

Global Edventure
Third Leg: Canadian Arctic
Proposal



Mitsuro Ohba gliding on parasail over ice sheet in interior Greenland

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Introduction

Since I rafted down 6,000Km on Amazon River in 1983, I have experienced the awe inspiring beauty and the power of this planet through my expeditions such as the Solo-Walk Across the Arctic Ocean in 1997, also the Solo-Walk Across the Antarctic in 1999.

After these solo expeditions, I gradually started to think that I wanted to share these incredible experiences the Earth could offer us with more people as a team, and convey the things we saw and learned to as many people as possible.

Then we crossed Greenland in 2004, and went to Canadian Arctic in 2005. In our last Canadian Arctic Expedition, however, we were compelled to make significant changes to our plan due to changes in route and physical problems of our team members under difficult natural conditions. The need to charter emergency flights for this purpose put us in a financially difficult condition. We decided to pull out, based on judgment that it would be difficult to complete the entire expedition.

This time, we decided to challenge one more time, after having reworked on our plan. In addition to the team members ;Tetsuji Nagagatani and Noriko Miyazawa, who participated in the Greenland expedition, we now have Izuru Toki in our team, and 4 of us will challenge the newly planned Edventure in Canada's Arctic.

The themes of this Edventure will remain the same; 'Adventure', 'Environment' and 'Education'. We will walk across the places where not too many people visit, and report what we see about the natural environment, wildlife, ethnic people and their culture in this extremely cold part of the world , sharing it with young people whose generation on which the Earth's future will depend.

Expedition team members will be carrying Iridium satellite phones that will allow us to talk with children in schools about the land, flora and fauna, everything we see with our eyes in Canada's Arctic. With the help of experts of meteorology, geology, anthropology and biology of the Arctic, we plan to answer to young people's questions as well.

Experience and study reports of our members will be uploaded to our website. We also have experts to answer questions that are posed. Children can learn many things about the ecosystem of the Arctic Region via the Internet right in their classroom.

We will approach schools, experts, expedition members and other universities' research institutes as well as governments and United Nations (including UNEP) for cooperation and build a wide-ranging and powerful network of environmental education in order to make our efforts effective.

Today, global warming trends are observed everywhere on the planet and climate change is clearly in progress. We would like to convey this reality to children and general public in a manner that they can see this with their own eyes and understand it easily so that they will have awareness about global warming. We will appreciate your guidance and support for our steady efforts in attaining our goal.



October 19, 2007
Mitsuro Ohba
Project Representative/Global EdVenture Secretariat

Outline of the Canadian Arctic Edventure

■ **Period:** Second half of February 2008 to second half of May, 2008

■ **Route:** Resolute (latitude 74.43 north and longitude 94.55 west) to Ward Hunt Island (latitude 83.04 north and longitude 74.04 west)

- **Purpose:**
1. Longitudinal crossing of the Canada's High Arctic from Resolute to Ward Hunt Island
 2. Compare, experience, research and report the natural environment of the Canadian Arctic with that of 3 years ago
 3. Experience and document the life and culture of Inuit people living in the Canadian Arctic

Throughout the activities above, we will raise awareness about the global environment and understanding of different cultures while creating a forum for examining and discussing the condition of global community in the future.

■ **Transportation:** Foot and ski sailing

■ **Education program:** Select several pilot schools. Students of pilot school will continually study the environmental issues and learn about different cultures based on real-time communication with expedition members and reports uploaded on the Global EdVenture website by the expedition members. Questions that emerge in the process are posted on the website and will be answered by expedition members and experts from educational and research institutions.

→ Members will describe their experience in the field using text, photos and video in the Expedition Member Log on the website.

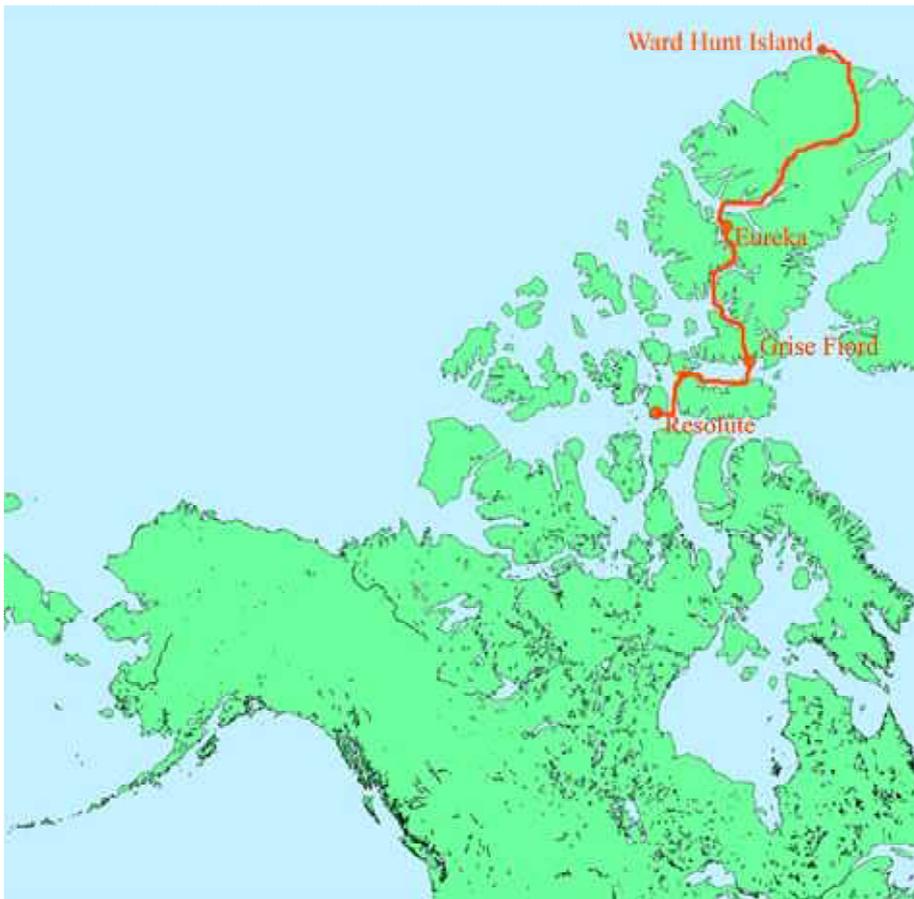
→ Pilot school students and expedition members will communicate once a week using satellite telephone. Expedition members will communicate what they saw and answer questions from students.

→ Expedition members and experts accept questions from pilot school students and general public through Global EdVenture Question Box on the website and answer them.

→ Internet IP phones will be used to create a forum for inter-culture exchange among pilot schools. The forum will also be used to exchange information about the environmental issues faced by respective regions and discuss the issues of global environment.

■ **Support:** We are inviting people to support our project. Please contact the Global EdVenture Secretariat if you are proficient in both English and Japanese, interested in environment, education and journey, interested in participating in future EdVenture expeditions.

Expedition Route



Resolute Grise Fjord Eureka Ward Hunt Island

■ Period: Second half of February 2008 to second half of May, 2008

■ Route: Resolute (latitude 74.43 north and longitude 94.55 west) to Ward Hunt Island (latitude 83.04 north and longitude 74.04 west)

This is the extracts from the report of the Greenland Expedition 2004.

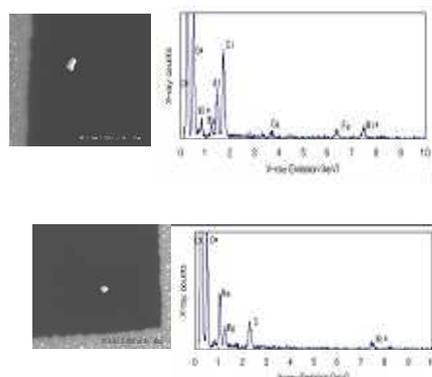
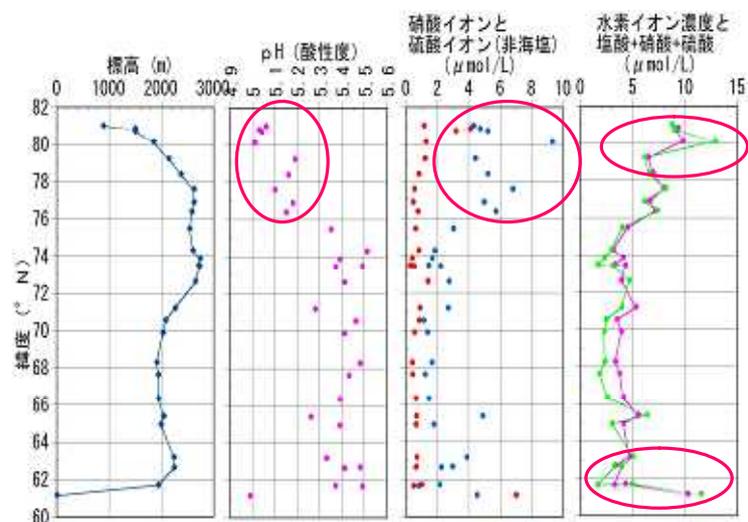
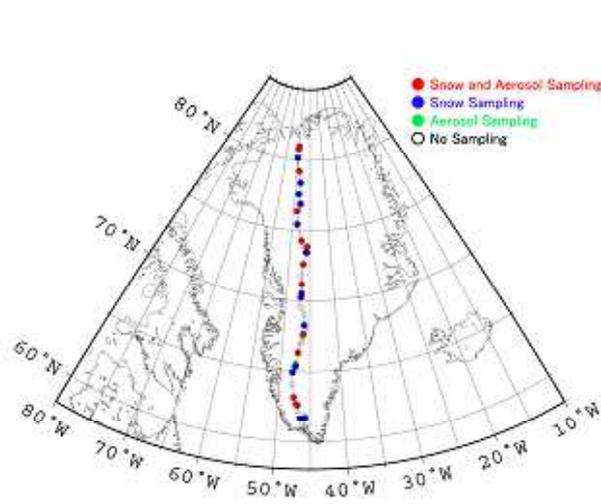


Having departed on April 5th from the southern-most tip of Greenland, we walked across 2500km to reach the northern-most tip. Throughout our expedition, I conducted research on Greenland inland icesheet, by sampling the air and snow.

During the time we traveled, it is known that the natural phenomenon called Arctic Haze occurs. This phenomenon is caused by the polluted air (sulfate, soot, heavy metal, etc.) carried mainly from Europe.

Especially because Arctic Haze tends to contain considerable amount of soot particles which are dark color, it is pointed out, by absorbing the solar heat, it is

contributing to the warming trends of the Arctic.



Each of above figures shows the result of sampling on different latitudes, and the left figures are microscopic photos of mineral particle and sea salt particle sampled in Greenland and the results of their X-ray analysis.

One thing that should be particularly noted was: We detected high concentration of acidic substances in the snow samples north of 76 ° N and on. This is considered that acidic

substances (air pollution) from Europe, North America and Asia are carried to north of 76 ° N and blended into the snow of Greenland. We also discovered that, among the acidic substances, the percentage of nitrate ion was particularly high.

Followings are some of the Q & A with students during our 2004 Greenland Expedition.



What kind of houses do Inuit people live in?

Reina Oikawa, 6th grade, Kanagawa, May 11, 2004



Most of individual houses are made of wood. The material comes from Denmark. Window frames are also made of wood. Houses have triangular roofs, and exterior walls are painted in red, blue, yellow, green, purple, pink, white and such. They are either single story or 2 stories. Inside of the houses are warm with oil heaters in all the rooms including bathrooms. And people take off their heavy boots and jackets in the hall ways when they come home.



Please tell us about their school uniforms, school lunch and class room cleaning duty.

Hiroko Yamaguch, 6th grade, Kanagawa, May 11, 2004

Do they have school uniforms? If they do, what kind of uniforms do they wear? And how are they dressed after school?

Do they have school lunch, or classroom cleaning duty? Let us know about lunch and cleaning duty?



They say they do not have uniforms. After school, they are dressed casually, and not much different from how we are dressed in Japan.

They have no school lunch. Children bring their own lunches (sandwiches, etc.) or they buy them at the small shops in school. They do not have classrooms cleaning duties. After school, cleaning people would come and do the cleaning.



Please tell us about the toilets and instruments in Greenland.

Eri Yasuda, 6th grade, Kanagawa, May 7, 2004



Toilets : I have experienced two kinds of toilets. One is western style seating flashing toilet (same as in Japan). No 'Washlet', though. The other is western style seating toilet, but without flashing. It is, however, not like the ones we see in Japan with deep holes, but it has a bucket inside of the toilet bowl, and when it's full, you take it out and throw the contents away. After you have used toilet, you sprinkle special liquid. Then, amazingly enough, it does not smell. They will be collected a few times a week, but no smell at all.

Instruments : Traditional instruments are drums. They are made of belly skins of polar bear or walrus and wood. They are played in the traditional drum dances. (Please refer to Miyashita's journal of April 29th). But today, it seems that more people have guitars than drums at home.



Expedition Members



■ Mitsuro Ohba (Expedition Member, Japan)

Born January 10, 1953. President of Earth Academy Mitsuro Ohba Adventure School

After engaging in farming at his home village of Yamagata Prefecture until the age of 29, Mitsuro Ohba became interested in farming practices in other parts of the world and travelled to China, Europe and South America. In 1983, he rafted down 6,000km on the Amazon to study the agriculture of the neighboring regions. Since then, he succeeded in solo walk across Greenland in 1985, solo walk across the Arctic Ocean in 1997, and solo walk across Antarctica in 1999. He became the first person to succeed in solo walk across both poles in the world. He won the Fourth Naomi Uemura Adventure Award.

<A comment from Ohba>

In 1986, I walked 900km round trip from Resolute (where we will set up the base camp for our upcoming expedition) and North Geomagnetic Pole. The following year, I did a solo walk from Resolute to Smith Strait via Gris Fjord which is the northernmost village of Canada.

Beginning of spring in Nunavut Territory of Canada is a severe environment where strong cold wind blows and temperature drops to 50 degrees below centigrade. Even in such environment, there are wild animals such as white wolf, polar bear, seal, arctic fox, rabbit, musk ox, caribou and lemming as well as many birds such as prairie chicken, hawk, polar tern and owl. Inuit people also receive blessings of nature and live in harmony with it by hunting these animals for food and processing their fur for clothes.

What are Inuit people thinking, dreaming and living in the severe environment of Mother Nature? And what effect are waves of global warming having on the nature and wildlife of the far north? And how are the Inuit people thinking about and responding to global warming? I would like to look into these matters from a broad perspective. In addition, I am planning to have children visit the field so that they see it with their own eyes and communicate what they saw and felt in their bones from the perspective of children.

Let us depart on the journey to the far north with us!



■ Tetsuji Nagatani (Expedition Member, Japan)

Born March 9, 1977. Enrolled in School of Environmental Studies of Nagoya University. Engaged in study of topics that are attracting attention such as yellow sand particles and ozone layer at Spitsbergen Island of the Arctic region.

In 2004, he participated in the first leg of Global EdVenture in Greenland and entered the inland ice sheet with Mitsuro Ohba and succeeded in longitudinally traversing a distance of 2500km over a period of about two months. At the same time, he collected important data from atmosphere and snowfall samples in Greenland.



■**Noriko Miyashita** (Expedition Member, Japan)

Born February 26, 1976. Graduated with a degree in International Relations from the Liberal Arts School of Tsudajuku University.

In 2004, she participated in the first leg of Global EdVenture in Greenland and supported Ohba and Miyashita who were traveling on the ice sheet as the base camp manager while actively visiting various areas of Greenland to report on the traditional culture of Inuit people as well as the environmental and social issues of Greenland from various aspects.



■**Izuru Toki** (Expedition Member, Japan)

Born July 9, 1962. Graduated from Sophia University majoring in French Literature and International Relations. Photographer

After having worked for 10 years in the corporate world in the biggest cities such as New York and Tokyo, he journeyed to the Arctic, searching for the imaginary landscape strangely bedded in his mind since his early childhood. At his first camp site on Alaska's Arctic Coast, he encountered with tens of thousands of caribou. "In the land which, being in the middle of today's world, still retained its ancient stillness, I sensed something precious that the man could not afford to lose. I wanted to capture this 'something' with my camera..." , and since then, he has been photographing the Arctic and the life that lives there, and his work has been published in various magazines in Japan and internationally.

Experts

- **Dr. Hiroko Araki**, Full Time Lecturer at Tokyo Seiei College (sitology and nutrition)

- **Dr. Yasunobu Iwasaka**, Professor of Kanazawa University, Professor Emeritus of Nagoya University (aeronomy and meteorology)

- **Dr. Nobuhiro Kishigami**, Professor, National Museum of Ethnology (cultural anthropology)

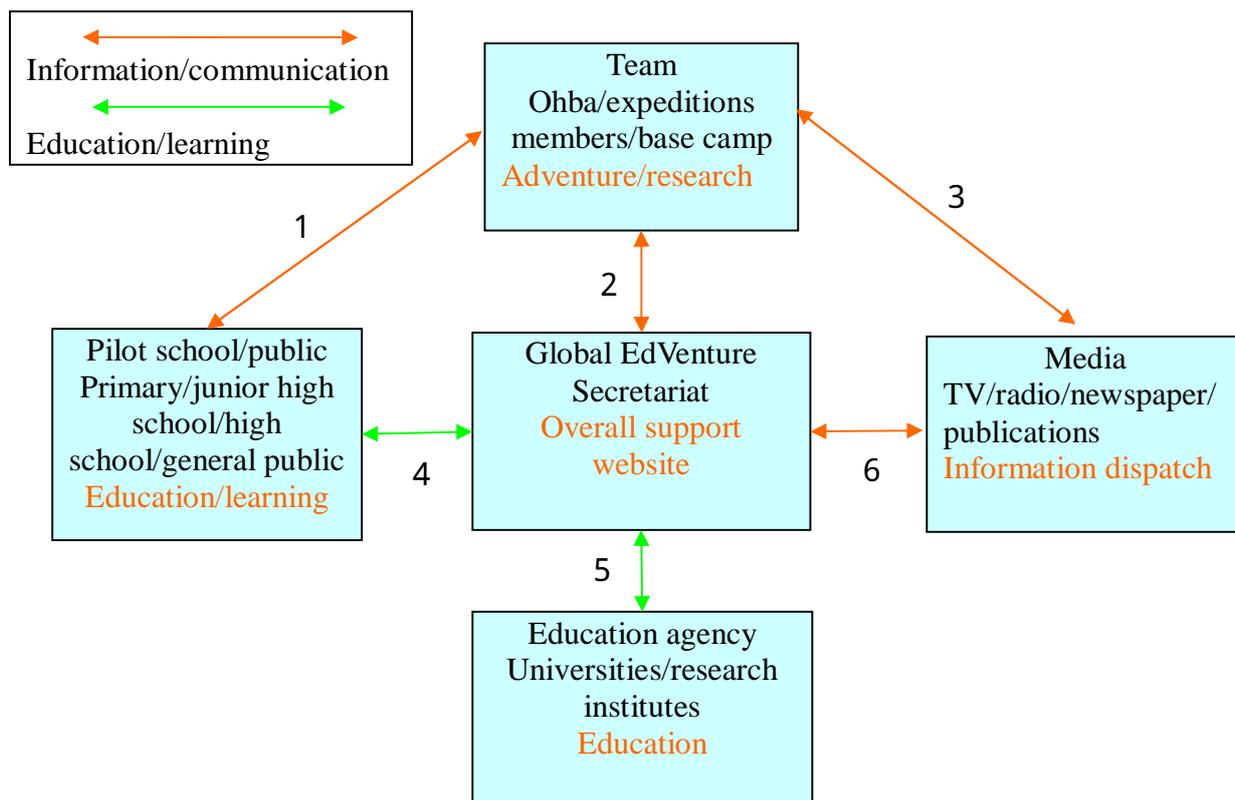
- **Dr. Stewart Henry**, Culture and Information Sciences, Interdisciplinary Cultural Sciences Program, The Open University of Japan (northern peoples)

- **Dr. Yoshiyuki Fujii**, Director, National Institute of Polar Research (snow ice, polar environment),

- **Ms. Mitsuko Masui**, Curator, Yokohama Zoo Zoorasia (wildlife medicine, animal behavior),

- **Dr. Sumito Matoba**, Assistant Professor, Institute of Low Temperature Science, Hokkaido University (snow ice, polar environment)

Overall View of the Project



1. Students of pilot schools and expedition members communicate regularly using satellite telephone. Expedition members communicate what they see on the field and respond to questions from students.
2. Expedition members will write about their experience on the field in the Expedition Member Log in the website using text, photos and video. They will also answer questions sent to Global EdVenture Question Box.
3. Expedition members will communicate their experience through various media including newspaper articles, TV and radio appearances.
4. Students of pilot schools and general public will access the website and learn about environmental issues and other cultures based on the narrative and research reports from expedition members (utilizing them in integrated learning). Questions will be sent to Global EdVenture Question Box.
5. Experts from educational and research institutions will also answer the questions sent to Global EdVenture Question Box from students.
6. Public relations and publications for Global EdVenture will be carried out in cooperation with various media.

*Exchange of information and opinions will be carried out from the viewpoint of environmental issues and understanding of other cultures by creating a forum of exchange among pilot schools of various countries.

Budget

■ Expenditure (not including goods and services provided by our sponsors)

Expedition expenses (4 months: March through June 2008) 3 expedition members		
Item	Cost	Remarks
Travel expenses	¥4,500,000	Round-trip plane ticket between Japan and Resolute
Chartered flights	¥5,000,000	Between Resolute and Ward Hunt Island
Logistics	¥2,000,000	Cargo (Japan-Resolute/Resolute-Eureka)
Transportation	¥1,000,000	Bus, train, taxi etc.
Accommodation and food	¥2,800,000	Hotel bills at Resolute and Grise Fjord
Supplies	¥1,000,000	Food, clothing, fuel etc.
Equipment	¥4,000,000	Camping, communication and electronic equipment
Communication	¥600,000	Iridium rental charge ¥135,000 (for 3 months) 3 units + communication charges
Insurance	¥600,000	¥200,000 × 3 members
Reserve fund	¥3,000,000	Emergency flight in the event of accidents and bad weather
Subtotal	¥24,500,000	
Secretariat expenses (7 months: December through June) 4 staff members		
Item	Cost	Remarks
Salary	¥7,000,000	Secretariat staff: 4 members × ¥250,000 = 7 months
Utility cost	¥700,000	Earth Academy Adventure School will serve as the secretariat
Communication	¥1,050,000	¥150,000 × 7 months
Transportation	¥1,400,000	¥200,000 × 7 months
Postage and printing	¥1,400,000	¥200,000 × 7 months (public relations, advertisement, reports etc.)
Office supplies	¥210,000	¥30,000 × 7 months
Incidentals	¥210,000	¥30,000 × 7 months (wire transfer commission, book purchaser etc.)
Subtotal	¥11,970,000	
Total	¥36,470,000	

■ Revenues

Total amount of sponsorship collected as of October 20, 2007 is ¥2,349,825 which has been carried forward from the previous expedition.

- Corporate sponsorship (support will be requested in areas of finance, logistics and service)
- Contributions from individual supporters (invited broadly by posting a bank account on the website)

Background Information

■ First leg: Longitudinal crossing of inland ice sheet in Greenland



Mitsuro Ohba (photo, left)

Led the expedition as the project leader for the Global EdVenture and succeeded in longitudinal crossing of the inland ice sheet in Greenland.

Tetsuji Nagatani (photo, right)

Entered the inland ice sheet in Greenland as Mitsuro Ohba's expedition partner and conducted environmental research. He is analyzing the yellow sand particles which cannot be ignored in the study of global warming.



Inuit Cultural Experience Report

Noriko Miyashita (photo, right)



In addition to supporting the expedition members Ohba and Nagatani as the base camp manager, she actively visited all of Greenland and reported on the traditional culture of Inuit people as well as various aspects of Greenland including environmental and social issues.

for details on the First leg of the project that took place in Greenland.

Please refer to the Earth Academy Ohba Mitsuro Adventure School website
(<http://www.global-edventure.net>)

for details on the Second leg of the project that took place in the Canadian Arctic.

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