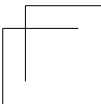
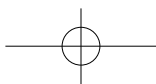
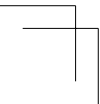
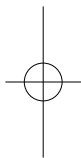
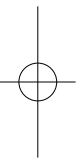
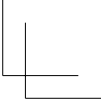
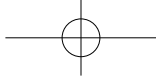
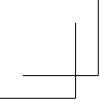


 Kansai SOKA Senior High School

# High School Peace Proposal



March 16, 2019





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（大韓民国）	3年3組	藤井 晴香
（南アフリカ）	3年4組	谷坂 志人
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ディベート部  
新聞掲載記事



Kansai SOKA Senior High School



Learning Cluster

2018-2019

# SGH Learning Cluster Program

## 【Program Overview】

The Learning Cluster Program (LC) is part of Kansai Soka High School's Super Global High School (SGH) program, where students study global issues in English. The foundation of this program is based on our school founder Dr. Daisaku Ikeda's Annual Peace Proposal, which called upon the need for educators to foster global citizens, through lessons that explore the four areas of development, environment, human rights and peace. Over the course of one year, students

develop their language and research skills, and deepen their understanding of global issues in these four areas. Students also learn and research about the Sustainable Development Goals (SDGs) proposed by the United Nations, and initiate projects with support from a team of international teachers.

The purpose of this program is to provide students with the opportunity to deepen their understanding of current pressing global issues, and to nourish a sense of responsibility and hope through student-led research and autonomous learning. Through this program, we hope that students will discover passion in their learning which will continue into their future university studies,

professional career and lifework.

In this way, this program hopes to foster the next generation of global leaders who will live contributive lives for the betterment of humanity.



Picture: Students practicing their presentation skills



Picture: Students at an exhibition on the SDGs at JICA during the Tokyo fieldwork



## 【High School Peace Proposal (HSPP)】



Picture: From left, High School Peace Proposal 2018, 2017, 2016

As part of the Learning Cluster Program, in the second half of the academic year, students are divided into groups of four or five students and conduct a final research project on one global issue, with support from a team of international teachers. The research project typically includes a detailed literature review, background research and an analysis of the issue, followed by an action plan or a proposal for concrete solutions. The final product is created by the students, based on class discussions, student feedback during presentations, and comments from experts during local and overseas fieldwork throughout the year.

## 【History of Learning Cluster】

### 1<sup>st</sup> Class (2014-2015, SGHA)

- 15 students selected from grades 10-12
  - Group Research Topics (4 Fields)
    - Development: Renewable Energy
    - Environment: Water
    - Peace: Collective Self-Defense Act
    - Human Rights: Refugees in Japan
  - Tokyo Fieldwork

### 2<sup>nd</sup> Class (2015-2016, SGH 1<sup>st</sup> Year)

- 16 students selected from grades 11-12
  - Group Research Topics (4 Fields)
    - Development: Bullying in An Education
    - Environment: Peace Proposal for Environmental Education for the Future
    - Peace: Actions for High School Students Towards the Abolition of Nuclear Weapons
    - Human Rights: Suggesting Concrete Actions to Provide Basic Human Rights to Syrian Refugees
  - Tokyo Fieldwork, Overseas Fieldwork



Picture: Students during LC class

### **3<sup>rd</sup> Class (2016-2017, SGH 2<sup>nd</sup> Year)**

- 24 students and 2 student advisers selected from grades 11-12
  - Group Research Topics (SDGs)
    - No Poverty (SDG 1): Child Poverty in Japan
    - Zero Hunger (SDG 2): Equalizing Food Distribution to Achieve Zero Hunger
    - Quality Education (SDG 4): Education for Nuclear Abolition
    - Gender Equality (SDG 5): Gender Equality through Education
    - Decent Work (SDG 8): An Educational Program for Japanese High School Students against Child Labor
    - Peace and Justice (SDG 16): Using Dialogue to Counter Terrorism and Create Inclusive Communities
  - Tokyo Fieldwork, Overseas Fieldwork

### **4<sup>th</sup> Class (2017-2018, SGH 3<sup>rd</sup> Year)**

- 25 students selected from grades 11-12
  - Climate Change Research Group:
    - Adaptation to Climate Change in Maize Production in the Sahel
    - Peace-Building and Climate Change
    - Sustainable Tourism to Combat Climate Change
  - Nuclear Abolition Research Group:
    - Environmental Damage of Dismantling Nuclear Weapons
    - Protecting Human Rights from the Fear of Nuclear Weapons
    - The Role of Religion for Nuclear Abolition
  - Tokyo Fieldwork, Overseas Fieldwork

### **5<sup>th</sup> Class (2018-2019, SGH 4<sup>th</sup> Year)**

- 22 students selected from grades 11-12
  - Women's Empowerment – The Situation Game
  - Child Abuse Awareness Project Proposal
  - LGBTQ+ Research in Kansai Soka High School
  - Nuclear Abolition: A Humanitarian Perspective
  - Understanding Refugees in Japan

### **6<sup>th</sup> Class (2019-2020, SGH 5<sup>th</sup> Year)**

- 22 students selected from grades 11-12



Picture: Students during LC class

Picture: Q&A session with special guest Former Ambassador Professor Hisao Yamaguchi

# Learning Cluster 2018-2019: Yearly Course Outline

## 【Aim】

This course is designed for students to deepen their understanding of global issues by conducting thorough research on a variety of topics, including the United Nations SDGs, throughout the year. All classes, discussions, and presentations were conducted in English.

## 【Context】

- School Day Saturdays, 1 Year
- 22 students from grades 11 and 12

## 【Selection Process of LC Students】

All students from grades 11-12 are eligible to apply for Learning Cluster. Students are expected to have an English fluency level of Eiken 2 or above with a strong interest in global issues research. Completion of SP during grade 10 is also required. The selection process includes the following tests:

- **Paper Test**
  - Assesses Basic English ability
  - Reading, listening, and essay writing questions (Pre-1 Eiken / TOEFL)
- **Group Interview Test**
  - Assesses English speaking abilities, discussion, creativity, and leadership skills
  - Students discuss together in English to solve a prompt question
- **Individual Interview Test**
  - Assesses students' commitment levels and other extra-curricular responsibilities
  - Students are asked questions about their reasons for joining LC, study habits, club activities, etc.

## 【LC Teachers】

- Kazunori Yamagishi (Japan, MA: TESOL)
- Kazuhiro Iguchi (Canada/ Japan, MA: TESOL)
- Liang Ye Tan (Singapore, MA: Sociology; Diploma in TESOL & Advanced Cert in IELTS)
- Louis Butto (USA, MA: TESOL; PhD in Applied Linguistics)
- Ramon Paras (USA/ Philippines, MA: TESOL)
- Swati Raj (India, MA: TESOL)

## 【Materials】

- Annual Peace Proposals
- A Forum for Peace
- Newspaper Articles
- TED Talks
- Library Books
- Online Resources
- Special Guest Lectures



Picture: LC Students interacting with exchange students from Canada



## 【2017-2018 Yearly Course Plan】

**1<sup>st</sup> Semester:** In the first semester, emphasis was placed on team-building, basic research skills, and a broad understanding of key global issues that are relevant in today's world. Students acquired a broad understanding of current global issues through discussions, presentations and lectures on founder Dr. Ikeda's Peace Proposal, global news, and SDGs. They were then taught research skills, such as finding credible sources of information, how to conduct simple data analysis, data collection, literature review and proper referencing. They were also taught and given the chance to practice their presentation skills through research, class activities and public presentations during open campus days and other SGH-related events.



Picture: Students during LC class



Right picture:  
Participated as a  
representatives at the  
SGH Forum 2018 in  
Kwansei Gakuin  
University

**2<sup>nd</sup> Semester:** Students were then divided into five smaller groups, based on their areas of interest, and international teachers were assigned to each group to guide the students in their projects. Using the skills that were taught in the first semester, students embarked on their group research, wrote simple literature reviews, defined their research questions, and designed their own research methodologies. Armed with a general understanding of the five chosen topics and proposals for action plans, students participated in a fieldwork to Tokyo to present and discuss their research topics with experts. After gaining professional feedback from professors and experts during the Tokyo fieldwork, students then used the information to come up with creative solutions and action plans for their High School Peace Proposal projects.

Picture: Students during LC class



Bottom picture: Students sharing a light moment with Olivier Urbain during the Tokyo Fieldwork.



Left picture: Students responding to a question with Ms. Imai at UN University during the Tokyo Fieldwork.





**3<sup>rd</sup> Semester:** Several students were selected to participate in our fourth overseas fieldwork to California where they presented their completed *High School Peace Proposal* to local high school students, university professors, and experts. After coming back from the fieldwork, students shared what they have learnt and carried out the action plans of their completed High School Peace Proposal at events such as the SGH final presentation session, open campus day and more.



Left picture: Students during LC class



Right picture: Students presenting their High School Peace Proposal to former UN Under-Secretary General Ambassador Chowdhury during overseas fieldwork



Left picture: Students presenting their High School Peace Proposal at Kansai Soka High School's SGH Conference



## High School Peace Proposal 2019

Learning Cluster  
Kansai Soka High School  
March 16, 2019

Kansai Soka High School's Super Global High School (SGH) Learning Cluster Program is an extracurricular class that teaches students to conduct research and run projects on global issues in English. The fifth class of Learning Cluster comprised 22 students, and took place over the course of one year from March 2018 to March 2019. To commemorate the 70<sup>th</sup> anniversary of the Universal Declaration of Human Rights, students first learned and researched about the United Nations Sustainable Development Goals (SDGs) in English, and then were given a broad overview of pressing global issues related to human rights. Thereafter, students were given the freedom to choose five topics related to human rights for further research and action plans.

The foundation of this program stems from Founder Dr. Daisaku Ikeda's Annual Peace Proposal, which calls for a global education based on four key areas of development, environment, human rights and peace. This program aims to provide students with the opportunity to deepen their understanding about current global issues and to nourish a sense of responsibility and hope through research and autonomous learning. Through this program, we hope that students will discover passion in their learning which will carry on throughout their future university and professional careers or lifework, thus fostering the next generation of global leaders who will live contributive lives for the betterment of humanity.

As a final component of Kansai Soka High School's Super Global High School (SGH) Learning Cluster Program, five research groups of 4-5 students each created a *High School Peace Proposal*, which is a compilation of students' background research, presentations, proposals for concrete action plans, and a summary of the final products of their work.

It is with great pleasure that we present to you the High School Peace Proposal 2019.

### Table of Contents

- I. Women's Empowerment – The Situation Game
- II. Child Abuse Awareness Project Proposal
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- IV. Nuclear Abolition: A Humanitarian Perspective
- V. Understanding Refugees in Japan

## WOMEN'S EMPOWERMENT

Learning Cluster 2018  
High School Peace Proposal

### **Women's Empowerment – The Situation Game** Women's Empowerment Group

44th Class: Haruka Fujii, Takuto Yoshii  
45th Class: Kazuyo Nishida, Ryoma Masutani

### **Literature Review**

Japan is not known as a progressive country for women's empowerment. According to the Gender Gap Ranking by World Economic Forum, Japan is ranked 110th out of 149 countries in 2018. As for politics, female representatives make up only 10% of the politicians in the House of Representatives. In workplaces, although the rate of irregular employment is increasing for both genders, women make up the vast majority of temporary workers. This means they have less job security, and poor prospects for being in top levels of management.

### **Research Questions**

Based on literature review, we set three research questions for our project:

1. What are Kansai Soka High School students' attitudes towards women's empowerment in school and in society? Have the attitudes changed in the last 2 years?

## WOMEN'S EMPOWERMENT

2. How can we increase empathy between men and women about gender inequality in Japan?
3. What prevents women from being empowered in Japan?

### Methodology

In order to find the answers to the research questions, we utilized two methodologies: survey and interviews.

First, we chose 6 classes from 11th and 12th grade and conducted a survey to about 300 students in Kansai Soka High School. The purposes of this survey were: 1) to find out if there are any changes in attitude of students by comparing with a similar survey from 2 years ago; and 2) to raise students' awareness on gender equality.

Secondly, we interviewed a female teacher and a male teacher in Kansai Soka High School. The purpose of this interview was to learn about the teachers' perspectives about gender issues in Kansai Soka.

Finally, we also interviewed three Osaka city assembly members (one man and two women). The purpose of this interview was to learn about the situation of women's empowerment in the society.

## WOMEN'S EMPOWERMENT

### Result and Analysis of Survey

We conducted a survey to students about their attitude or knowledge on women's empowerment. In total, 269 students answered our survey.

First of all, we asked students what they think about women's empowerment and gender equality in the school. 62.1% of students agreed that men and women are equal in Kansai Soka High School. This mirrors the polls on gender equality by The Ministry of Education Culture, Sports, Science and Technology Japan, where 60.9% of the Japanese people think that gender equality is respected in educational environments. However, as for their daily life, 59.5% of the students felt that there are fewer opportunities for women to play active roles compared to men.

With regard to gender roles, the vast majority of students showed that they believe in gender equality. 77.9% of students answered that people should be entitled to choose their roles in society regardless of their genders. This indicated that the students thought gender roles should not be prioritized over people's personality.

Finally, we found one more interesting fact; although 74.2% of the students are interested in women's empowerment, they are not sufficiently aware of the current situation of women's empowerment in Japan. For our question on the proportion of women politicians in Japan, 54.9% of the students answered correctly. For the other question about Japan's

## WOMEN'S EMPOWERMENT

“gender gap index” ranking out of 144 countries, only 30.8% of students could choose the right answer.

Additionally, we found two interesting observations when we compare our results to the survey done 2 years ago. First, we asked students “Are you interested in women’s empowerment (gender equality)?” 52% of students answered “interested” two years ago. This year, however, 74.2% of students answered “interested”. In other words, interest among students on women’s empowerment has increased in the last two years. Second, we asked them “Do you think men and women are unequal in Kansai Soka High School?” 61.5% of 11th graders and 58% of 12th graders answered “No” two years ago. This is the almost the same as this year. In other words, the students’ perspective on gender equality remains unchanged in the last two years.

### **Result and Analysis of Interview**

We had two kinds of interviews with politicians and with teachers. We talked with three Osaka city assembly members (1 woman and 2 men), and two teachers (1 woman and 1 man). The results are summarized below in three main themes.

#### **Small Gender Gap**

The first theme is “small gender gap.” First, we asked them “Do you feel there are some gender gap issues around you?” The Osaka City Assembly members told us that they



## WOMEN'S EMPOWERMENT

do not feel gender gap psychologically. A politician mentioned that in the current society, it is getting more difficult for someone to make sexually discriminatory comments. The teachers also stated that they think boys and girls have equal opportunities to be leaders such as in the school council, and this reflects the students' perception that there is a small gender gap in the school.

### **Custom**

The second theme is Custom. A politician mentioned that sometimes he feels some senior politician's words are sexually biased. Thus, the old way of thinking with respect to gender relations and sexual harassment issues still remains a problem. The teachers also mentioned that some traditional school events which are gender specific should change. For example, since Kansai Soka School started as a girls' school, there is a custom where only girls learned about the school's history and an all-girls meeting that is held once a year and interested boys are not allowed to attend.

### **Working Women who Have Children**

The third theme is working women who have children. In our conversation, a politician told us that although the gender gap is smaller compared to the past, the support system for working women who have small children is not sufficient and needs to be improved. Another said that rules should be changed so that women politician can bring their

## WOMEN'S EMPOWERMENT

children to their workplace. Also, in our school, the female teacher said that the number of female teachers has been decreasing, and a lack of understanding makes it difficult for women to work while raising children. Thus, the interviewees focus a lot of the discussion on struggles of women, especially working women who have children. However, we realized that nobody talked about the father's responsibility, which means they might unconsciously think that raising children is solely the women's responsibility.

### Discussion

From the results and analysis, we concluded that students need to know more about the current situations about gender gap in Japan. Also, there is a need for dialogue to build empathy toward members of the opposite sex.

### The WE Game

As an action plan to contribute to solving these issues, we made The WE Game which is like a situation game. In this game, players take on roles that simulate real situations of different genders and ages, and share their feelings or experiences. Through just enjoying this game, people can learn about women's empowerment. In addition, as this game is a cooperative game, so if someone loses, all players lose.

The game has four significant merits. The first is that it raises people's awareness on gender inequality in the society. The second is that it increases empathy among different



## WOMEN'S EMPOWERMENT

genders. The third is that it helps people understand the causes of gender inequality at a more personal level. The fourth is that it creates an environment for people to talk about women's empowerment issues more casually and positively in a fun environment while playing the game.

### **Future Plan**

Because the situations of women's empowerment change over time, we are planning to revise the Game continuously by adding situations from actual society. We plan to upload the game on Kansai Soka High School's SGH website as a PDF, so that more people can play the game.

### **Conclusion**

The current society still has a lot of gender inequality, so it is difficult for women to fulfil their full potential, especially in Japan. To deal with such a situation, each of us need to know about the current situation about the gender gap and need to have a dialogue to build empathy toward members of the opposite sex, which the WE game and SNS can facilitate. By continuing to address gender inequality, we believe that we will be able to realize a gender-equal world for everyone.

## WOMEN'S EMPOWERMENT

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## WOMEN'S EMPOWERMENT

### Appendix

These are the questions of our survey. Students' responses are in parenthesis.

Q1. Do you think men and women are equal in Kansai Soka?

1. Strongly agree (30.3%)
2. Somewhat agree (31.8%)
3. Disagree (25.5%)
4. Strongly disagree (12.4%)

Q2. Do you feel opportunities that women play active roles are a little in daily life?

1. Strongly agree (12.0%)
2. Somewhat agree (28.5%)
3. Disagree (27.3%)
4. Strongly disagree (32.2%)

Q3. Are you interested in women empowerment?

1. Strongly agree (37.1%)
2. Somewhat agree (37.1%)
3. Disagree (12.7%)
4. Strongly disagree (13.1%)

Q4. Do you think gender roles should be decided in society and family?

1. Strongly agree (10.1%)
2. Somewhat agree (12.0%)
3. Disagree (29.2%)
4. Strongly disagree (48.7%)

Q5. Which is the proportion of women politicians in Japan? *The correct answer is 4.*

1. 43.6% (3%)
2. 33.7% (10.9%)
3. 21.3% (31.2%)
4. 13.7% (54.9%)

Q6. Which is Japan's ranking at "gender gap index" out of 144 countries? *The correct answer is 4.*

1. 36th (11.3%)
2. 44th (19.2%)
3. 72nd (38.7%)
4. 114th (30.8%)

# Women's Empowerment

*Building Empathy among Different Genders*

Kazuyo Nishida, Haruka Fujii, Ryoma Masutani, Takuto Yoshii

## Outline

- 1. Literature Review
- 2. Research Questions
- 3. Methodology
- 4. Results and Analysis
- 5. Discussion and Proposal
- 6. Limitations and Summary

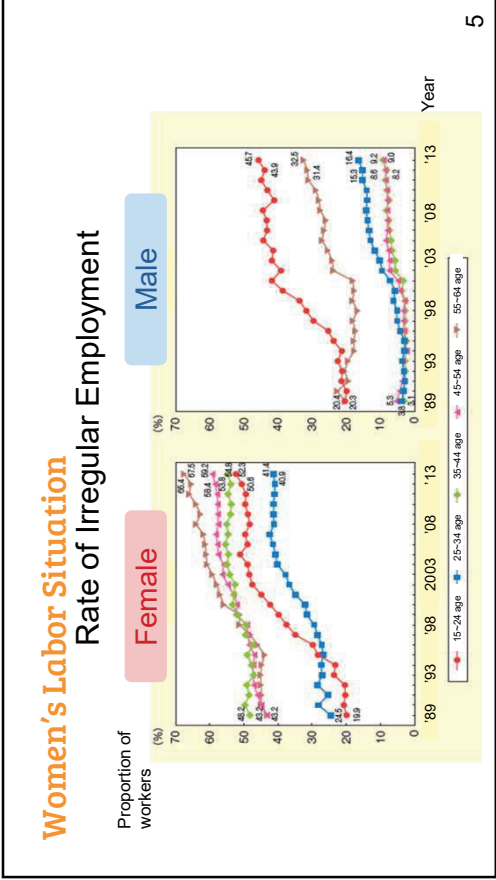
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## Literature Review

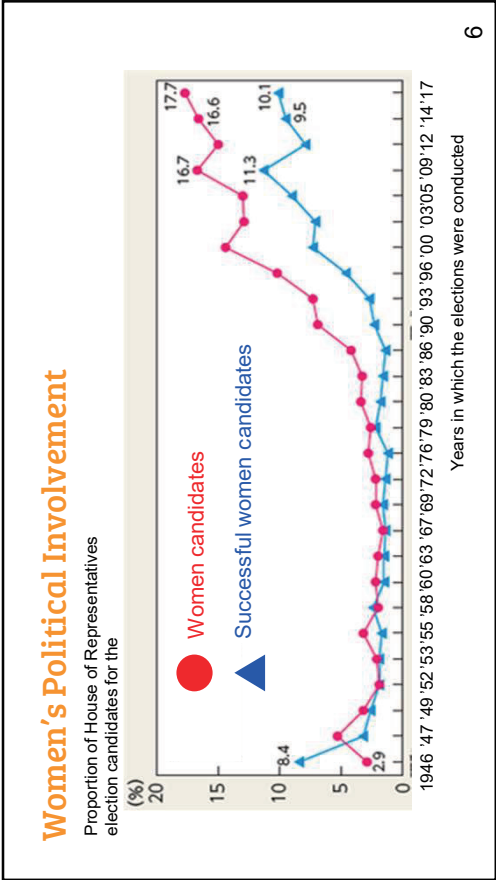
Japan's Gender Gap Ranking by World Economic Forum

Year	Japan's Ranking	The Number of Countries
2014	104	142
2015	101	145
2016	111	144
2017	114	144
2018	110	149

4



5



6

## Research Questions

- ### Research Questions
1. What are Kansai Soka High School students' attitudes towards women's empowerment in school and in society?  
Have the attitudes changed in the last two years?
  2. How can we increase empathy between men and women about gender inequality in Japan?
  3. What prevents women from being empowered in Japan?

8

# Methodology

## Survey to Students

### Interviewees:

269 students in Kansai Soka High School

### Purpose:

- To find out any changes in attitude
- To raise awareness on gender inequality



## Interview with Teachers

### Interviewees:

A female teacher and a male teacher

### Purpose:

To learn about the teachers' perspective about gender issues in Kansai Soka High School



11

## Interview with Politicians

### Interviewees:

Three Osaka city assembly members (two men and one woman)

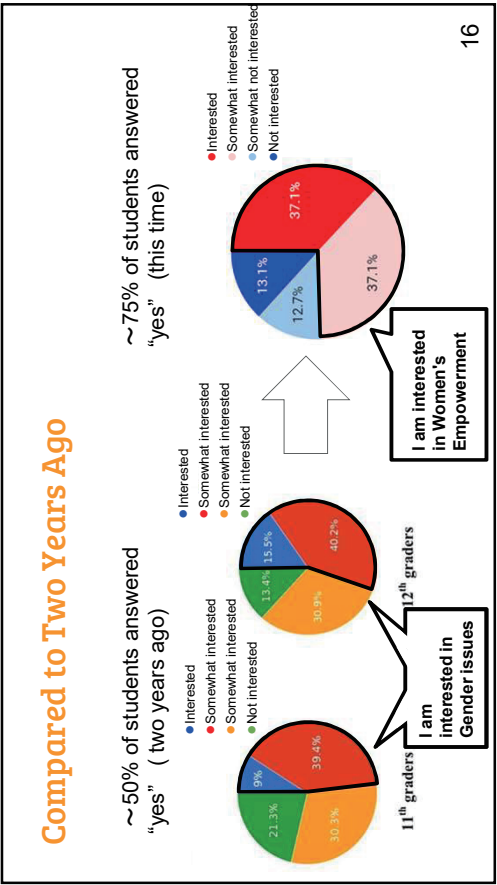
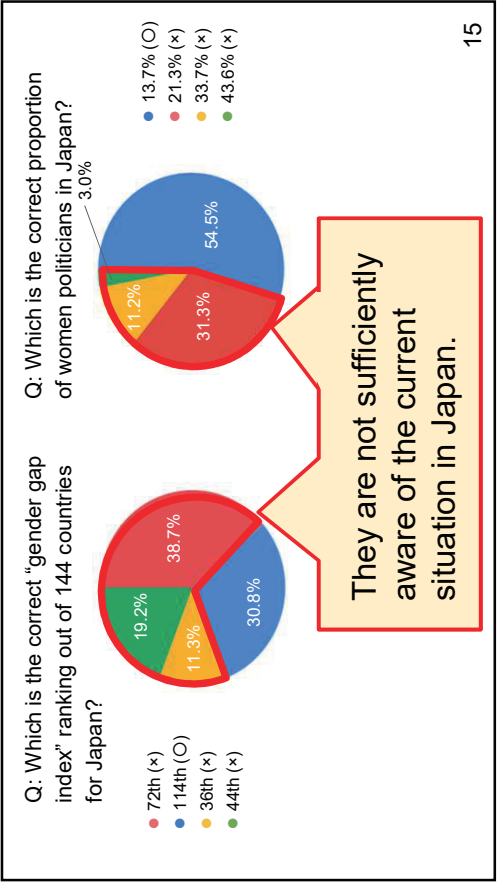
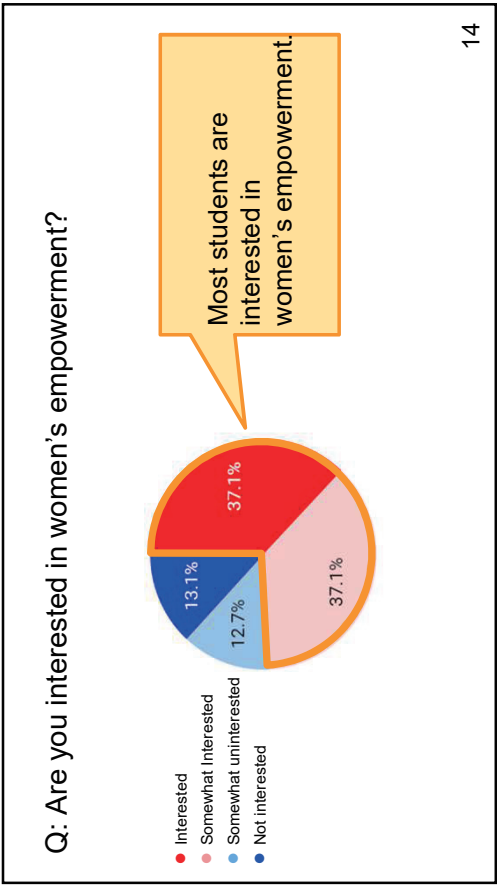
### Purpose:

To learn about the situation of women's empowerment in the society



12

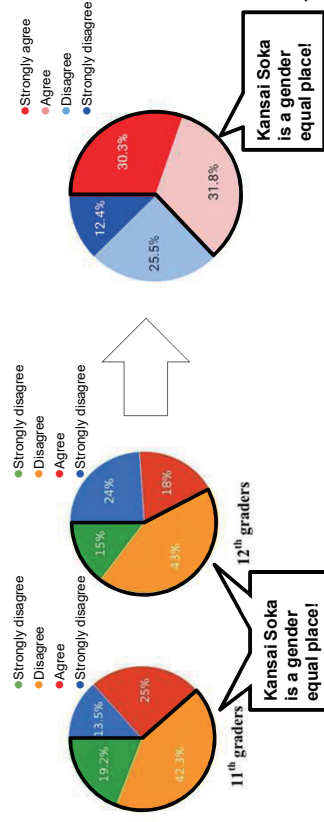
# Results & Analysis (Survey)



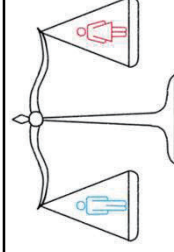


### Compared to Two Years Ago

60% of students think there is gender equality in Kansai Soka both two years ago and this time



### Theme One: Small Gender Gap



Politicians:

- “Do not feel gender gap in the city assembly”

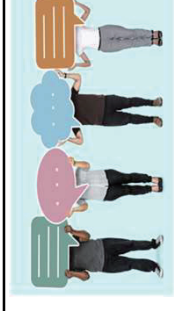
Teachers:

- “Students of both genders have equal opportunities to be members of the student council and executive committee”
- “Both girls and boys are equally active in various roles in school”

19

## Results & Analysis (Interview)

### Theme Two : Custom



Politicians :

- “Sometimes senior politicians' words are sexually biased.”
- “Old way of thinking still remains.”
  - With respect to gender relation
  - In relation to sexual harassment issues

Teachers:

- “Some school events (which are gender-specific) should be changed.”

20

**Theme Three: Working Women who Have Children**

Politicians:

- “Need to improve support system for working women who have small children”
- “Should have rules in place to allow women politicians to bring their children to work”

Female teacher:

- “Decrease in the number of female teachers”
- “Difficult to work while raising children due to a lack of understanding”

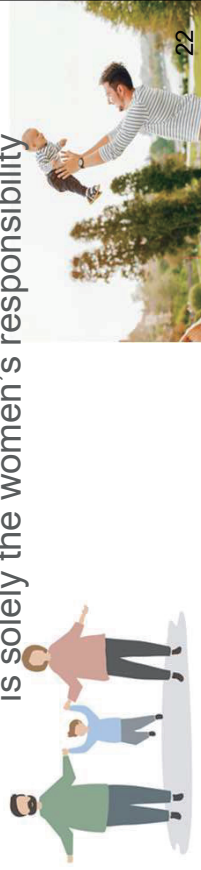
21

**Theme Three: Working women who have children**

Nobody talked about father’s responsibility



Unconsciously think that raising children is solely the women’s responsibility



22

**Discussion & Proposal**

**From Results and Analysis...**

Students need to know about the current situation about gender gap. Also, there is a need for dialogue to build empathy toward members of the opposite sex.



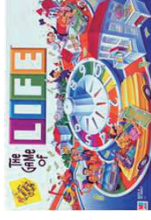
**Situation Game**

24

### What is the Situation Game?

- We named it “**WE game**”
- Similar to “The Game of Life”
- Players take on roles that **simulate** real situations
- In the game, player **share** their feelings or experiences

→ **Just by enjoying this game,**  
**people learn about women’s empowerment**



25

### How We Play the WE Game?

**If someone  
loses  
All players lose!**



26

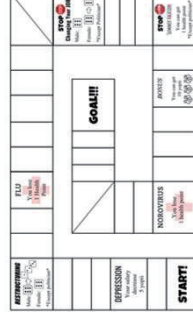
### Significance

1. To raise people’s **awareness** about situations of gender inequality in the society
2. To increase **empathy**
3. To help people **understand the causes** of gender inequality at a more personal level
4. To create an environment for people to **talk about women’s empowerment issues** more easily

27

### Discussion on the WE Game

- We will continue to revise this game and make it closer to real situations.



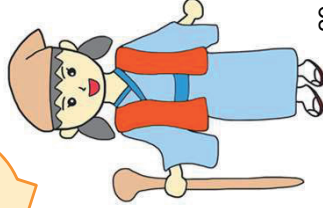
28

## Promotion

### Social Networking Service



Hello!  
I'm **Mitoko!**



- ❖ Create an account
  - Spread awareness of the WE Game
  - Collect feedback on the Game
  - Post cases with pictures

29

## Limitations & Summary

## Limitations

### Survey to Students

- Cannot find out the differences in attitude between male and female students

### WE Game #1

- How to encourage people to take action after the game
- We focused only on Japan's situation
  - Is the game applicable to other countries?

31

## Limitations

### WE Game #2

- When we choose situations to include, we have to be careful not to be biased
  - The game might reinforce gender stereotypes if the game is not well-designed
  - Mostly focuses on women's predicament
    - Consider also men's difficulties

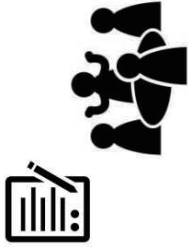
32

## Summary

Learned about  
the current  
Japan's situation



Found the necessity  
of understanding  
the current situation  
and building  
empathy



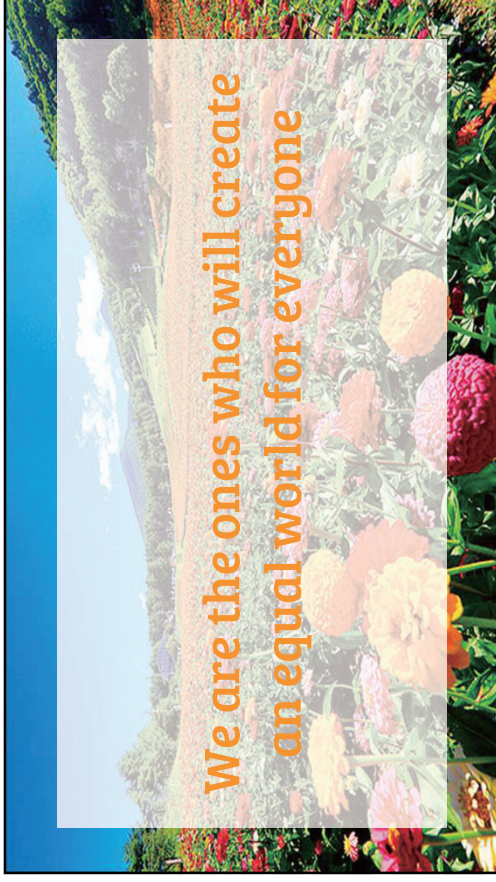
Created the WE  
Game to increase  
students' empathy

DESCRIPTION	DATE	TIME	GOAL	REMARKS
1. Understanding the current situation of Japan	10/10/2020	10:00-11:00	1. Understanding the current situation of Japan	1. Understanding the current situation of Japan
2. Building empathy	10/10/2020	11:00-12:00	2. Building empathy	2. Building empathy
3. Creating the WE Game	10/10/2020	12:00-13:00	3. Creating the WE Game	3. Creating the WE Game

33

# Thank you!

We are the ones who will create  
an equal world for everyone



## CHILD ABUSE

Learning Cluster 2018  
High School Peace Proposal

### **Child Abuse Awareness Project Proposal** Child Abuse Prevention Group

44th Class Arisa Tatsumi, Tomoaki Esaki, Akiko Mihara  
45th Class: Hiroto Tamura, Miwa Sakoda

Recently, there have been a number of high profile cases of child abuse in the media in Japan. Because we couldn't verify the accuracy of these reports, we decided to investigate the realities of child abuse in Japan. We carried out an interview with Osaka government social workers, a school nurse, and conducted our own web-based investigation. From this investigation, we realized that child abuse has been increasing in recent years in Japan. We learned that the causes of child abuse are varied and complex. Consequently, there is no one single way to alleviate the problem, nor could we as high school students resolve the problem ourselves. However, we did come up with three ways to help raise awareness of child abuse in order to improve the situation in Japan: creating a poster, designing a website, and publishing a booklet.

Firstly, we would like to propose creating a poster that encourages people to take some kind of positive action to reduce child abuse. We felt that the more people reported cases of child abuse, the more government could save suffering children. Our poster would promote the government supported special child abuse hotline number 189. By spreading this telephone

## CHILD ABUSE

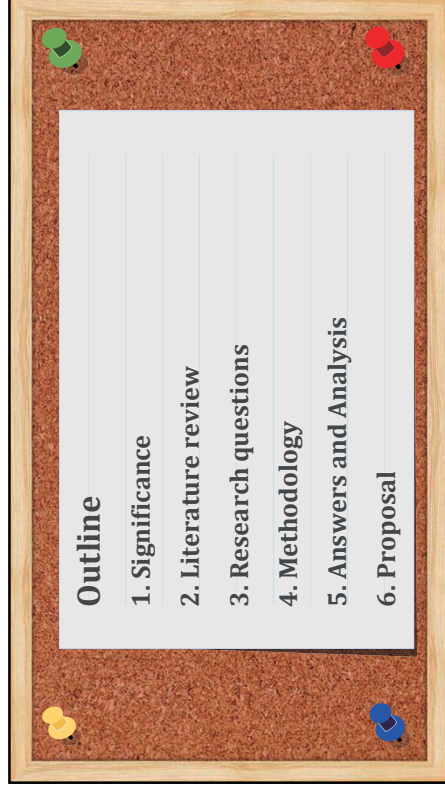
information, we would like to provide parents and children a place where they can consult specialists.

Secondly, we would like to design a webpage. On this website, we would like to provide information on child abuse, parenting support, as well as other resources. Moreover, we created the phrase “Please don’t hate me, I’ll make more effort” [Kiraini naranaide Ganbarukara (in Japanese)]. We would like to use this phrase as the title of our webpage in order to attract a lot of people’s attention.

Finally, in order to raise the awareness of people who are not well-informed about child abuse, we would like to publish a booklet for Japanese. In the booklet, basic information and examples of child abuse in Japan would be included. Furthermore, the hotline number “189” would be published so that people could consult with counselors on child abuse.

Child abuse is becoming a more serious issue in Japan. To combat this situation, we would like to take these actions of creating a poster, designing a website, and publishing a booklet. All three forms of communication can supplement each other. For example, the booklet and poster could be available on the website. The booklet and poster could also include information about the website. Also, we would like to maintain the webpage by updating it with new information regarding child abuse as needed. We hope by taking these three actions, we could in some way as high school students, reduce the problem of child abuse in Japan.



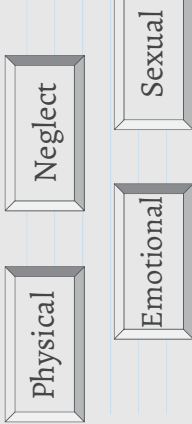




## Definition of child abuse

“Mistreatment of a child by a parent or protector, including neglect, beating, and sexual molestation.”

## Definition of child abuse



## In Japan

57,326 cases of child abuse in 2018

Emotional abuse → 34,548

Physical abuse → 14,821

Neglect → 7,699

Sexual abuse → 258

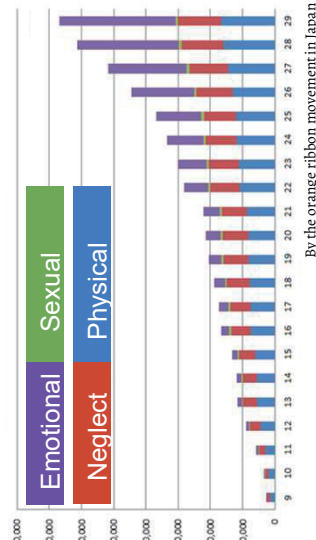
Osaka has the largest number of cases.

There were 50 cases that resulted in death due to child abuse in 2018 in Japan.

One child dies every week.

Our school is in Osaka. Osaka is third biggest city in Japan.

## Cases of Child Abuse



# Research Questions

- 1. What criteria should we use to judge child abuse?
- 1. What is the largest contributing factor to child abuse?
- 1. What is the Japanese government doing to tackle child abuse now?

## Methodology

### I. Interview School Nurse

Preliminary understanding of the current situation in Japan  
Gaining more knowledge about child abuse  
Confirming the accuracy of web-based information

## Methodology

### II. Discussion with social welfare workers in Osaka

To learn what actions the Osaka government is taking  
To confirm the accuracy of web-based information



# Answers and Analysis

## Social Welfare Workers

Research question 1

What criteria should we use to judge child abuse?

- There's a criteria, but it's vague.
- It is difficult to make a judgement because child abuse is complicated.  
(Osaka Social Welfare Worker)

## Analysis

Research question 1

What criteria should we use to judge child abuse?

☆ Whether parents prevent their children from growing or not.

## School Nurse

Research question 2

What is the largest contributing factor to child abuse?

- The movement away from the **Extended family** to the **Nuclear family**.
- The responsibility of parents is weakening.
- The complex relations between step children & step parents.

### Social Welfare Worker

Research question 2  
What is the largest contributing factor to child abuse?

- There is no largest contributing factor.
- Not only parents and children but also society plays a role.

### Analysis

Research question 2  
What is the largest contributing factor to child abuse?

☆ There are many factors that cause child abuse.

☆ We can tackle child abuse from various perspectives.

### Social Welfare Workers

Research question 3  
What is the Japanese government doing to tackle child abuse now?

(For children)

- Constructing children's nursing homes.

(For prevention)

- Spreading the "189" phone number.

### Social Welfare Workers

Research question 3  
What is the Japanese government doing to tackle child abuse now?

Osaka made TV public service announcements about 189.

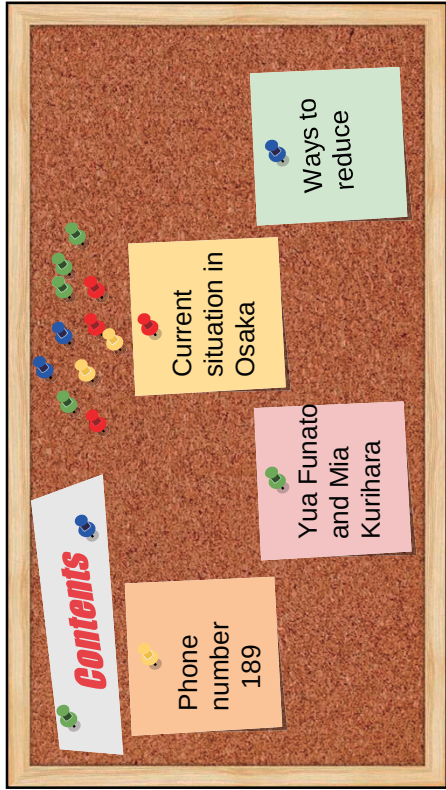
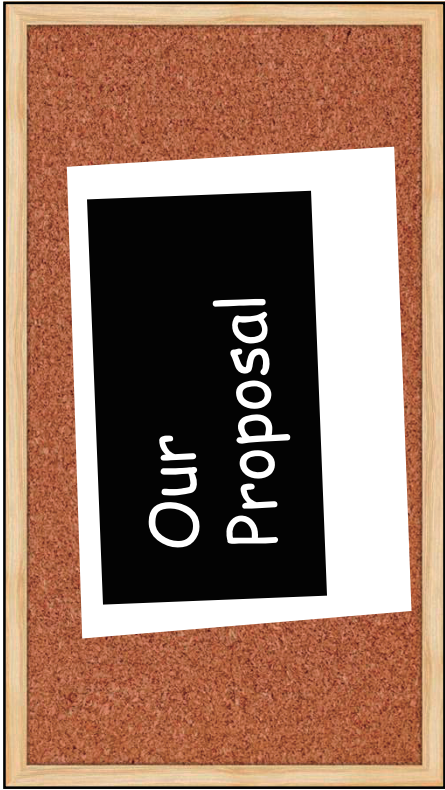
⇒

Raised people's awareness.

⇒

Osaka has the most number of cases.







189

If you feel something strange, please don't hesitate to call the child consultation center.

Help children

**Current Situation**

	H29 Osaka	H29 Japan
Physical	2,421	33,223
Emotional	6,238	72,197
Neglect	2,477	26,818
Sexual	170	1,540

Osaka has the highest awareness of child abuse.

There are many consultations, increasing year by year.

**YUA FUNATO**

One girl died in Meguro due to child abuse by her parents.

If someone could have reported to the consultation center for help about her.

"Mama, I will make more effort and do much, much better tomorrow than I did today, without being told by Papa and Mama, so please forgive me, please, I beg you, forgive me, really, I will never repeat the same things. Forgive me. I will correct what I was unable to do yesterday and what I have done every day. I am sorry that I acted as a fool. I will stop doing a foolish things like playing. I will never ever do that. I do promise."

**MIA KURIHARA**

1/24/2019 (10-year-old)

She was killed by her father.

She had asked for help in a questionnaire at school.

→After that, her father made her write letter to the school 'I had lied and I had not been abused.'





## Indication of Child abuse

Whether parents prevent  
their children from growing  
or not

## Summary

1. Child abuse is a serious issue in Japan.
1. Raising awareness is important.
1. Proposal: booklets, posters, and a webpage

<https://www.japantimes.co.jp/news/2019/02/07/national/crime-legal/police-reported-record-high-80-104-cases-suspected-child-abuse-across-japan-2018/#XGZyeI7I1ic>  
<https://ci.nii.ac.jp/naid/110004677529>  
[https://www.isiade-jst.go.jp/article/jie/46/1/46\\_1\\_53/pdf-char/ia](https://www.isiade-jst.go.jp/article/jie/46/1/46_1_53/pdf-char/ia)  
<https://www.hws-kyokai.or.jp/images/ronbun/vol/201205-04.pdf>  
<https://www.mhlw.go.jp/bunya/kodomo/dv-01.html>  
<https://www.orangeribbon.jp/about/child/abuse.php>  
[https://www8.cao.go.jp/youtu/whitepaper/n2/0nopen.html/html/toku\\_2\\_3.html](https://www8.cao.go.jp/youtu/whitepaper/n2/0nopen.html/html/toku_2_3.html)  
<https://www.orangeribbon.jp/about/child/data.php>  
[https://www.mhlw.go.jp/seisakunitsuite/bunya/kodomo/kodomo\\_kosodate/dv/about.html](https://www.mhlw.go.jp/seisakunitsuite/bunya/kodomo/kodomo_kosodate/dv/about.html)  
[https://www.jiji.com/jc/graphics?pv=soc\\_lvosa-jkenchildren-casualties](https://www.jiji.com/jc/graphics?pv=soc_lvosa-jkenchildren-casualties)  
<https://www.asahi.com/articles/ASL663D72L66UTL00H.html>  
<https://www.japantimes.co.jp/ia/child-abuse/>  
<https://isoraoburin.com/crime-murder-turexp-oyakutai/>  
<https://www.saga-s.co.jp/articles/-/227517>  
<http://www.nhk.or.jp/kaisetsu-blog/100/243780.html>  
<https://rendai.ismedia.in/articles/456028>

## REFERENCES

Thank you  
for listening

## CHILD ABUSE

### Transcript of Child Abuse Awareness Presentation

- Slide 1.** Hello, I'm Arisa Tatsumi, Tomoaki Esaki, Akiko Mihara, Hiroto Tamura, and Miwa Sakoda. Today, we would like to present our research on the topic of "Child abuse"
- Slide 2.** This is the outline of our presentation. First, we would like to talk about the significance of this research and literature review. Then, we will introduce our research questions, methodology, and answers and analysis. Finally, we would like to explain about our proposal with details.
- Slide 3.** These are reasons why we started to do research on child abuse. First, we realized that compared with other countries, currently child abuse is becoming a more serious issue in Japan. As a result, we realized that many children are suffering from child abuse and their rights are being violated.
- Slide 4.** Next, we would like to introduce our Literature Review.
- Slide 5.** According to the Japanese Ministry of Health, Labor and Welfare, the Definition of child abuse is the "Mistreatment of a child by a parent or protector, including neglect, beating, and sexual molestation."
- Slide 6.** Also, child abuse can be divided into 4 types. physical abuse, emotional abuse, sexual abuse and child neglect.
- Slide 7.** In Japan, there were 57,326 cases of child abuse in 2018. As you can see, emotional abuse was the most serious. Osaka is the third biggest city following Yokohama and Tokyo. Our Kansai soka high school is located in



## CHILD ABUSE

Osaka, which has the largest number of cases in Japan. There were also about 50 cases where children died because of child abuse in 2018.

**Slide 8.** This graph shows the kinds of child abuse and the number of child abuse cases in Japan over 21 years. As this graph illustrates, the cases are increasing. In other words, child abuse is becoming a serious issue. Also, we can see that emotional abuse is especially increasing recently.

**Slide 9.** Next, we would like to present our research questions.

**Slide 10.** We have three research questions. Research question 1 asks, “What criteria should we use to judge child abuse?” Research question 2 asks what the largest contributing factor to child abuse is. Lastly, research question 3 asks what the Japanese government is doing to tackle child abuse now.

**Slide 11.** As a first step, we interviewed the school nurse at Kansai Soka high school. The purpose of this interview was to gain a preliminary understanding of the current situation in Japan. We wanted to also gain more knowledge about child abuse, and confirm whether the information derived from the Internet was accurate.

**Slide 12.** Second, we had a discussion with a group of social welfare workers in Osaka. The purpose of this discussion was to gain information about Osaka and learn what the government is doing. We also wanted again to confirm whether the information on the Internet was correct.

## CHILD ABUSE

- Slide 13.** Next, we would like to talk about answers we received from the interview and discussion, and our analysis of that information.
- Slide 14.** First, the discussion we had with the social welfare workers provided us an answer related to research question 1. That answer was that “there’s indeed a criteria, but unfortunately it is vague. As a result, it’s difficult to distinguish the difference between child abuse and parental discipline in Japan”
- Slide 15.** Through our discussion, and during our fieldwork, we came up with one criterion: whether parents prevent their children from growing or not. For example, if parents do not give food to their children, they threaten their children’s growth.
- Slide 16.** Addressing research question 2, the nurse at our school provided us with examples of possible causes for child abuse. She said that the changing family structure from an extended family to a nuclear family was important consideration. She also expressed that the sense of responsibility of parents in Japan is weakening. Lastly, she mentioned that many children are abused by foster or step parents.
- Slide 17.** In addition, we learned in our discussion with the Osaka social welfare workers that the causes of child abuse are complicated. The causes are related to not only parents and children but also society. Therefore, society as a whole needs to take responsibility and take action to reduce child abuse.

## CHILD ABUSE

- Slide 18.** In our analysis for research question 2, we came to realize that since there was no one simple cause for child abuse, we couldn't solve this problem so easily because there are many factors contributing to child abuse. Therefore, we realized that child abuse must be tackled from various perspectives.
- Slide 19.** The Japanese government has been building children's nursing homes. When these children become 18, they must leave them. However, there is still support for those 18 and older. For example, the children's nursing homes can extend the period of residence for up to two more years. During this time, children are required to take lessons to learn about employment, social norms, and cultural manners up until the age of 20. Also, In order to prevent child abuse, people can dial the special child abuse hotline number "189." We can use this phone number to reduce child abuse.
- Slide 20.** "Why does Osaka have the worst ranking for child abuse in Japan?" A social welfare worker responded that from a positive perspective, "This is because people in Osaka have more awareness about child abuse. Osaka began producing public service announcements, as well as other information platforms to educate the public before other prefectures in Japan. Initially, people had a bad impression when learning of the high volume of calls to the hotline in Osaka. Through the educational awareness campaign by promoted by Osaka prefecture, people were able to overcome their negative impression concerning the large number of calls. In other words, they realized that the more calls increased, the more children could be helped."

## CHILD ABUSE

Thus, it is better to encourage the increase in calls rather than ignore the problem.

**Slide 21.** In our analysis for research question 3, we realized, in fact, that the Japanese government is taking some action towards the children's safety.

**Slide 22.** We thought that we, as high school students, can raise awareness of child abuse. This educational approach could help both parents and children to prevent child abuse. We want to explain about the current situation, and making the information available to others.

**Slide 23.** In particular, our proposal is to publish booklets on child abuse, create posters and design a web page to present this information on our school website.

**Slide 24.** The contents of the posters, booklets and website would contain information about the child abuse hotline 189, the current situation, examples of child abuse-in particular, the cases of Yua Funato and Mia Kurihara. In addition, other ways to reduce child abuse would be included.

**Slide 25.** As we considered what high school students could do to decrease child abuse in Japan, we thought it would be good to promote the 189 hotline number. Then, if students knew of someone who has trouble, they could encourage them to call that number to consult about the situation.

**Slide 26.** We thought that the booklets should also inform the students and their parents about the current situation accurately. Compared to other prefectures,

## CHILD ABUSE

the number of consultations in Osaka is the largest. The reasons should be explained well.

**Slide 27.** A terrible incident that was reported by the mass media recently concerned the case of Yua Funato, a young child, who passed away due to child abuse. This is her last message to her Mother. "Mama, I will make more effort and do much better ,without being told by Papa and Mama, so please forgive me, please, I beg you, forgive me, I will correct what I have done every day I am sorry that I acted as a fool. I will stop doing a foolish things like playing. I will never ever do that."

**Slide 28.** In the most recent case publicized by the media, on January 24, Mia Kurihara who was 10 years old died because of child abuse. Before she died, she had asked for help in a questionnaire at school. However her father forced her to write a letter saying that, "I had lied and I had not been abused." Also, for three semesters, she had not gone to school and her father told the school that she was in Okinawa now. She was abused for a long time, including being splashed with cold water in the winter. These stories must be explained accurately so that people will never forget them and never let this happen again.

**Slide 29.** Also, we would like to present our idea for one criteria to judge child abuse. By doing so, parents may become aware that their action is actually child abuse.

## CHILD ABUSE

**Slide 30.** We would like to summarize our presentation. First, we found out that child abuse is becoming a serious problem in Japan. Through the interviews, we discovered that the causes are very complicated. We decided the best way we could contribute to the reduction of the problem was to raise awareness on the issue. In order to do that, we would like to publish a booklet, create a poster and design a webpage.

**Slide 31.** We can share these references upon request.

**Slide 32.** Thank you for listening.

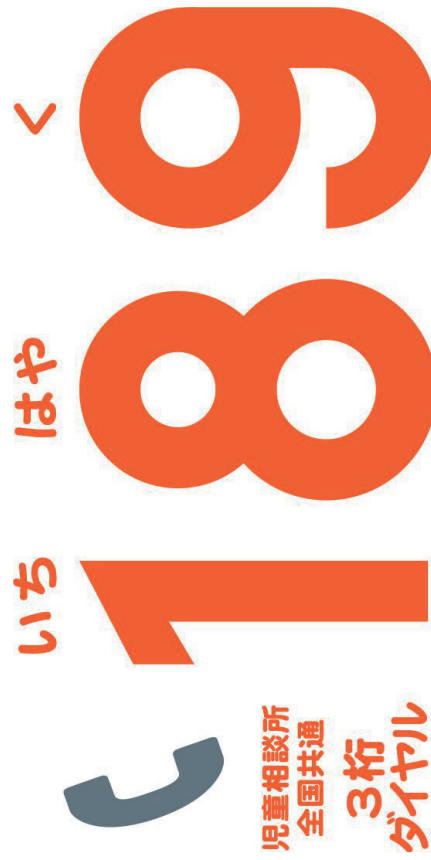
日本では今、虐待に苦しむ子供たちが**6万人**以上います。



# きらわないで、がんばるから



あなたの勇気が命を救います。  
もし、児童虐待かなと思ったら……





きらわないで、  
がんばるから。

児童虐待をゼロに

何か様子がおかしいと思ったら...

間違っても構いません。  
少しの異変にも敏感に。

189  
いち は やく

まで電話を

ラーニンググラスター





きらわないで、  
がんばるから



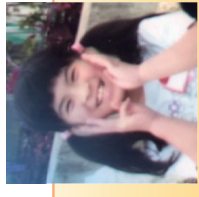
## 1. 奪われた二人の小さな命



近年日本である二人の女の子の小さな命が奪われてしまいました。一つ目の事件は 2018 年

3月に東京都目黒区で起きたものでした。当時まだわずか五歳だった船戸結愛さんは父親からの暴行によりこの世を去りました。結愛さんが残したノートには「ママ、もうパパとママにいわれなくても しっかりとじぶんから きょうよりかもっと あしたはできるようにするからもうおねがいゆるしてゆるしてください おねがいします...これまでどんだけあほみたいにあそんだかあそぶってあほみただからやめる もうぜったいぜったいやらないからね ぜったいやくそくします...」と書かれていました。まだ小学校にも入学してない、文字を書くことを習ってない小さな女の子の悲痛な叫びがこのノートを通して伝わってきます。

二つ目の事件は今年、2019年の1月24日、小学四年生だった栗原心愛さんが父親から冷水のシャワーをかけられるなど虐待を受け、亡くなりました。亡くなる直前、心愛さんは小学校のアンケート調査に「お父さんにぼろ力を受けています。夜中に起こされたり、起きているときにけられたりたたりされたりされています。先生どうにかできませんか」と、回答し、助けを求め、一時は児童相談所に保護されましたが、父親が心愛さんに「お父さんにたたかれたのは嘘です」などと書かせた文書を見せ、児童相談所側が心愛さんに確認するこ



となく、帰宅を認める決定を下してしまい、事件に至りました。

児童虐待事件はこの二人の事件だけではなく、ほかにもたくさんの子供たちが亡くなり、今もお苦しんでいる子供たちもいます。私たちラーニングクラスターの児童虐待をテーマにしたグループは日本で苦しんでいる子供たちを一人でも多く救うために、一年間研究し、今回このパンフレットを作成させていただきました。

## 2. 児童虐待とは

厚生労働省によると児童虐待は主に4種類に分類されます。

一つ目は、殴る、蹴る、投げ落とすなどの体に外傷を与える身  
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四つ目は、言葉による脅し、無視、きょうだい間での差別的  
扱い、子供の目の前で家族に対して暴力をふるうなどの心  
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## 3. 現在の日本の状況

Japan timesの新しい情報によると、2018年日本で起きた児童虐待の件数は **身** **的** **虐** **待** が約一万五千件、**心** **理** **的** **虐** **待** が約三万五千件、**ネグレクト** が約七千七百件、性的虐待が約二百六十件の**総数約五万八千件**でした。中でも**約50件の児童虐待の事件がこどもたちの死につながっている**となり、計算すると**毎週一人のこどもが亡くなっている**ということになります。

<b>身的虐待</b>	14,821
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<b>ネグレクト</b>	7,699
<b>性的虐待</b>	258
<b>児童虐待総件数</b>	57,326

そして、全国で最も児童虐待の相談、通報件数が多い都道府県は**大阪府**です。

しかし、大阪府が他の都道府県よりも児童虐待問題に関するテレビcmやキャンペーンなどの啓発活動を早い段階から行い、府内にいる人々の児童虐待に対する意識を向上させたことがこの相談、通報件数につながっているのではないだろうか。このことから私たちは児童虐待の報告や発見件数を増やし、児童虐待自体をゼロに近づけ、減らすことを目標としています。

## 4. より多くの子供たちを救うためには

児童虐待問題を引き起こしている一番の要因というものはなく、様々な要因が複雑にからんでこの問題を引き起こしています。しかし、それは逆に言えば様々な場所や立場からこの問題にアプローチすることができるといことです。

この問題は決して他人事ではなく、私たちの日常で、近くで起こっている問題です。今回は誰でもこの児童虐待問題の解決に貢献できる方法を紹介したいと思います。それは....



## 5. 「189」と

「189」とは厚生労働省の児童相談所全国共通ダイヤルのことです。

「189(いちはやく)」の三桁の番号になっています。「**あの子、もしかしたら虐待を受けているかも**」とふと思ったり、「**子育てがつらくつい子供に当たってしまう**」と子育ての悩みを持っていたり、「**自分の身の回りに子育てで悩んでいる人がある**」という人はこの全国共通ダイヤルを利用して相談できます。自分の身の回りに目を凝らしてみ、思い当たることがあればこの電話番号を利用しましょう。





# 児童虐待ゼロへ

ラーニングクラスター





がんばるから、きらわないで

-----x

近年日本では、徐々に児童虐待の件数が増えており、深刻な問題となっています。また、児童虐待は多くの子供の様々な権利を侵害しています。そこで私たち、ラーニングクラスターHealing Child Abuseグループは日本の虐待を解決する為に私たちに何ができるのかを模索する為、リサーチをしてきました。

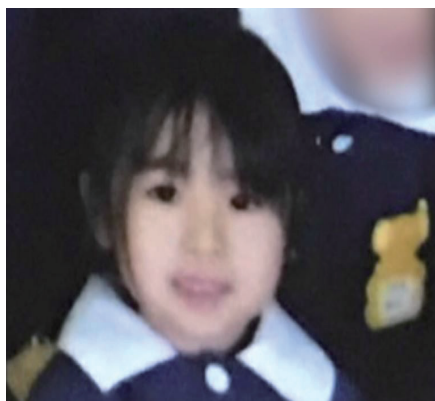
「がんばるから、きらわないで」というフレーズは、児童虐待を受けた子供が実際に使った言葉です。この言葉を思い出すたびに、児童虐待の悲惨さを思い出して欲しいです。



“

## 1. 奪われた二人の小さな命

”



近年、日本である二人の女の子の小さな命が奪われてしまいました。一つ目の事件は2018年3月に東京都目黒区で起きたものでした。当時まだわずか五歳だった船戸結愛さんは父親からの暴行によりこの世を去りました。結愛さんが残したノートには「ママ、もうパパとママにいわれなくても しっかりとじぶんから きょうよりかもっと あしたはで

きるようにするからもうおねがいゆるしてゆるしてください おねがいします...これまでどんだけあほみたいにあそんだか あそぶってあほみたいだからやめる もうぜったいぜったいやらないからね ぜったいやくそくします...」

と書かれていました。まだ小学校にも入学してない、文字を書くことを習ってない小さな女の子の悲痛な叫びがこのノートを通して伝わってきます。



二つ目の事件は今年、2019年の一月二十四日、小学四年生だった栗原心愛さんが父親から冷水のシャワーをかけられるなど虐待を受け、亡くなりました。亡くなる直前、心愛さんは小学校のアンケート調査に「お父さんにぼう力を受けています。夜中に起こされたり、起きているときにけられたりたたかれたりされています。先生どうにかできませんか」と回答し、助けを求め、一時は児童相談所に保護されましたが、父親が心愛さんに「お父さんにたたかれたのは嘘です」などと書かせた文書を児童相談所に見せ、「連れて帰りたい」と要求し、児童相談所側が心愛さんに確認することなく、帰宅を認める決定を下してしまい、事件に至りました。



児童虐待事件はこの二人の事件だけではなく、ほかにもたくさんの子供たちが亡くなり、今もなお苦しんでいる子たちもいます。私たちラーニングクラスター「Healing child abuse」グループは年々事件数が増加しているこの児童虐待事件の減少、苦しんでいる子供たちを一人でも多く救うために、一年間研究し、今回このパンフレットを作成させていただきました。

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Japan timesの新しい情報によると、2018年日本で起きた児童虐待の件数は **身的虐待**が約一万五千件、**心理的虐待**が約三万五千件、**ネグレクト**が約七千七百件、性的虐待が約二百六十件の**総数約五万八千件**でした。中でも**約50件の児童虐待の事件がこどもたちの死につながるもの**となり、計算すると**毎週一人のこどもが亡くなってしまっている**ということになります。

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児童虐待総件数	57,326

そして、児童虐待の相談、通報件数が一番多い都道府県は大阪府です。

しかし、**相談件数や通報数が多いことは大阪で一番多く児童虐待事件が起きているというわけではなく、大阪府がほかの都道府県よりもこの児童虐待問題に関してのテレビcmやキャンペーンなどの啓発活動を早い段階から行い、府内にいる人々の**児童虐待に対する意識の高さ**がこの相談、通報件数につながっているのです。**

“

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児童虐待問題を引き起こしている一番の要因というものはなく、様々な要因が複雑にからんでこの問題を引き起こしています。しかし、それは逆に言えば様々な場所や立場からこの問題にアプローチすることができるということです。この問題は決して他人事ではなく、私たちの日常で、近くで起こっている問題です。今回は誰でもこの児童虐待問題の解決に貢献できる方法を紹介したいと思います。それは....

いちはやく

「189」！です

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## 5. 「189」とは

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「189（いちはやく）」の三桁の番号になっています。「あの子、もしかしたら虐待を受けてしまうかも」とふと思ったり、「子育てがつらくてつい子供に当たってしまう」と子育ての悩みを持っていたり、「自分の身の回りに子育てで悩んでいる人がいる」という人はこの全国共通ダイヤルを利用して相談できます。自分の身の回りに目を凝らしてみて、思い当たることがあればこの電話番号を利用しましょう。





あなたの勇気の一步が命を救う。

きらわないうで、  
がんばるから

児童相談所全国共通ダイヤル

いちはやく  
**189**

- これ、児童虐待かと思った時
- 子育ての相談をしたい時

にお電話を。

\* 匿名で連絡できます。

ラーニングクラスター Healing Child Abuse group

# きらわないうで、 がんばるから

下のURLから私たちが作ったブックレットのPDFもご覧ください。

URL貼る  
URL貼る  
URL貼る

## 児童虐待とは

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四つ目は、言葉による脅し、無視、きょうだい間での差別的扱い、子供の目の前で家族に対して暴力をふるうなどの **心理的虐待**。


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## 相談するには、、、

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1. 189(児童相談所全国ダイヤル)に連絡。
2. 信頼できるネットサイトで相談。





# きらわないうで、 がんばるから

## 児童虐待を判断する判断基準は？

児童虐待はとても複雑な問題なので、判断基準を一つに定めることは難しいです。そこで私たちは、「親が子供の身体的成長を妨げているかどうか」を一つの判断基準とすることを提案します。例えば、ご飯を与えない、病院に行かせない、暴力を振るう、乳児にハイヒールを無理やり履かせるなどは、児童虐待になります。

## 児童虐待の最も大きな要因とは？

児童虐待の要因は複雑かつ複数の要因が絡み合っているので、これといった最も大きな要因を示すことはできません。保護者のみが要因なのではなく、子供自身や社会までもが要因となりえます。例えば、保護者が未熟で子供よりも自分のことを優先してしまう、また保護者自身が虐待経験をもっていることなどがあげられます。また、子供が障害をもっていたり、何らかの育てにくさがある場合もあります。そして、経済苦や、親戚や地域と疎遠になり、孤立していることなども児童虐待の要因になります。これらのことから、児童虐待という問題を解決するためには、様々な角度から様々な方法で取り組んでいくことができることがわかりました。

## 日本政府は何をしているの？

日本政府の取り組みで強い影響力を持つものは、児童相談所を建設と、児童相談所全国ダイヤル(189)の構築でした。児童相談所は、保護者が亡くなった、または育児放棄した際に取り残された子供たちを保護し、育てる施設です。また、旅行や出張などでどうしても子供の預かり手がない場合に子供を預けることもできます。全国ダイヤルは、虐待の可能性がある場合、市民から通報を受ける場所ですが、それと同時に、無料で児童虐待をしてしまう保護者の相談に乗る電話でもあります。また、公明党は一昨年、通報をうけて 48時間以内に子供と面会することができなければ、強制自宅操作を認めるというルールを定めました。

## LGBTQ+ ISSUES

Learning Cluster 2018  
High School Peace Proposal

### **LGBTQ+ Research in Kansai Soka High School** LGBTQ+ Research Group

44th Class: Sakura Naka, Ayumi Otsuji  
45th Class: Yuichi Sakemi, Shota Kuwabara

#### **Purpose**

Our theme of Learning Cluster in this year is “Human Rights”. Then, why we chose LGBT as a topic among many global issues? This was because, last year, many hate speeches towards LGBT were picked up in Japanese news. It means the concern of society towards LGBT is rising recently. Thus, we decided to research this topic. Our purpose to research about LGBT is to contribute to building the society where everyone can live comfortably without discrimination. Each person’s life is equal from the perspective of Buddhism. From the perspective of Buddhism, LGBTQ is one of amazing characteristics as cherry, plum, peach and the damson possess the eternally endowed three bodies. Therefore, being LGBT is nothing special and of course their human rights have to not only be protected but also be respected as same as of straight people.

#### **Background research**

First, we would like to explain basic information about Sexual Orientation and Gender Identity, commonly known as SOGI. One's sexual orientation and gender identity are

## LGBTQ+ ISSUES

like gradation. It is mainly decided by four points: identity, attraction, expression, and sex. But the border is vague, so our gender is like more women-ness or more men-ness. We're all assigned gender at birth, but sometimes that gender assignment doesn't match. However, some people tend to think sexual orientation must be either men or women. Those who don't fit the criteria have suffered from discrimination. During our background research, we could determine to research LGBT deeply which stands for Lesbian, Gay, Bisexual, and transgender.

People who belong to LGBT mainly have two kinds of difficulties in Japan. One of them is legal. They can't receive some of the medical care and get married to a same-sex partner. Another one is social. The environment to accept them is lacking because of lack of knowledge. As an example of legal difficulties, in 2015, the partnership demonstration which allows a same-sex partners' marriage was decided at the conference in Tokyo, but this is just a treaty, not legal. They cannot even marry with a person who they love. However, some countries have an LGBT friendly society. For example, in Canada, the enactment of the Civil Marriage Act in 2005 was a milestone in sexual orientation equality rights, by allowing same-sex couples to be married. Moreover, the current president participated in Toronto's annual Pride parade. Those laws and movement affected to build LGBT friendly society in Canada.

As high school students, we researched the situation of Japanese high school LGBT

## LGBTQ+ ISSUES

Students cannot coming-out that ‘I’m an LGBT’ to others. Here are mainly two factors.

First, they are afraid of not being understood by people around them.

Second, LGBT students think that “I may be bullied or discriminated by coming out to others.” This is one of the factors called fear. That’s why LGBT students cannot open their heart and express themselves as they are. Men tend to be more damaged by being bullied and discriminated by unconsciousness words related to LGBT.

In school life, there are many difficulties for LGBT students such as clothing, hair, toilet, Designation, swimming. The school system is clearly separated into boy and girl. In this system, LGBT students are recognized whether you are a boy or girl by their name, and by their appearance. As long as these difficulties and system exist, LGBT students will not live comfortably in school. Schools have to allow them and make it possible to act according to their own sex.

### **Research questions**

From this background research, we felt the significance of taking actions toward making LGBT friendly society. As high school students, we thought we should start from the environment around us. Thus we decided to focus on our school, Kansai Soka. We have 3 research questions.

1. What kind of environment is comfortable for LGBT students?
2. How can we raise Kansai Soka Students’ awareness about LGBT students’ rights?



## LGBTQ+ ISSUES

3. How can we support LGBT students in Kansai Soka high school?

### Methodology

As a methodology, we distributed a questionnaire and conducted interviews.

### Questionnaire

These three are the purposes of conducting a questionnaire.

- To raise awareness of Kansai Soka High School students
- To know the current situation for LGBT in Kansai Soka High School
- To find lacking points of Kansai Soka High School environment

The reasons why we had these purposes are, first, we felt our schools' students are unconscious of the presence of LGBT. Second, we thought we had better know the current situation in our school. Third, we wanted to find lacking and necessary points to make our school comfortable for them. We asked 5 questions to students in Kansai Soka high school, and 129 students answered it. Here are the results.

Please look at this graph. The first question is, "Have you ever heard the word 'LGBT'?" As you can see, about 88% of students answered yes and 12% answered no. Next question is, "Do you know each meaning of L, G, B, and T?" and about 80% of students answered yes and 20% answered no. From the results of the 1st and 2nd questions, we were able to surprisingly know quite a few students know the word LGBT.

In contrast, in the third question, "Have you ever heard the word 'SOGI'?", only

## LGBTQ+ ISSUES

25% students answered yes. Additionally, in question four, “Do you know all people are belonging to SOGI?”, only 17% of students answered yes.

From those four results, we can find out that familiarity with the word “LGBT” is higher than “SOGI.” This is because SOGI is a relatively new word, spread in these days. However, we think the difference between both words is related to the interest of gender issues’ recognition among the students. At the same time, since SOGI includes everyone, we felt the necessity of making the way of thinking common.

### **Interview**

These three are the purposes of conducting interview.

- To gain new opinions
- To understand our school systems
- To find the ways to take actions

We interviewed 4 adults in our school. School Counselor, School nurse, Health and physical education teacher, and Social studies teacher. From School Counselor, we learned that imagining LGBT students’ feeling is important. Second, school nurse taught us the existence of LGBT students clearly. And, Health and physical education teacher told us the approaches that teachers are taking toward making LGBT friendly school. For example, some teachers attend a seminar about LGBT and report what they learned in teacher’s meetings. Social studies teacher taught us that we should not change school regulations

## LGBTQ+ ISSUES

rapidly. In our school, it is banned to date with a person who has opposite sex to keep the order as Kansai Soka High School students. It is also banned to associate with an opposite-sex-person deeply. We used to think to change the school regulation will be a better way for LGBT students because teachers tend to judge a relationship by their biological sex (appearance.) However, he told us sudden changes in the rule may cause a collapse of the school order and the changes have to be made gradually and carefully.

From the interview, we were able to find crucial points. First, we could define what a comfortable environment is for LGBT students. That is “Each individual has to have a consciousness for LGBT students” In specific, each student have to imagine what kind of words and action may hurt LGBT students, and have to avoid the unconsciousness words or actions. Second, we were able to clarify what we should do at first, which is and contributing to change the society by spreading the knowledge about LGBT and SOGI.

### **Proposal**

To make Kansai Soka high school LGBT friendly school, we came up 3 action plans. First one is making a character. This is Yuki. In Japan, the name Yuki is used by all genders, and Yuki means Courage in Japanese. We will use Yuki to attract students’ attention through our activities. Second, we will make posters which utilized the information from the result of our questionnaire by using Yuki. For example, since students did not know about SOGI, we would like to explain what SOGI is. Also, we would like to show what kind of words or

## LGBTQ+ ISSUES

actions that students have to care about.

We will put the posters on the wall of restroom and classroom so that everyone can see them at least once a day. Third one is Rainbow Ribbon Project. We will distribute rainbow colored ribbon to students who support LGBT students. The more the number of people with rainbow ribbon increase, the more our school will be LGBT friendly school. From these actions, we would like to make each student has consciousness mind and the environment that LGBT students can express themselves as they are without discrimination.

### **Summary**

Again, being LGBTQ is nothing special and it is amazing characteristics. Through our research including FW, we felt the significance of respecting humanity of individuals. However, in this society, because people do not have correct and warm knowledge about them, their human rights tend to have been violated. So, we believe that spreading correct and warm knowledge to high school student who will take on the future society will change the society in the future. Also, we would like each of you to support LGBTQ friends who are around you if they are suffering from their sexual identities. Please encourage them that they are amazing and please do not give up supporting them even if they are closing their heart.



Kansai Soka

School

Senior High

LGBTQ+

Research in

Kansai Soka High

School

Ayumi Otsuji

Yuichi Sakemi

Sakura Naka

Shōta Kuwabara

Outline

□ Purpose

□ Background research

□ Methodology

□ Proposal

□ Summary

Significance

In 2018, hate speeches towards LGBTQ+ were highlighted in Japanese news

Recently, society's concern towards LGBTQ+ is increasing.

To build a society where everyone can live comfortably without discrimination.

5

The cherry, the plum, the peach, the damson—in its own entity, without undergoing any change, possesses the eternally endowed three bodies.

" The Record of The Orally Transmitted Teachings "

Part 2, p. 200

6

# Background Research

7

# HAVE YOU EVER HEARD OF SOGI ?

## SOGI

### Sexual Orientation & Gender Identity

Identity

Attraction

Sex

Expression

Gender

Women-ness

Female-ness

Men-ness

Male-ness



## Sexual Orientation and Gender Identity

**L**esbian      **G**ay  
**B**isexual      **T**ransgender  
**Q**ueer      **Q**uestioning

## Difficulties in Japan

- **Legal**
  - To receive medical care
  - To get married
- **Social**
  - Lack of acceptance

## LGBTQ+ in Japan

In 2015, the partnership demonstration which allow a same-sex partners' marriage was decided at the conference in Tokyo.

↑ **Not legal**

## LGBTQ+ in Canada

### Legal protection

- Civil Marriage Act in 2005
  - Allowed **same-sex couples to be married**
- ### LGBTQ+ Friendly Society
- Prime Minister Trudeau
  - The current prime minister participated in Toronto's annual Pride parade.



## LGBTQ+ in Japanese high school

"whether it will be understood"  
"I may get bullied and discriminated"

**LGBTQ+ Students are not able to open their heart**

➡ Due to uncomfortable environment







## LGBTQ+ in Japanese high school

Problems for LGBTQ+ in school are...

- Clothing
- Designation
- Hair
- Toilet
- Swimming

➡ Schools have to consider and support LGBTQ+ students.





# Research Questions



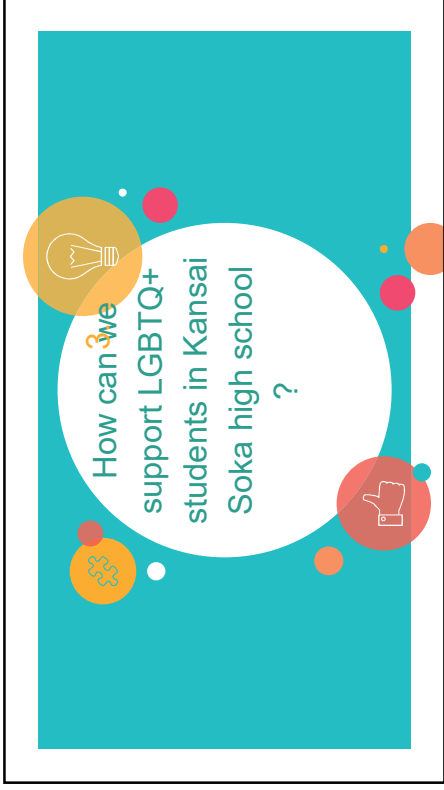


## 1. What kind of environment is comfortable for LGBTQ+ students?





2.  
How can we raise  
Kansai Soka  
Students' awareness  
about LGBTQ+  
students rights?



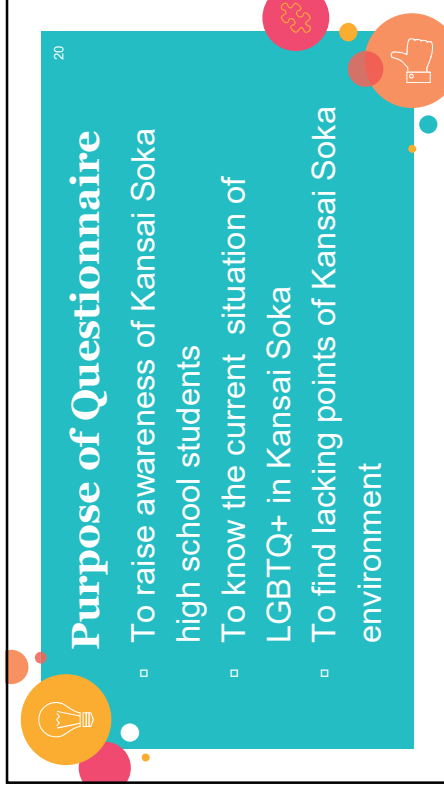
How can we  
support LGBTQ+  
students in Kansai  
Soka high school  
?



19

# Methodology

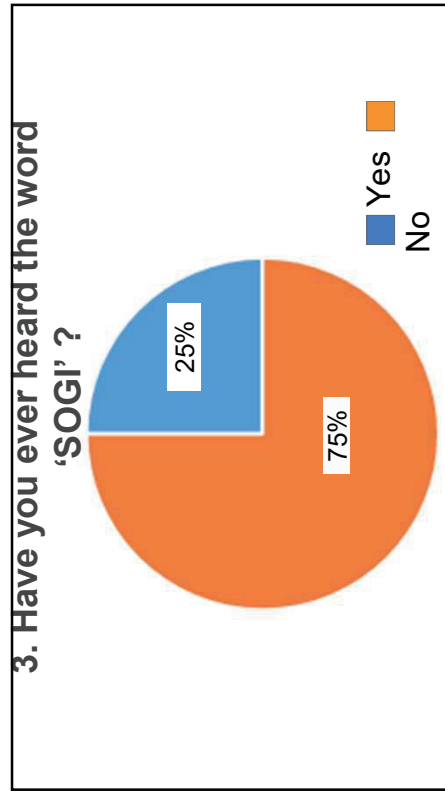
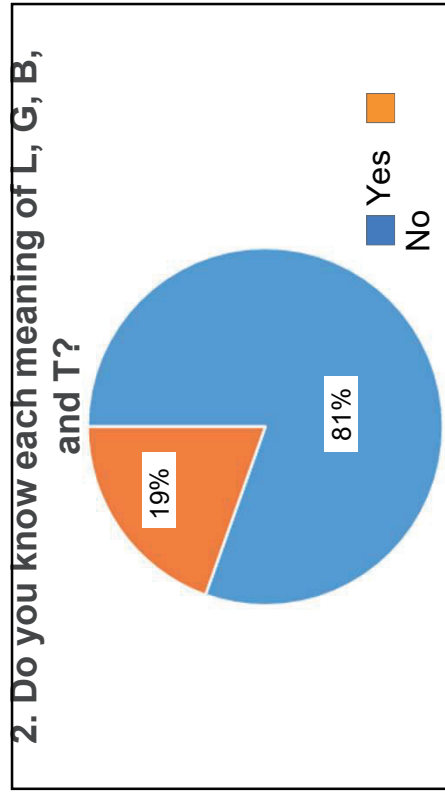
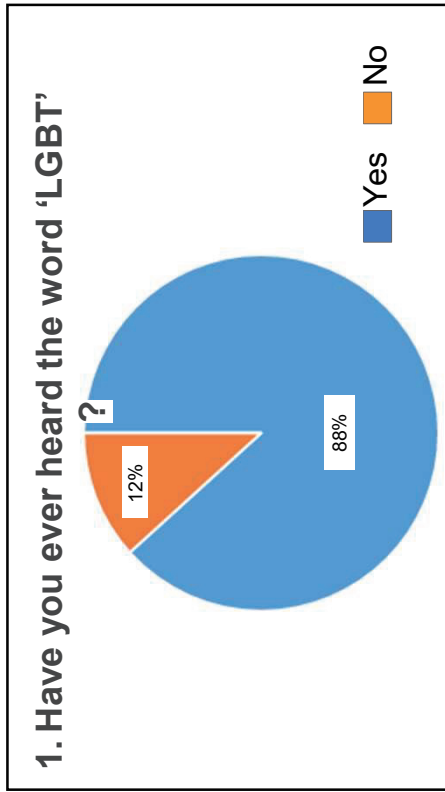
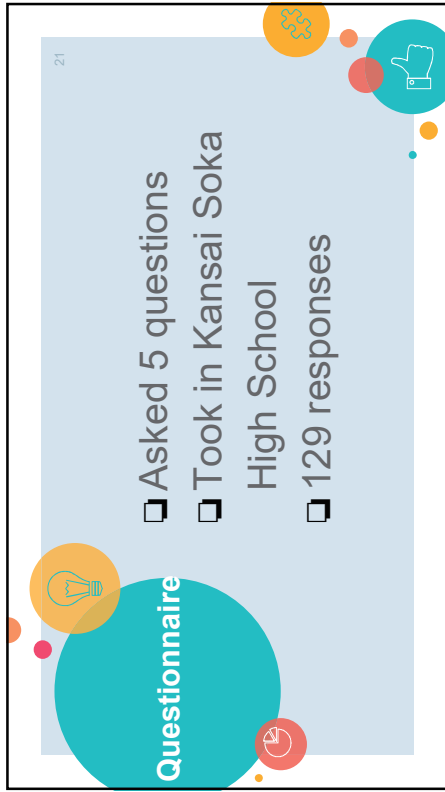
- 1.Questionnaire
- 2.Interview



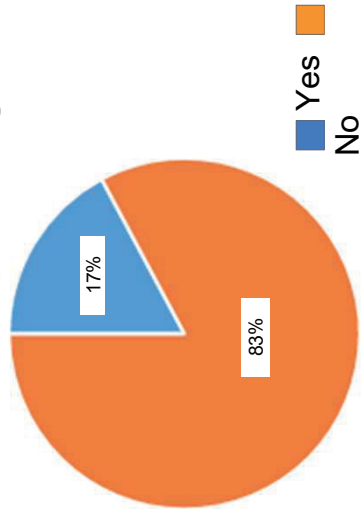
20

# Purpose of Questionnaire

- To raise awareness of Kansai Soka high school students
- To know the current situation of LGBTQ+ in Kansai Soka
- To find lacking points of Kansai Soka environment



#### 4. Do you know all people belong to SOGI?



#### Familiarity

SOGI < LGBT



WE MUST MAKE  
THIS COMMON

#### 5. Do you have any idea to improve Kansai Soka's situation

- ☐ **Facility** → Bathroom for all gender
- ☐ **Moral** → Mutual respect
- ☐ **Behavior** → SOGI , Same-gender marriage
- ☐ **Education** → Health textbook



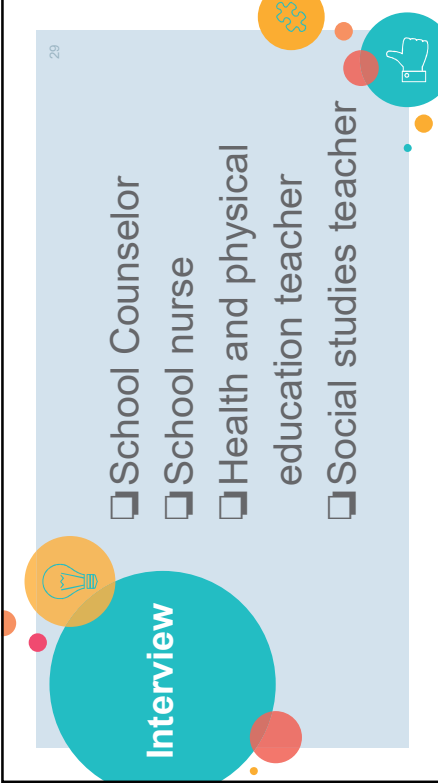
#### Purpose of Interview

- ☐ To gain new opinions
- ☐ To understand our school systems
- ☐ To find ways to take actions

29

## Interview

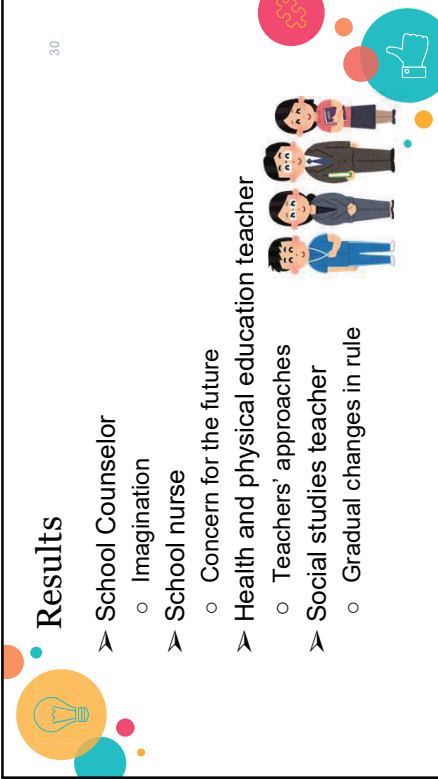
- ☐ School Counselor
- ☐ School nurse
- ☐ Health and physical education teacher
- ☐ Social studies teacher



30

## Results

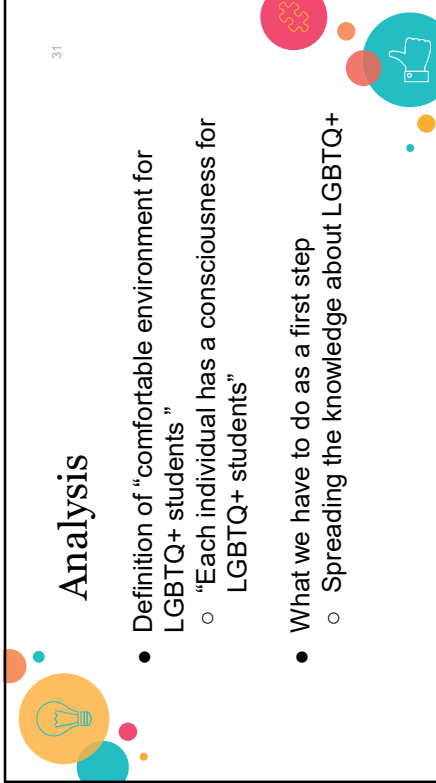
- School Counselor
  - Imagination
- School nurse
  - Concern for the future
- Health and physical education teacher
  - Teachers' approaches
- Social studies teacher
  - Gradual changes in rule



31

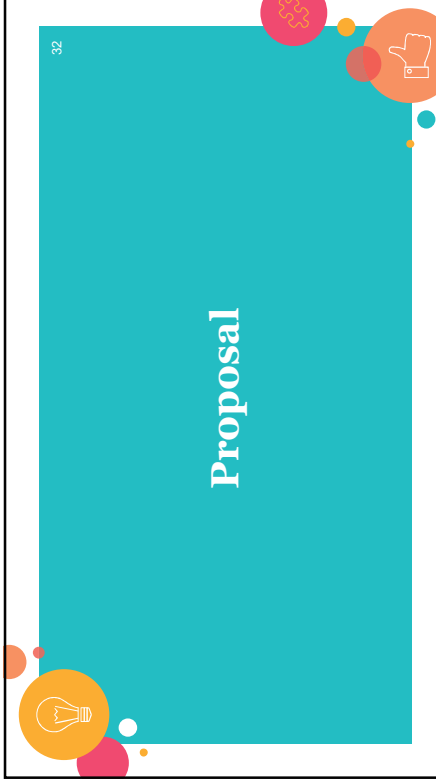
## Analysis

- Definition of "comfortable environment for LGBTQ+ students"
  - "Each individual has a consciousness for LGBTQ+ students"
- What we have to do as a first step
  - Spreading the knowledge about LGBTQ+



32

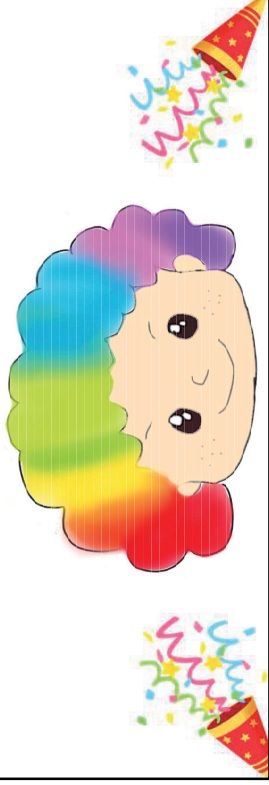
## Proposal





# Yūki

This name means COURAGE in Japanese



33

## Action plan

- **Making posters**
  - Utilizing informations from questionnaire
  - Using Yuki
- **Rainbow Ribbon Project**
  - Promoting that “I support the concept of SOGI and LGBTQ+ students!”

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Thank you!

Any questions?

35

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<https://www.pinknews.co.uk/2018/04/20/canadian-prime-minister-justin-trudeau-to-win-lgbt-rights-champion-award/>  
[http://www.sangin.go.jp/japanese/annal/chousa/ippou\\_chousa/backnumber/2017.pdf/20171109003.pdf](http://www.sangin.go.jp/japanese/annal/chousa/ippou_chousa/backnumber/2017.pdf/20171109003.pdf)  
<https://www.mentalhelp.net/articles/what-is-the-meaning-of-lgbt/>  
<http://ok2bme.ca/resources/kids-teens/what-does-lgbtq-mean/>  
<http://lobrainbow.net/heerosexual>  
<http://ispionline.com/sexual/2015/03/the-genderbread-person-v2/>  
<http://www.mentalhelp.net/articles/what-is-the-meaning-of-lgbt/>

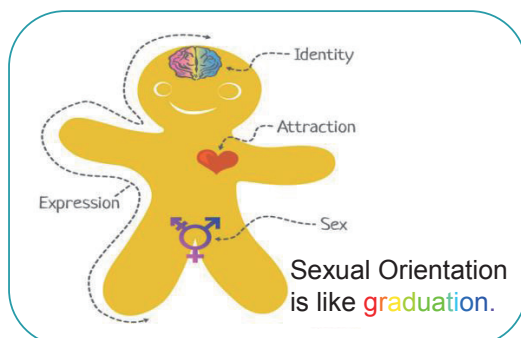
36

+SOGI  
Sexual Orientation &  
Gender Identity

**LGBT**  
Lesbian, Gay, Bisexual, Transgender

H44 Ayumi Otsuji  
Sakura Naka  
H45 Shota Kuwabara  
Yuichi Sakemi

## Background Research



**1/13**

This proportion is  
same to left-handed  
and people who are  
blood type AB.

A same-sex  
partners' marriage  
**Not Legal**

In Japan

**Focused on  
Kansai Soka  
high school**

## Research Question

1. What kind of environment is comfortable for LGBT students? How can we support LGBT students in Kansai Soka?
2. How can we raise Gakuen students' awareness about LGBT students rights?
3. Are there any systems that we can apply to our situation?

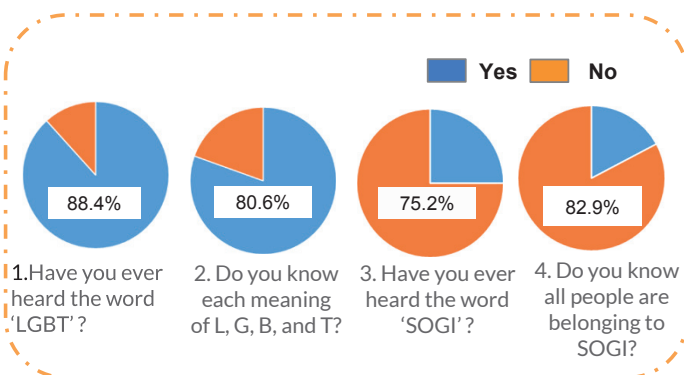
## Methodology

### Questionnaire

- To raise awareness
- To know the current situation
- To find lacking points

### Interview

- To gain new opinions
- To understand our school system
- To find ways to take actions



Lack of  
SOGI's  
way of  
thinking!

Interview with 2 teacher,  
school nurse, and  
counselor

Rapidly  
changing  
the school  
regulations

Changing  
the flow of  
society by  
spreading  
knowledge

## Proposal



Poster



Rainbow  
Ribbon Project



Raise the awareness  
of Kansai Soka high  
school students

Contribute to build  
LGBT-friendly  
Society

# NUCLEAR ABOLITION

Learning Cluster 2018  
High School Peace Proposal

## **Nuclear Abolition: A Humanitarian Perspective**

Nuclear Abolition Group

44th Class: Emi Kuroda, Akemi Terukina  
45th Class: Rei Hagihara, Marine Uemura, Sakiko Ochiai

### **Background Research**

Nuclear weapons are weapons of mass destruction (WMD). They have the tremendous power to kill masses of civilian lives indiscriminately. The fact that nuclear weapons took the lives of more than 140,000 people in Hiroshima and 70,000 people in Nagasaki is well-known. Nuclear weapons also have long-term effects on the human body and the environment. Atomic-bomb survivors, even now, suffer from leukemia and cancer, and some islands are still severely polluted and have become uninhabitable due to nuclear testing.

Only one nuclear weapon can cause devastating effects, but numerous nuclear weapons (NWs) are possessed by nine countries. Russia and the US possess most nuclear weapons, and in total, 15,000 nuclear warheads exist on the planet (Figure1). The governments possessing nuclear weapons tend to have the mindset of self-preservation, wishing to protect their own country from outside attack. They also concern themselves with the potential profit that can be earned through the sale of their NWs.

## NUCLEAR ABOLITION

Various NGOs are working to change this situation through international cooperation. In particular, they promote nuclear abolition by arguing the impact of nuclear weapons on people's health, societies, and the environment. Before, these impacts were not at the center of discussions regarding nuclear weapons. However, thanks to the International Campaign to Abolish Nuclear Weapons (ICAN) and other NGOs, countries have started coming together to discuss the humanitarian impacts of nuclear weapons. This phenomenon is being called the Humanitarian Initiative.

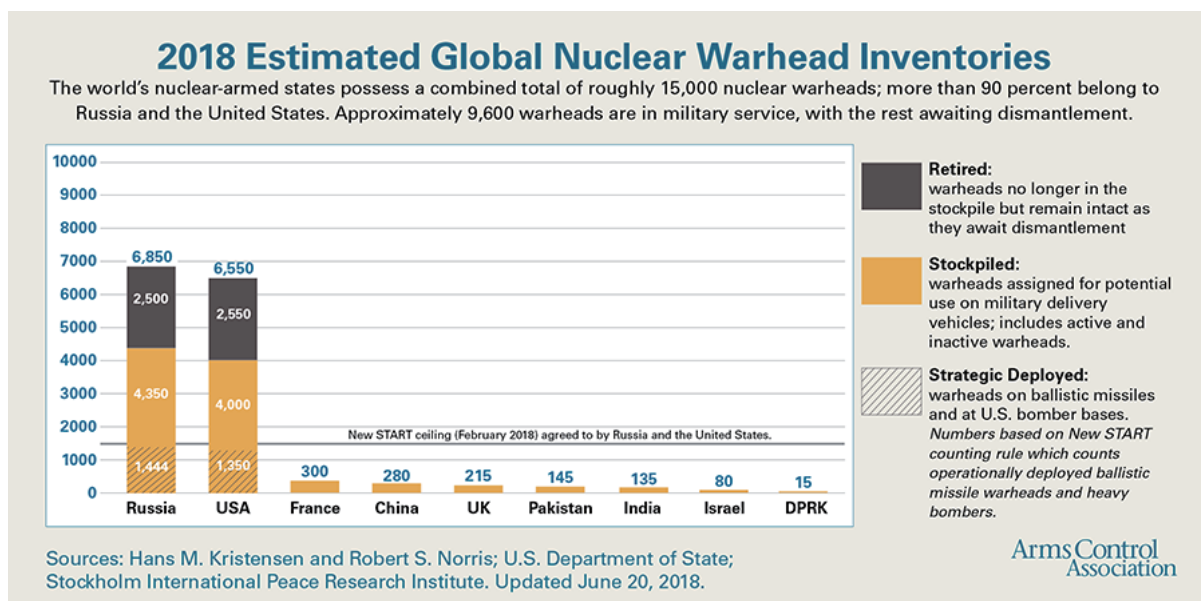


Figure 1 (Arms Control, 2018)

### Research Questions

We believe that no one's human rights should be violated and nuclear abolition must be achieved as soon as possible. In reviewing the literature, we realized that we didn't quite understand why numerous states continued supporting the creation and possession of nuclear

## NUCLEAR ABOLITION

weapons. To successfully promote nuclear abolition, we thought that we should first understand their perspective and then hopefully use this information to persuade nuclear weapons states.

Thus, our first research question is “Why do nuclear weapons states continue to possess nuclear weapons?” We have two reasons for asking this question. First, we wanted to understand the reasoning behind why nuclear weapons should exist. The other reason is to strengthen our opinion for advocating nuclear abolition. We felt that without understanding why nuclear weapons still exist, our opinions to promote nuclear abolition may sound weak or one-sided. Our second research question is “Considering the answer from RQ1, how can nuclear abolition can be promoted from a humanitarian perspective?” From our literature review, we understood that a humanitarian perspective is important to promote nuclear abolition. However, the approach of supporting nuclear abolition from a humanitarian perspective was unclear. We wanted to draw a clear connection between the argument of nuclear weapon supporters and nuclear abolition supporters.

### **Methodology**

In order to answer our research questions, we conducted email interviews to Ms. Masako Toki, Education Project Manager and Research Associate at Middlebury Institute of International Studies at Monterey, and Akira Kawasaki, the Executive Committee of Peace



## NUCLEAR ABOLITION

Boat, a global NGOs that promotes nuclear abolition. We also researched with books and articles regarding nuclear weapons construction, use and related treaties.

### Results

#### **RQ1: “Why do nuclear weapons states continue to possess nuclear weapons?”**

In order to answer RQ1, we researched the 9 countries that possess nuclear weapons. Through our research, we found that nuclear weapons are possessed for mostly defensive purposes. They are being used as a means of protecting their own country. Also, possessing nuclear weapons is one way to show the extent of a country's military power.

The United States and Russia use nuclear weapons to avoid military conflict. If one country launches nuclear weapons towards the other country, that country has the ability to launch back. In this situation, both countries that launch missiles at the same time and retaliate will suffer from severe damage by nuclear weapons. In order to avoid this situation, both countries keep threatening each other not to launch their nuclear weapons. This is concept is known as “Mutual Assured Destruction” (MAD) and is widely known as the doctrine that supports the possession of nuclear weapons (Ikegami, 2018).

China use nuclear weapons to display their power to the world. They try to be the strongest country after the US and Russia.

The United Kingdom and France use nuclear weapons to prepare for possible

## NUCLEAR ABOLITION

assaults from other countries. After the cold war, there was an opinion to question the necessity to keep possessing nuclear weapons in both the UK and France. However, they both decided to keep them for the reasons that nuclear weapons are the most reliable weapons to protect their countries, yielding the ability to deter outside attacks (Hisako, 2011; Suzuki, 2012).

North Korea uses nuclear weapons as bargaining chips in international negotiation. They have gained political and financial advantages by promising they will stop nuclear development or dismantle nuclear weapons (Council on Foreign Relations, 2018).

Pakistan, India, and Israel use nuclear weapons to fight against their adversaries. When each these countries started possessing nuclear weapons, hostile relationships sparked the race to obtain more nuclear weapons in order to balance the military powers. Pakistan embarked on nuclear development after India started (NTI, 2016), and Israel acquired nuclear weapons to have dominant power in Middle East (Sunohara, 2010).

**RQ2: “Considering the answer from RQ1, how can nuclear abolition can be promoted from a humanitarian perspective?”**

In order to answer RQ2, we first researched ICAN’s activities. ICAN is the one of the largest organization working towards nuclear abolition. They have made efforts towards the creation of a treaty banning nuclear weapons as a practical step to realize nuclear

## NUCLEAR ABOLITION

abolition. In order to actualize the prohibition of nuclear weapons, ICAN stresses the need to emphasize the humanitarian risks of NWs by sharing the stories of hibakusha and the survivors of nuclear testing and use. First, they ask various Hibakusha, or atomic-bomb survivors, to share their experiences with the world. The messages and experiences of Hibakusha are shared on ICAN's website. Second, they spread awareness with short, creative videos shared on social media and encourage people, especially youth, to urge their governments to join the Treaty on the Prohibition of Nuclear Weapons (TPNW). Third, they ask support from experts to be involved in the movement towards nuclear abolition. In addition, there are many other activities done by ICAN such as signature collecting campaigns. As mentioned in the methodology section, we contacted Mr. Kawasaki, and he sent us his book, "Nuclear Weapons Can Be Abolished." In the book, he emphasized that listening to Hibakusha (atomic bomb survivors) experiences is the best way to know the intrinsic importance of being human. Hibakusha continue to focus on exposing the inhumanity of nuclear weapons. We also asked Ms. Masako Toki how we can promote nuclear abolition, and what actions ICAN and other NGOs are taking to address nuclear deterrence advocates. First, she acknowledged the difficulty of refuting opinions that support nuclear deterrence, but she said that one can mention the lack of guarantee of the effectiveness of nuclear deterrence. Second, she mentioned that at this point, nuclear abolition supporters and the opposition are not listening to each other's opinions. ICAN is taking a

## NUCLEAR ABOLITION

strong stance to promote nuclear abolition and have no intentions of compromising their position. In order to find reconciliation between both sides, we need to find a common ground and bring the two sides closer. Lastly, Ms. Toki described the importance of educating the younger generation. Since it is difficult to change people's ideas, especially those who already have firm beliefs, the youth of younger generations must understand the necessity of nuclear abolition for the future.

### Discussion

The results of our efforts suggest that ① supporters of nuclear weapons emphasize the advantages of possessing nuclear weapons, which are only for their own countries. ② On the other hand, those who support nuclear abolition emphasize the disadvantages of using nuclear weapons. They urge that nuclear deterrence does not prevent nuclear war, and that non-state actors, such as terrorist groups, may use nuclear weapons, in addition, nuclear weapons can launch or explode accidentally.

Based on the discussion, we concluded there are two keys to promote nuclear abolition. In order to persuade those who are against nuclear abolition, we need to emphasize ① the weakness of nuclear deterrence, explaining that nuclear abolition is safer and more advantageous for humanity. ② Continue emphasizing the dangers of using nuclear weapons, as well as the numerous catastrophic effects on human beings and the environment.

## NUCLEAR ABOLITION

### Proposals

Based on our research, we have made two proposals this year for Kansai Soka High School. The first proposal is to share the two opinions that promote nuclear abolition, mentioned in the discussion section. According to the research done by our seniors, students at our school feel that nuclear weapons should be abolished, but they do not have clear reasons why. In order to help them better understand and become able to promote nuclear abolition more effectively, we think they need to recognize danger of nuclear deterrence and danger of using nuclear weapons. To achieve this, we will insert Japanese subtitles on videos that were created for promotion by ICAN. We originally wanted to create a video by ourselves, but we found that ICAN had already made several creative and attractive videos. Thus, we decided to translate one of these videos into Japanese (see appendix). This video includes the weakness of nuclear deterrence and the danger of nuclear attacks. Using videos made by ICAN, we want to provide clear reasons to Kansai Soka High School students regarding why nuclear abolition is important.

Second, we suggest handing over our research to future classes to advance Kansai Soka's research on nuclear abolition. Since Kansai Soka students will continuously research the topic of nuclear abolition, we felt that organizing what we learned, as well as documenting our struggles would be beneficial for future generations. Therefore, we compiled all our findings related to nuclear abolition on Google Slides, with the title, "The



## NUCLEAR ABOLITION

Road to a New Clear World without Nuclear Weapons.” This file includes basic information on nuclear weapons, the treaties and frameworks for nuclear abolition, and the current political situation of nuclear weapons states, as well some advice from current LC members.

We hope this file will help future Kansai Soka students’ research on nuclear abolition.

### **Personal Reflections**

#### **Emi Kuroda**

Through this one year of researching about nuclear abolition and having many discussions as well as lecture sessions with various academics and professionals, I was able to establish a firm foundation for the conviction that nuclear abolition must be achieved and I also learned the importance of Soka philosophy.

I chose to research this topic since I wanted to understand why Soka school founder, Dr. Daisaku Ikeda, has been putting so much time and effort to promote nuclear abolition. In addition, I wanted to gain more knowledge about nuclear abolition because my knowledge was limited, even though I supported this way of thinking. Though, I knew little about nuclear abolition, I actually was very optimistic about supporting the idea. However, the more I researched current political situations and nuclear deterrence, the less I was confident to say out loud that nuclear abolition can be achieved or must be achieved.

What gave me a great hope and courage were those who I met during the overseas

## NUCLEAR ABOLITION

fieldwork, especially Ambassador Chowdhury and Dr. David Krieger. What impressed me the most was their passion. I could clearly see their confidence and firm conviction coming from their eyes, attitude, and each word they said. Ambassador Chowdhury encouraged us by saying, “There will be people always having a different opinion. But we will continue to explain our thinking, telling what benefit we can get from nuclear abolition...” Dr. Krieger, who has been a leader in many global movements to abolish nuclear weapons, taught us nuclear deterrence only provides psychological barrier not physical barrier. His idea of deterrence made perfect sense, and I was able to understand what exactly was wrong with this way of thinking.

I realized that prior to the fieldwork, I was disheartened because I did not completely understand the idea of nuclear abolition. I was able to realize that many people are working very hard to make their ideal into a reality, which may seem difficult, but we must not be discouraged. I am now more determined and much more confident to continue promoting nuclear abolition.

### **Akemi Terukina**

I have been interested in nuclear abolition and researched on it since last year, but it was the first time that I was able to compare the opinions from two sides: nuclear abolition supporters and nuclear deterrence supporters. I learned that nuclear deterrence theory comes

## NUCLEAR ABOLITION

from mistrust to the foreign countries. At the same time, however, the theory do trust that other countries would never conduct nuclear attack if one possess nuclear weapons. This contradiction was new for me, and helped me to grasp the idea that nuclear deterrence does not work. After graduating from Kansai Soka High School, I believe that I will have more occasions to encounter with people who do not support nuclear abolition. In order to be able to promote nuclear abolition to them, I will keep learning and deepening my thoughts on nuclear abolition.

### **Rei Hagihara**

Before researching about nuclear abolition, I was not even sure if nuclear abolition was necessary or possible. I was optimistic about nuclear weapons being used, and I thought it had nothing to do with me, but now I have firm belief that nuclear abolition is imperative and possible. I learned through the discussion with Dr. David Krieger that the power of nuclear deterrence is just a psychological barrier, and this barrier is nothing against madness, malice and error. I think Donald Trump is an good example of madness. I know that it will take generations to achieve nuclear abolition, but it is possible if we argue the weakness of nuclear deterrence theory. I have learned how we can promote nuclear abolition through this year, so from now on I want to make some kind of movement myself or participate in one, and I will of course keep on learning.

## NUCLEAR ABOLITION

### **Sakiko Ochiai**

At first, I had thought that nuclear weapons should be abolished, but actually I did not know so much about nuclear issues. Through this year's Learning Cluster class, I could do a lot of research on nuclear weapons, especially how they connect to the relationships of some countries. During my research, I wondered if nuclear weapons are a necessary evil because I knew the nuclear deterrence theory. Also, I thought whether world can carry on without having nuclear weapons. Further researching books and articles, I learned that deterrence theory is not safe at all. Through our research, it is the most important to have hope and be certain that we can abolish nuclear weapons. By making use of our research, I will take actions to abolish nuclear weapons, to be more familiar with nuclear issues, and to give hope to everyone.

### **Marine Uemura**

As a granddaughter of an atomic bomb survivor, and learning our school's founder Dr. Daisaku Ikeda's philosophy, I have had a firm belief that nuclear weapons must be abolished, and always felt the responsibility to contribute to solve this issue. Yet, I did not have enough knowledge why nuclear weapons states continue to possess such weapons and why people believe that they are necessary.

Through researching and discussing, I once felt nuclear abolition may be impossible.

## NUCLEAR ABOLITION

The more I knew the reality and how complicated the situation was, the more I felt powerless and hopeless though I was convinced that nuclear weapons were absolute evil. However, by understanding the weakness of nuclear deterrence theory and seeing what ICAN and other NGOs have done over the years to create a world without nuclear weapons, my feeling towards hope has been revived. I strongly felt we can achieve nuclear abolition, if we continuously make effort, step by step, to raise our voice such as joining campaign done by NGOs which support nuclear abolition, or telling people around us why we need to eliminate nuclear weapons immediately. I will continue to study about nuclear weapons with passion, spread what I have learned from researching and from my grandmother's story, and become a person who can actually take actions to support nuclear abolition with great hope.

## NUCLEAR ABOLITION

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## Nuclear Abolition: A Humanitarian Perspective

Rei Hagihara, Marine Uemura, Sakiko Ochiai,  
Akemi Terukina, and Emi Kuroda  
Kansai Soka High School

### Outline

1. Background research
2. Research Questions
3. Methodology
4. Results
5. Discussion
6. Proposal

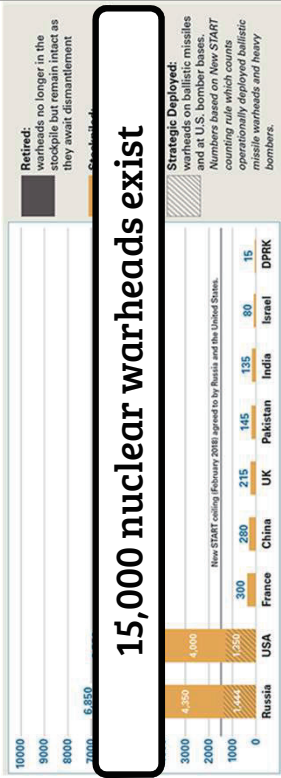


### Background Research



4

Number of nuclear warheads



(Arms Control Association, 2018)

Humanitarian Initiative for nuclear abolition



Humanitarian Initiative for nuclear abolition



Research Questions

1.  
Why do nuclear weapons states  
continue to possess nuclear  
weapons?

9

Methodology



2.  
Considering the answers from RQ1, how  
can nuclear abolition be promoted from  
a humanitarian perspective?

10

Email Interviews



**Masako Toki**  
Nuclear disarmament  
researcher and educator



**Akira Kawasaki**  
Executive Committee  
member of Peace Boat

Books and Articles



12



Results



~Research Question 1~  
Why do nuclear weapons states continue to possess nuclear weapons?



Nuclear weapons are used...

- To protect from possible assault
- To avoid military conflicts
- To display power to the world
- To have advantages in negotiation

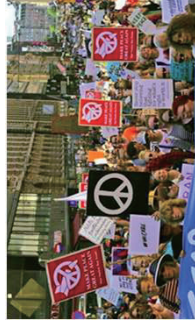




~Research Question 2~  
Considering the answers from RQ1, how can  
nuclear abolition be promoted from  
a humanitarian perspective?

17

## What does ICAN do?



- Shares Hibakushas' experiences
- Makes creative videos
- Asks for support from experts

18

### Reply from Mr. Kawasaki



It's crucial to show the reality of the  
inhumanity of nuclear weapons.

"Nuclear weapons can be abolished"

19

### Reply from Ms. Toki



- No 100% guarantee that nuclear deterrence works.
- No reconciliation between two sides.
- Education for young generation is important.

20




**Dr. David Krieger**  
Founder of the  
Nuclear Age Peace Foundation




21

**Comments from  
Dr. Krieger**



- Deterrence cannot even provide 1% protection. And over time, deterrence will fail if you rely upon deterrence.
- I think you have to counter to those opinions, not use but counter them.

22



**Discussion**

23

**Advantage of **possessing** nuclear weapons for **their own countries****



**Disadvantage of **using** nuclear weapons **regardless** of country**



**Nuclear deterrence advocates**

**Nuclear abolition advocates**

24



To respond to nuclear deterrence advocates,  
we should emphasize...

- ① the weakness of the nuclear deterrence theory
- ② the damage caused by use of nuclear weapons

25



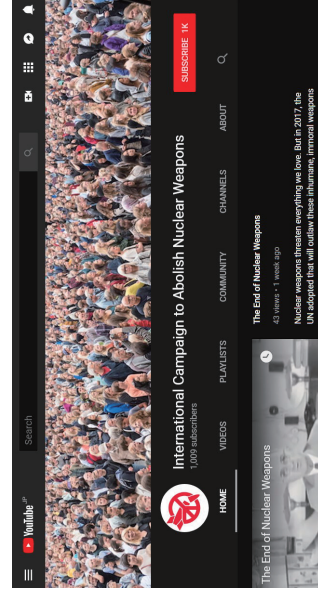
## Proposals

26

1.  
Provide clear reasons to Kansai Soka High  
School students as to why nuclear  
weapons should be abolished.



27



Put Japanese  
subtitles on  
ICAN's videos.

28

[illegible]

**To our juniors:**

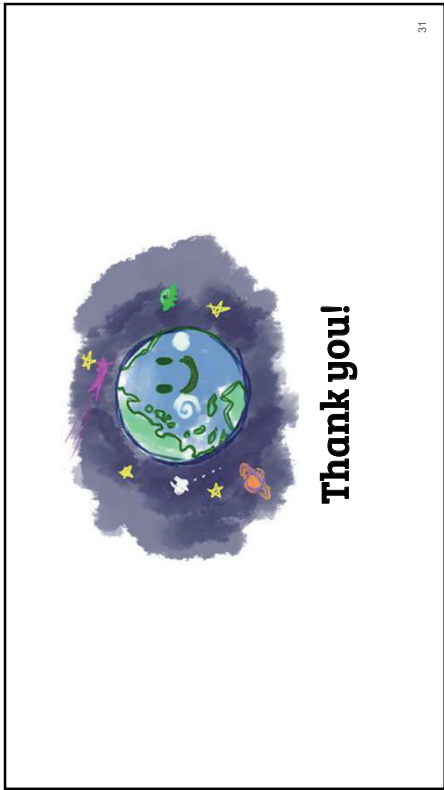
## Road to New Clear World without nuclear weapons

By Sakiko Ochiol, Marine Uemura, Rei Hogihara, Akemi Terukina, and Emi Kuroda



There are the bested experiences of the three friends.

2007		<p>2007 was a year of change for the three friends. They moved from their hometown of New York City to Los Angeles, California. They also started their own business, a dog training and behavior consulting firm. They were able to combine their love of dogs with their business skills and create a successful company.</p>
2008		<p>2008 was a year of growth for the three friends. They expanded their business to include online courses and workshops. They also started a blog, which became a popular resource for dog owners. They were able to reach a wider audience and build a strong online presence.</p>
2009		<p>2009 was a year of achievement for the three friends. They were named "Entrepreneur of the Year" by a local business organization. They also received a grant from a local government to support their business. They were able to secure funding and expand their operations.</p>



31

## NUCLEAR ABOLITION

### **Transcript of Nuclear Abolition: A Humanitarian Perspective**

#### **Slide 1. Greetings**

#### **Slide 2. Outline**

#### **Slide 3. Literature Review**

**Slide 4.** Nuclear weapons are weapons of mass destruction (WMD). They have tremendous power to kill masses of civilian lives indiscriminately. It is a well-known fact that nuclear weapons took the lives of more than 140,000 people in Hiroshima and 70,000 people in Nagasaki. Nuclear weapons also have long-term effects on the human body and the environment. Atomic-bomb survivors, even now, suffer from leukemia and cancer, and some islands are still severely polluted due to nuclear testing and people cannot live there.

**Slide 5.** Only one nuclear weapon can cause devastating effects, but numerous nuclear weapons are possessed by 9 countries. This graph shows the number of nuclear warheads. As you can see, Russia and the US possess most NWS, and in total, 15,000 nuclear warheads exist on the planet. Governments of these nuclear weapons states tend to have the mindset of self-preservation, wishing to protect their own country from outside attack. They also concern themselves with the potential profit that can be earned through the sale of their NWS.

**Slide 6.** Various NGOs are working to change this situation through international cooperation. In particular, they promote nuclear abolition by arguing the impact of nuclear weapons on people's health, societies, and the environment. Before, these impacts were not at the center of discussions regarding nuclear weapons.

## NUCLEAR ABOLITION

**Slide 7.** However, thanks to ICAN and other NGOs, countries began coming together to discuss the humanitarian impacts of nuclear weapons. This phenomenon is being called the Humanitarian Initiative.

**Slide 8. Research Questions.** We believe that no one's human rights should be violated and nuclear abolition must be achieved as soon as possible. In reviewing the literature, we realized that we didn't quite understand why numerous states continued supporting the creation and possession of nuclear weapons. To successfully promote nuclear abolition, we thought that we should first understand their perspective and then hopefully use this information to persuade NWS states.

**Slide 9. (RQ1)** Thus, our first research question is "Why do nuclear weapons states continue to possess nuclear weapons?" We have two reasons for asking this question. First, we wanted to understand why some people argue that nuclear weapons should exist. The other reason is to strengthen our opinion for advocating nuclear abolition. We felt that without understanding why nuclear weapons still exist, our opinions to promote nuclear abolition may sound weak or one-sided.

**Slide 10. (RQ2)** Our second research question is "Considering the answer from RQ1, how can nuclear abolition can be promoted from a humanitarian perspective?" From our literature review, we understood that a humanitarian perspective is important to promote nuclear abolition. However, the approach of supporting nuclear abolition from a humanitarian perspective was unclear. We wanted to draw a

## NUCLEAR ABOLITION

clear connection between the argument of nuclear weapon supporters and nuclear abolition supporters.

### **Slide 11. Methodology**

**Slide 12.** In order to answer our research questions, we conducted email interviews and researched books and articles.

### **Slide 13. Results**

**Slide 14.** RQ1: “Why do nuclear weapons states continue to possess nuclear weapons?”

**Slide 15.** In order to answer RQ1, we researched the 9 countries that possess nuclear weapons.

**Slide 16.** RQ1: Through our research, we found that nuclear weapons are possessed for mostly defensive purposes. They are being used as a means of protecting their own country. Also, possessing nuclear weapons is one way to show the extent of a country’s military power.

**Slide 17.** RQ2: “Considering the answer from RQ1, how can nuclear abolition can be promoted from a humanitarian perspective?”

**Slide 18.** In order to answer RQ2, we first researched ICAN’s activities. ICAN is the one of the largest organization working towards nuclear abolition. They have made efforts towards the creation of a treaty banning nuclear weapons as a practical step to realize nuclear abolition. In order to actualize the prohibition of nuclear weapons, ICAN stresses the need to emphasize the humanitarian risks of NWS by sharing the stories of hibakusha and the survivors of nuclear testing and use. First,

## NUCLEAR ABOLITION

they ask various Hibakusha, or atomic-bomb survivors, to share their experiences with the world. The messages and experiences of Hibakusha are shared on ICAN's website. Second, they spread awareness with short creative videos shared on social media and encourage people, especially youth, to urge their governments to join the TPNW, treaty on the prohibition of nuclear weapons. Third, they ask support from experts to be involved in the momentum toward nuclear abolition. In addition, there are many other activities such as signature collecting and Yes I CAN campaign, done by ICAN.

**Slide 19. Reply from Mr. Kawasaki.** As we mentioned in the methodology part, we conducted email interviews. We contacted Mr. Kawasaki, an executive committee member of Peace Boat, a global NGOs that promotes nuclear abolition, and he sent us his book called "Nuclear Weapons Can Be Abolished." In the book, he emphasizes that listening to Hibakusha's experiences is the best way to know the intrinsic importance for human beings. They continued to focus on showing the reality of the inhumanity of nuclear weapons by having Hibakusha share their stories with the world.

**Slide 20.** We also asked Ms. Masako Toki, who researches and promotes nuclear disarmament education, how we can promote nuclear abolition, and how ICAN and other NGOs are promoting it towards nuclear deterrence advocates. First, she answered that it is difficult to refute the opinion to support the safety of nuclear deterrence, but we can say that there is no guarantee that nuclear deterrence will work. Second, she mentioned that at this point, nuclear abolition supporters and the opposition are not listening to each other's opinions. ICAN is taking a strong stance to promote nuclear abolition and have no intention to compromise. In



## NUCLEAR ABOLITION

order to find reconciliation we need to find a common ground and bring two sides closer. Lastly, Ms. Toki described the importance of educating the younger generation. Since it is difficult to change people's ideas, especially those who already have firm beliefs,, we need the youth to understand the necessity of nuclear abolition for the future.

**Slide 21. Advice from Dr. Krieger.** David Krieger is a founder of the Nuclear Age Peace Foundation. For more than three decades, he has been a leader in the global movement to abolish nuclear weapons and build a more peaceful world.

**Slide 22. Advice from Dr. Krieger**

- He has a firm belief that nuclear deterrence is absolutely bad.
- Deterrence is a psychological barrier, and it is not a physical barrier.
- Deterrence cannot even provide 1% protection. And over time, deterrence will fail if you rely upon deterrence.
- How to use arguments of nuclear deterrence supporters when promoting nuclear abolition?

**Slide 23. Discussion**

**Slide 24.** The results of our efforts suggest that ①some people who support possession of nuclear weapons emphasize advantages of having nuclear weapons, and those advantages are for their own countries. ②On the other hand, those who support nuclear abolition emphasize the disadvantages of using nuclear weapons. They urge that nuclear deterrence does not prevent nuclear war; there can be terrorists who may use nuclear weapons, it is unsure that leaders of nuclear weapons states

## NUCLEAR ABOLITION

will use nuclear weapons, also, nuclear weapons can launch or explode accidentally.

**Slide 25.** Based on the discussion, we concluded there are two keys to promote nuclear abolition. In order to persuade those who are against nuclear abolition, we need to emphasize ① the weakness of nuclear deterrence, explaining that nuclear abolition is safer and more advantageous for humanity. ② Continue stressing the dangers of using nuclear weapons and the numerous catastrophic effects on human beings and the environment

### **Slide 26. Proposal**

**Slide 27.** Based on our research, we made two proposals for Kansai Soka High School. First proposal is to share the two points to promote nuclear abolition that we showed in discussion part. According to the research done by our seniors, students at our school feel that nuclear weapons should be abolished, but they do not have clear reasons why. In order to help them better understand and become able to promote nuclear abolition more effectively, we think they need to recognize danger of nuclear deterrence and danger of using nuclear weapons.

**Slide 28.** Moving forward, our first plan of action is to put Japanese subtitles on videos that were created for promotion by ICAN. We originally wanted to create a video to emphasize two points we showed to promote nuclear abolition by ourselves, but we found ICAN already made creative and attractive videos. That is why we decided to translate one of these videos into Japanese. Please watch. (Play video)  
This video includes the weakness of nuclear deterrence and the danger of nuclear

## NUCLEAR ABOLITION

weapons. Using videos made by ICAN, we want to provide clear reasons to Kansai Soka High School students regarding why nuclear abolition is important.

**Slide 29.** Second, we made a Google document full of information about nuclear weapons for our future juniors. We named it “The Road to a New Clear World without nuclear weapons.” This file includes basic information on nuclear weapons, the treaties and frameworks for nuclear abolition, and the current political situation of nuclear weapons states. We hope this file will help future Kansai Soka’s research on nuclear abolition.

**Slide 30.** Nuclear weapons are the weapons that cause catastrophic damage on humanity, and we believe they should be abolished. In our research, we learned the reasons to support the possession of nuclear weapons and how NGOs are approaching to these opinions. And we concluded that two points are crucial to promote nuclear abolition: the danger of nuclear deterrence and the danger of the use of nuclear weapons. And now, it’s time to take action! From now on, we are going to put our findings into practice with the hope to abolish nuclear weapons.

## REFUGEES IN JAPAN

Learning Cluster 2018  
High School Peace Proposal

### **Understanding Refugees in Japan** Refugees Group

44th Class: Atsushi Saito, Hiromi Hashide  
45th Class: Kazuyo Mizuta, Yuichi Matsuna

#### **Background**

According to UNHCR, “an unprecedented 68.5 million people around the world have been forced to escape from their home. There are also an estimated 10 million stateless people who have been denied a nationality and their basic human rights are violated such as the right to education, healthcare, employment and freedom of movement.” Japan accepts only 0.1% of application to be refugees in Japan. People who are recognized as refugees can work and live wherever they want. However, if they are not recognized as refugees, they will have to go to detention center as illegal immigrants. In detention center, they are treated as illegal immigrants. For example, they have to be in one room almost all day, they cannot use any electronic devices so they cannot contact with anyone including their families and friends, they cannot get adequate treatment when they get sick, they have to buy daily necessities by themselves but they have no way to earn money, and the staffs who work in the detention center always tell them to go back to their home country. Refugees who are in detention center can be released temporary if they can clear some standard such as evidences, a

## REFUGEES IN JAPAN

guarantor, and security money. Even after released their life are still strict. For instance, they cannot work, go out to other prefectures, and have their cell phone. In addition, they can have spent 1500 yen (13 dollar) per day, but they have to get food or house by themselves and have to go to detention center once on each day. If they break these rules, they have to return to detention center. The factors of current situation are low awareness of Japanese people and opposing opinion for accepting more refugees. Japan is the island country and Japan had policies which limit the coming foreign people known as national isolation in Edo period. Because of that historical background, Japanese have less opportunity to communicate with foreign people. As a result, many Japanese end up with having negative image of foreigners and have low awareness of supporting refugees. Even in the Diet, refugee issues are seldom discussed. Thus, systems for refugees cannot be changed. To overcome this situation, we made two research questions.

### **Research Questions**

RQ1: What movement can we start to raise people's awareness of refugees in Japan?

RQ2: What is the opposing opinion about accepting more refugees?

In 2nd semester, we took questionnaire from high school students to know how they think about refugees and spread the information about refugees. The third question was “which is the real situation for the people who are not granted refugees status?” The 1st

## REFUGEES IN JAPAN

choice is “office staffs always tell them that they should go back to their home country.” The 2nd choice is “they are not permitted to go out from detention centers, they has to be in one room almost all day”, the 3rd choice is “they have to buy daily necessities but they have no way to earn money.” The 4th choice is “they cannot adequate treatment when they get sick.” The 5h choice is “they cannot contact with anyone including families and friends.” There is no wrong answer in this question, and only 33 percent of students chose all the choices correctly. The 4th question was "What do you think is the negative influence on Japan when government grants refugee status to more foreigners?" Many students answered that there are risk that terrorists hide among refugees and refugees commit crimes. One of us visited RAFIQ and had an interview with a refugee who is temporarily released from detention center. RAFIQ is a NPO group which supports refugees in Japan. He said “I am a refugee, so I have right of living safely in Japan and I cannot understand why I was treated like a criminal and live with actual criminals."

### **Our answer to Research Question 1**

According to the question 3, we got to know that less than half students know the real situation of refugees. Thus, we felt the needs to spread information about refugees to students. Moreover, according to the refugee we interviewed, refugees cannot advocate their situation because their home countries will be able to find and arrest them if they raise their voices to argue their situation. Therefore, we are the one who can spread the information of refugee in



## REFUGEES IN JAPAN

Japan. We researched on how other countries raise people's awareness of refugees, and we introduce the action in America as an example. Lutheran immigration and refugee service is a non-government organization in America. This organization coordinates opportunities for volunteers to write letters for refugees in detention center. Sending letters not only encourages refugees in detention center but also raise volunteers' awareness of refugees.

### **Our answer to Research Question 2**

According to the question 4 in our survey, a lot of students are worried that terrorists may come to Japan as refugees and commit some crimes in Japan. However, we have two kinds of evidence against this statement. First, according to the institute of labor economics, refugees do not have significant impact on local crime rates. Thus, accepting more refugees and raising crime rates are no relationship. Second, if terrorists want to come to Japan, they can use other ways to enter Japan such as sightseeing visas. It is clear that terrorists do not come to Japan by using refugee' screening system.

### **Simulation activity and Letter Sending Campaign**

Through our research, we became eager to rebuttal opposing opinion for accepting more refugees and to raise people's awareness. For that purpose, we decided to hold workshops with refugee simulation activity and letter sending campaign. In this workshop, our presentation slides showed a series of situations about refugees. In the simulation activity,

## REFUGEES IN JAPAN

participants considered how to deal with difficult situation as refugees and they imagined how refugees suffer in the situation. For example, we participants listed up 10 items to bring but they had to choose some of them to part with. Subsequently, they faced the situation that they cannot be recognised as refugees at the country they arrived. At that time, we asked them “if you were refugees, how you would feel when you were not be able to get permission to become refugees even though you reached the country desperately.” After this simulation activity, students shared their feeling and discussed what they can do for refugees. One student said that “I wanted to be recognized as refugees.” Another student said “I want my human rights to be protected by the government.” In addition, we got to know that many students have the idea that learning and sharing is one of the most important actions to change this situation. After this workshop, all of participants write letters to encourage refugees. There were some messages that “The blight future will come!” and “I want a day that strict situation of refugees is improved come as soon as possible.” These letters is going to be sent refugees released temporarily via RAFIQ.

### **Action in the future**

As shown above, we held a workshop to spread the information about refugee’s real situation to our students. Through the workshop, many students were able to know how hard refugees’ life is and they empathised with refugees in Japan. Therefore, many students thought that they would take some action for refugees and decided to join letter sending

## REFUGEES IN JAPAN

campaign. After writing a letter, a student said that “I had some chance to learn global issues in this school, but I was not be able to contribute to these issues directly. This campaign became a valuable opportunity for me!” In order to increase the number of such students, we are determined to continue workshops and letter sending campaign in the future.

## REFUGEES IN JAPAN

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## Outline

1. Definition
2. Literature review
3. Research questions
4. Survey results
5. Discussion

2

## Definition of Refugee

### Refugee Convention Article I

The term “refugee” shall apply to any person who

“is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country.”

3

## Literature Review

4

### Current Situation in Japan

Human rights violation for people who escape from other countries.




5

### Refugees recognition rate in 2016


Japan

0.1%



The Global Report 2016 published by UNHCR <sup>6</sup>

### Current situation in Japan





Refugees

Accept

They can work, live where they want

Reject



Detention center<sup>7</sup>

### Current Situation in Japan



### Universal Declaration of Human Rights



### Article 9

No one shall be arrested without appropriate reasons.

Refugees are treated as illegal immigrants in detention centers.



**Temporary released**



Universal Declaration of Human Rights



**Article 23**  
**Right to work**

Even they are released on parole, their life is still strict.

9

**Current situation in Japan**

Recognition rate



Number of refugees in detention centers.



10

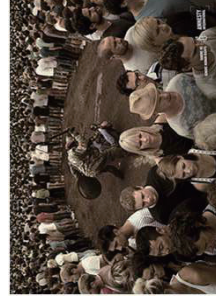
**Why Japan does not recognize a lot of refugees?**

Low awareness

Opposing opinions

11

**Low awareness and Opposing opinions**



No discussion in The Diet



12

Research questions

1. What movement can we start to raise people's awareness of refugees in Japan?

1. What is the opposing opinions about accepting more refugees?

13

Methodology

1. Survey for 321 high school students

2. Interview the refugee

14

Survey Results

15

Survey Result

Q.1 Do you think Japan should accept more refugees?

1) Yes 2) No

73%

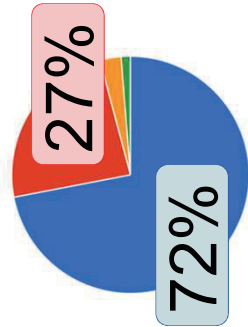
28%

16

Survey Result

Q.2 What percentage of refugee applicants does Japan accept?

- 1) 0.1% 2) 10%
- 3) 50% 4) 90%



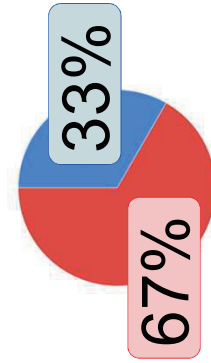
17

Survey Result

Q3 Which is the real situation for the people who are not granted refugee status?

The number of correct answer

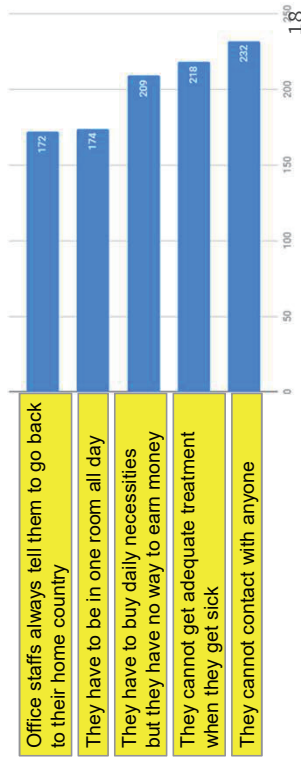
The number of incorrect answer



19

Survey Result

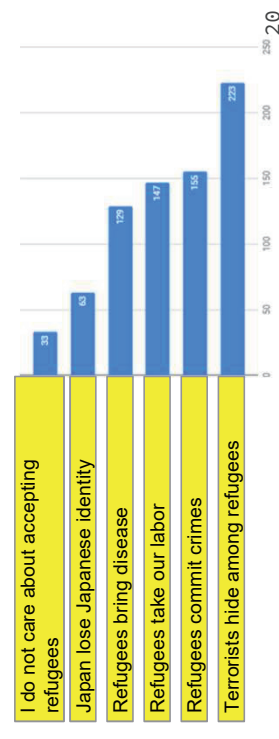
Q.3 Which is the real situation for the people who are not granted refugee status?




18

Survey Result

Q.4 What do you think is the negative influence on Japan when government grants refugee status to more foreigners?



20



**RAFIQ**


I am a refugee. I have right of living safely in Japan.

I cannot understand why I was treated like criminal and live with actual criminals.

The life in Detention Center was so hard.

I want to work.

It was difficult to find room to live in Japan.



21

Discussion

22

# Research Question 1

What movement can we start to raise people's awareness of refugees in Japan?

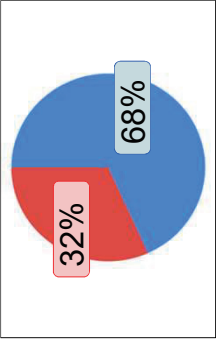
23

**Discussion**

Q.1 Do you think Japan should accept more refugees?  
1) Yes 2) No

Q.2 What percentage of refugee applicants does Japan accept?  
1) 0.1% 2) 10% 3) 50% 4) 90%

The rate of students who choose correct answer in Q2 among students who answer "Yes" in Q1



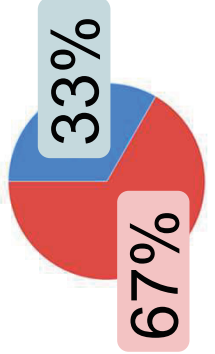
24

Discussion

Q3 Which is the real situation for the people who are not granted refugee status?

The number of correct answer

The number of incorrect answer



25

Discussion



I cannot advocate my situation because if I make argument, my home country will be able to find me and arrest me.

We should spread the information of refugees !

26

Action in US



Detention center

27

Overseas fieldwork



Ambassador Chowdhury  
Former Under-Secretary-General of the United Nations

All humans have natural obligation for protecting refugees in terms of family of earth.  
It is a good way to emphasize the refugee situation.

28

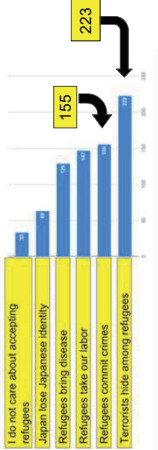
# Research Question 2

What is the **opposing opinion** about accepting more refugees?

## Discussion Part

### Survey Result

Q.4 What do you think is the negative influence on Japan when government grants refugee status to more foreigners?



155 students are worried about crimes.  
223 students are worried about terrorists.

## Opposing opinions

### 1. Relationship between **refugee** and **crime**

Refugee recognition **rate**



Crime **rate**

By Institute of Labor Economics in 2018

## Opposing opinions

### 2. Relationship between **refugee** and **terrorists**

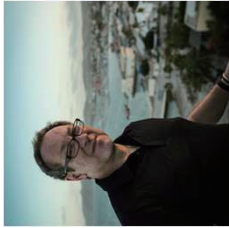


Other ways...

- Sightseeing Visa



Comments from Experts



They can be workforce in Japan which suffered from labor shortage. In addition, they bring cultural diversity.

Dr. Richard Matthew  
University of California Irvine

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Action Plan

34

Action Plan

- 1. Refugee Simulation Activity
- 2. Letter Sending Campaign

35

Action Plan 1

Refugee Simulation Activity

36

Refugee simulation activity

もしもあなたが  
難民だったら

1  
いじりグループ  
のメンバーとして  
参加する

In your handout, please write  
**10 items** you want to take with your  
escape.

もしも難民になったら...

品名	数量	備考
現金	10万円	
衣類	10点	
食料	10日分	
日用品	10点	
その他		

2017年夏より、  
この活動は、  
難民の生活状況を  
体験するための  
活動です。  
参加者は、  
自分自身で  
10個の物品を  
選ぶ必要があります。  
これは、  
難民の生活  
状況を体験  
するための  
活動です。  
参加者は、  
自分自身で  
10個の物品を  
選ぶ必要があります。  
これは、  
難民の生活  
状況を体験  
するための  
活動です。

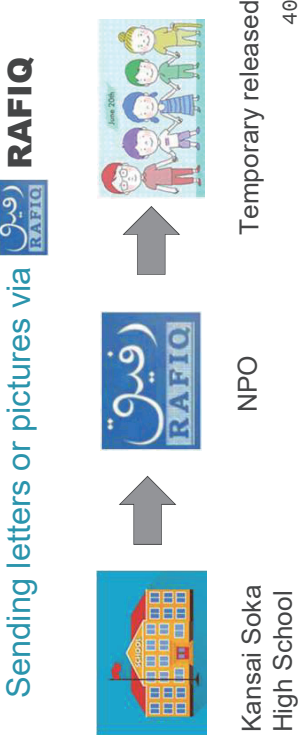
Refugee Simulation Activity



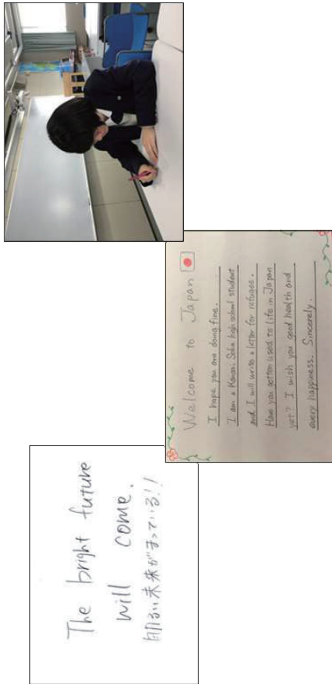
Action Plan 2

Letter Sending Campaign

Action Plan 2 “Letter sending campaign”



## Letter sending campaign



41

## RAFIQ and our activity



**Our action will be known by many people and encourage them to take action for refugees!**

42

## Summary and Conclusion

- Not accepted as a refugees
  - Detention center
  - Temporary released
- Low awareness and Opposing opinion
- Raising awareness
  - Sending letters for refugee
- Terrorism → NO relationship
- Refugee simulation activity
- Letter sending campaign

**Raising awareness in Japan is important for accepting refugee<sub>43</sub>**

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44

# もしもあなたが 難民だったら

LC 難民グループ  
橋出洋美 水田和代  
松名裕一 斎藤淳



Save the Children

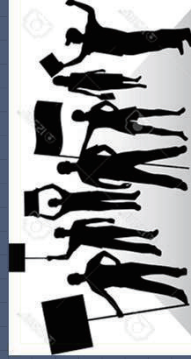
2

あなたは、A国に住んでいます。  
A国は徴兵制度が厳しい国です。

2019年2月15日

友達に誘われ、A国の徴兵制度に反対するデモに参加しました。

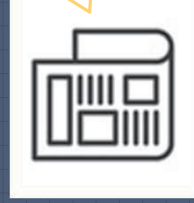
あなたは日頃から積極的にデモに参加していたわけではないですが、大勢が参加するならば軽い気持ちで参加しました。参加するにあたり、署名もしました。署名には、**氏名、住所、電話番号**を記入します。



3

2019年2月19日。

あなたは新聞で次のようなニュースを知ります。



**”政府が徴兵制に反対する団体を弾圧”**

A国政府は徴兵制を厳しくすることを正式に表明した。ついでには、この徴兵制に反対する団体、個人を、**強く取り締まっていく**という。

4

少しして先日のデモに勝ってくれた友達から電話がありました。



ニュース見た？

2月15日にしたデモも危ない。あの日署名した友人何人か既に捕まった。一度捕まると何をされるか、いつ解放されるか分からない。私は他国に逃げることにした。**あなたも早く逃げたほうがいい。**

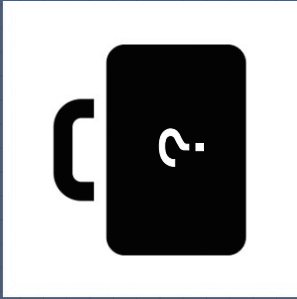


2019年2月19日。  
あなたも署名をし、住所や氏名は政府に知られています。  
そこに郵便が来ました。  
政府から、先日デモに参加した件で明日警察に出頭するようにとのことです。もし出頭できなければ警察が身柄を確保しに来るとも書いてありました。  
あなたは身の危険を感じ、逃げる決意をしました。  
まずは周辺の国にビザを申請し、最も早くビザが出たC国へにげることになりました。



B国...A国に比べ治安が悪い。  
C国...先進国  
通貨はA国と同じ  
気候はA国と同じである  
言語はA国とは異なる  
C国に知人はいない

2019年2月19日  
ビザが取れたら次は荷造りです。飛行機で移動すると出国手続き時に捕まるかもしれないので陸路、または海路で移動します。今日中には出発したいので時間は十分にありません。



あなたは一人で逃げます。あなたの家の一番大きなカバンをイメージし、C国に逃げるにあたり**持っていくものを10個**シートに記入してください。  
**時間は5分間です。**

9

持っていくものを書き出そう！

水

ゲーム

めがね

ライター

衣服

毛布

単語帳

お菓子

食べ物

靴

薬

虫めがね

食べ物

辞書

包帯

お金

浮き輪

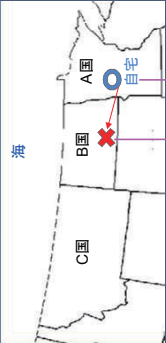
ナイフ

洗面具

コップ

10

2019年2月20日。  
仲買人からB国を経由してC国  
に入学できるパスのチケット  
を購入しB国まで入ることがで  
きました。




1/23 B国に入学

1/18 デモに参加  
1/22 出頭命令  
C国に逃げる

11

しかし、その夜B国の山賊にバスが襲撃され命と引き換えに自分の  
持ち物を渡すことになりました。



荷物の中から山賊に渡すものを  
**3つ選び※を上から書いてください**  
時間は1分間です。

12

2019年2月21日  
山賊にバスを持っていかれ、先に進めなくなりました。B国は治安が悪く危険な  
ため、B国にはとどまることができません。やはり、C国に逃げなければいけま  
せん。

A. 携帯電話やPCを持っている人  
Facebookから、C国行きクルーザーが出ていたという情報をゲットします。F  
この情報から、陸路ではなく、海路でC国に行くことを決めました。

B. 携帯電話やPCを持っていない人  
クルーザーの情報と引き換えに、**荷物を一つ渡してください。**  
(渡した荷物に×をつけてください)

**全員**  
運賃として荷物を一つ渡してください。

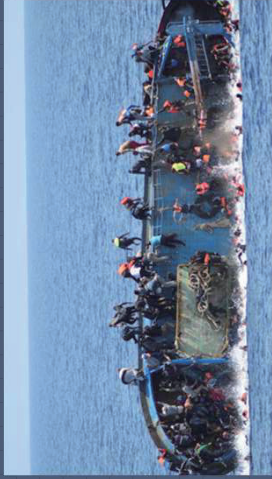


2019年2月22日  
B国の港について目にしたのはFacebookの写真のようなクルーザーではなく、ボートでした。  
ほかに方法がないのでそのボートに乗り込みC国に向けて出発しました。



C国が見えてきた頃、ボートに穴が開き泳いでC国にたどり着くしか道はなくなりました。

泳ぐため荷物を  
2つ漕ぎ下ろした。



そこにC国の漁船が通りかかり、救出され、C国まで送ってくれたことになりました。

15

2019年2月23日  
ようやくC国に到着したあなたは難民認定申請を済ませます。しかし、C国は次のような情勢であることを知ります。

#### C国の情勢

- 治安はよく平和
- 不景気
- 外国人に対し閉鎖的



#### C国の難民を取り巻く状況

- 難民認定率は0.1%
- 難民認定申請者は、不法入国者として留置
  - 適切な医療が受けられない
  - 一日中一つの部屋にいないといけない
  - 周囲からは排他的な態度
- 厳しい条件をクリアすれば、仮放免される。
  - 働けない
  - 一日1500円しか使えない
  - 生活費は自己負担
- ボランティアによる生活支援はあり

17

無事に命だけは助かりました

18

実は、C国の現状は日本のことなんです。

19

ディスカッションタイム

①(難民の立場で) 今したいこと、本当に欲しい物は何ですか？

②(学園生の立場で) 難民のために私たちは何ができますか？

20

日本に来ている難民に手紙を！

一時的に仮放免されている難民へ手紙を書きましょう！



学園生

RAFIQ

仮放免中の難民

ありがとうございました！

21

# Refugee in Japan

Recognition rate is **0.1%**

**Accepted** → Support from the government

**Rejected** → **Detention center**

Detention center

They are treated as **illegal immigrants**.

- They have to be in **one room** almost all day
- They **cannot get** adequate treatment when they get sick
- The office staffs always tell them that **get out** and **go back to their country**

Temporary released

Even they are released, life is **still strict**.

- They **cannot work**
- They can use **only 1500 yen (13 dollar)** per day but they have to get food or house **by themselves**
- They cannot go out **other prefecture**

Atsushi Saito Hiromi Hashide  
Yuichi Matsuna Kazuyo Mizuta

## The factors of current situation

1. Low awareness
2. Opposing opinion

## Research question

1. What movement can we start to **raise people's awareness** of refugees in Japan?
2. What is the **opposing opinions** about accepting more refugees?

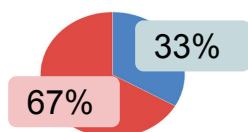
## Methodology

- Survey for 321 high school students
- Interview the refugee

## Research question 1

Which is the real situation for the people who are not granted refugee status?

**The number of correct answer**  
**The number of incorrect answer**



## Interview refugee

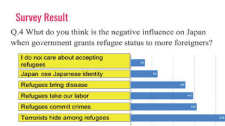


I cannot advocate my situation because if I make argument, my home country will be able to **arrest me**.

**We should spread information about the real situation!!**

## Research question 2

**155 students** are worried about crimes.  
**223 students** are worried about terrorists.



**However**

**NO relationship between refugee and crime**

By Institute of Labor Economics in 2018

Refugee recognition **rate**



**Crime rate**

**NO relationship between refugee and terroristes**



Other ways...

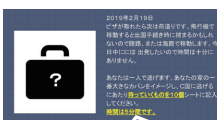
- Sightseeing Visa

## Action plan

- Refugee Simulation Activity



If you were a refugee



In your handout, please write **10 items** you want to take with your escape.



We hold workshop to spread the real situation of refugees to our high school students. We introduced the real situation in which refugees have to throw away their buggege to escape and cannot be recognised as refugees by the country they reached. Students shared how they felt and discussed what we can do for refugees.

- Letter Sending Campaign



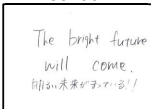
school



NPO



Refugees temporary released



←The letter which a student write.



After that workshop, all of participants write letters to encourage refugees. The letters is going to be sent refugees released temporarily via RAFIQ that is NPO group and act to protect refugees in Japan.

## GRIT 論文

### 1. 序論

コップ一杯の水を飲む、なんとなくもう一杯。普段何気なく飲む水は、私たち人間にとってとても重要だ。水は、子供の体の約 70%、成人では約 60?65%、老人では約 50?55%を占める。この割合だけでも水がどれだけ人間にとって必須なものなのかがよく分かるだろう。水がこれだけ大切なのに関わらず、世界にはまだまだ沢山の人が十分な飲料水が手に入らず、苦しんでいる。それにも関わらず爆発的に増加する人口が世界から限られた水資源をさらに減少させているという現状がある。そんな中、イスラエルは独自で開発した水技術で自国の水問題を解決したという歴史を持ち、現在開発された技術をビジネスとして世界に展開している。この論文は、莫大な可能性を秘めたイスラエルの研究開発する水技術が世界で果たす役割を明確にするため、イスラエルの水との歴史を振り返りながら考察していく。

### 2. イスラエルの水歴史

イスラエルは、少ない資源、狭い国土、欧米から離れた地理的なデ`メリットなど`か`あるなか、有能な人材による研究や開発を基盤にハイテク国家として発展をしてきた。水資源に乏しいイスラエルの環境は、イスラエルの水資源に関する研究をさらに前進させた。特に下水処理、浄化技術、灌漑技術など`は現在世界トップ`クラスにある。これらの技術開発は国をあげて行われているため、大規模に開発できることに加え徹底的なコスト削減も可能だという。先ほど水資源に乏しいと述べたように、イスラエルの大部分は乾燥地帯であり、国の 60%以上の面積が砂漠で占めている。以前、イスラエルは 900 年以上も水不足による問題を抱えていた。イスラエルだけでなく、多くの中東の国が水不足に苦しんだ。イラン、イラク、ヨルダンもすべて、水による大惨事に直面し、抜け出すのも困難と思われる絶望的な状況に陥った。しかし、イスラエルだけは例外だった。驚くことに、イスラエルは必要以上の水を手に入れている。きっかけは 2007 年、節水型のトイレや節水型シャワーヘッドが国全体に配備され、国営水道局は革新的な水処理システムを構築したことだ。そのシステムでは、排水から 86%を再利用しそれを灌漑に使うというものだ。水不足問題から見事に脱出したイスラエルは現在、今後の地球温暖化など`の影響に対応するため、リスクを最小限にする環境モニターや下水処理技術など`最先端技術の開発に重点的に取り組んでいる。イスラエルの技術開発は今なお止まるところを知らない。

### 3. 水技術と世界への貢献

イスラエルの最も発達している水技術の 1 つに、海水淡水化というものがある。2018 年の時点で、イスラエルの家庭用水の約 4 割はメイン 5 基の海水淡水化プラントで作られている。地中海沿いにも淡水化施設が設置されており、国内での飲料水は約 8 割が海水から作られている。さらに、家庭排水を浄化し、農業用水に活用するなど効率的な水の利用がさかんに行われている。この高普及率に加え、コストも安い。イスラエルの技術者シムハ・プラスが点滴灌水の原理を偶然発見したことをきっかけに、世界で初めての生産施設が開設された。ちなみに点滴灌水とは、作物の根元周辺に連続的に水を滴下させるという灌水方式である。そこからモデルの改良が重ねられ、点滴灌水技術が急速に発達し世界中に広まった。その結果として、低コストで海水の淡水化に成功し、2012 年には世界的にも最大規模の淡水化施設が設置され、約 4 割の家庭用水を供給できるようになったのだ。ところで、2020 年には、世界の人口のおよそ 3 分の 1 が人口増加や地球温暖化、森林伐採などで十分な淡水を確保できなくなるという。海水淡水化によって水を得ている人口は現在約 3 億人で、その数は急激に増えるだろうと予測されている。そんな中ますます進化するイスラエルの海水淡水化技術をはじめとする水技術が、今後世界の人々にとって欠かせないものになることは一目瞭然だろう。事実、海水淡水化技術を含めたイスラエルの水技術はすでに世界に輸出されており、2016 年の輸出額は推定 2400 億円にのぼる。アフリカや中国、アメリカをはじめ、世界 150 ヶ国以上に淡水化や水の効率的な利用などのノウハウや技術が輸出されて



おり、世界中でイスラエルの水技術が活躍する時代となっている。また、水関連の技術で常に問題となる電力量やコストの問題もイスラエルの水企業は解決している。今すでに 6 億人以上の人々が安全な水を手に入れられず、発展途上国に限らず先進国でもこの数はさらに増加するといわれている。現在、水に関しての技術面や外交面、経済面でも最先端をいくイスラエルはこれからの世界の水問題解決を導いていく良いモデルとなるだろう。

#### 4. 結論

この論文では、イスラエルの水の歴史と発達する水技術を振り返ったうえで、今後の世界でイスラエルが果たす役割について述べた。グローバル化が進む現代で、一国の問題が複数に影響する恐れがあるため、国家レベルでの相互協力がますます必要となってくる。水に関して、様々な面で最先端をいくイスラエルができる世界への貢献は多岐にわたるものになっていくだろう。さらに具体的にイスラエルの水技術がどのように発展し世界に還元していくのか、研究を続けていきたい。

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3 年 1 組 29 番 黒田 恵美

#### Summary

Currently 844 million people are living without access to safe water, and a child dies from water related disease every 2 minutes. This paper is going to talk about how Israel, which has well developed aquatic technologies, can contribute to resolution of water issues around the world. Israel is considered to be a role model that helps to solve water issues in the world since its technology and economy are well developed and is doing well diplomatically. Despite its geographic disadvantages, Israel has been developing aquatic technology with various excellent experts. Israel's technology with high quality and low cost is now successfully exported to more than 150 countries including the US, Africa, and China. As a conclusion, since one country's issues can influence many other countries, global cooperation is becoming more crucial. Israel is expected to contribute to diverse aspects of water issues around the globe.



## GRIT 論文

### 1、序論

首都プラハから北へ約100キロ。ドイツとの国境近くのデチーンと呼ばれる地域にはエルベ川が流れる。近年、その川の水面に現れたのは「飢餓の岩」と呼ばれ恐れられてきた岩だ。その岩に刻まれている一文は「私を見たら涙すべし」。1904年に書かれたこのメッセージは鮮明に人々に干ばつの危機を伝える。チェコの人々は周期的に発生する干ばつのたびに、その岩にメッセージを刻んできた。最古のもので1616年のものが判別できる。近年、チェコは今までになく深刻な水不足に苦しんでいる。それに対し、チェコ政府はどのような対策を取り、水不足に備える上でどのような課題があるのかという問いを立てた。この論文では、チェコの地理、水利用、干ばつの現状、その原因、今取られている対策を明らかにし、さらなる準備のための提言をする。

### 2、チェコの地理

水不足の現状を論じる前に、チェコの地理について述べておきたい。チェコはヨーロッパのほぼ中央に位置し、ボヘミア盆地を中心になだらかな地形が広がる。年間の平均降水量は693mmで、冬には降雪も見られる。チェコ西部のボヘミア地方の北部にはエルベ川が、南部には、ブルダヴァ川とベロウンカ川が流れる。チェコ東部のモラヴィア地方にはモラヴァ川、オーデル川、スヴラトカ川が流れる。

### 3、チェコの水利用

次に、チェコの水利用を、農林水産業、発電、工業、公共水道に分類して述べる。この4つの分類のなかで、発電セクターが40%と最も大きな割合を占める。発電に必要な蒸気タービンを冷却するために多くの水が地表水源から汲み取られる。その発電セクターでの水利用が削減されたことによって、主に地表水源の取水量が減少した。実際に、2014年、710.4ミリ平方メートルの水が使用されていたのに対し、2015年には、645.7ミリ平方メートル消費された。次に大きな割合を占めるのは、公共水道だ。水道に流れる80%の水は地下水源から取水されている。地下水源の方がより純度の高い水が得られるからだ。三番目に多いセクターは、工業で、地表資源、地下資源の両方から利用している。工業セクターの取水量は工業発展に大きく左右される。農業セクターはチェコの取水量の中で比較的少ない。しかし、近年の温暖化と降水量の減少により、少しずつ取水量が増えている。また、飲料水の価格は年々高騰している。主な原因は、インフレ、新たな水道施設への過剰な投資、海外企業の利益の増加などである。

### 4、干ばつの現状とその原因

チェコでは、2015年頃から、異常気象の影響で干ばつが発生するようになった。その結果、多くの河川や地下水源の現象が報告されている。地表水源、主に河川では流量の減少が報告されている。昨年のチェコ政府の発表によると、国内の半分以上の河川では、流れる水の量が大幅に減少しているという。地下水源も同様に減少していくと見られている。この干ばつの背景には、異常気象によって引き起こされている、二つの要因がある。一つは、降水量の減少だ。チェコ政府によると、2018年、夏の降水量は平年の半分以上であったという。雨や雪を含む降水は、地表水源を満たす重要な供給源だ。また、地下水源も降水が地下まで染み込んで作られる。近年の大幅な降水量の減少は国内の水資源を脅かしている。二つ目の要因は、気温の上昇だ。チェコでは冬に雪が多く降る。積もった雪は、春から秋にかけてゆっくりと溶けてチェコの大地を潤していく。この雪解け水は、乾燥の激しいチェコの春から秋に、貴重な水をもたらす重要な水資源だ。しかし、気温の上昇により降雪量が減少、全く雪が降らなくなった地域も存在する。また、雪が降っても、例年より高い気温が積もった雪をすぐに溶かし、乾燥する季節には雪解け水がなくなっているという事態が発生している。これら二つの原因が干ばつを引き起こしている。

### 5、現在取られている対策

水不足から国民を守るために、チェコでは様々な対策が取られている。一つは、水利用をできるだけ削減することだ。60の市は、庭の水やり、プール、洗車のために水道水を使うことを禁止した。6つの村では、一人一日の水の利用は100リットルまでという制限を設けて、節水を促している。また、チェコ政府は新たな貯水池の建設と、今存在する貯水池の貯水量の増加にも取り組んでいる。実際に、ターヤ川のノヴェー・ムリーニ貯水池は貯水量を900万平方メートルまで増やされる予定だ。

### 6、結論

現在、チェコでは上に示したように国民一人一人に節水を呼びかけている。これは、国民の中

の干ばつ問題への危機意識向上と、個人レベルでの対策を促すことに繋がっているだろう。チェコ政府は、EEA（欧州環境機関）が発表した報告書でも提案されている、持続可能な水利用のための国民の意識向上を効果的に実行できていると言える。しかし、取水量の約40%を占める発電セクターの水利用の削減にはあまり手が打たれていないように見える。より効率的な水利用を促進し、これからも続くであろう気候変動による水不足に備えるためにも、さらなる対策を期待したい。

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3年 2組 33番 照喜納 明美

#### Summary

These days, decreasing water resources is becoming a serious problem in Czech Republic. In this paper, I will discuss Czech's geography, water distribution, cause and effects of the drought, and a proposal for better countermeasure toward the drought. Czech Republic is located in the center of Europe, and has several rivers. The energy sector carries out highest abstraction of water among four major sectors: agriculture, energy, industry, and water supply for public use. Since 2015, extreme weather has caused drought, and various damages on water sources are reported. The government of Czech Republic implemented two countermeasures: regulation on water consumption by citizens and expansion of water storage. However, there's no regulation on energy sector which consume the most water. For better preparation, Czech's government should monitor water consumption by energy sector.

## 1 序論

現在、地球上で安全な水を手に入れている人類の数は、およそ 21 億人にのぼる。これは、世界人口の 10 人に 3 人が死を招きかねない様々な感染症の恐怖に脅かされていることを意味する。私達人間の生命維持に欠かせない安全な飲料水の不足は、「水危機」との言葉が飛び交う様子に見られるように、深刻で差し迫った問題だ。そこで国際連合は、2018 年から 2028 年までの 10 年間を実施期間とし、「国際行動の 10 年『持続可能な開発のための水』」を宣言した。国際 10 年が発足し、国際的に水問題への関心が高まる中、関西創価高校 44 期生は「安全で安価な飲料水の普遍的かつ衡平なアクセス」とのテーマのもと、模擬国連を実施した。これからの地球を担う高校生が、世界規模の視点をもって水問題への理解を深めていくことは、僅かながらも確実に問題解決の希望となりゆくものだ。本論文では『韓国での衡平で持続可能な飲料水の確保方法とは何か』とのリサーチ・クエスチョンに沿って論点を展開していく。論点は、三段階に分けて説明する。まず始めに、韓国の飲料水事情とともに現在の問題点を提起する。次にそれらの問題点の原因を確認する。そして最後に、問題点への効果的な解決策を提案する。

## 2 韓国の飲料水事情

### 2 - 1 韓国全体の水事情

年間平均降水量(1,274mm)は、世界平均(973mm)の 1.3 倍に達する。しかし、一人当たりの年間平均降水量を計算すると、世界平均の 12.6%に過ぎない。その上、実質的に使える水資源量は充分ではない。これらの点より、健康的な生活を目指す国際 NGO 団体・UN PAI (Population Action International) の分類において、韓国は水不足国家群に含まれている。

### 2 - 2 韓国国民の飲料水利用状況

1948 年の国家成立以来、韓国は工業化に重点を置き、急激な経済成長と都市化を成し遂げてきた。その変化に伴って人口は増加・集中し続け、上下水道両方の需要が高まった。2009 年の時点で、韓国全体での上水道普及率は 93.5%となる。この上水道から、一日に一人当たり 332 リットルの給水が行われている。しかしながら、水道水飲用率は、国民全体で 2%にとどまる。代わりに、ペットボトルに入ったミネラルウォーターや定期的に各家庭に浄水が配給されるウォーターサーバーで飲料水を確保するのが一般的だ。

### 2 - 3 現在の問題点

韓国で深刻な課題となっているのは、ペットボトルやボトルサーバーの普及によるプラスチックごみの増加だ。国民は、清潔な水を求め、店舗で売られているペットボトルの水と、契約式のウォーターサーバーから飲料水を確保する傾向になっている。ペットボトルは、中の水が無くなれば捨てられることになる。また、ウォーターサーバーに給水するために、飲料水が入ったプラスチック製のタンクを交換し続けなければならないので、使用済みのタンクが次々とごみになるのだ。

## 3 韓国国内での水問題の原因

韓国国民が水道水を飲まず、ペットボトルの水やボトルサーバーに頼っている原因は、国民の水道水への信頼感が低いということだ。水道水から有害物質が検出される事例が続出したこともある。また、韓国で普及している浄水器にも三点の課題がある。それは、①重金属と有害物質の除去が微弱であること、②浄水された水が pH5.6 以下の酸性水であること、③浄水器の使用頻度が低い場合には雑菌が多量に繁殖することである。結果として、国民はペットボトルの水やボトルサーバーを頻繁に利用し、プラスチックごみを増やしているのだ。

## 4 問題への効果的な解決策の提案

現状を打破し、問題を解決するための解決案として、浄水器の改善を提案する。上述の通り、水道水の安全が確立し、水道水を飲用する人が増えれば、プラスチックの廃棄を減らすことができる。しかし、水道水を清潔にする即効性があり、安価な浄水器すら、その機能が不十分だ。そこで、国民が納得できる水質検査結果を得られるような、改善された浄水器の利用を推奨すべきである。浄水器の利用により、人々は店舗に赴かなくても各家庭で安全な飲料水を得られ、しかもプラスチックごみの減少を実現できる。したがって、衡平かつ将来まで持続可能な飲料水の確保が実現できるのだ。

## 5 結論と展望

以上、韓国の各水問題に対して、その原因を調査し、効果的な解決策の提案を行った。韓国で持続的かつ衡平な飲料水へのアクセスを確保するには、安全に浄水できる浄水器を普及させることが必要だ。しかし、浄水器を使うと、ろ過フィルターがごみとして出てしまうという欠点がある。今後、この欠点を克服する方法を考えていくべきだろう。

韓国に代表されるように、飲料水の清潔さを求めた結果、プラスチックごみが大量に生み出され、環境に負担をかけるという傾向が世界各所で見られると感じる。地球に住む人類は、現在の豊かさだけでなく、将来の豊かさまでも考える、長期的な視野を持たなければならない。

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3 年 3 組 38 番 藤井 晴香

#### Summary

These days, the world is facing various issues related to water. In particular, the Korean people pursue clean water, and it has led catastrophic results for the environment. It is crucial to consider impacts of our activities on future generations when solving Korea's water problems. One of the issue which Korea has to tackle with is an increase of plastic garbage because more and more Korean people use bottled water and Water Servers. Tap water in Korea is contaminated, and prevailing water filters do not have adequate functions to remove all harmful materials from the water. Thus, the Koreans avoid drinking tap water; they purchase safe water bottled in plastic containers. In order to decrease plastic garbage, improving water filter is an effective solution. Researchers should examine what kinds of defects a water filter has, and it is necessary to invent a new one that bring clean water for the Koreans. As shown above, for the purpose of realizing both protection of the Earth and current access to water, water filter must be developed to reduce plastic garbage.



## 1. 序論

私たち日本人は、当たり前のようにきれいな水を飲むことができる。しかし、世界の多くの地域で、水問題はますます深刻なものとなっている。ユニセフによると、世界中で安全な水を得ることができない人は9億人にものぼるという。

この論文では、南アフリカの水問題に焦点を当てて述べていこうと思う。

アフリカ大陸の最南端に位置する南アフリカ共和国は、1961年にオランダの植民地支配から独立して以来、目覚ましい経済成長を遂げた。今や、ブラジル、ロシア、インド、中国らとともに BRICS と呼ばれる有力新興国に名を連ねるほどである。この南アフリカにおける水問題の現状と、現在行われている活動を紹介し、考えを述べていく。

## 2. 水問題の現状

南アフリカの最大の水問題は、気候変動による水不足である。

近年、世界で大きな問題となっている、地球温暖化による気候変動。南アフリカでは、2年に及ぶ異常な雨と干ばつに、過去50年間で最大規模ともいわれるエルニーニョ現象が重なり、主要都市であるケープタウンを中心に、1000年に1度の干ばつが起きている。ダム貯水も、2014年時点では6つのダムが満タンだったが、NASAのデータによると、現在の貯水率は26%で、中でもケープタウンの水の半分を供給している最大級のダムの貯水率が最も低いという。いつ水がなくなってもおかしくないほど絶望的な水不足に対して、市は水の使用量を一人当たり一日50リットルという制限を設けた。これは平均的な米国人が使う量の6分の1以下である。しかし、この制限を守っている市民は54%しかおらず、現状を打開する糸口はいまだ見出せていない。

## 3. 対策

2の問題に対して、世界の様々な組織や団体が対策を試みている。ここでは、その中の2つのプロジェクトを紹介しようと思う。

まず一つ目に、NEDO(新エネルギー・産業技術総合開発機構)による、「省水型・環境調和型水循環プロジェクト」である。NEDOは「海水淡水化・水再利用統合システム」を確立した。このシステムは、下水を再生処理する過程で余った水を用いて海水を希釈し塩分濃度を下げることによって、従来の海水淡水化法に比べて消費電力を30%以上削減できるというものである。さらに、海水淡水化において問題となっている、海洋環境への負荷も、最小限に抑えることができるという。このシステムでNEDOは、今後3年間でダーバン市中部下水処理場に日量6,250トンの飲料水を周辺地域の海水と再生水から生産可能な設備を構築し、なおかつ従来法に比べ30%以上の省エネルギー化と周辺海洋環境への負荷低減を目指している。南アフリカには、大きな河川がほとんどないため、水資源を得るためには、こうした海水淡水化の技術が大きな役割を果たしてくると思われる。

二つ目は、JICA(国際協力機構)による、「IBTC無収水研修能力強化プロジェクト」である。このプロジェクトは、同国水・衛生省のインフラ整備局研修センター(Infrastructure Branch Training Centre: IBTC)の運営体制を整備し、無収水技術研修を継続的に実施できる研修運営能力の強化を図るものである。WHOによると、南アフリカは、上水道普及率96%、水供給へのアクセス率91%、都市部では99%という高い水準となっているが、都市部以外の地域では、水道の点検が十分に行われておらず、JICAの調査によると、2016年12月時点での無収水率が34.6%となっている。無収水率を減らすために、水・衛生省は2014年、南アフリカにIBTCを設立し、現地での研修を開始したが、適切な知識をもつ人材や資機材の不足など、多くの課題を抱えている。今後は、

日本の技術支援による研修プログラムの運営管理能力の強化が求められている。

#### 4. 結論

今回、学年模擬国連を中心とした一年間のリサーチを通して、現在南アフリカが抱える水問題への理解を深めることができた。干ばつによる歴史的な水不足に喘ぐ南アフリカでは、いかにして水資源を得るかが最重要の問題であり、一刻も早い解決が求められる。そのためにも、それぞれの組織が知恵と技術を出し、助け合う姿勢をとっていくことが必要不可欠である。そして、直接プロジェクトに関わっていない私たちも、まずはいま起きている問題に目を向け、自身の努力で関わっていこうとする意識を持つべきである。私自身も、このリサーチをリサーチとして終えるのではなく、地道にでも問題の改善に貢献できるよう、日々の学びを大切にしていける決意だ。

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### Summary

Now, in many regions around the world, the water issue has been more and more serious. In this essay, I would like to discuss the water issue in South Africa. The biggest water issue in South Africa is the lack of water resource due to climate change. In South Africa, Cape Town, a capital city, the worst drought on record has been taking place. This is because the amount of water in dams has been decreasing. Although the Cape Town City government has been restricting its citizens from using water, only the half of them has obeyed it. To solve this problem, some organizations has been attempting some projects. I would like to introduce two projects of them. The first one is “The environmentally friendly water circulation project” done by New Energy and Industrial Technology Development Organization Japan (NEDO). The project uses a system which turns seawater into fresh water to dilute with extra water of water treatment. It enables us to reduce 30% of power consumption or more than other conventional systems does. The second one is “the non-revenue water training capacity enhancement project”. It enables us to enhance a management ability to conduct training continuously. In South Africa, the most important problem is to get water resource. Therefore, organizations should help each other with wisdom and skill.

## 1. 序論

地球は水の惑星とも言われるように、地球の表面の3分の2は水で覆われている。しかし、実際はそのほとんどが海水で、国土交通省によると私たちが実際利用できる水は地球上の水の0.01%ほどである。また、近年世界の人口は増加し続けていて、2050年には約100億人に達すると言われている。さらに、世界の途上国では毎年180万人の子供たちが不衛生な水等を原因とする病で命を落としている。このように年々水資源へのアクセスが困難な状況にあるなか、関西創価高校では『安全で安価な飲料水の普遍的かつ衡平なアクセス』というテーマで模擬国連を行い、私たちはカナダについて調べた。この論文では一点目にカナダの水問題の現状、二点目に途上国の現状とカナダの途上国への支援について論じるうえで『安全で安価な飲料水の普遍的かつ衡平なアクセス』への解決策を探っていく。

## 2. カナダの水問題の現状

カナダは、ロッキー山脈やナイアガラの滝など水資源に恵まれている国で、水道水の普及率は100%に達している。豊かな水源のおかげで水力発電で都市や世帯の電力を賄っているほどである。海外電力調査会によると2015年の発電電力量の内訳は、水力発電が57%を占めるほどであり、いかにカナダが水に恵まれているかが分かる。また、カナダの中でも降水量が多く、特に水に恵まれているバンクーバーは水道水がそのまま飲めるほど安全である。各市によって異なるが、バンクーバーの水道代は固定資産税と一緒に1年に1度支払うため、実質無料のような感覚で利用されている。国際的にみてもカナダの水道代は安い水準にある。

これらの背景から国民の節水意識が低いという現状がある。TOTOによると、カナダの生活用水使用量はカナダ国民一人あたり1年に約275立方メートルであり、これは世界平均68立方メートルの3倍以上である。このようにカナダは水に恵まれている国であるが、国民の節水意識が低いと言える。

## 3. 途上国の現状と途上国への支援

私はカナダが安全で安価な水にアクセスできない国に行える支援は上下水道設備のための民間企業の参入や資金援助であると考えている。カナダの国内総生産(GDP)は世界10位の1.653兆米ドルで世界的にみても豊富な資金をもっている。JICAによると、現在安全な飲料水にアクセスできない人が世界では9億人弱もいる。例えば、降水量が極端に少なく安全な水にアクセスできない途上国の子供(特に女の子)や女性は毎日何時間もかけて水汲みに行く。国際連合児童基金(UNICEF)によると、世界中の女の子や女性たちが水汲みに費やす1日あたりの時間の総計は2億時間になると言われていて、女性が学校に通えない大きな要因になっている。このような地域で資金援助によって井戸を整備すると今まで女性たちが水汲みに費やしていた膨大な時間を勉強や家族との時間など有意義に使うことができ、水汲みに使っていた労力を大きく軽減できる。

また、ある程度水資源を保有している途上国にはより安全に飲料水にアクセスできるように上下水道の整備のためにカナダの民間水道局の参入や、カナダ政府が他国企業への投資をするべきである。途上国に上下水道を整備することによって、町の衛生問題の緩和やより安全な水にアクセスすることができる。勿論、途上国への上下水道整備には様々な問題がある。その大きな問題の一つに途上国のマネジメント能力が欠けていることが挙げられる。橋本(2010)によると、「民間と公務員の給料の格差はものすごく大きくて、民間よりも相当低い」(P.4)ため、労働意欲や改善意識が低いという。そのため途上国の水道局は上下水道の整備に時間がかかっている。また、途上国の大都市には巨大なスラムを抱えている。スラムの住民は基本的に不法居住者なので、そこに公共インフラを作ると不法住居を認めることになる。この問題を解決したのはマニラ・ウォーター社の戸別接続方法である。この方法は、橋本(2010)によると、一般の接続方式だと水道局は

家一戸一戸にメーターを設置して、そこまで水道を持って行くが、マニラ・ウォーターは、住民が一戸一戸用のメーターを彼らが住むコミュニティの入口にまとめてつけて、マニラ・ウォーターはそこまで水を持っていけば同社の仕事は終わりという方式だという。実際、マニラ・ウォーターはこの方法で 140 万人のスラムの住人に対して戸別接続をおこなっている。

このように、カナダは井戸建設や途上国へ進出している企業に投資するなどの資金援助、カナダの民間水道局が途上国に進出することによって途上国の上下水道整備に貢献することができ、『安全で安価な飲料水の普遍的かつ衡平なアクセス』を可能にする。

#### 4. 結論

先ほど述べたように、カナダには経済支援や民間企業の参入など途上国の水問題に対してできることは少なくない。しかし、カナダ国内では節水意識が低いという問題があり、限りある水資源を後世に残していくためにも国や企業が節水意識を高めていくキャンペーンを行うべきである。

### Summary

We can use only 0.01% of water on the Earth. In addition to that, the world population has been increasing, and it has been said that there will be 10 billion people in 2050. Furthermore, 1.8 million children die out because of unsanitary water every year. In this paper, I will discuss how Canada can have access to safe and inexpensive drinking water. First, Canada can support developing countries financially. With this support, the developing countries can reduce time to get water by women and children by making water wells with financial support given by Canada. Second, Canada can develop water and sewerage for developing countries. It enables the developing countries to have access to safe water. It is true that the countries lack management skills. However, we can solve it by using Manila Water Company's individual connection method. In conclusion, I think Canada can support developing countries with financial support and water and sewerage development.

## 1. 序論

関西創価高校の3年生は、SGH（スーパーグローバルハイスクール）の取り組みであるGRITの活動の一つとして、学年模擬国連を行った。今回の議題は、「安全で安価な飲料水の普遍的かつ衡平なアクセス」であった。私はエクアドルの担当だった。エクアドルは南アメリカに位置しており、人口1639万人、GDPは世界63位の国である。2018年3月の時点で世界では、8億4400万人の人が安全な飲料水を利用することができていない。世界保健機関の調査によると、エクアドルの上水道普及率は都市部で96%、農村部で89%と、世界的には比較的高いように感じる。しかしエクアドルでは、水道の普及ではない問題も抱えている。エクアドルは赤道直下に位置し、中央をアンデス山脈が2列になって縦走している。このため国土は、太平洋沿岸地帯、山岳地帯、森林地帯の大きく3つに分けられる。主に上水道が普及していないところとしては、貧富の格差が大きいエクアドルの中でも特に貧しい、標高3000m以上の山岳地帯である。また国連環境アドバイザーの吉村和就さんによると、都市部の3割では減菌処理されていない水道水が供給されているほか、水道の水質は硬度が高いため、うがいにはできるが、飲料水には適していない。JICAでボランティアを行っていた、新井総明さんによると、日本では下水管を設置する場合、道路掘削の許可を取り、他の埋設管調査、ガス、NTT、電気、水道等々とも協議をしなければならないが、エクアドルの首都・キトではそのようなことはしないようだ。そのため道路工事で水道管を破損したり、テレビや電話が繋がらなくなることもあるのだ。また、断水になっても、いつ直るのかはわからないのだという。このようにエクアドルでは、山岳地帯の水インフラ設備、水道水の水質、道路工事による断水という、大きく3つの飲料水問題を抱えている。これらのエクアドルの飲料水問題を解決するためには、どのような支援が必要であるだろうか。

## 2. 本論 1

まず、山岳地帯の水インフラ設備についての解決策としては、エクアドルが沿岸国であることを生かして海水淡水化技術を利用し、淡水を給水車で標高の高い地域まで運ぶ方法が考えられる。現在エクアドルは、主にグアヤス川を水源としている。グアヤス川の水源はチンボラソ山というアンデス山脈にある山であり、氷河の溶け水を利用していることになる。しかし近年、チンボラソ山の氷河の溶ける量は加速度的に増えており、大部分は近いうちに溶けてしまうと予想されている。また、岩田（2010）によると、「チンボラソはアンデスの西山脈にあるので東山脈より降水量が少ない」（p. 87）ため、水資源が十分にあるとは考えにくい。山岳地帯の水インフラ問題の解決案として考えられるのは、山脈付近の河川を水源として利用すること、加圧ポンプを使って生活用水を引き上げることに2つだが、標高3000mといえば、日本一高い山、富士山のちょうど八合目あたりである。日本で使われている加圧ポンプは、建物の2階、マンションの高層部に水を送るものがほとんどであるため、標高3000m以上の山岳地帯まで加圧ポンプを使って水を引き上げることは難しいと考えられる。これらの理由より、海水淡水化技術によって生活用水、飲料水を確保し、給水車を利用して山岳地帯まで水を運ぶという方法が、エクアドルでの山岳地帯の水インフラ問題の解決に向けた最善策である。

## 3. 本論 2

次に、水道水の水質についての解決策として、水道施設で硬度の高い原水を軟水化して給水する方法が考えられる。水の硬度についての問題に対して、家庭用軟水器の設置という解決策も考えられる。しかしそれは現実的ではない。日本で売られている家庭用軟水器は、5000円ほどのものから数十万円するものまでさまざまである。JICAによれば、エクアドルの平均月収は300米ドル（約32500円）であるという。軟水器の出費が大きなものであることは明らかだ。日本地下水学会によると、水道施設でも、硬度の高い原水を軟水化して給水している地域もあるのだという。

そのため、家庭ごとに任せるのではなく、地域として、国として、また他国からの援助として、水道施設での水質管理を進めていく方法を選択していくべきである。

#### 4. 本論 3

そして、道路工事による断水についての解決策として、貯水槽を利用する方法が考えられる。JICAによると、現在エクアドルでは貯水槽が利用されているが、貯水槽の衛生状態が保たれていない。貯水槽が雨水が入るような地下、またはどう見ても清掃することのできない高所に設けられているためである。日本では昭和 50 年に、半地下、地下式の受水槽は禁止となっている。現在設置されている貯水槽を定期的に清掃し、衛生状態が保たれるようにすれば、大きな費用もかかることなく断水時に対応することができる。

#### 5. 結論

エクアドルの飲料水問題に対する解決策として、海水淡水化技術による生活用水を給水車で運ぶこと、水道施設で軟水化を行うこと、受水槽の衛生状態を保つことが考えられる。

#### 参考文献

JICA 新井総明さん

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公益社団法人 日本地下水学会

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### Summary

Ecuador has three drinking water issues; the lack of water infrastructures in the mountains area, bad water quality, and stopping supplying water because of road constructions. Ecuador needs some supports to resolve these problems. First, Ecuador needs the support to carry freshwater to the mountains area by water supplying cars. It is for the solution of the lack of water infrastructures in the mountains area. Second, Ecuador has to supply water which is softened in water facilities. Its purpose is to make water quality better. Finally, Ecuador needs to use tanks to save water. This enables people in Ecuador to be able to use water by although water supplying stops because of road constructions. In conclusion, Ecuador can resolve the drinking water issues if Ecuador get support to carry freshwater to the mountains area by water supplying cars, to make soft water, to use tanks to save water.

# 「世界津波の日」2018 高校生サミット in 和歌山 参加報告

## ■ 概要

2018（平成30）年10月31日、11月1日の2日間、和歌山ビッグホエールで開催された『世界津波の日』2018 高校生サミット in 和歌山に、本校の代表として高校1年生3名がチームとして参加した。2015年12月に国連総会委員会において、11月5日を「世界津波の日」とすることが全会一致で採択され、本サミットはその啓発イベントとして2016年より催されている。本校は第1回より、3年連続の参加となった。



和歌山県は、「世界津波の日」の淵源となった「稲むらの火」発祥の地である。1854（安政元）年11月5日、安政南海地震による津波が発生した際、濱口梧陵が自身の稲むらに火をつけ、津波から逃げ遅れた村人を高台へ導き、多くの命を救った故事に由来する。今回はこの地に世界49か国・約400名の高校生が集い、防災・減災について、高校生の自分たちが何をできるか、ディスカッションとプレゼンテーションを通し、深める機会となった。

## ■ 事前準備

参加にあたり、テーマを選択して事前調査を行い、6分程度のプレゼンテーションを英語で作成した。本校は「災害に備え意識を高める」を選択し、本校での生徒・教職員の防災意識の向上について調査・立案。リサーチにあたっては阿倍野防災センター、津波・高潮ステーションへの訪問学習、各生徒の出身地（北海道・宮城・中国）での災害に関するインタビューなどを行った。そのなかで「防災をもっと身近に、堅苦しいことなく必要なこととしてとらえてほしい」との思いが課題発見に結び付き、オリジナルの防災ソング「Always Be Careful」を作詞・作曲したり、常に携帯できる大きさの「緊急時防災カード」をかわいくデザインしたりと、創造的な活動に取り組んだ。「緊急時防災カード」については、3種類のデザインを考案し、実際の高校生サミットでプレゼンを発表する際に、どのデザインが良いかを投票してもらうこととなった。以上の点を中心に、プレゼンテーション（英語）をまとめあげ、すべての発表を暗記できるよう反復練習にかなりの時間を割き、当日を迎えた。

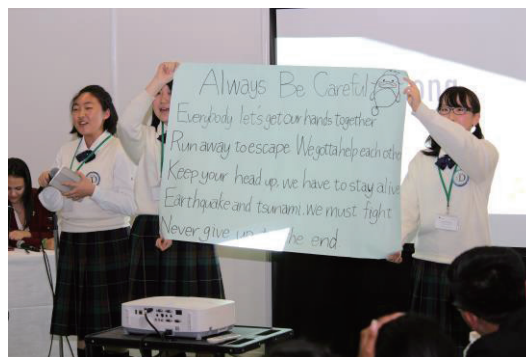
## ■ 行程

### 《1日目（10月31日）》

朝から分科会ブリーフィングを行い、グループに分かれての自己紹介等、和やかな時間となった。同じグループには、岩手県、和歌山県、愛媛県からの参加校のほか、マレーシア、マーシャル、韓国、ベネズエラからの参加高校生が属していた。午後に開会式を行い、記念植樹。その後、いよいよ各校が準

備してきたプレゼンテーションとなった。本校生徒の3名は、臆することなく、元気いっぱいにプレゼンテーションを発表した。自作のオリジナル防災ソングを歌詞を見せながら歌ったり、「緊急時防災カード」の投票を取ったりと、参加者を引きつけ、巻き込むプレゼン力と、そのユニークな内容に、高い評価をいただいた。参加者も和やかに、楽しみながら聞いていた。

夜にはレセプションパーティが開かれ、海外からの参加者とたくさん友人になり、伝統文化を紹介するコーナーもあり、3人にとって貴重な交流と学びの機会となった。



## 《2日目（11月1日）》

朝、分科会から2日目スタート。前日の各校による発表をもとに、ディスカッションとグループ総括に取り組んだ。そのなかで本校生徒が中心となって議論を進めていたこともあり、午後の総会で登壇・



発表をすることとなった。大変に緊張していたが、韓国の高校生に励まされるシーンもあり、本人も落ち着いて実際の発表に臨むことができた。午後の総会・閉会式の前には東京大学の片田教授による講演があり、とても示唆に富んだ内容に生徒・引率教員ともに感動していた。総会・閉会式は来賓あいさつや各グループの発表を経、大会宣言を全員で採択して防災への誓いで結ばれた。学びの多い、非常に有意義な2日間となった。

## ■ 生徒の感想

1日目、一生懸命準備してきたプレゼンを全力で、笑顔で発表し、大好評をいただきました。世界に友だちの輪を広げることができ、喜びでいっぱいです。2日目は、さらに積極的に取り組もうと、皆で挑戦。なかでも家田さんはグループ代表として、最後の総会で全参加者の前で発表を行うことになりました。堂々とした姿で発表し、大成功。支え、励ましてくれたグループの皆に、心から感謝しています。

サミットに参加したことで、英語の重要性を改めて感じるとともに、世界を1周したいという夢ができました。今回できた世界中の友人といつか再開できるように、まずは英語をマスターしていきます。

## 2017, 2018 サミット参加者による防災啓発活動・成果報告

本年度は、直近2年間（2017年度・2018年度）に「世界津波の日」高校生サミットに参加した生徒らの活躍がめざましく、日頃の活動で防災啓発に大きく貢献した。以下に代表的な実績を紹介する。

## ■ 「SGH 全国高校生フォーラム」に参加

「世界津波の日」2017 高校生島サミット in 沖縄に参加した3名のうち2名が、2018（平成30）年12月15日に東京国際フォーラムで行われた SGH 全国高校生フォーラムに出場した。午前中はグループに分かれ、教育・文化・歴史・言語に関する問題やその解決策について英語でディスカッションを行った。午後には用意してきたポスターセッションを2度行い、「世界津波の日」高校生サミットを通してリサーチしてきたことや、自分たちが考案したアクションプランを訴えた。オリジナルキャラクター「なまずん」や SNS に着目したことなどが評価され、好評であった。

## ■ 「ぼうさい甲子園」において「フロンティア賞」を受賞

同サミットに参加した生徒3名で、サミット後も継続して取り組んできた内容を宣揚しようと、「ぼうさい甲子園」（主催：兵庫県、毎日新聞社、ひょうご震災記念21世紀研究機構）に応募し、「フロンティア賞」を受賞した。これは、地域での先導的な取り組みや、初応募の優れた取り組みに対して授与される賞である。「ぼうさい甲子園」とは、阪神・淡路大震災の経験と教訓を未来に継承していくことを目的とし、防災の取り組みやアイデアを顕彰するもの。生徒らは、校内外で意識啓発に取り組んできた内容をしっかり表現し、毎日新聞の取材も受けて活動内容のアピールは存分に行うことができた。2019年1月13日に兵庫県公館で表彰式・発表会があり、他の受賞団体の特色ある防災活動の報告を聞き、さらなる刺激になっていた。



## ■ 「環境フェスタ in 交野」で地域の防災意識啓発活動

2019年3月10日に開催された「環境フェスタ in 交野」に、2018 高校生サミット参加者が出展。本校が NASA と提携して取り組んでいる特色ある「EarthKAM」プロジェクトとタイアップして、災害に関する内容を紹介した。生徒ら自作のオリジナル防災ソング「Always Be Careful」を来場者に生演奏で披露したり、自作の携帯用緊急時防災カードを配布したりといった、堅苦しさのないユニークな取り組みが好評であった。さらに全体のステージでは、実際の高校生サミットで行ったプレゼンテーションを日本語で発表し、広く防災意識を啓発することができた。







# 核禁止条約と日本

～高校生の視点から～

## 核兵器禁止条約とは？

この条約は、核兵器の使用・開発・保持・開発援助など、核兵器を全面的に禁止する条約です。2017年7月に国連で作られ、58ヶ国が署名(条約への同意を示すこと)、8ヶ国が批准(正式に国が条約を認めること)しましたが、条約が発効(実際に力を持つこと)されるには、50ヶ国の批准が必要です。唯一の被爆国である日本は条約には参加せず、**反対**の立場をとりました。



## 日本のジレンマ



### 核廃絶への希望

唯一の被爆国として、日本は核廃絶への責任があります。政府は様々な会議でリーダーシップをとり、市民も被爆者を中心に活動を行ってきました。そんな日本の核兵器禁止条約の不参加は国際社会を驚かせました。



### 条約に参加できない現実

日本はアメリカと軍事面、経済面、外交面で密接な関係を保っています。アメリカは条約に反対しており、対立を避けるために日本も反対したと考えられます。



## アンケート活動

### アンケートの目的



調査

学習

対象▶関西創価高校生 500人  
内容▶核兵器に関する質問  
意義▶生徒の意識を調べるだけでなく、質問への答えも用意し、核兵器について教えることができました。

### 質問のタイプ

① 核兵器について

② 核兵器禁止条約について

③ 生徒の核兵器に対する意見

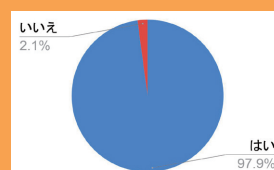
### まとめ



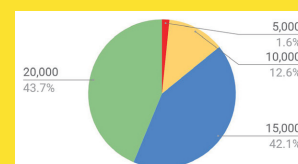
ほとんどの関西創価高校生は核廃絶を望んでいますが、核兵器についての知識を持っていませんでした。

**核廃絶への声※正しい知識**  
希望の声を強めるため、核兵器についての知識を広める活動を続けていきます！

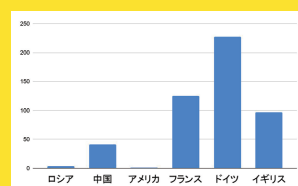
Q. 核兵器は廃絶されるべきだと思いますか？



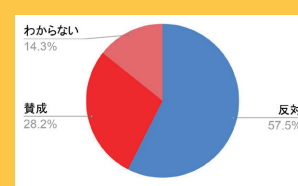
Q. 世界にはいくつの核兵器が存在すると思いますか？



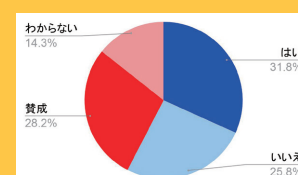
Q. どの国が核兵器を持っていないでしょうか。



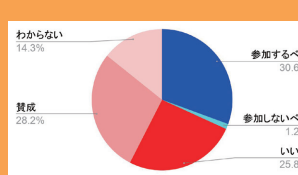
Q. 日本は核禁止条約にどの立場を取りましたか？



Q. 日本が条約に反対した理由を知っていますか？



Q. 日本は条約に参加すべきだと思いますか？



# 核廃絶会議 Critical Issues Forum

2018.3.28~4.2  
@アメリカ  
カリフォルニア



カリフォルニア州のモントレーにて、ミドルベリー国際大学院が主催する核廃絶会議、クリティカル・イシューズ・フォーラムに参加しました。ロシア、アメリカ、日本からの高校生44人が集まり、核兵器禁止条約をテーマに会議を行いました。2日間の会議では、各校のプレゼンテーション、パネルディスカッション、講演などを聞き、核廃絶を世界の友と考えることができました。

## ホストファミリーと

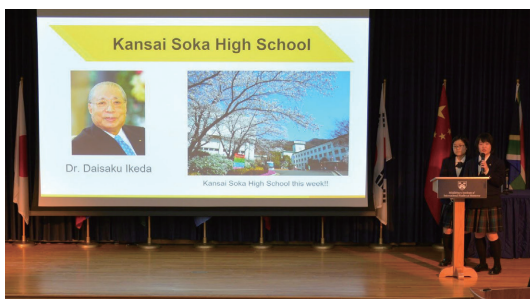


5日間、それぞれの家庭にホームステイをさせていただきました。とてもフレンドリーに接してくれ、楽しい時間を過ごしました。

## 新しい友達と



## 会議本番



会議では、学校で行ったアンケートを元にプレゼンを行いました。また、代表で河野外務大臣のメッセージを読ませていただきました。積極的に質問し、会議に参加することができました。

## 研修を通して

他国の友達も作ることもでき、楽しい時間を過ごせたと同時に、自分達の課題も見つけることができました。また何より、ロシア、アメリカ、日本の高校生と核廃絶という目標を共有できたことが、私たちにとって意義深いものでした。若者の連帯を肌で感じ、核廃絶は決してどこか遠くにあるものでなく、自分たちが作り出していけるものなのだと実感しました。学園に帰ってからも、自分に足りない力を磨き、学園生としての使命を自覚しながら、核廃絶運動を続ける決意をしました。



# The Ban Treaty and Japan ~A High School Perspective~

Kansai Soka High School, Akemi Terukina, Haruka Fujii

## Outline



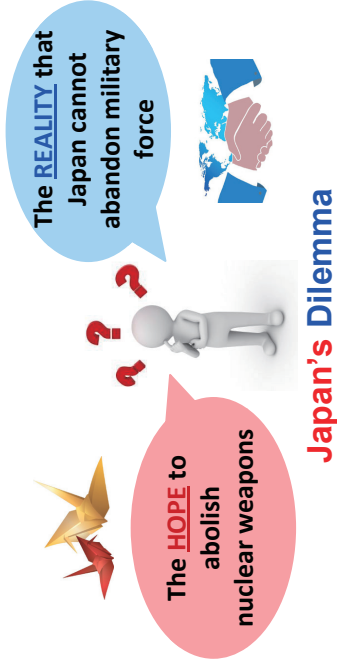
### 1. Situation of Japan



### 2. Survey and Interview



### 3. Discussion & Conclusion



## 1. Situation of Japan



## The HOPE to abolish nuclear weapons

The reality that Japan cannot abandon military force



## Japanese Contribution: Civil Society



## Japanese Contribution: Politics

Resolutions every year since 1994



A coordinating country and co-chair in CTBT



Founding member of Non Proliferation and Disarmament Initiative with Australia

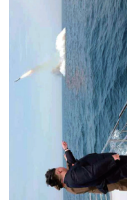


## US Nuclear Umbrella

Relationship with US



## North Korea



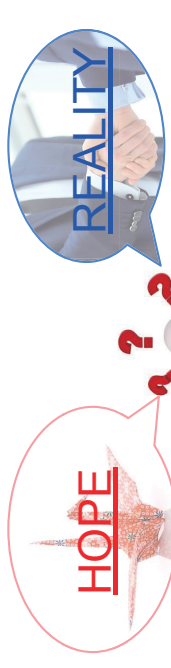
Territorial Issues



## The REALITY that Japan cannot abandon military force

The hope to abolish nuclear weapons





# “Japan will not join the Treaty”



Nuclear weapons states




Division




Non Nuclear weapons states


Explanation by Government



Nuclear weapons states



Japan's hope



Non Nuclear weapons states

Explanation by Government

## Kansai Soka High School



Dr. Daisaku Ikeda



Kansai Soka High School this week!

### Activities in Our School



Hiroshima Fieldwork



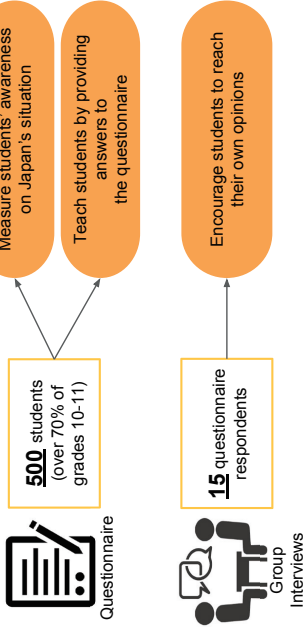
Classes on Peace



Signature Collecting

## 2. Survey and Interview

### Questionnaire and Group Interviews



### Questionnaire

核兵器禁止条約に関するアンケート

私たちは3月28日から4月1日まで、アメリカで行われたCritical Issues Forum (CIF) 参加国は核兵器禁止条約に賛同する国々であり、核兵器禁止条約の推進に努めています。このアンケートは、日本の核兵器禁止条約への賛同率を調査するために実施されています。アンケートの結果、賛同する国々の割合を算出します。是非、ご回答をお願いいたします。

※回答していただいたデータは、プライバシーを第一に考慮し、プロジェクトのためにだけに使用させていただきます。

4-4 期 原稿用紙、原稿用紙

※心算

名前 (郵便 太郎) \*

回答を入力

学年 \*

### Questionnaire: Questions

- Part I: Basic understanding of nuclear weapons**
- Q.1 How many nuclear weapons exist?
- Q.2 Which country does NOT have nuclear weapons?
- Part II: Basic understanding of the Ban Treaty**
- Q.4 Which stance did the Japanese government took for the Ban Treaty?
- Q.5 Do you know the reasons? And what are the reasons if you know?
- Part III: Students' opinions on nuclear issues**
- Q.3 Do you think nuclear weapons should be eliminated?
- Q.6 Do you think Japan should join the treaty? And why/ why not?

### Part III: Students' Opinion on Nuclear Issues

Q. Do you think nuclear weapons should be eliminated?

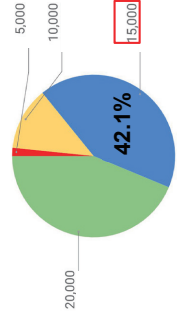


**98% of students**  
"Yes, it should be  
**eliminated**"

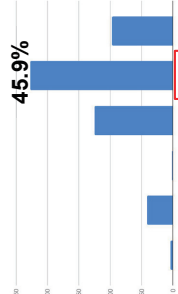
Almost all students in Kansai Soka hope to abolish nuclear weapons!

### Part I: Basic understanding of nuclear weapons

Q. How many nuclear weapons exist in the world?

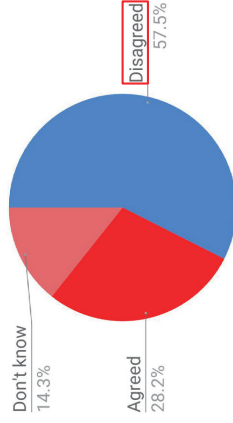


Q. Which country do NOT have nuclear weapons?



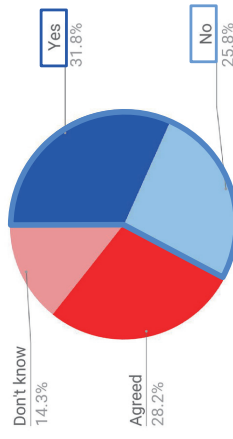
### Part II: Basic understanding of the Ban Treaty

Q. Which stance did Japan take to the Ban Treaty?



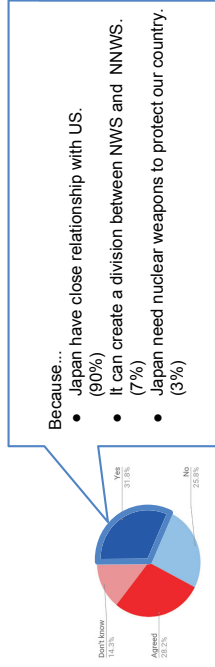
### Part II: Basic understanding of the Ban Treaty

Q. Do you know why Japan took such position?



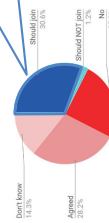
### Part II: Basic understanding of the Ban Treaty

Q. Do you know why Japan took such position?



### Part III: Students' opinions on nuclear issues

Q. Do you think Japan should join the Treaty?

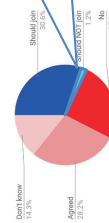


because...

- Japan has a responsibility toward nuclear abolition. (62%)
- Nuclear weapons should be eliminated. (31%)

### Part III: Students' opinions on nuclear issues

Q. Do you think Japan should join the Treaty?



Should NOT join because...

- Japan cannot protect ourselves without nuclear weapons.
- There should be alternative way for nuclear abolition.

### Group Interviews: Ideas from Students

It's childish that all country feel safe with nuclear weapons.


Maybe Japan can be permanently neutral country.

TV doesn't discuss Japan's stance of the Ban Treaty so much.


The merit and demerit of losing nuclear force should be clarified.








### 3. Discussion & Conclusion






Opinions and Awareness of Students in Our School

Nuclear weapons should be eliminated and Japan should join the Treaty!

But, we do not know about the dilemma.




Achievement in Our School

And we know the reality from the questionnaire!

We have hope toward nuclear abolition!


And some have their own opinions!



Significance: Voice Supported by Knowledge

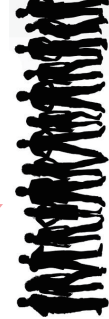
I **HOPE** nuclear abolition!

But, I do not know the REALITY.



I **HOPE** nuclear abolition!

And, I do know the REALITY!



Significance: Voice Supported by Knowledge

Further Project: Questionnaire

Continuation of our project

- Visitor of Open Campus in our school
- Freshman of our school


Further research

- Other Japanese schools
- American and Russian schools

Purpose

- Measure awareness
- Collect opinions
- Provide knowledge

Further Project: Discussions



### Have Discussions

Topics

- How Japan can contribute to the nuclear abolition
- How Japan can overcome dilemma


Purpose

- Deepen understandings
- Develop opinions
- Empower the voice to nuclear abolition

Further Project: Discussions

" To bring it [the brilliant ideal of nuclear abolition] into being as a lived reality requires that we confront and triumph over feelings of powerlessness and resignation. What is needed is the courage to initiate action. It is the passion of youth that spreads the flames of courage throughout society."

-Daisaku Ikeda



Thank you!!

## Reference

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- Founder of our school. Or daisaku Ikeda mentioned.
- "Even the most brilliant ideal will be no more than a dream if it remains locked up in one's heart. To bring it into being as a lived reality requires that we confront and triumph over feelings of powerlessness and resignation. What is needed is the courage to initiate action."

It is the passion of youth that spreads the flames of courage throughout society. This courage, transmitted from one person to the next, can meet the daunting walls of despair and open the future to a new era in human history.

- 理想を現実にするには行動
- 理想を現実にするには勇気
- その勇気は社会に伝わる
- 私たちの使命は社会に伝わる勇気を伝えることである

It is the passion of youth that spreads the flames of courage throughout society. This courage, transmitted from one person to the next, can meet the daunting walls of despair and open the future to a new era in human history.

"To bring it [the brilliant ideal of nuclear abolition] into being as a lived reality requires that we confront and triumph over feelings of powerlessness and resignation. What is needed is the courage to initiate action. It is the passion of youth that spreads the flames of courage throughout society."

自分だけが理想を追い求めるのではなく、社会に伝えていることが重要です。理想を現実にするには、自分自身だけでなく、社会全体に伝わる勇気が必要です。その勇気は社会に伝わることで、未来を切り拓いていきます。



## Further Project



### Conduct Questionnaire

- Measure awareness
- Collect opinions
- Provide knowledge

- Visitor of Open Campus of our school
- Freshman of our school
- Students from different high school

## Further Project



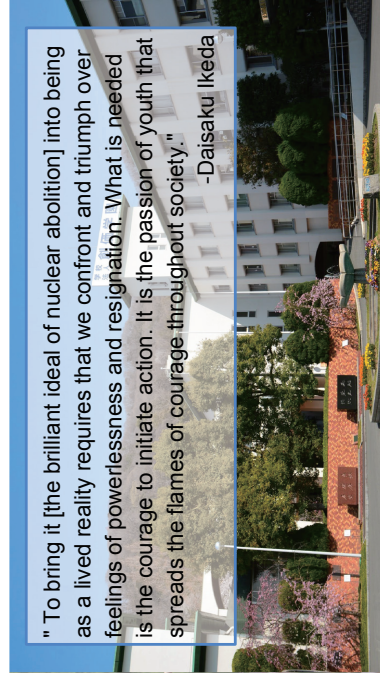
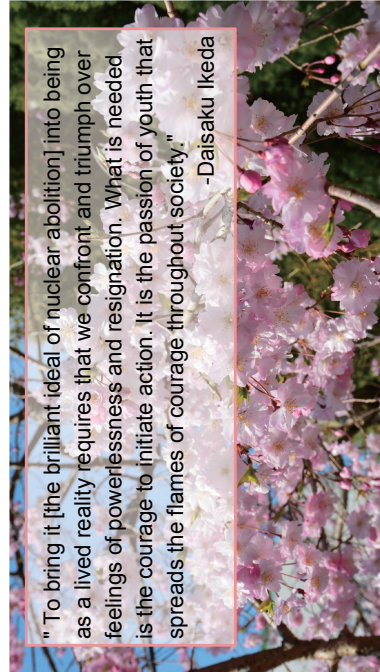
### Make SNS account

#### Purpose

- Post latest news related to nuclear weapons
- Encourage students in our school to be aware of nuclear issues

#### Expected result

- Many students in our school will follow the account





## 第 12 回全日本高校模擬国連大会 参加報告

### ◆概要

2018 年 11 月 17～18 日に東京都渋谷区の国連大学本部で「第 12 回全日本高校模擬国連大会」が開催された。出場を希望する高校生はペアを組み、書類選考のために指定された課題を 9 月に提出し、応募した 215 チームの中から 86 チームが出場権を獲得した。本校からは高校 2 年生から 2 組 4 名が書類選考を通過した。今回の大会の議題は「武器移転」であった。武器移転とは、武器貿易や武器取引だけでなく、武器の運用および能力や製造技術の国際移転のことである。

政府の統治能力と治安維持能力の低い発展途上国では、国家間のみならず非国家主体などへも無責任な武器移転が行われ、国の発展が妨げられたり、国民の人権が脅かされたりなど、深刻な問題を抱えている。特に、非国家主体への武器移転においては違法な取引が行われていることも少なくない。この武器移転という議題は高校生にとって難解なものであった。武器移転についてメディア等で取り上げられる事は少なく、高校生に馴染みのない問題であったため、事前に膨大な量のリサーチが必要とされた。また、議場では議題そのものの解釈に各国間でずれが生じ、各国間のスタンスに必ず妥協できない相違点が生まれてしまうため、全会一致での決議案の採択は困難であると予想された。参加した 4 名はそれぞれケニア共和国大使、ニュージーランド大使を選択し、これまで経験してきた会議で扱われたものと全く異なる性質を持つこの議題に四苦八苦しながらも、自分たちの担当国の武器移転に対するスタンスを国の代表として会議の場で主張した。



### ◆行程



#### 《1 日目（11 月 17 日）》

国連大学に到着し、10 時に開会式が始まった。グローバルクラスルーム日本委員会理事長の挨拶の後、外務省上席専門官である南健太郎氏が武器移転についての基調講演を行った。その後、12 時 45 分から 1st session が開始。この session では、会議の最後に提出される決議案のもととなるワーキングペーパーと呼ばれるもの



を、グループで作成・提出し、18時になった時点で1日目が終了し、翌日まで会議停止された。本校生徒は出だしこそ後れを取ったものの、所属するグループが決定した後は役割ごとに分かれ、それぞれ活発に動いていた。

#### 《2日目（11月18日）》

10時05分に2nd session が開始した。この session で決議案の提出は締め切られた。結果的に全会一致での決議案の提出はできず、2つの異なる決議案が提出された。昼食をはさみ、3rd session で決議案の確認・投票行動が行われた。最終的に1つの決議案が可決され、会議は終了した。その後、閉会式と優秀賞受賞ペアの発表をもって、全日程が終了した。本校生徒は惜しくも優秀賞には届か



なかったものの、それぞれがとても大きく成長できたと実感した大会であった。会議終了後、生徒たちは会議を通して仲良くなった他校の生徒と記念撮影をし、それぞれの地元へと帰っていった。

#### ◆生徒の感想

本格的に全国大会のための活動を始めたのは10月頃でしたが、それからの1カ月間は今まで経験したことがないような大変な戦いでした。苦しかった時はペアと対話を重ね、何のために全国大会に出るのか、どんな姿で大会に臨むのかなどを何度も話し合いました。友人からもたくさん応援して頂きました。最初は手こずったリサーチも、自分たちのやりたいことが明確になってからは、スムーズに作業が進みました。また、模擬国連だけでなく、勉強や下宿生活などにも妥協せずに頑張り抜きました。大会が始まる前日の夜は、どんな人がいるのか、どんな話ができるのかとわくわくした気分でした。会議中は一人ひとりの大使とのつながりを大切にすること、本当に困っている人のために行動すること、学校の代表として、また全国大会に出場する大使として、ふさわしい立ち振る舞いをする心掛けていました。ペアのうち1人はグループに残り、議論の中心者になることよりも、常に話し合いを俯瞰して、疑問を持つことを大切にしました。もう1人は、コンセンサス（全会一致）を目指し、自分のグループとの連携にネガティブな姿勢を取られないよう気を付けながら、各グループのスタンス等の情報を集めました。ニューヨークの世界大会に進出することはできませんでしたが、自分たちのベストを尽くせたと思っています。大会を終えた今は支えてくださった家族や友人、模擬国連部の部員の皆さん、先生方への感謝でいっぱいです。これからも感謝を胸に世界平和に貢献できるよう成長して参ります。

## 第8回 ESD 国際交流プログラム

### 概要

ESD 国際交流プログラムは、全国の高校1、2年生を対象に日本ユネスコ協会が年に一回実施するプログラムである。「世界津波の日」2017高校生島サミットへの参加の経験を生かしたエッセイを書き上げた四十四期生の大辻歩実さんが代表メンバーの十二人の一人に選ばれ、三月二十五日から三十日までインドネシア（首都ジャカルタ・古都ジョクジャカルタ）に「持続可能な開発のための活動」を学んだ。

### 【行程表】

<b>3月24日</b> 東京・五反田 事前研修会 ・オリエンテーション ・プレゼン発表のリハーサル	<b>3月28日</b> SMA8の生徒と共に訪問 ・バティック村訪問(伝統ろうけつ染め体験) ・Gambrian Village カカオ農園訪問
<b>3月25日</b> ジャカルタへ出発	<b>3月29日</b> ・DAM Nglanggeran 見学 ・SMA8 学校訪問 文化交流
<b>3月26日</b> ・日本大使館表敬訪問 ・三菱東京UFJ銀行ジャカルタ支店訪問 ・UNESCO ジャカルタ事務所訪問 ・市内視察(東南アジア最大モスク、カトリック聖堂)	<b>3月30日</b> ・Omah UGM 視察 ・Malioboro(マリオボロ通り)散策 ・王宮訪問
<b>3月27日</b> ジョグジャカルタへ移動 ・ガジャマダ大学でのESDプログラム視察 ・SMA8 生徒との交流	

### ＜日本大使館表敬訪問＞

3月26日にジャカルタにある日本大使館を訪問した。そこで日本とインドネシアの国交やインドネシアの国情について石井正文大使から学んだ。質疑応答で日本と同じく地震大国であるインドネシアで行われている災害対策について大辻さんが質問したところ、「世界津波の日」高校生島サミットの話を交えながら回答をしてもらった。



### ＜東京三菱UFJ銀行ジャカルタ支店＞

東京三菱UFJ銀行ジャカルタ支店では、企業が利益を追求するだけでなく社会へ与える影響に責任をもつ活動であるCSRについて支店長から話を聞いた。国民の三十%しか銀行口座を持っていない現状を変えるため、ジャカルタ支店ではインドネシア政府と協力し国民の金融に関する知識向上や銀行口座開設の普及に尽力しているとのこと。しかし、まだ活動がジャカルタの一部でのみ行われているため、これからのCSR活動に期待が寄せられている。

### ＜バティックの村・ウキルサリ村 ギリロヨ集落 訪問＞

28日の午前、古都ジョクジャカルタの現地高校生と交流しながらバティックの村を訪れた。バティックとはインドネシアの伝統的な染布で、ユネスコの世界無形文化遺産に登録されている布のろうけつ染めである。実際にバティック制作を体験し、伝統的な文化を継承していくためにどのような取り組みが行われているか、そして2006年の中部ジャワ地震の被災後にバティックの製作が震災復興においても役立ったと学んだ。

#### <カカオ農園>

26 日午後はカカオ農園を訪問し、カカオ生産からチョコレート製造・出荷までの全工程を行うことで生計向上につながっていることを農園の代表者から学んだ。日本で普段食べているチョコレートのほとんどは、フェアトレードではなく、チョコレートを安く手に入れている背景には、原料のカカオの生産者の利益はわずかしかないう現状がある。訪問した農園では、栽培者が製品まで作ることによって、中間搾取を減らし、安価かつ公正な取引を実現していた。実際にチョコレートの製造方法から梱包までの過程も見学し、途中で味見することもできた。

#### <現地の高校生と交流>

29 日は SMA8 を訪問し、文化交流を行った。現地高校生からは合唱や伝統舞踊が、日本側からは「よさこい節」と「世界に一つだけの花」の合唱が披露された。その後、SMA8 でおこなわれている持続可能な開発のための有効事例を学んだ。また昼食中にはインドネシアと日本の学校生活について語り合った。インドネシアの学校ではラマダン（イスラム教での断食月）期間中には日が出ている間は水や食事をとってはならないイスラム教生徒への配慮で休校となることなどが語られた。また、時間割の中に一日五回のお祈りの時間が組まれて、交流中も生徒が呼びかけ合ってお祈り室に行っていた。



#### <研修を終えての感想>

このプログラムで私は”本当の世界の広さ”を学びました。なんとなく世界を知ったふりをしていましたが、今回インドネシアに行き、自分の考えの甘さに気付きました。見るもの全てが私の視野を広げてくれました。私は、多くのことを学んだ気持ちになりましたが、それでもインドネシアのごく一部を見ただけにすぎません。世界は広いです。それぞれの国には教科書には載らない数え切れないほどの多様な文化や歴史がありそうです。今回の旅でそう気付き、私は将来自分の目で世界中を見てみたいと思いました。また、必ずもう一度インドネシアを訪れてどのように発展していくのかをみたいとも思いました。

インドネシアの人々の宗教への寛容性にも感銘を受けました。インドネシアでは、イスラム教、キリスト教、ヒンドゥー教、仏教などが信仰されています。イスラム教のお祈りの時間になると町中に祈りの時刻を知らせる音楽がなり響き、宗教が国民に根付いているという感覚でした。でも、市内見学で訪れたモスクの近くにキリスト教の教会があり、交流した現地の高校では、それぞれの宗教ごとに分かれて行う様々な授業がありました。その時間以外は皆が同じクラスで学び、互いに違う宗教を信仰していることを知った上で友情を築いていました。これはお互いの人格を尊重する力があるからだとは思いました。世界では宗教間の対立により戦争が起きており、苦しむ人々がいるのは、本来は平和と幸福を目指す宗教が間違った方向に利用されているのではないかと思います。こういった世界の現状を見るとインドネシアの人々の寛容性が輝いて見えました。お互いの人格を尊重するということは、「あの人は〇〇教だから、私とは違う」といって遠ざかるのではなく、その人と自分との違いを認め合い共通点を探し、その人がどういった人であるかという本質を見ることだと思います。もしこのお互いの人格を尊重する力が皆の心に広がれば世界はすこしでも平和へと向かっていけるのではないかと思います。私は平和の実現はどこか遠くにあるものではなく、どこまでいっても一人一人が大切であると思います。いきなり世界は変わらない、着実な努力で変わっていく。UNESCO 憲章前文に「戦争は人の心の中で生まれるものであるから、人の心の中に平和のとりでを築かなければならない」とあるように、一人一人の心の変革が重要だと思いました。



## 高校ディベート部 全国ベスト8進出

八月四日から六日にかけて立教大学の池袋キャンパスで開催された第二十三回全国・中学高校ディベート選手権（ディベート甲子園）に、ディベート部が四年連続出場をし、全国ベスト8に輝いた。

高校の論題は「日本は国会を一院制にすべきである（※参議院を廃止するものとする）。是か非か」。現在の日本の国会は、衆議院と参議院の二院で立法を行っている。そのため、ねじれ国会となることもあり、速やかに立法府の意志を示すことが困難になる事態を招きかねない。だからといって、一院制では慎重な審議を行うことができなくなるという問題がある。今の日本において、どのように政治を行っていくのがよいのかを様々な視点で探求する点で、例年にもまして難しい論題であった。

エキシビジョンマッチの即興ディベートに、松元君と徳永勇人君（二年）が出場した。この即興ディベートチームは、ベスト8で敗退した四校の、各校代表二名による計八名が肯定・否定に分かれて行う。論題は「日本の中学校高校は修学旅行を廃止すべきである。是か非か」。他校の生徒と協力し、ユーモアを交えてのディベートは、観客から大喝采を浴びた。本年の全国大会では、八位以内で入賞を果たし、選手宣誓や即興ディベートなど関西創価の存在を大きく示す大会となった。



# 「水」テーマに白熱討議

関西創価高 生徒350人「模擬国連」

白熱した討論を繰り広げた関西創価高の「模擬国連」



## 広域

関西創価高校（交野市）は、同校で「2018年度スーパークロールハイスクール中間研究発表会」を開き、授業として3年生全員が参加した「模擬国連」を公開した。生徒らは白熱した討論を繰り広げ、グローバルな課題に対して議論するためには、深く掘り下げて調べていくことやコミュニケーション能力の必要性を学んだ。

（藤井葉子）

地球的課題を取り上げる探究型総合学習プログラム「GRIT（Global Research & Inquiry Team）」の一環。10日にあった模擬国連は、持続可能な開発

開始早々、スウェーデンと米国から提出された決議案に対して、バングラデシュが動議を提出。決議案をさらに良いものにするための「修正案」の協議に入った。

チリが二つの決議案に対して矛盾点を提起し、その解決のため各国と協議したり、スペインがスウェーデンの賛成国を集めたり、会場全体が前向きな意見交換や討議で盛り上がった。

米国が自国の決議案を取り下げると動議を提出した後も、幾度となく修正案提出について各国間で交渉。また、フランスが修正案を提出し、その修正案にスウェーデンが賛成して討議は終了した。

決議案の採択には67カ国以上の賛成が必要で、各国が手持ちのタレットで投票した結果、スウェーデンの決議案が賛成96、反対4と必要数を大きく上回る票で可決されて会議は終了した。

最後に議長の巽有里紗さん（18）が、英語で感謝の辞を表し、模範的活動をした4カ国にはベストカントリー賞が授与された。

スウェーデン担当の笹川幸男さん（17）は「世界的情勢を掌握するための情報量と、その情報の真偽を見極めることの大切さを学んだ。あらゆる社会の縮図だと感じ、経験できたことはとても大きかった」と振り返った。

同校は文部科学省が国際的に活躍できる人材の育成を図る、スー





アメリカで行われたクリティカル・イシューズ・フォーラムに参加した東西の創価高校生が、修了証を手に（左から安江さん、永井さん、照喜納さん、藤井さん）

## 日米露の核兵器廃絶会議 生徒による

### 東西の創価高校生が参加

日本、アメリカ、ロシアの高校生による核兵器廃絶問題に関する国際会議「クリティカル・イシューズ・フォーラム（CIF）」が3月30、31の両日、米・カリフォルニア州のミドルベリー国際大学院モントレイ校で開かれた。日本からは、東西の創価高校をはじめ、文部科学省指定の「スーパーグローバルハイスクール（SGH）」を中心とする7校の生徒が出席した。CIFは、同校のジエームズ・マーティン

不拡散研究所が主催。全体テーマの「核兵器禁止条約——達成、志望、今後の課題」に基づき、創価高校（東京・小平市）の安江貴明さん（3年）と永井千晴さん（同）、関西創価高校（大阪・交野市）の照喜納明美さん（同）と藤井晴香さん（同）が1校ずつ研究成果を英語で述べた。また期間中、アメリカの核・軍備管理・不拡散政策担当特別補佐官を務めたジョン・ウォルフスタール氏などの基調講演、参加した

全17校の生徒による懇親会などが行われた。東西の創価高校生からは「核兵器を正当化しようとする核抑止論は、現代世界の安全を保障するものとしては不完全な考え方であることを、各国の高校生と論じる中で、改めて理解できました」等の感想が寄せられた。



