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ネシア・エンパワメント — 鹿児島・アジア太平洋島嶼域の未来可能性と教育・研究的大学貢献 —

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1. ネシアとしての鹿児島列島

(1) ネシアワールド：アジア・太平洋多島域

地球は宇宙から見れば水惑星である。視座を南太平洋域に置けば、水半球である。そこにPoly, Mela, Micro-nesiaがある。そばにIndo-nesiaがあり, Philippines, Malaysia, Formosa, Ryukyunesia, Yaponesia (一部Ryukyunesiaと重複：島尾敏雄)が続く。FSMはいまRainbow-nesiaを構想している。(大西洋にはマカロネシアがある。アソーレス諸島, マデイラ諸島, カナリア諸島と独立国カーボ・ベルデの群島からなる。)大陸の傍には, 属島が列や群れをなして存在している。例えば韓国有り離島は, 日本よりも数が多い。地球の2/3が海洋であり, 大陸以外は島嶼である。

(2) 鹿児島列島：鹿児島県多島域

奄美群島+県内離島振興法指定地域を一体として捉える言葉はない。南西諸島はRyukyunesiaを意識しているが歴史的政治的な意図が見え隠れしている。(狭義南西諸島は, 三島+十島の島々)。鹿児島島嶼の全体・全域を含まない。ただ, 沖縄・鹿児島を結ぶ, 「道の島(々)」としてのロマン・連想には結びつく。研究の対象・鹿児島大学の直接関与国内島嶼を, 「鹿児島列島」とすれば, 対象の明瞭性と責任的関与性の含みを示すことが出来る。

(3) 鹿児島列島の潜在力：研究対象

日本列島南部の600km (獅子島まで含むと650km) に及ぶ南北連続島嶼域である鹿児島列島は, 亜熱帯・温帯の連続島嶼域であり, 地球環境・地球社会変動 (自然・伝播・文化・生活) の, Glocal (Global+Local) なセンサゾーンでもある。

(4) 鹿児島列島の地域力：海域から見た経済社会文化の可能性

多様性 (文化・社会・自然)・歴史性・連続性は, 地域力発揮の上でも, 固有の可能性を持っている。同一県内・多様な地域圏との連結があり, しかも島同士が例外なく繋がっている。これを一体と見たとき, 本土 (県内陸・半島) と組み合わせた, 戦略的展開で従来の「まばら性」認識を克服できる。鹿児島列島のゾーン分けは, 文化・生態・経済・社会の島社会的多様性認識を引き出し, 半島的・内陸的多様性と重ねるとき, 海から見た鹿児島「圏」の見直しにも繋がる。その意味ではChain+Nesia Kagoshimaは新しい着想になる。

(5) 鹿児島列島:教育的配慮

[国際島嶼教育研究センター] ⇔ [国際・島嶼・教育・研究センター]

使命を考える上でのヒント

列島内地域格差, 小さいことの可能性, 上級 (高等のみならず) 教育機関の欠如, 郷土資料館・文献・郷土史家の欠如と拠点形成 (口永良部島中学廊下利用事例) ⇔ 島貢献

島の教育力・研究力をどう高めるか ⇔ 高等教育機関連携と責任 ⇔ 主人公性配慮 + 島を繋ぐ学生・院生教育の「現場」学習・研究意義 (与論:島の仕組, 新院生向け三島・十島の授業): 島で学び, 島で考え, 島に還元する ⇔ 島学習・島研究・島発表

2. 未来可能性課題とは - 二つの未来可能性 -

(1) 公用和製英語

[Island Futurability] Glocal (Global+Local) が和製英語であるように, 造語ではあるが, 国の地球総合環境学研究所の国際会議でもすでに用いられている。

(2) 懸念・課題の克服 - 疑問符付き - negative feedback

島の未来可能性 Island Futurability??: 持続可能性Sustainabilityが地球環境視座から, 過剰消費型物質文明が続くことへの疑問符として, 国際環境会議で問題提起に用いた公式用語であると同様, 島の未来には多様な疑問符がつけつけられていることを示す言葉。

(3) パワーアップ戦略 - 可能性の追求 - positive feedback

島の未来可能性 Island Futurability!: 島の潜在力を全開して, その未来を切り開いていくための, 仕掛の構築。[Empowerment]: 個人や集団が自らの生活への統御感を獲得し, 組織的社会的構造に外郭的な影響を与えるようになること。潜在能力の発揮を可能にするよう平等で公平な社会を実現しようとするところに価値を見出し, 単に個人や集団の自立を促す概念ではない。[ジョン・フリードマン「市民・政府・NGO—「力の剥奪」からエンパワメントへ」新評論1995年では, Empowermentを育む資源として, 生活空間, 余暇時間, 知識と技能, 適正な情報, 社会組織, 社会ネットワーク, 労働と生計を立てるための手段, 資金を挙げ, それぞれの要素は独立しながらも相互依存関係にあるとしている。地方自治や弱者の地位向上など下から上にボトムアップする課題を克服していく上で, 活動のネットワークが生み出す信頼, 自覚, 自信, 責任等の関係資本を育むことが, 鍵としている。]

公共事業厚遇支援の離島振興から次に進む道標概念!! ①島人主人公で, ②島の教育力・研究力を持ち, ③地域ガバナンス・解決力を実現し, ④生活力・質向上実現環境を保持し, ⑤それらの実現環境支援に万全な保障権を持つ。・cf.デンマーク離島政策 (島に高校がない場合, 生活費保障・年20回帰島費用を県が補償する): 高校が島にないのは, 島人のせいではなく社会制度のせい。社会的被害として認識し, 補償する。

(4) 島の経営力 (Management, Governance ⇔ negative + positive)

島の経営力: 人・組織・地域の経営力=適応 (Adaptability=仕組みを改善) +機能 (Functionality=経済資源・人的資源・技術力・保全力の底上げ) +紐帯 (cohesion=結束力を強め) +意思伝達 (協働理解) を, 確かなものにしていく力。内部の力だけでなく, 外部の力・資源を取り込み, 発展していける経営力・統治 (共治) 力

3. 島の未来不安と「過疎（教育）」の克服

従来、過疎（人口）は、最大の未来不安とされてきた。しかし、スローライフ的な効率のみでない基準が登場してくると、適疎的認識での島の未来設計は、むしろ新しい可能性。

行政過疎（行政部門の島からの後退）情報過疎（デジタルディバイド）も現在の課題である。

しかし、未来世代の島内育成期間が、短く若く（幼く）終わることも深刻な課題であり続けている。帰島者の、再教育機会の貧困も、社会的公平・公正・エンパワメント視座からの見直しが必要である。そのシステム構築は、高等教育機関・情報システムが関わることで改善可能であり、新しい役所である。

Nesia Empowerment

- Futurability of Kagoshima and Asia-Pacific Islands Region and Educational and Research Contributions from the University

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1. Kagoshima Archipelago as ‘Nesia’

a. Nesia World: Asia-Pacific Islands Region

Earth is an aquatic planet when it is viewed from the outer space. Looking at the South Pacific region, it becomes an aquatic hemisphere. In this region there are Poly, Mela, and Micro-nesia. Nearby there are Indo-nesia, Philippines, Malaysia, Formosa, Ryukyunesia, and Yaponesia (section overlapping with Ryukyunesia: Toshio Shima). Currently, FSM is designing Rainbow-nesia. By the continent’s side there are chains and groups of islands that belong to countries. For example there are more inhabited Korean remote islands than Japanese. Two-thirds of Earth is ocean; and of the land, that which is not continental, is insular.

b. Kagoshima Archipelago: Islands Regions of Kagoshima Prefecture

There has been an unfortunate ongoing disagreement and therefore no definite classification of the island region in Japan’s southern islands. Currently, there is no name that unifies Amami Islands (Amami Shoto) and the regions under Kagoshima’s Prefectural Remote Island Development Act. The southeastern islands (Nansei Shoto) are sensitive about Ryukyunesia, because of its historical frictions caused by different political agendas and motives. In a narrow sense, the Southeast Islands are the islands of Mishima and Toshima. The region does not consist of all Kagoshima islands. Despite this, it brings affectionate association in the way Kagoshima and Okinawa are linked- namely the “road of islands.” The use of “Kagoshima Archipelago (Kagoshima Retto)” to clarify the regions targeted for research and the direct involvement of Kagoshima University may eliminate the ambiguous region boundaries and can be clarified to elucidate the target and encourage responsible involvement by the University.

c. Latency of Kagoshima Archipelago: Research Target

The Kagoshima Archipelago is a chain of islands in the subtropical and temperate zone stretching 600km in southern Japan, or if including northern-most island, Shishijima Island, stretching up to 650km. It is an ideal zone for global and local (or termed “glocal”) monitoring for environmental and social changes (culture, lifestyle, livelihood, and their spread).

d. *Kagoshima Archipelago: Socio-Economic and Cultural Possibilities from the Perspective of the Sea Regions*

The qualities of diversity- including culture, society, and nature-history, and the continuity of an area has unique possibilities in expressing region-specific attributes. The prefectural regions are connected with diverse regions and at the same time the islands themselves are linked without exception. Within the same prefecture, there is regional diversity, and what is more, the islands themselves are invariably connected with each other. If the connectedness of the islands can bring the islands closer and could be viewed as one entity while combining the prefectural mainland and the peninsula, it can overcome the conventional 'sparseness' attributed to the islands. The Kagoshima Archipelago can be divided into zones that highlight the endemism of social diversity such as culture, behaviour, economy, society, and ecology. When this is viewed as one identity, it is possible to overcome the recognized tactical development and conventional "sparseness." The zones of the Kagoshima Archipelago can be divided to bring out the recognized social diversities in culture, behaviour, economy, society, and ecology. When juxtaposed with mainland peninsula and inland diversities, the zones can also help to review Kagoshima from the perspective of the sea.

e. *Kagoshima Archipelago: Education and Educational Institutions*

The Center for the Pacific Islands has a mission to educate and research about the islands on the international scale. The contributions towards the islands should consider various regional differences within the archipelago, the possibilities of small things, lack of institutions for higher education, lack of local resource centers, literatures, and local historical buildings and to form a base (case: possible access to the primary/secondary school corridors on Kuchinoerabu Island). Improving education and research on the islands needs the cooperation from higher educational institutions and their commitment to have islanders as key figures to link the islands.

The learning and researching on site for both undergraduate and postgraduate students is significant (e.g. Yoron Island- lesson about the system of the island; Mishima Island and Toshima Island lessons for new postgraduate students). The view is to learn on the island, to think on the island, and to contribute towards the island through island studies, island research, and to present on the islands.

2. Task of Futurability - Two Types of Futurabilities

a. *Official Japanese English*

"Island Futurability" - "Island futurability" is an official phrase recognized and adopted at environmental conferences at Research Institute for Humanity and Nature, including international symposiums. The term "island futurability" is a coined Japanese English much like the term "glocal" (global and local).

b. *Overcoming the Problems and Concerns*

Island Futurability: Its usage originated when concerns were raised as to the continued development of material culture and its effects on environmental problems and sustainability. The phrase also underlines the diverse problems the islands may encounter in the future.

c. *Power-up Strategy: Pursuing the Possibilities*

Island Futurability: Fully opening the potentialities of islands and a device for opening up for the future.

Empowerment: Individuals and groups gaining control over their own lives and to have the ability to influence externally on organizational and social structures. It places emphasis on the value in building a fair and equal society to enable the fulfilment of human potential, and it is not just a concept to promote and benefit the independence of individual or a group.

John Friedman states that the resources to nurture empowerment lies in sufficient access to information, skills and knowledge, social organizations and social networks, livelihood and self-sufficiency, generating resources and funds, and having adequate living space and spare time (John Friedman, "Empowerment: The Politics of Alternative Development," Basil Blackwell Ltd., 1992; Japanese translation: "Civilians, Government, and NGO- 'Power deprivation' to empowerment," Shinhyoron Ltd., 1995). These elements operate independently as well as at the same time being mutually dependent. The key to enhance empowerment is for the municipality, at the organizational level, and the unfortunate, at the private level, to go through social class transitions from low to higher status. This may be achieved by overcoming various challenges that present themselves and through the network of activities to attain this goal that brings out the trust, awareness, confidence, responsibilities, and other relationship capital to nurture.

The guide to next step in promoting the support for public services hospitality on remote islands:

1. To have islanders as central figures
2. The islands to have capabilities for education and research
3. To fulfil regional governance and being capable of providing solutions
4. To preserve the environment for quality improvement and self-sufficiency
5. To have guaranteed rights to ensure the continued support for these environments

For comparison, the Danish policy for remote islands provides that islanders without high schools on their island receive subsidies on living expenses from the prefecture and travels to and from the islands up to 20 times per annum are compensated. They acknowledge the view that the lack of institutions is the fault of the social system and not of the residents; and therefore this inconvenience must be compensated.

d. *Governance of Islands*

The governance of an island works on three levels- the people, the organization, and the region. It must work to consolidate adaptability (improving and reforming the system), functionality (raising the economic resources, human resources, technological capabilities, and preservation of natural resources), cohesion (strengthening the unification of the group), and improving communication and cooperative understanding. This must be achieved with the collaborative resources from the outside and to integrate their strengths, and not limiting themselves internally, in order to develop and reach their potential.

3. Uncertainties of Islands Future and Overcoming Educational Decline

The problem of population decline has been one of the biggest uncertainties facing the future of islands and society. Planning for the future becomes affected by different living standards present on the islands, and in turn, the new possibilities can only come by considering the appropriate population in question. For example, integrating “slow-life” philosophy which values intimate connection with life, family, food, and place, with the world that is demand and efficiency-driven. Other modern challenges that face the world are the digital divide and governmental departments moving away from the islands. Moreover, the early termination and the reduced opportunities thereof for their educational period remain a serious problem for future generations. It is necessary to review the poor opportunities for further education for the islanders from the perspective of empowerment, social fairness, and social justice. The improvement of the system construct may be possible through the involvement of the higher educational institutions and information systems.