



KAKEHASHI Project (United States of America)

Inbound program for Young Leaders from Alaska

Program Report

1. Program Overview

Under the “KAKEHASHI Project” of Japan’s Friendship Ties Program, 10 participants from Alaska, the U.S. visited Japan from December 1 to December 8, 2019 to participate in the program aimed at promoting their understanding of Japan with regard to Japanese politics, economy, society, culture, history, and foreign policy. Through the lectures, observations and interactions with Japanese people etc., the participants enjoyed a wide range of opportunities to improve their understanding of Japan.

【Participating Countries and Numbers of Participants】

United States of America: 10 participants

【Prefectures Visited】

Tokyo, Hokkaido

2. Program Schedule

12/1(Sun)	【Arrival】
12/2(Mon)	<p>【Orientation】</p> <p>【Keynote Lecture】 Director, Space and Maritime Security Policy Division, Foreign Policy Bureau, Ministry of Foreign Affairs</p> <p>【Courtesy Call】 Mr. NAKAYAMA Norihiro, Parliamentary Vice-Minister for Foreign Affairs</p> <p>【Courtesy Call】 Members of the House of Representatives: Ms. KAMIKAWA Yoko, Mr. ITO Tadahiko, Mr. NAKAMURA Hiroyuki, Mr. TAKEBE Arata and Mr. HORII Manabu (first three listed members from the Parliamentary Group on the Arctic Frontier)</p> <p>【Observation】 Meiji Jingu Shrine/ Harajuku</p>
12/3(Tue)	<p>【Opinion Exchange】 National Institute of Polar Research</p> <p>【Observation】 Japan Education Center of Environmental Sanitation</p>
12/4(Wed)	<p>Move to Hokkaido from Tokyo</p> <p>【School Exchange】 Sapporo Municipal Sapporo Asahigaoka Senior High School</p>
12/5(Thu)	<p>【Courtesy Call】 Arctic Research Center, Hokkaido University</p> <p>【Courtesy Call】 Center for Ainu and Indigenous Studies, Hokkaido University</p>

	【School Exchange】 Sapporo University
12/6(Fri)	【Cultural Experience】 Houkou-ji Temple (Meditation & Calligraphy) 【School Exchange】 Sapporo Kaisei Secondary School 【Workshop】
12/7(Sat)	Move to Tokyo from Hokkaido 【Reporting Session】 【Observation】 The National Museum of Emerging Science and Innovation
12/8(Sun)	【Observation】 Asakusa Senso-ji 【Departure】

3. Program Photos



12/2 **【Courtesy Call】**
Mr. NAKAYAMA Norihiro, Parliamentary
Vice-Minister for Foreign Affairs



12/3 **【Visit & discussion】**
National Institute of Polar Research



12/5 **【Courtesy Call】** Center for Ainu and
Indigenous Studies, Hokkaido University



12/6 **【Cultural exchange】**
Houkou-ji Temple (Meditation)

	
12/6 【School Exchange】 Sapporo Kaisei Secondary School	12/7 【Reporting Session】

4. Voice from Participants (abstract)

◆ My most significant experience was through the shinto shrine. It was amazing how they had a forest right in the middle of the largest city & that they can still appreciate the nature & the spirits.

◆ The lectures were all very informative and interesting. I had no knowledge of the Ainu people. It was amazing to see that a culture and a people, thousands of miles away, share many of the same values and customs that we cherish within our tribe. For instance, during the presentation by Sapporo University Urespa Club they showed a picture of their food storage building. This building constructed by the Ainu looked almost exactly like what we call a cache which we used for food storage as well. Also it was interesting to find that the Ainu people are actively trying to regain and preserve their culture, exactly as my people are trying to preserve ours. The school exchange experiences are what I will remember for the rest of my life. Being able to connect personally with these young people was just a joy. All the interactions we had with them just proved that we are not fundamentally that different, and it has inspired me to try and pursue an exchange program with Japan in the future.

◆ I greatly appreciated the courtesy calls at Parliament because it made me feel like our visit was being taken seriously and I found it beneficial to learn first-hand about the topics that the Japanese government are focused on. The school exchanges were wonderful and allowed us to learn about Japanese culture more intimately and give us the opportunity to share our own culture. I thoroughly enjoyed our visit to the university offices/programs in Hokkaido. Their landscape, weather and lifestyle were the most similar to our own and our connections with the people were more meaningful. Learning about the research being conducted in the Arctic was very informative.

5. Voice from Japanese Students/Schools/Host Families/Organizations (abstract)

◆ Student who participated in the school exchange

The interaction with people from Alaska this time not only gave us a chance to know Alaska but also helped expand our view about our project. Our project was looking at new ways to build warm housing without relying on heaters, so we were conducting research ahead of this interaction on houses in Alaska. For this reason, I asked our guests from Chickaloon Village about the features of houses in Alaska: how to keep their houses warm, etc. I found it very interesting when they told me how some people use four-layered glass for their houses. This interaction convinced me that it was more important to acquire information in person than to retrieve information from the Internet. Although houses in Alaska have heat-insulated foundations or walls as those used in Japan, we found that heaters are necessities for their daily lives in some aspects, as we had imagined. I would like to utilize these findings from this interaction for our future activities.


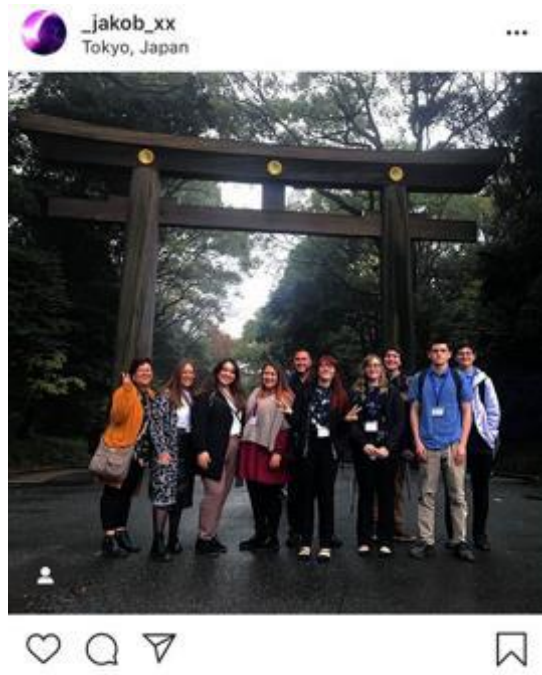
◆ Student who participated in the school exchange

In this KAKEHASHI Project, I was able to interact with the Athabaskan people, natives of Alaska, who offered so much for us to learn, and I also had a wonderful time with them. During the interaction, the Athabaskan people introduced their culture to us, put on a dance performance, and gave us an instrument made of reindeer skin as well as a picture book. Also, we performed the Crow Dance together, which is a traditional dance of the Athabaskan people, and had a conversation. We spent two hours, which was an absolutely fulfilling moment. This kind of interaction seems to be quite rare, and it was such a meaningful opportunity for me to participate in the event.

◆ Student who participated in the school exchange

Before this experience, I had never really heard much of anything about the indigenous people of Alaska, but through this, I was able to have a wider view by learning a lot about things like traditional drums, beautiful mountains, and other cultural aspects. Thank you very much. It was interesting to learn each other's culture and daily life. I was happy to have the opportunity to introduce Japanese sweets to indigenous Alaskans, and I had a great time talking and having fun with them. I hope that there will be more opportunities to actively participate in these sorts of exchanges and become interested in each other's countries and cultures.

6. Dissemination by the participants

 <p>Nurture the land and people project December 6, 2019 · 🌐</p> <p>The journey of a drum is a beautiful thing to witness. Jacob made this drum at a past Culture Camp and last night he demonstrated the Ahtna value of care and love for each other by gifting it to the Urespa Club. May it find good use in its new home. #kakehashi2019 #chickaloon</p> <p>5 likes</p> <p>Like Comment Share</p>	 <p>_jakob_xx Tokyo, Japan</p> <p>5 likes</p> <p>_jakob_xx Us all at the Shinto Shrine. We were all here to pay our respect to nature and japan's culture. This was a very fun experience and... more</p>
<p>The journey of a drum is a beautiful thing to witness(Facebook)</p> <p>Jacob made this drum at a past Culture Camp and last night he demonstrated the Ahtna value of care and love for each other by gifting it to the Urespa Club. May it find good use in its new home.</p>	<p>About the Shinto Shrine(Instagram)</p> <p>We were all here to pay our respect to nature and Japan's culture. This was a very fun experience and opportunity. Thanks again.</p>

7. Action Plan Presented by Participants at the Reporting Session



Why? : To share our experiences, Japanese and Ainu culture, and the environmental initiatives we learned.

When: We will share these experiences throughout the rest of our lives. We will work on this action plan between now and mid-March.

Who: All participants of the Alaska Kakehashi 2019 Project

Whom: This will benefit all tribal citizens of Chickaloon Village

What: We want to put our pictures and video in our tribe's collections/archives (ugheldzelcilaes.libraries.wsu.edu) as well as create a photomontage and video to share on our tribal website and school's Facebook page. This is the best way to share our experience with other tribal citizens as most of us live and work outside of the village.

How: Using our complied media we will create the photomontage and video.