

Global Study Program

Collaborative Learning Abroad

2015

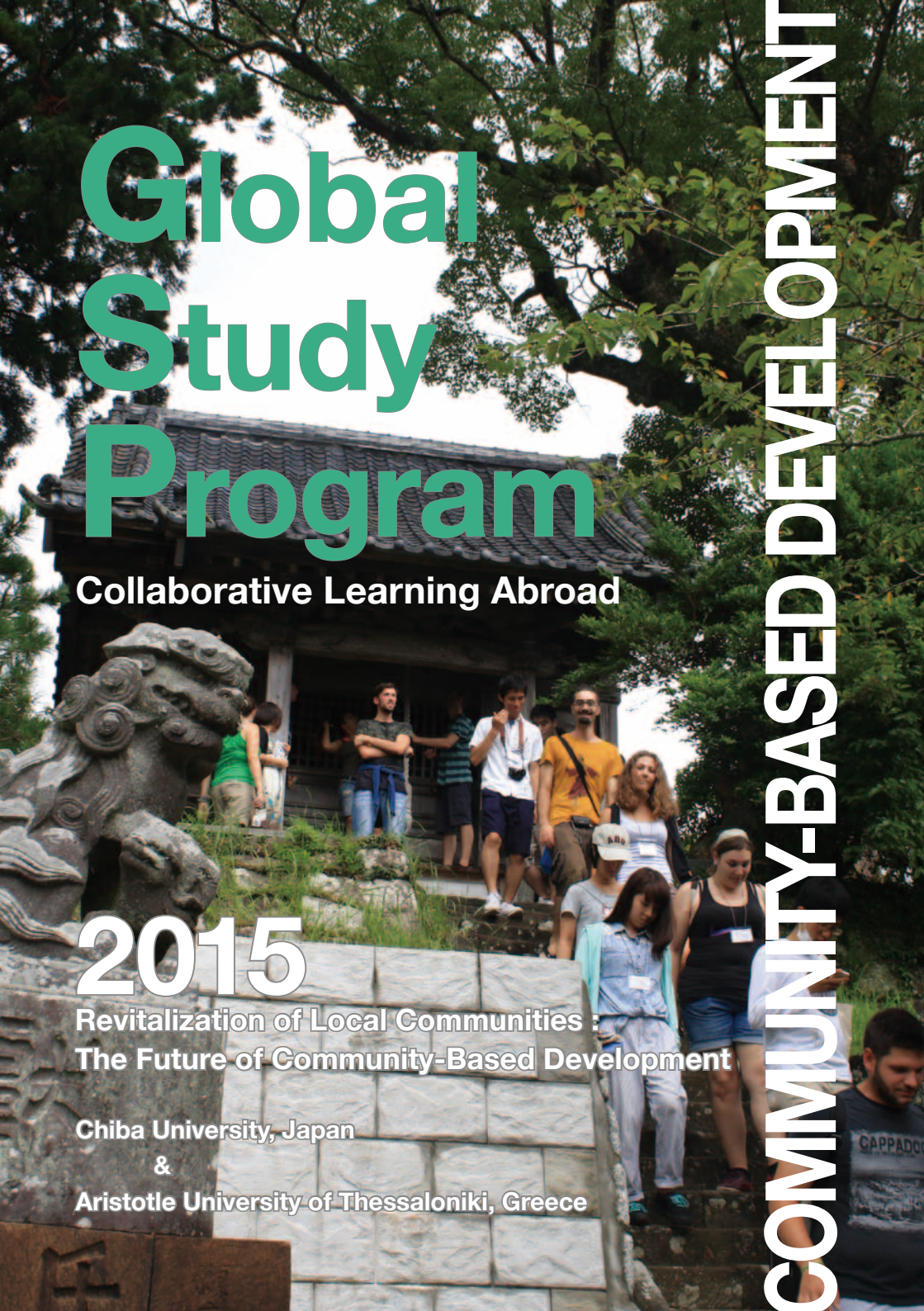
Revitalization of Local Communities :
The Future of Community-Based Development

Chiba University, Japan

&

Aristotle University of Thessaloniki, Greece

COMMUNITY-BASED DEVELOPMENT





Global Study Program

Topic and Research Questions

* 写真はNPO法人さすが一宮の建物（町家）。左は昭和初期。右は修復前。（©NPO法人さすが一宮）

* The town house of NPO Sasuga Ichinomiya in the 1920s (left) and before renovation (right)

Community-based development (CBD) has been one of the most widely promoted forms of regional revitalization in the modern world. Influenced by Marxist and socialist theories on power and political struggles and on how these may prevent community cohesion, sustainability and growth, community-based development approaches usually aim to empower people to participate in the decision-making processes that concern the future of their communities. In development policies, CBD projects have been considered as a response to the failure of top-down, government-driven revitalization strategies to achieve their objectives. Today, CBD projects are also seen as ways to possibly strengthen social capital and civil society, save communities that are in decline due to depopulation, and encourage the financial independence of shrinking regions. In Japan, CBD projects have a long history and continue to form the catalyst of many government-financed regional revitalization strategies, especially after the 3.11 triple disaster in Tohoku. Yet, recent research on Japan's depopulation issues has also argued that the collapse and eventual disappearance of local communities is inevitable.

Some of the general research questions of this year's program were: what are the issues faced by CBD projects today and how have successful CBD projects managed to use local resources and social capital to reinvigorate their communities? How can CBD projects in Japan tackle the rising

problem of depopulation and what are the solutions we can offer in practice? How can students apply the knowledge acquired through this program to help the Kusunoki project in Minami-Bôsô?

In simple terms, the course asked students to think about community-based development (=topic) as a response to a major issue in the developed world, namely depopulation (=problem), and to extract through various case-studies of CBD programs (=the solutions provided by case-studies brought by Aristotle University of Thessaloniki (AUTH) from Greece and also PROJECTS 1, 2 and 3), ideas which may be useful for ensuring the viability of Kusunoki (=proposal, PROJECT 4), a rural community-based program in Chiba prefecture, Japan. In order to achieve this, students were asked to work collaboratively, which, in essence, meant that they had: a) to rely on each other for the extraction, gathering and processing of information. b) to learn from each other skills, methods of response, ideas and ways of analysis. c) to cooperate on the completion of common tasks.

This year's GSP aimed, therefore, to foster a better understanding of, and critical perspectives on one of the most fundamental approaches to development, CBD, through a comparative perspective with non-Japanese case studies, and through a practical, hands-on experiential element that integrates the topic of the course into the fabric of the participant-students' learning outcomes, and encourages the very embodiment of CBD's "ideal": the participation of stakeholders in the process of their own growth.



*写真は旧和田町立上三原小学校、現「自然の宿『くすの木』。(©自然の宿くすの木)

*The predecessor of the inn of Kusunoki: the primary school of Kamimihara

現代においてもっとも勧められてきた地域再生の方法は、コミュニティ動員型開発（CBD）であると考えられる。コミュニティの結成や、その持続性と発展にマイナスに働きかける権力と政治的争いに批判的視点を提供するマルクス主義・社会主義理論の影響を受け、コミュニティ動員型開発は自分のコミュニティの将来性に関わる意思決定の過程に、そのコミュニティのメンバーを参加させる目的を持つ。また、開発に関する国家政策においてCBDは、失敗の可能性があるトップ・ダウンアプローチや行政動員型作戦への代案である。今日、CBDプロジェクトは更なる役割を果たしていると思われる。例えば、社会資本を構築し市民社会に貢献し、過疎化するコミュニティを救い、縮小する地域の経済的自立をサポートする。そのうえ日本では、3.11東日本大震災の後、既に長い歴史を持つコミュニティ動員型開発が政府の資金援助による地域再生戦略の触媒の役割を果たし続けている。なお、近年、日本における過疎化問題を研究する専門家の中には、地域のコミュニティの崩壊、そして消滅はある程度避けられない現象だという見方もある。

従って、今年のグローバル・スタディ・プログラムに参加した学生は、いくつかの研究課題について考えざるを得なかった。現代のCBDプロジェクトが直面する課題とは何か、そして成功したと思われるプロジェクトは地域の再生のためにどのように地域の資源や社会資本を利用したか。日本におけるCBDプロジェクトは、ますます進む過疎化の問題にどのように取り組み、私たちはどんな解決案を考えられるのか。そして、グローバル・スタディ・プログラムの学生は、本

プログラムを通して取得した知識を使って、どのように南房総市にある「くすの木」のプロジェクトの将来性を保証する案を作成できるか。

具体的には、本集中授業はコミュニティ動員型開発というトピックを中心に、先進国における過疎化という課題に対して、コミュニティ動員型プロジェクトの多数のケーススタディ（＝アリストテレス大生が事前に調査したギリシャのCBDの事例と集中授業のフィールドリサーチ先となったPROJECT1、2と3）を元に、千葉県南房総市にある農村コミュニティ動員型プロジェクト（＝「くすの木」、PROJECT4）の持続性を保証するプランを考えた。この目標を達成するため、授業の参加者は協働で作業を進めることが求められた。協働で学習するというのは1）情報収集・処理の作業においてお互いを頼る、2）個々がもつスキル・対応のコツ・分析方法・アイデアを交換する、3）共通課題を完成させるために協力する必要がある。

CBDという開発・再生方法を理解することや、ギリシャの事例との比較と現地の調査を通しての批判的思考を養うという本プログラムの目的は、最終的にコミュニティ動員型開発の理想をも具現化したと言える。それは当事者を、自分自身の成長する過程に参加させることであった。

Schedule of activities

	Day	Contents	Page
Pre-Course	25 May	Orientation, Lecture: "Depopulation in Japan"	7-8
	1 Jun	Lecture: "Community-based development: what, why, how?"	
	8 Jun	Discussion with participants of last year's GSP held in Greece	
	15 Jun	Prof Ohe on "Characteristics and Issues of Rural Tourism in Japan" (skype with AUTH)	
	22 Jun	Challenges of collaborative work and problems of cultural stereotypes	
	29 Jun	Prof Saitō on "Community-Based Development for Recovery in Japan after the 2011 Tsunami"	
	6 Jul	Workshop: Building of survey questionnaire and brainstorming on the situation at Kusunoki	
	13 & 27 Jul	Preparations of group presentations on Japanese culture and society	
	3 Aug	Final preparations	
Main Course	August		
	6-8	Arrival of AUTH students and extracurricular activities	9-10
	9	Guided visit of the Edo-Tokyo Museum and welcome party at the International House	
	10	Group presentations on Japanese and Greek cultures, workshop on "culture"	
	11-12	Field research at PROJECT 1 (Ichinomiya)	11-12
	13	Field research at PROJECT 2 (Sawara)	13-14
	14	Presentations by AUTH students on CBD in Greece, reflection on 1st week of the program	
	15	Free day	
	16	Field research at PROJECT 3 (Sadamoto)	15-16
	17-19	Field research at PROJECT 4 (Kusunoki)	
	20	Preparation of final presentations	17-18
	21	Final presentations and farewell barbecue at Inage-kaihin park	
22	Departure of AUTH students from Japan		
Post-Course	30 Sep	Reflection on GSP and skype session with AUTH	
	10 Nov	Student presentations of final proposals and feedback by Professor Ohe	
	1 Dec	"GSP and collaborativity": post-course education with GSP 2015 Finland	
	17 Feb.2016	Final skype session of this academic year with AUTH students	



Local Scientific Committee (Chiba University scholars)

Fukukawa Yūichi, conservation of historic environments and revitalization of central urban areas, mediator for field research in Sawara (August 13).

Ohe Yasuo (Chiba U.), rural economics and rural tourism, mediator for field research in Kusunoki (August 16 to 20)

Saitō Yukihiko (Chiba U.), landscape architecture and planning of recreational spaces, mediator for field research in Sadamoto (August 16)

Morris, Martin. (Chiba U.), history of architecture and preservation/renovation of historic buildings, mediator for field research in Ichinomiya (August 11 and 12)

This program would not have been possible without the precious support and participation of local stakeholders

*Ms Shida and Ms Oshidare of the NPO Sasuga Ichinomiya, the mayor of Ichinomiya, Mr Tamagawa, and the staff of Ichinomiya town hall, as well as Mr Yagi and the students and staff of Ichinomiya Commercial High School

*Mr Takahashi and staff of the NPO “Ono-gawa to Sawara o kangaeru kai”

*Mr Saitō Sadao and members of the Sadamoto Community Center

*Mr Kitami and the staff at Kusunoki

Organizing Committee

Gaitanidis, Ioannis (Chiba U.) *Coordinator on Chiba U side*

Igarashi Hiroki (Chiba U.)

Kobayashi Satoko (Chiba U.)

Papadopoulou, Eleni (AUn) *Coordinator on AUn side*

Tokmakidis, Konstantinos (AUn)

Teaching Assistants

Takeda Keita (on-site logistic support, pamphlet coordinator and editor)

Ōtsuki Yūsuke (on-site logistic support, design of pamphlet and of certificates of completion)

Web site

<http://authchiba.org>

Poster design by Iro Dermitzaki

Facebook Group page concept image by Dimitris Tzioutzios



Map of depopulation of Chiba prefecture and location of field research sites

Depopulation area 過疎地域

PROJECT 1 was surveyed on August 11 and 12 and consisted of the work of the NPO SASUGA Ichinomiya, which involves the restoration of a Meiji period town house that was recently turned into a small café-restaurant. The NPO's work is part of local efforts to revive the old shopping street of Ichinomiya, a rural town suffering from a split between the old residential area and a newer seaside settlement, which has been developing because of an increasing population of surfers. On August 20 (approx. one week after our visit), the local administration had to submit a plan with specific and feasible revitalization ideas to which we were asked to contribute.

8月11日と12日は一宮町にあるNPO『さすが一宮』のプロジェクトを見学し、一宮町の創生プラン作成の為、現地視察・インタビューを行いました。一宮町は大きく二つのエリア（玉前神社周辺の旧市街と海岸沿いのサーファータウン）に分かれています。その二つのエリアがより繋がるように町全体の創生を促すことが目標でした。役場のほうではすでに締め切り（8月20日）が設定されていたので、町全体の協力を得ながら、GSPの参加学生はできるだけ効率的かつ具体的なアイデアを考えることになりました。

PROJECT 4, Kusunoki, was the main learning target of this course. From August 16 to 20, we stayed in this small primary school building-turned guest house, and, inspired by the projects that we had surveyed the previous days, we engaged in devising detailed revitalization plans centered on the activities of Kusunoki.

8月16日（夜）から8月20日（朝）までは、南房総市和田町にある、廃校となった小学校とその土地を利用した町営の体験交流施設で、それまでのプロジェクト（1、2、3）でのフィールドリサーチの経験を活かし、『くすの木』のマネジャーのフィードバックを得ながら、具体的な開発案の作成に取り組みました。





KATORI
香取市

PROJECT 2 was surveyed on August 13 and consisted of a success story: thanks to the efforts of the NPO "Considering the Future of the Streetscapes of Sawara and Onogawa," the town of Sawara has been officially designated important traditional building group preservation district. Sawara is characterized by the streetscape that reflects changes from the late Edo period to early Showa. During our one-day visit of the town, we had the opportunity to find out how the project managed to use local cultural assets to revitalize the economy and involve a large majority of the residents.

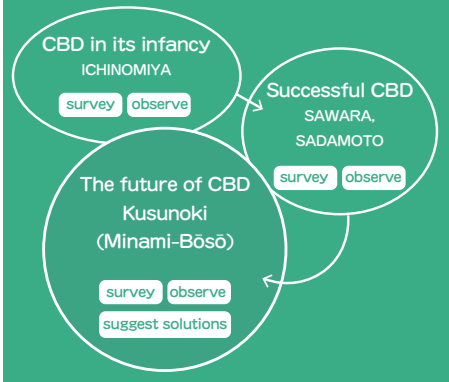
8月13日にはNPO『小野川と佐原の町並みを考える会』の協力を得て、重要伝統的建造物群保存地区に選定されている佐原の歴史的街並みを見学しました。このNPOの活動によって、佐原の街並みが保存され、江戸時代から昭和初期までの歴史の変化をみることができました。また、多くの地元の方々のボランティア活動と協働の動きについては、見学の際だけではなく、学生とのグループ・ディスカッションにおいても参考になりました。

ICHINOMIYA
一宮町

PROJECT 3 was surveyed on August 16 and concerned the revitalization of the village of Sadamoto. This project stood out among the others because it originated from the collaboration between the local community and students from the Faculty of Horticulture, Chiba University, under the supervision of Professor Saitō. We had therefore the opportunity to see not only how and to what extent we, as a university, can contribute to local revitalization projects successfully, but also to realize that CBD projects start with small scale activities, such as planting flowers along the road or plan promenade paths.

8月16日に君津市の中心市街地の南方に隣接する都市近郊農村「貞元」を訪れ、貞元コミュニティーセンターと協力し、約7年にわたり貞元のまちづくりに携わった千葉大学園芸学部齋藤雪彦先生とその学生の活動成果を見学しました。大学生がCBDプロジェクトに参加する有効的な方法が何かを知ることができた上、CBDは小さい規模の活動（例えば、花の道や遊歩道整備など）から始められることも発見しました。

Structure of field research



The order of the four projects was set as to, first encourage students to think of CBD in an area (=Ichinomiya) where local efforts of revitalization had just started, and secondly, have them observe projects that have already reached a certain stage of successful completion thanks to the participation of the local community (=Sawara) or to the collaboration of university students (=Sadamoto). Based on this field research, students were then asked to suggest specific solutions (short-term plans and long-term plans) to the small-scale project of Kusunoki.

フィールドリサーチの対象となったプロジェクトの順番は、次のような仕掛けとして機能したと考えます。最初にプロジェクト1（＝一宮）では、開始直後の段階のCBDを見学した後、開発・創生のアイデアを考える経験を積みました。その後、プロジェクト2（＝佐原）では、成功したCBDの取り組みを理解し、プロジェクト3（＝貞元）では学生参加者としてCBDにどの程度貢献でき、どの規模のアイデアが考えられるのか発見できました。そして最後に、それまでの理解を踏まえて、小規模プロジェクトである『くすの木』のための短期の開発案と長期の開発案の作成に携わりました。



Pre-Course Education

We made group presentations about Japanese culture for AUPh students and teachers. The main aim of those presentations was to break stereotypical images of Japan. In the pre-course education, we split into four teams and chose four topics, cuisine, temples, nature, and ninja as representative themes of Japanese culture. My team took charge of Japanese cuisine. At first I found it hard to build a presentation logically and express my opinions in English. But I learned through feedback from other students and teachers that speaking in English fluently is less important than finding ways to convey my message such as using pictures and gestures. (Reina)

During the pre-course education, we had the opportunity to learn from two professors who are engaged in community development projects. Although Chiba students and AUPh students were geographically separated, we used Skype to connect with AUPh students and we could all attend these two lectures. First, Professor Ohe talked about the current issues faced by rural tourism in Japan. And two weeks later, we learned from professor Saito how the damaged areas after the huge disasters in 2011 have been reconstructed from two perspectives; the short term and the long term. Each lecture was followed by a Q&A session. The lectures were really helpful for studying community-based-planning and gave us tips for thinking about the revitalization of communities. (Koichi)

The theme of GSP6 was "local revitalization". But I major in sciences, so I originally didn't have much knowledge of the theme. But during the pre-course education I could learn the basics of local revitalization and hear of examples of concrete plans implemented in Japanese localities. After acquiring basic knowledge about the theme, we learned about the condition of the areas which we were going to visit during the main course. This allowed us to consider in advance possible methods of revitalization and made the transition to the main program smoother. The readings helped us also prepare for the program step by step. (Keigo)

This summer school started long before we leave Greece. Starting in May 2015, the AUPh team organized several meetings so that we could be separated in teams for our cultural presentations on Greece and our presentations on community-based development projects in Greece. We met regularly so that our professors could check our work progress. We were asked to read all the articles and guidelines that professor Gaitanidis sent to us through the program's facebook page, in regards to the places where we were going to conduct field research during the programme. Our last meeting focused on this information: we discussed what we have understood about each place's problems and received additional explanations from our professors. (Evgenia)



まず私たちは、AУthの学生が持っているであろう日本のステレオタイプとは違った日本を紹介するプレゼンテーション作りを行いました。和食、お寺、自然、忍者という4つのグループに分かれてプレゼンテーションを作りました。私のグループは和食の担当でしたが、はじめのうちは論理的に組み立てることや英語で意見を出すことは大変でした。それでも他の学生や先生と議論をするうちに、英語を滑らかに話す事より写真や身振りなどを使ってでも自分の意見をどう伝えるかのほうが大事なのだと気付きました。(怜奈)

事前教育では、地域活性プロジェクトに関わっている二人の先生の授業を受けました。この授業には、千葉大学の学生だけでなくスカイプを用いてAУthの学生も参加しました。大江先生の授業では農村ツーリズムにおける現状と課題について、斎藤先生の授業では2011年の震災後に被害地域が短期的な面と長期的な面からどう復興したのかについて学びました。先生方は学生の質問にも丁寧に答えてくださり、地域に根ざした計画や地域復興について考える上でこの授業は非常に参考になりました。(広一)

このGSP6のテーマは“地域の再活性化”ですが、私の専門とはあまり関係がなく初めは知識もありませんでした。しかし、事前教育ではテーマに関する基礎的な知識を身につけることができ、各地域で行われている事例なども学びました。その後、私たちが行く予定の地域の状況を学び、その地域でできる方策を事前に考えて夏の集中講義の準備をしました。事前教育で読んだ論文はその準備に役立ちました。(佳吾)

私たちがギリシャを出発するずっと前からこのプログラムは始まりました。2015年の5月からAУthでは何度も授業を行って、ギリシャの文化紹介およびギリシャにおけるCBDの発表に関する準備を行いました。定期的に集まって進捗状況をこちらの先生と共有しました。ガイタニディス先生がフェイスブックのグループページで送ってくださった記事を元に、訪問する地域についての学習をしました。事前教育の最終日には、各地域の問題点や理解した点を話し合い、先生からの説明を受けました。(Evgenia)



On the first day we gathered at Inage station, we saw many tall people. They were the AUTH students. We talked about our hobbies, languages, majors, and the like on the train. They talked friendly and cheerfully. It was very fun to hear about their country and themselves. But, it was difficult to communicate smoothly because they spoke English fluently and we couldn't. At first, we felt down and regretted that we participated in GSP with insufficient English language skills. However, they all listened to our talks positively, so we gradually succeeded to convey our thoughts more accurately. AUTH students were very interested in Japanese culture. When they came, they wanted to know and experience Japanese food, language, anime and so on. In Sawara, we went to a restaurant, but some students could not eat sushi. And in Kusunoki, some of them disliked onsen. We realized that it probably takes time for everyone to adapt to new customs. During the field research trips, they had clear opinions, were easy-going, but tough. They were very particular with the design of the final presentations. We love them. (Tomomi & Yuna)

稲毛駅で学生の到着を待っていると、背の高い人の集団が見え、すぐにAUTHの学生だと気が付きました。彼らは親しくかつ大きな声で話しかけてくれました。はじめは流暢に英語が話せず尻込みしていたものの、彼らは真剣に聞いてくれてすぐに打ち解けました。日本の文化に興味のある学生もたくさんいましたが、寿司や温泉が苦手な学生もいました。議論では意見を明確に主張し、寛大でタフな彼らが大好きです。(智美&裕菜)



We were impressed by the kindness, the hospitality and the willingness of Chiba university students. As soon as we arrived at Inage Station they were all waiting for us there, with their warmest hugs and smiles. In the first days they helped us with all the basic information about the International House and all the stores nearby. We had a great time together. They were always willing to answer our questions and even though sometimes they weren't sure about the answer, they didn't forget to check it out later. Every student was really aware of what was happening in Japan and that's why they formed an integral part of every team. I really appreciated the fact that all the students asked us to take a photo with them. I really appreciated it because I felt like our relationships were growing throughout the programme. Though it is difficult at first for people of different ages, coming from different countries and speaking different languages to communicate easily they showed us that only interaction between two people matters, and that there are more than one way to convey one's thoughts. (Evgenia)

千葉大の学生のやさしさと歓迎の気持ちに驚きました。とても熱心に接してくれ、どんな質問にも答えてくれました。彼らのもつ日本の現状に関する広い知識がグループワークでとても役立ちました。プログラム中に仲良くなりたくさん写真をとりました。年齢、話す言葉の違う学生同士が議論するのは難しいと感じていましたが、個人と個人の関係が大事であり、それは意見を伝える以上のものがあるのだと思いました。(Evgenia)



Main Program

Project 1 : Ichinomiya



We went to Ichinomiya, a town on the Pacific coast of Chiba prefecture, for two consecutive days, to make specific plans of revitalization which could solve the problem of a potential depopulation issue there. On the first day, we learned about the revitalization projects which had been already started by a local NPO “Sasuga-Ichinomiya” and by the students of Ichinomiya Commercial High School under the slogan “GSS” (Green, Sea, Sun), Ichinomiya’s three strong points. The students had made also some products from local vegetables and fruits. From the speech of the town mayor we learned they had wanted to make of Ichinomiya a surfers town to attract a younger population. We also learned about the historic heritage of Ichinomiya thanks to Professor Morris’ lecture. Then, we had a guided tour around the old town (around Tamasaki Shrine) and the newer, seaside settlements.

These tours helped us feel the atmosphere of each area and improve the questionnaires we had prepared in advance for our interviews with the locals. On the second day, we were split in 6 groups and visited several sites of Ichinomiya to conduct interviews. Our group visited surfing shops, and asked the owners and customers questions about current issues. Based on the survey, we mainly focused on two problems for revitalization plans: the lack of public transportation and the lack of advertisement for existing services such as bike rentals. Through the discussion, we came up with the idea and calculated the costs of, for example, establishing a new bus route around Ichinomiya, and presented it to the town mayor and to the staff of the town hall and of the local NPO. At the end we received feedback on the feasibility of our ideas. (Rika & Hiyori)





ショップに至るまで町内の場所をめぐりました。我々の評価に現地の住人や職員の意見を反映させるため、インタビューを行いました。午後はグループ内で活発に意見を出し合っており、地域活性化の計画を練りました。各グループは講義、見学、インタビューを通じた調査で得られた知識を基にした提案をポスターにまとめ、町長やNPO（さすが一宮）の方々、一宮商業高校の先生と生徒へプレゼンテーションを行いました。（Dimitris T.）

私たちの学外での調査は一宮から始まりました。プロジェクトは町の2つの地域を訪れ、コミュニティの再活性化の導入と、より深い調査を行うことから成り立っていました。初日に訪れた時から、現地の方々へのあたたかい歓迎に驚きました。一宮町長の歓迎の挨拶のあと、モリス先生より、地域の歴史と地域に根差したプロジェクトについての講義がありました。さらに、モリス先生の研究室の学生、歴史的な建物の復元を専門に行っている建築家の方、現地の高校生から寿屋本家（100年の歴史を持つ古い町家）の復元や地域の発展をどう推進するかに関するアイデアの発表がありました。その後、町の中心に位置する神社やお寺をモリス先生のガイドで回りました。初日の最後はバスに乗って郊外や海沿いの街並みを見学しました。

翌日 私たちはやる気に満ちて一宮に戻りました。**翌日** 私たちはグループに分かれて役場からサーフ





Main Program

Projects 2&3 : Sawara&Sadamoto



佐原では、まず周辺を散策し、魅力的且つ歴史を感じる通りに感動しました。そして現地の伝統的な工芸品を買いましたが、ギリシャの学生たちはその熟練さと美しさに驚いていました。私たちは講義を受け、その後現地の人たちに佐原の大祭や地域振興についてインタビューする機会がありました。インタビューの後、私は地元の人たちが佐原の大祭と彼らの故郷について誇りに思っているのだと感じました。みんな生き生きとそのことについて語ってくれました。佐原は大祭と美しい景観で有名ですが、それらは全て、地元の人たちによって支えられているのだと思います。(詩織)



貞元では2つの講義を受けた後、現地の人々と一緒に地域を歩いて回りました。まず、貞元の地理地形的な特徴と歴史についての講義を斎藤先生より受けました。先生はこの地域のプロジェクトに7年関わっています。続いて宮崎さんよりプロジェクトの詳細に関するお話を聞きました。その後、プロジェクトの一環で作られた遊歩道を実際に歩きました。歩きながら現地の方々日々の暮らしぶりについて楽しく会話しましたが、こういった自然なコミュニケーションが地域の運営にとって重要なのだと思いました。(ひろみ)





Our fieldwork in Sawara and Sadamoto was deeply educational. Firstly in Sawara we learned about the local festival and how the town promotes it so as to attract more tourists. We also had the chance of getting a guided tour on the riverside, and observe the picturesque buildings. Afterwards we were given lectures by Professor Fukukawa and Mr. Takahashi, about revitalization projects of streetscapes in Japan and how earlier models were applied to the case of Sawara. At the end, we had group interviews with local residents, and discussed if and how their everyday lives had improved. As much as Sadamoto is concerned, we had a very interesting visit there as well. To begin with, we were given a lecture by Professor Saitō, who offered an overall impression of life in the village and of the implementation of the project with the help of his students. This was followed by an informative tour along with local community members. We visited a local market which works without intermediates, meaning that the products sold are coming directly from the producers. The tour was completed after walking through rice fields and observing how the revitalization plan was implemented in Sadamoto through the creation of promenade paths. (Olga)



Main Program Project 4: Kusunoki

Following field research in Ichinomiya, Sawara and Sadamoto, we, GSP participants, visited Kusunoki, in Minami Bōsō city. We stayed at Nature's Inn "Kusunoki" from August 16 to August 20. We arrived in Kusunoki on August 16 and were split into 6 groups. Each group was assigned a topic based on our shared interests and skills. The topics were management of the project, planning of activities using cultural resources, marketing and advertisement, pricing and socioeconomic aspects, planning of activities for children and persons with disabilities, farm products and transportation. During our investigations, we interviewed Mr.Kitami, the manager of the inn, the local community management members and local residents, to find out about their thoughts on Kusunoki and their contributions to the project. We also walked around Kusunoki in



order to survey the area's natural attractions. We also participated in some of the activities that Kusunoki usually offers to guests, to find out more about the workings of the inn. In these activities, we met many of Kusunoki's residents, and we felt their kindness. When collaborating in groups we debated on development ideas for Kusunoki, and made efforts to understand each other's opinion. We realized that we had already started becoming used to each other and found it easier to understand others' opinions and communicate our own thoughts. At the end of each day, we formed two development plans (one short-term and one long-term) and presented them to Mr Kitami who offered us feedback on the feasibility and originality of the plans. On August 20th, we returned to Chiba university to prepare for the final presentation. (Haruka & Kenta)





これまでフィールドワークを通して学んだ知識や実際に見て経験したことをふまえ、私たちは最後のミッションとして、くすの木の活性化に挑戦しました。くすの木は、現地の人々の支援のもとで、廃校となった校舎を利用して運営されている宿泊施設です。8月の17日から19日まで実際にそこに宿泊し、くすの木の強みや弱みを調査しました。

最初に、現在お客さんに提供されている活動について講義をうけ、巻き寿司づくりや竹細工などの活動を体験しました。午後は房総半島が直面している高齢化の問題や、くすの木の運営の独特さについて講義を受けました。その後は、くすの木の運営に携わる人々も含めて各チームごとに議論をしました。彼らと議論をするうちに、くすの木が地域の住民の心と密接に関わっているのだと知りました。翌日はチームごとに必要

な情報を集めて、最終目標であるくすの木の発展と将来性を保証する計画作りに取り掛かりました。計画には2種類あり、短期間（3日間）と長期間（3-5年）の実行可能性を考慮しました。午後には、施設の管理人である北見さんの前で各チームが計画の概要を10分間のプレゼンテーションとして発表し、意見をいただきました。最終日は各チームとも白熱した議論を行った後、翌日に控えた最終プレゼンテーションで発表する計画について検討しました。2度目のプレゼンテーションを行いフィードバックを受けたことで私たちの提案がより明確になりました。プレゼンテーション終了の合図とともに、最後はバーベキューや花火をして楽しみました。(Thanos)

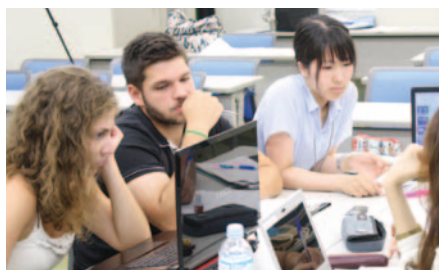




Main Program Final presentations



くすの木から帰ってくると、北見さんや先生方から頂いた意見を参考にして最終プレゼンテーションの完成に向けて集中しました。プログラムの最終日に、6つのグループが千葉大学の図書館でプレゼンテーションを行いました。この日は北見さんも発表を見に駆けつけてくださいました。発表には短期間、長期間の計画のほか、一宮や佐原、貞元でのプロジェクトを踏まえた内容を盛り込みました。



千葉大学の学生もAUnの学生も英語で発表を行い、スライドだけでなく自分たちで作製した地図やパンフレットを用いたグループもありました。学生も他の発表を評価し、発表後には先生からの講評をもらいました。その後、プログラム全体の流れを振り返り、先生からGSPの目的や内容について説明がありました。想定していたよりずっと大変でしたが、プログラムの集大成であるプレゼンテーションを終えた後は達成感を味わいました。



その日の夜はBBQパーティをして盛り上がり、プログラムが終わると離れ離れになってしまうことに寂しさを感じました。(映見&渚)



The final presentation was a difficult challenge, mainly because it was time for us to focus on what information we had acquired throughout our field work, and to compose plans that were interesting and feasible for the people of Kusunoki. I belonged to the management team, so we had to fully understand the duties of Mr. Kitami, the requirements of the facilities and the area, and finally, certain management principles in order to be able to form our proposal and explain it to our audience. Each of the team members had different ideas, but we soon managed to combine them and agree on the final proposal. Moreover, arranging the presentation was easy, but time-consuming due to the fact that we had to include both English and Japanese text. On the day of the presentation we were the first team to present in front of not only the universities' faculty and students, but also Mr. Kitami himself. We surely made mistakes, but positivity kept going and consequently we were happy to have finished on time and were satisfied with our work. The day ended with a farewell barbecue at Inage kaihin park. (Iro)

Final Products

Team 1 (Dimitris, Haruka, Hiromi, Iro)

The Kusunoki Community Project

Short-term plan: Design of a Kusunoki pamphlet (see slide) that introduces the success of the project, the amenities provided by the project, the innovative elements of the project and the future aspirations of the current manager and the local community.

Long-term plan: Initiation of a Cooperative Operation and Management Style, which would redistribute profits to the local community, achieve financial independence from the city administration body, and organize internships and educational seminars for people aspiring to be involved in or be at the head of community-based projects in their own localities nationwide.



Team 2 (Keigo, Doukeni, Shiori, Evgenia)

Planning Activities through Cultural Resources

Short-term plan: Printing of online coupons offering discounts for the seasonal activities (except for the busy season of July and August) provided by Kusunoki, and of discount cards available to regular customers or to large groups of guests.

Long-term plan: Production of an online interactive map (available also for download, see slide) offering a street view of the area, a safety guide and information on local historical and natural sights and information points, in five languages: Japanese, Chinese, Korean, English and French.



Team 3 (Dimitris G, Kenta, Nasos, Xanthi, Yuna)

Promotion & Advertisement

Short-term plan: Opening of a facebook page (自然の宿「くすの木」 Kusunoki, see slide) in order to advertise the facility and the local area with regularly updated photos, to keep in touch with repeaters and potential guests, to listen to the opinions of guests and to inform the community of the activities of the project on a regular basis.

Long-term plans: Implementation of an online reservation system connected to the homepage and design of diplomas given to guests who have completed activities offered at Kusunoki.



Team 4 (Viktoria, Natasa, Emi, Hiyori, Maria)

Socioeconomics of revitalization of Kusunoki

Short-term plan: The original plan was to write a manual for guests to be able to use the astronomical telescopes stored in Kusunoki, but this plan was abandoned, because of the difficulty of the endeavor. Another plan was devised instead (see slide): it was to create new labels showing the names of the producers of the ingredients making up the lunch boxes sold at Kusunoki.

Long-term plan: Development of a cooperative between Kusunoki and the local farmers in order to produce and sell lunch boxes to the local stores (michi no eki) in a more systematic and synergetic effective way.



Team 5 (Olga, Nagisa, Rika, Panagiotis,

Evangelia)

Kusunoki's Route or Root

Short-term plan: Production of a treasure hunt map (see slide) following a 1-hour route from the guest house to the nearby Buddhist temple, and suitable for children from 5 years old. The treasure hunt would offer the possibility of making an anthology of the "treasures" (=plants) collected on the way.

Long-term plan: the organization of internships for students of the faculties of Horticulture, Education and Science of Chiba University, to use the resources of Kusunoki for field research and practice material.



Team 6 (Theo, Koichi, Tomomi, Reina,

Thanos)

Lifting the bamboo district

Short-term plan: a step-by-step manual for guests to be able to make small bamboo artifacts by themselves was produced with the help of the local instructor working at Kusunoki.

Long-term plans: detailed costs for 1) the organization of a bamboo festival, and 2) the construction of a lift (see slide) connecting a nearby hill to the seaside, were calculated by students. For the lift, for example, it was calculated that with an individual price ticket of ¥400 and a subsidy from government funds covering 40% of the initial cost, it would take two-and-a-half years to cover the initial investment.

Products needed	Cost per unit	Quantities	Total amount
Stations with engines	¥310.750.000	2 units	¥621.500.000
Stations without engines	¥124.300.000	2 units	¥248.600.000
Masts	¥12.430.000	3 units	¥74.580.000
Cable	¥8.700	10000 m	¥87.000.000
Cable cars	¥3.729.000	6 cable cars	¥22.374.000
		Total amount for installation	¥1.054.054.000 (およそ10億円)



Participants

Dimitrios Tzioutzios

A brilliant opportunity to overcome cultural differences and build on commonalities, by collaborating towards an educational –yet utterly entertaining– goal; a truly enlightening experience!

赤津 怜奈 / Akatsu Reina

I have become friends with AUTH students and keep in touch with them even after the end of the program. I am so glad to have met and worked with them.

Evgenia Akritidou

Collaboration is an inside-out mindset that has to start on the inside, with the heart. During this programme, we first became heart friends and then came up with good ideas.

宮本 ひろみ / Miyamoto Hiromi

Because we had to become immediately active in this GSP, I needed to find my own "GPS" to guide me through the program.

Maria Ntousa

I finished the program with mixed emotions both pleasant and unpleasant. During the barbecue I was delighted that we were all together. It was a new experience for me! Then at the airport on our last day in Japan, I just wanted to go back and see Chiba U students again.

吉川 ひより / Yoshikawa Hiyori

Through GSP, I could realize the importance of having and conveying my own opinion. It was a precious two weeks with AUTH and Chiba members.

Athanasios Georgakis

Cooperation, selflessness, strong work ethic and devotion were the dominant components of an unforgettable educational experience which coexisted with the development of strong bonds of friendship and mutual cultural understanding.

Anastasia Mouchtari

I feel very lucky to have taken part in this programme. It was a wonderful experience that left me with beautiful memories for the rest of my life.

千倉 佳吾 / Chikura Keigo

I was nervous at first because of my lack of English speaking skills. But now I think GSP changed my values and I'm very glad I participated in it.

Athanasios Asterios Papathanasiou

This year's GSP program was a marvelous journey and a perfect opportunity to come in contact with the Japanese culture and gain a lot of friends. We came to experience a lot of beautiful moments during these days and it is definitely something I would like to repeat!!!

佐藤 里香 / Satō Rika

The discussion with students who have various backgrounds made me think how I can contribute to the group with my interests, knowledge and experience.

Iro Dermitzaki

GSP2015 was the greatest gift; it included a wonderful team, many new friends, and lots of courage and confidence to do more, search more, explore new ideas and possibilities.

井出 渚 / Ide Nagisa

I felt it was a valuable experience that students from two different countries faced with the same problem of depopulation had the time to discuss and produce ideas collaboratively.

Evangelia Eirini Koktsidou

During the program we had the opportunity to learn a lot about community based projects, but the most important lesson was that communication with others means to listen carefully to your interlocutor, be patient and express your thoughts as clearly as you can.



Viktoria Karakeke

This GSP not only helped us learn more about the revitalisation of local communities, but also develop our cooperational skills. After this summer program, we all learned how to break the language borders and cooperate effectively with each other.

笈沼 映見 / Oinuma Emi

At first, I had difficulty communicating with group members, but I realized that it was really important to use gestures and figures to convey my opinion.

Olga Maria Giannakari

Unique programme. Precious moments. Bonding. Working together. Communicating. Expressing ourselves. Exchanging ideas, feelings, thoughts, lives. Making remarkable memories. That's what GSP is about. And maybe something more...

佐渡 広一 / Sado Kōichi

Now I don't fear profound discussions. Although 'revitalization of communities' was a tough topic for me, we could finish the final presentation.

関 智美 / Seki Tomomi

This program taught me how to participate in group work. It was difficult for me to communicate with other students in English. But, I think this difficulty changed my attitude towards this type of activity into a positive one. I want to apply this experience to my daily studies in the future.

佐藤 裕菜 / Satō Yuna

This was my first experience of making friends with people from another country and spend a long time together. It's difficult to communicate in English, but thanks to kindness of GSP members, I could enjoy very much.

日野 遥 / Hino Haruka

I think that considering the conditions of the program (the on-site difficulties and the socio-cultural differences), we did our best. I learned many things through this program. If you want to change something inside of you, you should join GSP program.

Dimitrios Gkamplias

Participating in this programme was an unforgettable experience. My expectations were fully met and I'm glad that I had the opportunity to interact with Japanese students.

坂井 詩織 / Sakai Shiori

I had a great time with Greek students. GSP is a good opportunity not only to communicate in English, but also to learn in English.

Xanthi Oikonomidou

This program was a great chance to get to experience new things, to test our skills, to learn more not only about other cultures and lifestyles but about ourselves too. A challenging yet extraordinary experience with the best reward I could ever think of: precious friends.

岩崎 謙太 / Iwasaki Kenta

At first, I joined this program to prepare only for studying abroad. However, this program not only made my English language skills higher than before, but also offered the opportunity to meet the AUTH students. I want to join next year's program and go to Greece!

Theodosios Tsagkas

Group of students, international exchange, education, friendship and traveling combined providing the best way to spend time in summer.

Doukeni Kesisoglou

What is worth more in this GSP, was not only the exchange of knowledge, culture and opinions, but the connection of people to create something bigger for the society.

Panagiotis Vaslamatzis

I met some really interesting people who taught me many new things and I am glad to have worked with them, because they had a great impact on my life. I also learned how to surpass burdens like language and work with people who have really different life styles and knowledge. I won't forget about that awesome experience and I am pretty happy that I had the chance to live it.



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