (SHM). In this onsite visit module,

professors from Nagasaki University introduced “Michimori” project to our Taoyaka students. Our students understand that periodical maintenance of old structures and roads is very important for people’s safety.

The Michimori project started from 2008, which is a cooperative effort by Nagasaki University and Nagasaki-ken. This project is a personnel training plan for road infrastructure management and maintenance. The aim of this project is enhancing people’s safety by teaching professional knowledge and techniques related to infrastructure management and maintenance. By taking the lecture, we expect our Taoyaka students can consider how to apply this kind of SHM system in disadvantaged regions, to create a safe and

peaceful Taoyaka society.

What did the students learn from the activity?

Firstly, our Taoyaka students learned the purpose of the Michimori project. There are many old roads and bridges in Nagasaki-ken, Japan, which have already been used more than 50 years. The status of those significant infrastructures is progressively deteriorating. People’s safety will be threatened by the damage of old infrastructures. Secondly, our Taoyaka students learned the people training program of the Michimori project. Thirdly, our Taoyaka students learned some SHM technical terms, such as “Long-term Remote Monitoring of a Steel Truss Bridge” and “3D measurement and reconstruction .“

How can it be applied and be useful for TAOYAKA program’s aims?

In disadvantaged regions, SHM is especially important to guarantee the safety of human life. For example, an aging bridge is in danger of collapse, a building after earthquakes is in danger of falling down. Structural health in disadvantaged regions (mountainous areas and remote villages) is incredibly bad, compared to advantaged regions (big cities). People’s life is in danger in such

disadvantaged regions. To introduce SHM techniques and system into disadvantaged regions is an urgent task to improve people safety. However, several problems in culture, technique, and social implementation should be considered to implement SHM in disadvantaged regions. We encourage our students to introduce the people training program of Michimori project to disadvantaged regions. We also expect some

technique innovations from our students. By considering the cost and difficulty of maintenance, our

students can make a plan to implement a SHM system in disadvantaged regions.



Aki Takata: Onsite Visit, January 09, 2015

By **Nao Ishikawa,**

Special-Appointment Associate Professor, Graduate School of Letters

Summary:

The theme of the visit is “New approach of regional development—Collaborations of local organizations and residents”. We went on a visit to Kawane village and Midori town in Akitakata-city. In Kawane village, we learned about activities of regional operation systems by local residents. In Mirodi town, we listened to how to revitalize the town by taking advantage of “Kagura”.



Topic 1: Activities of regional operation systems by local residents (Kawane)

Kawane village is located in the mountainous area of Akitakata city. Although they are aging, this district has succeeded in revitalizing local governance. Local residents have established regional operation systems such as a community factory of yuzu, a gas station and a general store. These achievements are the result of cooperation between municipal offices and local residents. We listened to both sides and considered how to revitalize an aging community. In Kawane, we met 2 influential residents.

1) Key person 1: Tsujikoma Kenji-san, the community leader

The seminar started with a talk show between Tsujikoma Kenji-san and Ishikawa. Tsujikoma-san is the leader of the resident organization in Kawane. After working in Hiroshima city, he

came back to his home town, Kawane, to take over the house. In 1972, concentrated heavy rain took devastating toll on Kawane. Although lifelines and transportation were stopped and many houses were destroyed, the town office could do nothing. “If we rely on the town office, our community will decline and disappear!” Residents stood together and established “Kawane promotion association”. They cleared collapsed houses by themselves. In 1990, Kawane people faced a new problem. Agricultural Cooperatives decided to withdraw its branch from Kawane. The branch was managing a gas station and a general shop which were the only commercial facilities in Kawane. If it disappeared, the closest shop was 12km away. Kawane promotion association decided to succeed to the facility. All Kawane residents invested in them. In this way, it became a common facility of Kawanwe.



After the talk show, we visited the gas station and the general shop.

2) Key-person 2: Kumataka Junya-san, sales manager of the yuzu factory

There is a factory for processing “yuzu” (citron) next to the gas station and general shop. Kumataka-san is sales manager of the factory. The climate in Kawane is suitable for growing yuzu. According to Kumataka-san, the peel of Kawane yuzu is less bitter than other brands. Therefore they are producing various kinds of sweets making use of yuzu juice and peels. All employees of the factory live in Kawane. The scale of the yuzu factory is smaller compared to the factories in urban areas, but Kumataka-san said they are trying to establish the brand “Kawane yuzu” by improving its quality and safety. One of highlights of visiting the factory was tasting sour yuzu juice and yuzu peel preserved in sugar. Many students cheered the taste of the yuzu products.

3) Support from Akitakata-city

We also listened to Yamane-san and Takebe-san, public workers in the regional policy division of Akitakata-city. Kawane promotion association was established with the backing of the previous mayor of the city. He aimed to promote

local governance by various kinds of administrative reform such as setting up a regular conference between residents and the town office. Recently, the city has changed emphasis on the way of supporting each community. They still continue to support community activities, but they cannot say it is their main political measure for regional promotion. We learned about the difficulty of continuous support from local administration due to the limits of its tight budget.

Topic 2: To revitalize the town taking advantage of “Kagura”

Kagura is a traditional music and dance. It was performed as a ritual festival held in the rice harvest season, conveying people’s appreciation to nature. Akitakata city is one of the most famous places for Kagura. Kagura played an important role in enhancing solidarity and partnership in the group. Even now it is forming the foundation of a community where people help each other. Akitakata city office has established a theme park of Kagura and promoted Kagura as a resource for tourism. We learned about promotion of the community through traditional culture.

We listened to Toda-san, a public worker and Kagura dancer. He said there are 2 purposes for the promotion of Kagura. One is utilization of community resources as tourist attraction. Another is vitalization of local communities. Kagura has taken root in general and been handed down to others. Some young people are willing to continue living in their hometown, because they love Kagura. As a public worker, Toda-san feels they should support local residents in having something to live for.

Discussions:

After going back to Hiroshima University, we discussed how to proceed post learning. First of all, we shared common awareness of the issues among the 3 courses. It was “How to make the development of Kawane sustainable?” On that issue, each group set up the topic and made a presentation.

The topic of the Cultural group was, “the mechanism to improve the relationship between local government and residents”. They pointed out changes to the policies of the city office due to its mayor and the need for a long term coordinator who facilitates talks between local residents and the



local administrative office. The Technical group came up with, “Factory to increase their income”. Yuzu products in Kawane are wonderful, but it is not enough to earn much money. Therefore, they mentioned the possibilities to harvest other new fruits by improvement of the production technology such as remote controlled green houses or bio

technology. Finally, the Social group gave some ideas for enhancement of economic opportunity in Kawane. They remarked, “Kawane people need successors to keep their community activities. To keep the young in the community, they need jobs.”

After all the presentations, we discussed why community

activities are so important for some regions, what kind of problems exist for their activities and how to solve these problems. In the end, Prof. Okahasi, Program Coordinator mentioned that when we discuss issues of mountainous areas, we should consider how it is linked with agriculture, since the basis of their livelihood is agriculture.

Fukutomi: Onsite Visit, April 24, 2015

By *Nao Ishikawa, Special-Appointment Associate Professor, and Chin Lin, Special-Appointment Assistant Professor, Graduate School of Letters*



Summary:

“Onsite course rotation” is an important onsite education subject for TAOYAKA students. This subject aims to promote awareness of the onsite issues in the Chugoku and Sikoku regions of Japan, which are related to peace, energy, disaster prevention, medicine, transportation and so on.

In the first onsite visit of 2015, we have been to Fukutomi Town, Higashi-Hiroshima on April 24, 2015. 17 TAOYAKA students, 1 TA student and 9 TAOYAKA staff

attended this onsite visit. The main theme is regional innovation through focusing on the development of a sixth industry.

Aims of the visit:

Through the visit to Fukutomi town, we expected TAOYAKA students would recognize what are the challenges for Japan’s agriculture and dairy farming, and know how the local people have tried to solve these problems by themselves. Since a lot of issues exist in the agriculture of Japan, these weakened the agricultural

communities, and led to a decline in its number. Therefore, how to revitalize agriculture and agricultural communities in Japan is becoming a big issue and need to consider for our TAOYAKA students. This time, we selected Fukutomi town, where the sixth industry is successfully implemented, as our field site. Sixth industry means the promotion of 1st industry, 2nd industry and 3rd industry in the same place. It brings more new value to agriculture and can help the revitalization of agricultural communities. In this visit, we hope students can understand which factors are difficult in implementing sixth industry and how it brought regional innovation in rural Japan.





Introduction of regional innovation in Fukutomi town:

The idea of “Regional innovation” focuses on innovation based on the regional characteristics of culture, society and industry. It includes not only scientific technology but also the creation of new systems and relationships in the view of personal connection, inter-organizational relations, conception of values and economical characteristics. Fukutomi-town is a model case of regional innovation through sixth industry.

In Fukutomi town, the history of regional innovation can be divided into 3 stages. The first stage was started from 1990 to 1996. The regional innovation happened because of immigrants from outside. The second stage from 1997 to 2001, local people in Fukutomi town also intended to open new businesses. In this period, one of the big events is the establishment of “Kodawari” network by 14 shop owners in Fukutomi town in 1999. This network is playing a central role in the establishment of regional brands and bringing an increase of tourists. From 2002 is the third stage of regional innovation. Fukutomi town office also recognized the importance of “Kodawari” network. And this led

to the establishment of “shakunage”, and it has become an important member of “Kodawari” network nowadays.

This time we visited two facilities which have succeeded in revitalizing dairy husbandry and agriculture. The first place to visit is Uenohara Farm “Cadore”. Cadore is a private company engaging in a set of farming, food processing of milk products, and service industries such as direct stores and restaurants at the same place. The next facility to visit is a shop for processed foods with special products in Fukutomi, named “Shakunage”. “Shakunage” was built by the local government and is now being run by the third sector. They have commercialized agricultural products made by small-scale agriculture such as *egoma*

1) Uenohara farm: business-oriented type sixth industry

In the first part of the visit, we listened to a talk between Ueda san, president of Uenohara farm, and Prof. Ishikawa in Uenohara farm. Through this talk, we learned the difficulties in the management of dairy farming in Japan, and understood why Ueda san began sixth industry to empower their business.

In the 1970s Ueda san’s parents started dairy farming from 1970. In 1987 Ueda san also took part in the dairy farming. After 10 years of suffering from management difficulties in dairy farming, at the end of 1990s they decided to expand their business through adding new value on milk. Thereafter, restaurant Cercadore, a cheese workshop and a café store

opened one by one. These businesses can achieve great success because they are adding new value to his farm’s milk and taking advantage of the network of “Kodawari”.

2) Shakunage: community-oriented type sixth industry

In the second part of the visit, we listened to a talk between Mizuwaki san, director of farmers’ market Shakunage, and Prof. Ishikawa. Shakunage was established in 2002 as a center for promoting the sixth industry and an exchange hub between urban and rural areas. This facility is playing a crucial role in the local development of this area. Around 190 local residents are participating in the activities of processing healthy foods such as *egoma*. This facility also acts as an information center for visitors from outside due to its big parking area and toilet facility. This brought a sharp increase in the number of tourists from neighboring cities.



After the visit: Students’ presentations and discussions

After coming back from the field, TAOYAKA students had group work and made presentations mainly focused on “Regional innovation: focusing on the

development of sixth industry”. The following are some the activities of the students after the visit.

In the first group work, we required students to know how regional innovation takes place and what factors are necessary in the implementation of sixth industry in disadvantaged areas. As an output of the group work, we asked students to make two models for each case from the fieldwork and explain the relationship between regional innovation and sixth industry.

In the second group work, we would like students to deepen their understanding of sixth industry and regional innovation. We requested students to point out which factors are common and difficult in implementing sixth industry in other disadvantaged areas in Japan. Through this work, we asked students to make a general model about sixth industry and regional

innovation and give a proposal about how to solve the difficulty in implementing sixth industry in Japan.

During the presentations, three courses’ students showed us their work. Cultural students gave us a presentation about how to promote regional revitalization in disadvantaged areas. They picked up some important factors such as resources, market, product and network. Technical students tried to access the functions and qualities of sixth industry. They pointed out some remarkable points and suggested the importance of promoting a combination of them. Social students gave us an original summary of sixth industry and impressed us. They pointed out the shortcomings of implementing sixth industry in each case, and also give their original solutions. In the discussion time, we invited Ueda san and Mizuwaki san to our class. Students shared what they had gained, their opinions and

solutions first, and then exchanged ideas with the two guests. Absolutely, they have obtained a lot of valuable feedback from local leaders. In my opinion, the students still couldn’t give local leaders perfect solutions for their businesses, but, I think they have felt the students’ passion to try to solve their issues. As an appropriate way to reach the above goal, it is important to deepen their communication and understanding in the field as was suggested by Prof. Okahashi, Program Coordinator of TAOYAKA program.



Internship Program: A Report from Bangladesh



By **Alam Mohammad Jehangir**,
D2 Student, Social Implementation Course

Report of Internship Program: Grameen Shakti (GS), Bangladesh

February 19-March 22, 2015

To understand the concept of sustainable development through renewable energy and its implementation among the people of disadvantaged areas where diverse cultures and many obstacles co-exist, was the key purpose of my internship. Grameen Shakti (GS), as a non-profit company

established in 1996, is one of the pioneers to introduce renewable energy successfully. The vision of GS is promoting, developing and extending renewable energy technologies in the remote rural areas of Bangladesh. That’s why GS was chosen for an internship for enhancing my understanding





about the impact of these technologies on disadvantaged regions' livelihood. The tenure of my internship was February 19, 2015 to March 23, 2015. I took it as an opportunity to observe the technological and economical change of Solar Home System (SHS) in Bangladesh and try to understand the level of acceptance of SHS among the lowest income

group in disadvantaged areas.

The areas with no access to conventional electricity and less chance of getting connection to the grid within 5 to 10 years are the main target of GS's solar program. It is one of the most successful programs. Currently, GS is one of the largest and fastest growing rural based renewable energy

companies in the world. GS is also promoting Small SHS to reach low income rural households. SHS has created tremendous positive social impacts such as poverty reduction, extension of the study hours for children, income generating activities and empowerment of women etc. A typical 50 watt SHS, which can power four to six energy-efficient LED lights plus a socket for a TV, radio, or battery recharger and a mobile-phone-charging unit, costs around 20,000 takas (about 30,000 yen). Customers can pay cash for their system or take advantage of a micro-credit scheme (down payment and monthly installments) that makes SHS affordable for ordinary rural families. I found some positive and interesting historical change of SHS during the internship period through some literature and documents provided by GS which is mostly similar to others' findings.

2015 Nepal Earthquake Relief Activities

By **Niraj Prakash Joshi,**

Special-Appointment Assistant Professor, TAOYAKA Program

Activities in Hiroshima University To support victims of the 2015 Nepal Earthquake



The major earthquake having an epicenter 77km North-West of Kathmandu and a magnitude of 7.8 hit Nepal on April 25, 2015 (Saturday) at 06:11:26 UTC (US Geographical Survey). The earthquake proved to be devastating for Nepal, claiming 8857 precious human lives, (As of 23 July 2015) with thousands missing and injured and millions affected. Similarly, it has destroyed many of the precious

historical properties recognized by the UNESCO as world heritage sites in the Kathmandu valley, and major highways are disrupted. Anticipating the loss that the earthquake would bring to Nepal and the support needed, concerned students and professors of Hiroshima University, including Taoyaka Program, formed the group named "2015 Nepal Major Earthquake Disaster Relief Group".

The group took initiatives to raise funds in order to provide immediate relief to the victims. Standing with the donation box around different places at Hiroshima University, Higashi Hiroshima Campus (30th April and 1st May, 2015), Youme Town, Higashi Hiroshima Branch (2nd May till 6th May), and Saijo Plaza (5th and 6th May) was the major activity. Support provided by Japanese students and Hiroshima University International Student Association has been crucial in all these endeavors. Taoyaka Program also placed a donation box in its office. Meal coupons were also sold for fundraising in coordination with Indian

Restaurant Tandoor, Higashi-Hiroshima Branch.

A part of the funds raised through the donation box is already channelized to the victims through pre-existing connections in Nepal. As the first step, relief materials (Basic medicines and food items) were distributed to the victim of Panga, Kirtipur through Professor Dharma Raj Dangol, who was also a Visiting Professor at IDEC, Hiroshima University (April – October, 2011). Similarly, relief materials have also been distributed to victims of Bhusunde Village, Gorkha district through the connection of Bijan Maskey, a PhD

student at IDEC.

Responding swiftly to the disaster, Hiroshima University at the university level has also called for donations, which are channelized to Nepal through Japan Red Cross Society.



Seminars: Multidisciplinary and Taoyaka Seminar series

Taoyaka Program frequently offers two kinds of Seminars: 1) Multidisciplinary Seminars which involves three Taoyaka courses (Cultural Creation, Technical Creation, and Social implementation courses) and are part of the onsite education and 2) Taoyaka Seminars which involve specific courses. Taoyaka seminars are open to the public. Please see our website for upcoming seminars: <<http://taoyaka.hiroshima-u.ac.jp/english/index.html>> The following are highlights from past seminars since last November, 2014.

1) Multidisciplinary Seminar Series

Field Research on Problems of Ecotourism in Less Favoured Areas:

Yakushima, Kagoshima, February 25 - March 1, 2015

By **Carolin Funck**,

Professor, Graduate School of Integrated Arts and Science

This fieldwork was conducted to learn about the possibilities and problems of tourism in less-favoured areas.

Four students from the Taoyaka program and one student from the Graduate School of Integrated Arts and Sciences visited Yakushima

together with Prof. Carolin Funck. During the fieldwork, hearings were conducted with the following institutions and groups:



- 1) Yakushima Environmental and Cultural Foundation Visitor Centre;
- 2) Tourism Association of Yakushima;
- 3) Tourism Association of Yakushima, leader of the

ecotourism guide group (currently working on a guide accreditation system for Yakushima town); 4) World heritage conservation center; 5) Yakushima Forest Conservation Centre (Forestry Agency); 6) Yakushima Town Office: department for commerce and tourism, department for environmental issues; and 7) Nagata Sea Turtle Conservation Association.

During the hearings, many ecological problems connected to tourism in Yakushima were explained, among them the management of trails and garbage (especially human waste) and the management of the Yakushima deer population. The leader of the ecotourism guide group informed the students about the contents of the guide accreditation system

currently planned and about the difficulties in implementing such a system. The students also gained a lot of information about nature and historical and cultural information about Yakushima.

At the meeting with the Nagata Sea Turtle Conservation Association, many residents attended and talked about their experience as a guide for turtle watching and the management of sea turtle watching activities by local residents. The trip finished with a guided ecotour to Yakusugi Land. Throughout the trip, we were accompanied by Steve Bell, a British ecotour guide who has lived on Yakushima for several years now. He helped with translations and gave us interesting insights into the tourism system of Yakushima.

Participation in Soundness Survey of the Atomic Bomb Dome

Atomic Bomb Dome, Hiroshima, March 6, 2015

By **Qingyi Gu**,

Special-Appointment Associate Professor, Graduate School of Engineering

Aims of the Observation

The Atomic Bomb Dome (A-Dome), which is one of the world's heritage sites, has a significant cultural value as a symbol for eternal peace; the A-Dome is also a 100-year-old structure seventy years expired

after exposed. To pass such a cultural symbol down the generations, it is very important to conduct sustainable preservation activities based on various advanced technologies in cooperation with administrative organizations and various citizen's groups. As part of such preservation activities, Hiroshima City has conducted a soundness survey of the A-Dome every three years. In this short visit, we observe the 8-th A-Dome soundness survey (2014/11~2015/3), which is now being conducted, thanks to Hiroshima City and Keisoku Research Consultant Co., Ltd. (President Takuji Okamoto is one of the professional mentors in



Taoyaka LP). The onsite experiences of observing the survey in the inside of the A-Dome, where the public cannot enter, provide the chance to consider how culture, technology, and society should be strongly integrated towards Taoyaka Peaceful Society.



What did the students learn from the activity?

Firstly, Mr. Izumi, a Hiroshima city office worker, gave all attendees an explanation of the 8-th Soundness Survey (inside the A-Bomb). Our Taoyaka students learned about the maintenance history of the Atomic Bomb Dome. Secondly, all students went to the top of the A-dome in 5 person groups. Our Taoyaka students obtained actual feeling and experience of the preservation

system. They understood that periodical maintenance of historical structures is very important. Thirdly, professionals also illustrated some maintenance methods, such as knocking at the wall to estimate the inner structure. Our Taoyaka students obtained the experience of actual maintenance techniques.

How can it be applied and useful for TAOYAKA program aims?

By taking this observation, our students understood the meaning of historical structure maintenance. They also obtained actual experiences of maintenance systems and techniques. It is a very good training for our Taoyaka students. They can consider how culture, technology, and society should be strongly integrated to create a Taoyaka Peaceful Society.

2) Taoyaka Program Seminar Series

India-Japan Relations in the 21st Century January 8, 2015

The Cultural Creation Course of TAOYAKA program invited Mr. Aseem R. Mahajan, Consul-General of India, Osaka-Kobe, to



Hiroshima University and offered a TAOYAKA seminar to deepen our understanding about India. Not only did the lecture provide us with basic information about India, but also information about relationships between Japan and other countries. We had about seventy participants for the lecture and TAOYAKA students actively participated in discussions with Mr. Mahajan. As India is one of our main onsite

locations, we believe that this lecture has positively influenced TAOYAKA students in their future research plans and activities. We also had an opportunity to provide the Consul-general of India with information about our program and research involving in India.



Evaluation

Third-party evaluation committee meeting March 2, 2015

By **Masaru Ichihashi,**

Professor, Graduate School for International Development and Cooperation

We had the 2nd Third-Party Evaluation Committee meeting at the Headquarters Building of Hiroshima University on March 2nd, 2015. Totally, 47 members including five committee members, three external members and one overseas advisor attended this meeting and gave us comments on

our education and the program. Many committee members highly evaluated this leading PhD program because the program is challenging a new type of human resource development in the university's education by involving On-Site education.





Some said the university and professors should provide opportunities so that students in this program can integrate their interdisciplinary experiences and knowledge with their major field in

each education course. That's the main purpose of the On-Site education.

On the other hand, pursuing this PhD program, including both specialty area research and interdisciplinary ones, is tough for all students and staff in this program. Committee members said we should know to take time to bring up new types of global leaders, and that we don't need to hurry to see the outcome.

Also, the meeting confirmed that we conducted a survey of students and professors to hear their opinions about the education program, and one of the committee members asked us to keep the survey for the reform of university education.

Now, we're trying to improve more to reflect on their advice on both On-Campus and On-Site education.

Upcoming Events

- Onsite Education: Oki Island (August), Bangladesh (September)
- The 2nd International Symposium (TBD)
- April 2016 Admission (Second admission) October 2016 Admission
- Taoyaka Seminars (please check our website/facebook for details)

Flexibility, Endurability, and Peace

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TAOYAKA Program for creating a flexible, enduring, peaceful society
Organization of the Leading Graduate Education Program

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